

**MINUTES OF THE PATERSON BOARD OF EDUCATION
WORKSHOP MEETING**

October 8, 2014 – 6:38 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Carol Smeltzer, Esq., General Counsel

Comm. Chrystal Cleaves, Vice President
*Comm. Wendy Guzman
Comm. Jonathan Hodges
*Comm. Errol Kerr

Comm. Manuel Martinez
*Comm. Flavio Rivera
Comm. Corey Teague

Absent:

Comm. Kenneth Simmons

The Salute to the Flag was led by Comm. Irving.

Comm. Cleaves read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

In accordance with the provisions of this law, the Paterson Public School District has caused notice of this meeting:

**Workshop Meeting
October 8, 2014 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

Comm. Irving: I want to welcome everyone this evening. We have a very jammed-packed agenda. We have five presentations and then we have the discussion and voting on the transition plan for operations, not to mention the actual action items we need to discuss that are on the Board agenda. The only saving grace is there are not many action items this month presented. Curriculum is probably the biggest one and facilities have a little more than normal. I think that if we can get through the first half of the agenda we should be able to get into the general business section, be able to ask

whatever questions we need, and then transition into executive session to discuss personnel and legal as well. I'm going to preemptively ask Dr. Evans, given where we are, that each staff member that comes to present can keep to about the 10-minute mark to allow time for the Board to engage in discussion that allows us to have a much better continuity and flow and keeping this evening moving so that we all can get home to our respective loved ones in a timely fashion.

Dr. Evans: Consistent with the comment you just made, I did ask my staff to be brief but thorough, allowing ample time for the Board to ask questions.

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Early Childhood Provider Memorial Day Nursery for the 2012-2013 Fiscal Year

Dr. Evans: The first presentation tonight is Internal Audit Report Findings on Early Childhood Provider Memorial Day Nursery for the 2012-2013 Fiscal Year. It will be presented by Ms. Peron and Ms. Holtje.

Comm. Irving: Hey, Nancy.

Ms. Nancy Aguado-Holtje: Good evening everyone.

Comm. Irving: Just down and dirty, if there are some audit findings, just let us know what they are. And if not, that's even better.

Ms. Aguado-Holtje: This is an audit finding for Memorial Day Nursery I and II. There were two deficiencies, which I will identify. Finding one was that the auditors determined the provider under-spent the budget by \$113,870.02. The district withheld \$127,698.00 and therefore the district owes the provider the balance of \$13,827.98. We will return the payments to the provider through tuition payments. Finding number two was that they noted minor accounting allowances and coding errors. We continue to review the general ledgers and have our provider center directors to use their self-review.

Comm. Irving: In your opinion, are any of these red flags?

Ms. Aguado-Holtje: No, sir. They're very minor.

Comm. Irving: Are there any questions?

Comm. Hodges: How are they doing academically?

Ms. Aguado-Holtje: The audit report doesn't talk academics.

Comm. Hodges: That's my point. Thank you.

Ms. Aguado-Holtje: It's just an audit.

Report of Violence, Vandalism, and Harassment, Intimidation, or Bullying (HIB) Data

Dr. Evans: The next presentation is Report of Violence, Vandalism, and Harassment, Intimidation, or Bullying (HIB) Data and it will be involving Capt. Smith, Kathy Lepore and T.J. Best.

Captain James Smith: It will be involving Captain Smith and Kathy Lepore. HIB will be presented at another time at another meeting.

Ms. Kathy Lepore: Good evening Board Commissioners and Dr. Evans. Currently on the screen you'll see the PowerPoint for Violence, Vandalism, and Substance Abuse Data and Information. Currently, Student Assistance Programs use school-based practices. We have 12 SACs, Student Assistance Coordinators, serving 34 buildings. I inserted a slide here for substance abuse processes and some people may not understand what that is and how a student is sent out for being under the influence. I will not review that unless you have questions about that afterward. I highlighted in red a summary of prevention activities. I'm not going to list them. However, SACs bring speakers in on domestic violence and drug awareness, such as Sergeant Price from the Community Policing and Straight & Narrow. SACs infuse classroom lessons into the academic curriculum on such topics as heroin, prescription drugs, mental health, suicide, depression, tobacco smoking, and hookah pens this past year. Some summary of prevention initiatives – some collaborative partners that we work with in the district are Montclair State University with the Paterson Coalition against Substance Abuse, known as PCASA, Passaic County Prosecutor's Office, the Paterson Police Department with Community Policing, and Passaic County Traumatic Loss Coalition for Youth. We have related interventions to reduce violence, vandalism, and substance abuse. I'll mention a few – DCCP formerly known as DYFS, the ImmediCenter in Totowa and Clifton to do medical evaluations, drug screenings, assessments, and treatment referrals. The Student Assistance Coordinators conduct individual and group counseling. We also have interventions such as Perform Care, which is in-home therapy, and we work with St. Joseph's Hospital with the Crisis Intervention Services. Parent Outreach – Student Assistance Coordinators disseminate parent information materials in English and Spanish. At back-to-school nights and report card nights they have information tables. They also schedule 15-minute child break with the Partnership for a Drug-Free New Jersey to come in and conduct parent trainings. The SACs also work in conjunction with the parent liaison in their buildings. The numbers on the pages are quite light, but if you follow through page 9 is the drug and alcohol cases. From January to June we have students found positive for marijuana. We also have found students positive for K-2 Spice and synthetic marijuana. Those numbers have doubled since last year and we do test for K-2 now last year and this year.

*Comm. Guzman enters the meeting at 6:48 p.m.

Ms. Lepore: Then we had students test positive for alcohol. Students can also be found positive in these categories, and that is also found in the violence and vandalism form from the state, for being under the influence, a substance type, possession, and refusal. Some other findings and updates – we've had more positives again than negatives. We've had students in possession of alcohol, marijuana, and heroin. We've had poly-substance abusers. That means they're dual users. That was one student. We had more males than females reported cases of 113 versus 28. We've had possession of controlled dangerous substances and have tested for negative urine. We have three out-of-district students testing positive. Paterson Public Schools are number one in the state with the most number of positives for 2012-2013. We're waiting for

NJDOE to report out the results for the 2013-2014 school year. In the 2013-2014 school year, K-2 Spice is an added drug test, as I've stated before, and we found six students to be under the influence. In one case one student was positive for marijuana and K-2 at the same time. Then you'll see the 14-year comparison chart from January to June and then in red for the year 2013-2014. That concludes my presentation. Does anyone have any questions?

Comm. Hodges: How many students do we have under probation?

*Comm. Kerr enters the meeting at 6:50 p.m.

Ms. Lepore: That I do not know. We're only told of the ones that involve substance abuse issues that we send out. Those that do not the probation officer comes into the building and will visit the SAC. If they're there they can speak to them about the students that are charged with a possession case in regards to that nature. If it's other legal matters they do not discuss that with us.

Comm. Hodges: So we have no numbers in terms of trends or anything like that.

Capt. Smith: What we can do as far as the projection is get you raw numbers of how many kids are on probation, not necessarily for drugs, but for anything. I can call up tomorrow and we can get figures on that and get it to you.

Comm. Hodges: Just a three-year look so we can see whether this is going up, down, or flat.

Capt. Smith: The other thing I wanted to bring up in relationship to Kathy's presentation is last year we had requested that we add the additional drug screening for K-2 Spice and we want to thank the Board and Dr. Evans. It was a little more expensive, but it was well worth it because we were able to help six kids that tested positive for it and we would have never known it if we weren't allowed to have that extra drug screening. I want to thank you all for that part of it.

Comm. Teague: Of the weapons that were recovered...

Capt. Smith: We're not onto that yet. In about two seconds.

Ms. Lepore: I just want to thank Capt. Smith and his security staff for assisting the SACs in all their buildings, including Kennedy, Eastside, and the elementary schools. They do wonderful work and help us tremendously. We collaborate with them very frequently so I wanted to thank him personally.

Comm. Irving: How many SACs are we down to now in-district?

Ms. Lepore: We currently have 12, but our problem every year is that we have people that leave because they can get a full-time job in a full-time school. This past year at one point we had 9 and then we went up to 12, but that wasn't until March 1. We had 24 initially.

Comm. Irving: I know we did a reduction in SACs about three or four years ago.

Ms. Lepore: 2009 and 2010.

Comm. Irving: Right, when the initial big RIF came along. I'd like for the Superintendent through your department and/or guidance to present a plan to the Board for how we can best transition to working to get those numbers back. Given what's happening in our city presently with the violence and the shootings and issues with gangs even more than ever we need to have devoted staff members who can be deployed to schools who can help address the social, emotional, and environmental issues. With respect to our guidance counselors it seems as though our guidance department is so inundated with the day-to-day of schedules and registrations that in some schools it's a burden to be able to handle both. That's why SACs are there to alleviate that piece. But I just want to ask through the Superintendent to Ms. Peron and her department that at some point in time over the next two or three months that you can create a plan to bring it back to the Board so that as we're looking at the next budget cycle we can make some really tough decisions or some good decision around how best to re-staff this. I want to give a hint and pay particular attention to our Arabic and Bengali populations in the city and make sure that we have SACs that are reflective of both those cultures and be able to speak those languages. It's good to be able to have English and Spanish speaking SACs, but given the growing population it's going to be important.

Ms. Lepore: That's our problem. When we posted for the SACs that left and came in we had one Hispanic and she left to get a full-time job at another school. There isn't enough out there. That's our problem. They're not certified because there are people who are afraid to go into the position if you're going to cut them. They'd rather go into something that they know they're going to be around. However, when we had 24 SACs we had one of the most diverse departments around. We had African American, White, Hispanic, Muslim, and Pakistani. Out of 24 we had people of different ethnic backgrounds to help us. Right now we're lacking a Hispanic individual. We do have a Hispanic clinician, which is a very big help when they do the assessment evaluation with parents.

Comm. Irving: I think that's really important and too important for us to just not pay attention to. I think that needs to be somehow supported in a document for seating the conversation around the budget as we approach the spring. Before we know it we'll be upon the budget conversation and I just truly want to see our numbers get back with SACs. Given what's happening in our community we all can attest that these kids need as much support as possible pre-trauma in order to ensure that they don't fall to drugs and gangs. The more help we can have for them the better.

Comm. Kerr: What is the problem in us not being able to address the numbers in that department, knowing very well that we are way below where we should be? What's the question here in terms of why we can't address it?

Dr. Evans: Money. It's a matter of priorities. What do we want to spend our money on? That's really the answer to the question.

Comm. Kerr: And that is not a priority for us?

Dr. Evans: It's a priority. If it wasn't a priority we wouldn't have any. It is a priority. The question is looking at some of the things we're doing versus what we're not, establishing collaboratively which is more important for us to staff up or staff down. That's the discussion that needs to be had.

Comm. Kerr: If it's a matter of staffing we can stay here and discuss that in terms of what's important and what isn't.

Dr. Evans: I concur with the President that as we move into the next budget cycle we should have that discussion. We really should.

Comm. Irving: I think the conversation can only happen if we give Ms. Lepore enough time to really create a compelling narrative and justification for what growth may look like. I think we have to be honest. I don't think we're going to get back to 24 by next year. But if we add on two this year and over the course of the next two years another two and doing specific targeting and hiring maybe working with our human resources department trying to find folks of color who fit the demographic need of our city is a more strategic way. When we initially did the cut I think we were pretty desperate to find cuts where they were. But I think the realities on the ground in our city are what they are. We need to have folks in place that can assist young people in times of need, but also educate them ahead of time because SACs do a significant amount of training about consequences related to negative behavior. It's an apropos time for us to have the conversation and be able to set it up at this point.

Comm. Kerr: What I'd like for us to at least accept is that we need to address that issue and we don't push it to the back of the burner. What's the number right now?

Ms. Lepore: Currently we have 12.

Comm. Kerr: Our population in terms of the student body has not decreased.

*Comm. Rivera enters the meeting at 7:00 p.m.

Ms. Lepore: No. It has increased.

Comm. Kerr: So we're really not short of 12. If you look at the numbers we may be short 20 or so. It's a critical issue and we are pushing other areas in our district. I want us to seriously commit ourselves to addressing that issue because a lot of our young people we're losing because of that issue. It's an issue that needs to be addressed now. We can't push it off.

Ms. Lepore: I just had two more slides. That was the bar graph. You have that attachment indicating and showing since they were cut how many positives have gone up. The next slide indicates various interventions and everything since we had the SACs and how they've gone down and once we bring back two or three it goes back up again. I just wanted to give you that information. Are there any other questions?

Comm. Irving: I just want to echo Comm. Kerr's sentiments. It's the same conversation we had maybe two years ago around the Family and Community Engagement Department and our commitment to working with our parents. There are decisions that I think ultimately each year this Board and the Superintendent have to make around what's the best way for us to find areas of causation and need and be able to adequately staff it and do it in a way that's sequential and helps to bring back that level of support in a very segmented way. I agree. I'm just saying I think that the model has worked before. We had Kemper come before the Board and make that presentation two years ago. Since that time we've added at least two full-time staff members to his department and I just think there's no reason why we can't get back to that and work to that. I just want to make sure the Board at least has the plan and the narrative for how you want to do that so that when the time comes for us to make decisions around what can we afford and what's real and possible that we can do in a very educated fashion. I think we all agree we need to get those resources in our schools.

Ms. Lepore: The students need the support.

Comm. Hodges: I was just going to add that the same thing goes for the attendance officers. We're losing \$16 million and we can't cut our nose off to spite our face or to appease whatever. If you're going to be concerned about these students being out and having opportunities to do these drugs they're leaving school and the school environment and we don't have the attendance officers to bring them back. We've cut that position substantially. Have we eliminated it?

Dr. Evans: We're in the process of restructuring that unit. It hasn't been restructured yet, but it's coming. You'll get some information before we actually finalize whatever it is that we're doing.

Comm. Hodges: But we do intend to have some form of attendance officer.

Dr. Evans: Yes.

Capt. Smith: Good evening. The slide is self-explanatory. You'll notice there's a marked decrease in our violence and vandalism from last year and it can be a little misleading. Comm. Kerr and I have a discussion on this every year. On this one I'm actually in agreement with him. Where it is a little misleading is even though our cases of violence and vandalism are down our bullying has gone up. The areas that would have normally been classified under bullying because it can have some aspects that are under violence and vandalism are now classified under bullying investigation. There was a threat there that might have been just strictly violence and vandalism before and now it is encompassed in the bullying report which T.J. will present at some future time. Even though our cases have gone down, they've gone up in some areas as far as HIB is concerned. As you can see on the bottom, they are six-month segments that encompass the whole academic year. Before we used to report once a year, but now we report every six months. As everybody here knows, I'm part of that Governor School Security Task Force and we had our meeting about two weeks ago. We had a subcommittee meeting this Tuesday and I'm proud to announce they're coming to Paterson on October 21 for the subcommittee meeting. For one of the following meetings – I don't know exactly what month – the committee as a whole will come to Paterson. I'm pushing that we get some type of urban representation and that encompasses the school security drills, locks, panic alarms, surveillance equipment, and everything that covered in that state statute that we have been discussing and researching at length which impacts on the violence and vandalism portion of it. I'm happy to say also that we added several schools with surveillance cameras since we last met. School 28 is now up and fully operational. Dr. Evans has met with me and Deputy Superintendent Shafer and we've committed to four or five other schools for this year to be done so we can finish those projects to get those cameras in all the necessary hot spots and have some type of aggression plan with it. If there are any other questions on this or anything I'm here.

Comm. Teague: As I was asking before on the weapons that were recovered, were there guns?

Capt. Smith: Let me put it this way – not firearms, per se, but there were some pellet guns.

Comm. Teague: So those are the BB guns.

Capt. Smith: Yes. BB guns or air pellet guns, but not as far as that goes in this particular report. This was a pretty good year. We really tightened up at schools like Kennedy and other schools. We really have a pretty good trained staff at each one of those schools now. As Kathy alluded to earlier, many of the people that I hired were trained as narcotics detectives so they were able to come into the school and report to the SAC officers people that we saw that exhibited the signs of some type of drug use. We weren't there for capacity to lock them up or anything but to get them the help they needed and the parents to come forward. So we worked hand-in-glove with them because they're the professionals as far as the treatment aspect of it and we can help them with identifying some, which we do.

Comm. Irving: Are there other questions for Capt. Smith?

Annual Assessments

Dr. Laurie Newell: Good evening. I have been tasked with trying to present a 69-slide PowerPoint in a short amount of time.

Comm. Irving: Here's my concern. Because we're just getting this now and this is a lot of information to even digest I'm going to ask if you could go through the highlights, but maybe at the Board meeting we're going to ask you to come back to talk about this a little further. There's a lot of information in here.

Dr. Newell: There's a lot of information and this year based on one of the requests that we had we actually broke it out into subgroup by race. One of the things I've always offered is if you'd prefer to have a meeting outside...

Comm. Irving: Let's see how far we get in the next 15 or 20 minutes. Given everything we have, I think that this is a much longer conversation that we need to have. I'm just thumbing through it and I got to the race-related data that happens to be here.

Comm. Hodges: Quite frankly, this is our primary purpose and it deserves to be treated that way. Being a part of five different presentations to me is unacceptable because this requires the treatment that we are locked in state control primarily because of the curriculum and instruction. We need to be spending a great deal of time on this, not one of five things.

Comm. Irving: You and I are saying the same thing.

Comm. Hodges: We can't do this. I have tons of questions.

Comm. Irving: I agree with you. You and I are saying the same thing. Cheryl e-mailed me today about our Board retreat and I'm wondering if this should not be a presentation and a much longer discussion at our Board retreat. I'm just wondering because the time needs to be had for us to be able to look through this ourselves, have whatever questions we need, and then be able to engage in a very effective and productive conversation. The purpose of us getting this information is for the Board to come back and go here are recommendations and suggestions that I think the district needs to do. Case in point, I'm looking at certain numbers in grade levels in math and it seems like at some level we might be reaching a plateau in certain areas. If that's the case, how do we put the strategic plan together to ensure that we get another jump? I just think at some level that conversation needs to be had. In the midst of everything we have tonight there's no way it can be effectively done and I'm wondering if it will work for everybody if at our Board retreat we're able to have that conversation.

Comm. Hodges: Some of this needs to be revealed to the community so that they have an understanding of...

Comm. Irving: That's why I said some of the highlights at the televised meeting.

Comm. Hodges: Just forestall this tonight and then do highlights at the televised meeting and then have a Board retreat.

Comm. Irving: A much more in-depth conversation.

Comm. Hodges: That makes sense to me. I wouldn't even trouble her tonight with this.

Comm. Irving: We haven't had a chance to look at it. That's the other piece too. I don't know how everybody feels about that.

Dr. Newell: Plus I have office hours. During that time, I'm always open to have you come.

Comm. Irving: I don't know how everybody feels about that. If we can allow Dr. Newell at the actual televised meeting to go through some highlights or salient issues that you've identified in presenting this plan it will allow the Board to have a public discussion given how important the nature is. But at some point in that conversation I'm going to ask us to forego the action piece of what we need to do and save it for our Board workshop that we're supposed to have in November right after the election. Dr. Newell, I apologize. As I'm going through all this I'm saying to myself this is just a much bigger piece of apple for us to bite.

Dr. Newell: I may be able to add on 31 more slides to make it a full 100.

Comm. Irving: Let's have you have that conversation for the Board publicly and televised. I think that piece is important too. Then we'll also pick it up at our Board retreat.

Dr. Evans: I think what you've decided will meet the criteria that I'm about to suggest. This is an item that has QSAC value beyond the numbers, the fact that there is a Board presentation before the next QSAC visit. In my conversations with the Executive County Superintendent if indeed this presentation occurs in November it will meet that guideline because he indicated it would be after that point that they would be coming in. I would just...

Comm. Irving: Make sure we get it done.

Dr. Evans: Yes.

Comm. Hodges: But you are having that meeting, at least a cursory discussion, during a regular meeting. The Board is actually reviewing it then plus we have time to look it over for a week before that time and ask a few questions before we get down into the planning we're going to do.

Comm. Irving: I think on some level we have to be able to look at this and then be able to say here are some recommendations and expectations we have for the administration given the numbers that we see.

Dr. Evans: If you have questions prior to the actual presentation, whether it's the next Board meeting or November, get those to Dr. Newell as well.

Comm. Irving: I think that's absolutely fair.

Ms. Williams: The retreat will be with this Board, not with the new Board, which is in January.

Comm. Irving: Of course. Those folks don't start until January.

Comm. Martinez: Dr. Newell, if there are certain portions of the presentation that you intend to highlight at the regular meeting perhaps you can send us whatever sections or pages so we can get a little bit deeper into those sections and prepare questions and then we can do this deeper dive at that retreat. But at least the highlighted sections that you intend to present at the workshop meeting, just let us know what those sections are so we can pay closer attention to those specific areas before that regular meeting.

Comm. Irving: Thank you everybody for indulging us. I just think it's worth having a longer and more in-depth conversation.

Strategic Plan Data Project

Dr. Evans: The next presentation also involves Dr. Newell and it's a brief overview of the Strategic Plan Data Project. Actually, it's the Strategic Data Project and the Strategic Plan is a separate conversation we'll have a little later. If I may set the stage for Dr. Newell for both the Strategic Data Project as well as the Urban Schools Human Capital Project, I've discussed this with some of you. I'm trying to remember if I've discussed it with you as a group, but I know I've had several conversations with many of you individually regarding both of these engagements. Two of our areas of challenge involve our Human Resources and Data associated with our Human Resources Department. There are other issues associated with our Human Resources unit that I'll mention a little bit later, but the emphasis for this conversation as an entrée into Dr. Newell's discussion about the Strategic Data Project is data. More importantly is the interface that exists between Human Resources and finance. Unfortunately, we're talking two different databases that sometimes aren't always in sync in terms of the data that resides therein. As we move towards full implementation of the data management units or technology that we have both in the form of ALIO and Infinite Campus, when fully implemented hopefully we should have a better handle on those two databases and making sure that they're in sync. But then the challenge is how do we implement our processes and procedures as it relates to the management and the disaggregation of that data to answer all of the critical questions that you have, that I have, and others have regarding what that data is telling us and then making sure everyone is understanding or making meaning of the numbers in a way that drives instruction and decision-making is critical. The Strategic Data Project is a function of a high-performing team at Harvard University that works with school districts across the nation to help them to do what I've just described extremely well. I won't say anymore because then I'll be getting into some specifics that Dr. Newell is going to mention. I'll stop at this point.

Dr. Newell: I'll try to be as brief as possible. This is the Strategic Data Project. As Dr. Evans said, it is housed at Harvard University and we are contracted with them for a two-year partnership. We know that the Strategic Data Project was formed on two fundamental ideas. First of all, especially as it relates to a large district, we understand that a lot of the policy and management decisions directly influence how it is that a

school and a teacher is able to have an impact on student achievement. Additionally, we also know that to be able to make good data decisions we need to have quality data. It is not fruitful to make decisions based on data that is not reliable and is not valid. So as I mentioned, it is a two-year program and it is intensive professional development that is offered for the data strategists. It supports and develops these fellows and I'll go into more detail as to what these fellows are and what they'll be doing to have an immediate impact on policy and management decisions so that they can turn around and have an impact on improving academic achievement and our outcomes. Who are these agency fellows and why are they important? First of all, Harvard offers two different types of fellows. They offer the data fellows or the agency fellows. The data fellows are individuals who Harvard would have to do recruitment across the nation to find individuals to come into the different school districts to do this work. The agency fellows are actually employees who are already in the school district. When we were looking at the two different models between the data fellows and the agency fellows we already know that we have qualified individuals who we can build from within. We don't have to recruit and hire individuals here. We know that we have individuals here who have institutional knowledge and who have the capacity. So we identified our individuals from within and they've been identified as analytic leaders. Additionally, these agency fellows will have access to data and they're key leaders in a way that it will allow them to strengthen their analytical skills which will help them improve with their decision-making. One of the reasons why this is so important, and especially as we get more and more into making decisions in terms of evaluation data, tenure, for us in New Jersey it's Teach NJ, is that education leaders are often forced to make management and policy decisions and a lot of times it's based on insufficient or unreliable information. So having a core group of agency fellows within our organization they can actually as a team sit down and comprehensively study a set of issues which will help us make more informed decisions. The agency fellows who we have for Paterson Public Schools will be receiving a three-suite program. They are getting professional development in measurement and analysis. Additionally, they will be learning about key leadership strategies, change management, and really how to effectively communicate. One of the things that we know as we've been going through and part of the work that we do every day is what is our level of communication, what happens from central office out to the schools, from within the schools to the teacher, and from the teacher to the child. On all levels we realize that we need to improve on our level of communication. For the third one of the things that these fellows are going to be working on is they'll be doing research. At the end of this there is an area where part of what they have to do is a capstone report. They're actually going to be doing something similar to a thesis or a dissertation where they have to pull data. They have to do a lot of research and they have to pull that research to see how it can affect education and management policy. The fellows are expected to comprehensively study a set of focus issues using rigorous data. They need to become experts in their topic areas. Part of what they're going to be tasked with is to significantly contribute to the agency's policy-making, leadership, and strategic development. Over the next two years they will have to participate in eight workshops. They have already started engaging in virtual professional development including webinars. They've started with their homework and book clubs. This is the scheme as to what the work will look like for the agency fellows. Part of what we don't want to happen is for the agents to feel that this is an additional job, like they're now having two separate jobs. So part of the work that we're doing is trying to make sure that they're still doing the work that they've been tasked to do but also there will be a portion of that professional development that they'll be asked to do. In the very beginning it is expected to be a little more difficult and then as they go through this is how they will be trained to do the work simultaneously. One of the things that we want to make sure that we're doing is everything has to be tied back to our strategic plan. We are in the process of really reviewing some of the work that we've been doing such

as with the data analysis. For example, if we see certain trends, what are we going to do about it? This is one of the things that were mentioned here we'll be further exploring when we do the Board retreat. If we say to be the leader in educating New Jersey's urban youths, what does that look like? How are we going to get there? A lot of the work that we're doing we're trying to tie with our strategic plan so that it's very cohesive and coherent. We don't want to be doing something and it's not tied to our strategic plan. We know the district's priorities, effective academic programs. That was the data that we have to go through. Healthy school cultures - we just heard from Ms. Lepore and Capt. Smith. Family and community engagement - we addressed that a little bit earlier, as well as efficient and responsive operations. One of the things that is constantly being impressed upon the agency fellows is as we do this work for the next two years everything has to tie back in some level to these four district priorities. For example, we ask the question where are we as a district? This is from last year's data. This is just an example. We have the agency fellows, we give them the data, and they look at the data. It's broken out in another way and you all are familiar with this. This is from last year. So what? We look at the data and then at that point what do we do? One of the things that we want to make sure that the agency fellows understanding is you look at the data, and how can you now inform our decision-making? How can you look at particular trends for them to give us advice on how they think we should proceed? So when you look at this next chart the first assignments that they'll be really working on as a team was the "so what?" But we also need to be looking at the status of where we are. When Dr. Evans opened up this PowerPoint he said, what are our system challenges? We have different types of data in different departments. For example, in finance versus human resources, what we doing well, where are our challenges? Is the data collected properly? Are we cleaning the data? How is the data processed? Is it communicated to the stakeholders properly? Do people know how the district is doing in certain areas? So when we look at the subgroups what information is being communicated out there and at what level? Are the findings reported accurately? Are good decisions being made? Is there growth year over year? Are we even looking for growth? These are some of the things that these fellows are going to be trained to actually, not just get data. Data tells a story. What is the story telling us? What can we do to change it? For example, I mentioned the fact that they will have to do capstone reports. Some of the potential focus issues, and this could be changed depending on what they decided to do, could look at how we go about increasing our graduation rates. What are some interventions for at-risk children? What is the data telling us? Where are we assigning our students in schools? What is that data telling us? These are just some of the ideas that potentially they could look at. Maybe they throw all of these out and come up with their own, because that's really what it's supposed to do. They're supposed to do research, look at the data, and then figure out what their capstone report is going to lead them to. On a global level the fellows will become a part of a national group. They will be doing a lot of networking. They will be working with other researchers to really see how they can have a positive impact on education through the research and using the data. Locally it's a lot more that we're expecting from them. First of all, advance their analytic capacity and achieve organizational willingness to sustain the work, meaning this work has to be turnkeyed. It's not just the individuals who are going and then it stays there. It has to be turnkeyed. Develop a thorough understanding of current performance on critical educational dimensions, such as the state assessments that you have, establish clear priorities and plans for strengthening data systems and approaches to using data to support ongoing decisions. The other one is complete a capstone report. One of the things that you've probably heard or not heard me say is something if you ask seven different individuals for data you may get seven different results. We don't want that. We want to make sure that our systems are talking to each other, that people know exactly the type of data that they're pulling

and what that data is saying. We're also trying to have access to a rich network of education leaders across the nation and build a network of data strategists.

Dr. Evans: If I may make two other comments in addition to the delivery that Dr. Newell just offered, the first comment is the result of this engagement is that we will be staffed with seven top-notch data strategists in the nation. Secondly, we will have garnered from each in writing a commitment that we're providing this training for them to support us. They have to be with us how many years?

Dr. Newell: Three years after they finish their two-year.

Dr. Evans: Otherwise they have to reimburse us for the expense for this effort. But this should do a lot for us in helping us to use the data we have. We are data-rich. We have lots of data, but how we use that data is significantly lacking in terms of being able to disaggregate it, interpret it, make meaning of it, and then apply the interpretation to decision-making and driving instruction. That's lacking at this point but this should close that gap significantly.

Comm. Irving: How many fellows do we have, seven?

Dr. Newell: Yes.

Comm. Irving: The goal is for these seven fellows to be able to do what at the end of their fellowship?

Dr. Newell: The goal is for the fellows to be able to really understand data, to be able to pull in data from different sources, to be able to be good researchers so that they can inform cabinet level members. A lot of times what happens is the data that is received is not properly analyzed. So we are creating a group of data strategists who will not only look at the data, know how to see if the data is clean, but once we have the data to be able to even look at trends to see how or what direction they should be advising the Superintendent, the Deputy, and other cabinet members.

Dr. Evans: They will also serve as trainers to many different groups depending on the need to train others in the district. Not to the extent that they will have the same level of expertise that they would have, but at least how to understand and use data in the respective areas of those being trained.

Comm. Irving: We had discussed at our retreat creating a design and a layout for a technology committee of the Board. I want to make it very clear once the Board develops the range and scope of that the expectation is that committee is going to have to be involved from nuts to bolts in just the progress of this program in addition to the overall data plan for the district. I just want to give you that piece of information. Given our conversation in November the goal is to help create and construct a data and technology committee that the Board will have.

Comm. Teague: Seven fellows are going to be people that are already working in the district?

Dr. Newell: Yes.

Comm. Teague: How is that selection process?

Dr. Newell: The selection process was based on reviewing a lot of the key individuals who have access to key data. Names were brought forth based on different people's expertise and how they have key roles in certain departments.

Comm. Teague: I guess what I'm really trying to figure out is, are those seven people from this building? Or are they from around the district like in the schools?

Dr. Newell: One person is from out of the schools.

Comm. Teague: Most of them are from in here.

Dr. Newell: Yes.

Comm. Hodges: That pretty much answers my question.

Comm. Martinez: The one thing that I find to be very impactful throughout all this work – we were talking about it in curriculum and Ms. Peron and I were discussing it too and she alluded to the fact that it would be discussed in this presentation – is that with all the different programs that are being offered right now we're very data-rich. Are we doing a thorough enough job – and I guess these folks are helping to do that – of analyzing this data, tying it all together to see where there may be some overlap in the services we're currently providing, and once we've identified those overlaps or those redundancies perhaps we can scale back? It can be a tremendous cost-saver to us. With all the data that we have out there really thoroughly vetting it all to make sure that there aren't any redundancies in services that we're providing. Errol and I were discussing that in curriculum. We talked about the savings that we need to start producing in the district. We look right to personnel but oftentimes the programs that we're offering is an area that we can and should look to, to perhaps reduce some savings. I'm happy to hear that. I wish it could be done sooner. The timeframe is a bit lengthy, but it's in the works so I'm happy to hear that.

Comm. Hodges: Comm. Martinez caused another question to pop into my head. We're analyzing data. Will this help bring new programs and new approaches into being? Is this analysis just looking at trends and things? Where we are educationally I think requires some adjustments in how we're moving. I'm trying to get a sense on just how they're going to impact those changes in direction. The data is there, but how are we going to use that to say perhaps we need to do something else?

Dr. Newell: Part of the agency fellows' work is actually to look at body of data and identify really what's missing and what the research out there is telling us that we are probably not doing or not looking at. One of the things they have to do is a capstone report. As I said, it's almost like a master's dissertation. They have to look to see what the gaps are and what the research is saying that's needed. For example, this is very new in this two-year process because we just started now. But the plan for the capstone report is to identify effective programs to get to preventing at-risk student attendance. I won't tell them this is what you have to do. They have to do their research and find where the gaps are, similar to doing a master's thesis to say this is what's needed, this is what the data has said has worked, and whether or not we can bring it to the district.

Comm. Hodges: That's the important part I'm looking for. Once the data has said we have a problem with our students' ability to do critical thinking or analysis then they're going to go out and say what programs are in existence that addresses those areas. That's what I'm trying to get to.

Dr. Evans: Correct.

Comm. Martinez: Perhaps they can identify areas and programs that we are currently using that aren't effective in identifying where we have shortcomings. Maybe we're using programs that aren't helping with critical thinking. We can do away with this and perhaps introduce something else.

Comm. Hodges: Like computer programming at an early age.

Dr. Newell: One of the things I had mentioned before in one of the earlier slides is to significantly contribute to the agency's policy-making, leadership and strategic development. They will be informing that question that you asked.

Comm. Kerr: This agency will be primarily responsible to gather and interpret data. What if the data says one thing and the recommendation suggests certain action but we on the ground somewhat find ourselves in disagreement with the findings and their recommendations? How do we resolve that situation?

Dr. Newell: That's a good question.

Comm. Irving: It depends on what house you land on. There are some people who would completely rely on the data and say is it aggregated correctly and it's significant, but there might be a philosophical difference.

Comm. Kerr: So what do we do in that situation? Do we leave it up to the experts and not question their judgment? Do we say this is the way we see it. Let's discuss it. I hope we'll be able to find some common ground.

Dr. Newell: What we're hoping to get out of this is very similar to this conversation. It is very much like the agency fellows are putting out ideas and what they bring to leadership are issues where things will be fully flushed out. They will be able to really speak to what the research has shown to give a convincing argument one way or the other. It is not that they're going to send a summary and then the district goes off in a different direction. One of the things that we are hoping to get out of this on all levels, because once the agency fellows get their training they're going to be doing turnkey training. We're trying to really change the mindset that when people look at data they actually know what they're looking at and they're fully involved in doing the research. We really have to become an educational institution where people go fully into the research and then we have a discourse about that research. So that's where we're headed.

Comm. Kerr: The part is a discourse part of it, not just to take the research. Research is good and data is good, but sometimes it depends on who does the research and on what data we have. It all depends on interpretation. You may see it one way and I'll look at it and get something quite different from what you come up with.

Dr. Newell: At that point, they'll be on equal footing with each other to fully flush out and give a true argument as to why they should be doing this or that.

Urban Schools Human Capital

Dr. Evans: You may be either pleased or not pleased that I don't have a PowerPoint. I'll do this the old-fashioned way. I'll give you a handout and we'll talk about it for about

five minutes. It is very brief. I've talked about this. I've shared this and we've had some good discussions amongst some of you individually and in small groups. For most of you this is not new. Actually, we had a conversation about it in one of the committees in May or June. It has to do with the Urban Schools Human Capital Project. This is the group that actually helps school districts and urban school districts in particular to first reexamine their processes and procedures to ensure that they are state-of-the-art in terms of current effective practice. We feel our processes and procedures were revised. APQC was the entity that helped us do that. But then the next and biggest step, and that's where we need them, is implementing them with fidelity. That's where it has broken down for us so many times. When we've had challenges it's typically around implementation. What you have there is the proposal they actually submitted in May 2014. Page two provides a summary of what this group is about and what we're asking them to do. It's a two-phase engagement and it's short-term. The data project that Dr. Newell mentioned is a two-year endeavor. This is an eight-week endeavor. Their role, first of all, is represented in the overview and objectives section in paragraph one. It's a two-phase consulting project that will assess the current strategies, processes, and procedures. They'll look at them again to make sure we have the right processes and procedures. We think we do, but if they disagree they'll help us to tweak them or do whatever we need to do with them. But then the next and biggest step is to then help us to ensure that we're implementing them with fidelity. It's one thing to have the procedures. It's another to operate consistent with those procedures. I would suggest to you that's the biggest challenge we have at this point, implementing the procedures with fidelity. Their second biggest role is then to help us to ensure that we have strong leadership. They will actually look at the role of chief human resource officer, in our case, to determine if indeed the span of control, the scope of that work, and the major responsibilities associated with that position are current with best practice in terms of what HR professionals in the leadership role do. Then they will help us to revisit our job description for that role and ultimately we then will engage with whoever company we choose a search to fill that position permanently. They have indicated they would participate in that with us or without us. It's up to us to determine whether or not we want to use them at that level as well. For each of those two major phases you see the steps or the areas of work. The first five are addressing the review of current processes and procedures, but then also helping us with fidelity. Items one through four gets at the latter time that I mentioned in terms of looking at the leadership role and helping us to find strong leadership in that particular area. That's the human resources capital project. Again, this is an eight-week engagement to get underway very soon.

Comm. Cleaves: Is this in our budget?

Dr. Evans: We have money to do it. Do you mean in the budget from last spring?

Comm. Kerr: This year's budget.

Dr. Evans: We reprioritized money from last year's budget, the budget approved in May for this year. Yes, there is money to pay for it.

Comm. Cleaves: What are we not doing that we have the funds to do this?

Dr. Evans: That's a good question. I have to go back and go through the books with Mr. Kilpatrick and see what we decided not to do. Let me also say, and you've heard me say this before, when we built the budget we built a contingent amount in for emergent needs that we have. That may very well have been the source. Again, I'd need to get with Mr. Kilpatrick.

Comm. Irving: I just want to follow up on that. What's the estimated start date for this project within the district?

Dr. Evans: They will be here on Friday.

Comm. Irving: Some of the members of this Board went to a meeting with the Commissioner last week and it was very clear from his standpoint, and it's going to be in my report today, to express to this Board that items that have not been identified in the budget that keep popping up are a grave concern to the department. It's within your purview to readjust and re-appropriate where funds need to go. But I think before these actions take place the Board needs to know, as Comm. Cleaves just said, what exactly has been deviated from human resources. I think the Board is owed that.

Dr. Evans: Perhaps Mr. Kilpatrick can answer that question now. We did set aside a pot of money that things like this could come from that is in the budget.

Comm. Irving: I just think the Board needs to know prior to Friday how and where this is coming from, Mr. Kilpatrick. This is for us governing ourselves from an oversight perspective.

Comm. Teague: How long was it since this plan was actually thought out? This is the first time I'm hearing about it. Was it already approved and established that they're going to go forward with it?

Comm. Kerr: Of course. They'll be here on Friday.

Dr. Evans: There was a discussion. We can go back through some notes because they came up. Some were small individual groups of the Board. But I want to say in the June meeting it came up as a challenge because we were seeking some alternatives for addressing some human resources challenges at that point in time. It has come up.

Comm. Irving: I'll support the fact that we have certainly had conversations regarding deficiencies of human resources.

Comm. Kerr: Not the budget.

Comm. Irving: My only contention is the fact that this is the first time this Board is hearing about this project. Is this being presented to the Board in an action item?

Dr. Evans: It is on the agenda.

Comm. Irving: What item is it on the agenda, Cheryl?

Ms. Williams: Item 8.

Comm. Rivera: You may have answered the question somehow, but what prompted us to determine the need for this? Was it something that took place? Were there several things that happened during the year? If you didn't plan during the budget process and we started the year not too long ago, is there anything that prompted this?

Dr. Evans: Several things prompted it, including information from the Department of Education who recommended this group. I'll digress a moment. As we were engaged in a number of activities last year a number of problems surfaced with HR data, finance data, and how that was working out, particularly around the many union contracts that

we're negotiating and a number of other areas. As we've looked at our operations – and I'm using operations in terms of not just HR but going beyond that – a number of areas have emerged as problematic. As a result, I've been in conversations with some of you and with some experts in the area and asked for recommendations. This entity kept coming up as somebody who could help us to get our HR act together. That's how we arrived at this group.

Comm. Irving: Dr. Evans, I certainly don't like the duration because I'm not a big fan of projects that take us well beyond the scope of a year or two years and then the costs beyond that point. How these recommendations get presented should be done within the personnel committee. I think this is something you and I need to discuss in our weekly meetings, but given our conversation with the Commissioner's office there is an apparent need for us to restructure our personnel committee and recommendations should flow through personnel and then ultimately to the entire Board so that the Board can help shepherd, steer, and oversee some of the recommendations that are given through our folks in human resources long-term. I just think that as a document a recommendation needs to be prepared, vetted, and shared with the Board in committee in particular.

Comm. Kerr: I personally find it very disturbing that when you look at the SACs that I think are a vital part of our operation in terms of hands-on to our kids. SACs are there addressing the crucial or critical problem of substance abuse in our schools and we just cannot find the resources or the motivation to address that problem. The answer is that we don't have the resources, but in situations like this in all honesty if we put systems in place and we stay true to those systems we don't need this. A lot of what we will be told regarding this is something that we know. If we just set up a system and say, "This is it, you abide by the rules and regulations of what the system is," we don't need this. But we do need the SACs in the classrooms to address those critical needs. I'm disturbed that we find it very easy to find resources to deal with this and at the classroom level where our kids are dying because of drugs and they're misguided and misdirected we don't have that same commitment and drive to address that situation. That's my concern.

Comm. Hodges: I'd like to support much of what Mr. Kerr has to say. However, I'm going to deviate a little bit. I think this Superintendent has a responsibility to look over the program that he's putting together and make adjustments as he sees fit. But it is his responsibility to defend it, to explain, and to give the Board the data that would support what you're doing. That data is missing. That's what I have the most trouble with. If you decide in order to make your operations more effective you need to do that, that's well within your purview. But if you're going to take other monies to do this then we ought to know where those monies are coming from and have an explanation as to what other priorities are being adjusted downward so that this can take that precedent. I can't say to you that this is inappropriate. I can't say that. But I can say I need to know, as was stated earlier, what other priorities have been shifted and how much it's going to cost or delay or whatever. That's my only concern about this.

Dr. Evans: We have an executive session coming up at the end of this meeting. I can provide you both anecdotal information and can put together hard data – I won't have it by the executive session – to support it. We can add that to the discussion. It's information that's personnel-related that I can't discuss in public.

Comm. Hodges: That's fine, but the problem that I have is it should become a practice that if we're going to make changes in the budget priorities that we've voted on already that we have an understanding as to why those priorities are being changed, how

they're being changed, and how the money is going to be reapportioned to accommodate those changes. That should be in place on a regular basis. We should demand that be instituted because otherwise the budget doesn't mean anything to us.

Comm. Irving: While I support everything you've said about the Superintendent's purview and authority to do exactly what you just mentioned, I'm just also conflicted on voting on something that I just have no clue how it's being funded. Given my conversations with the Commissioner's office, I'm just a little more sensitive now that there are folks even in Trenton who are very engaged in this district and how we spend our money on items that may or may not be budgeted on. If that's the case I'm just not comfortable voting on it, at least not until after Dr. Evans has the opportunity to share with us in executive session the rationale behind it. I may ask when we get to that item if we can hold off on it until after we come back from executive session to vote on it and then make a decision from there.

Comm. Hodges: I would suggest that if the state is concerned about what takes place here then they really need to supervise because they have that purview and we don't.

Comm. Irving: I'll talk about that in executive session.

Dr. Evans: Let me make clear one thing because I don't want anyone to walk away thinking that we were told by the state to do this. We weren't. I asked around and I asked some very informed people who also work in the Department of Education for advice. This entity kept coming up in a lot of different conversations whenever I asked who can help us to do what we need to do in this area. I just want to be clear about that.

Comm. Hodges: If the state wants us to exercise the kind of supervision that we're supposed to, they need to give us that authority. We'd be more than happy to take that and do what we need to do.

Comm. Irving: As we get to resolutions for a vote, I'm just going to ask that we pass over the action item until after the executive session. The only challenge is I'm going to have to apologize to Cheryl and the rest of the staff that you all have to stick around until we get done.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have only one additional item. Let me explain an item that I sent around when Dr. Newell was up. As she was talking about the strategic plan the question had surfaced about where were we in terms of developing the strategic plan. What you saw is the first complete draft. The information you have is information you already have because we gave you information pertaining to the transformation planning committee, which is the major group that's advising the development of a number of things including the initial draft of the strategic plan. The Board really should have a thoughtful conversation after reviewing the draft of the strategic plan and then ultimately advise that as well. I know the Board has some priorities it would like to make sure are represented in the new strategic plan and so that conversation should come up pretty soon. The last thing is simply recognition. You saw in your email an item in NJ Spotlight about Sandra Diodinet, the Principal of School 5, making a presentation to the State Board of Education. For those of you who hadn't read it I just wanted you to read it. I have copies here. We're asking her to come to the televised Board meeting and to present this. It's only four or five pages in PowerPoint. But this is an example of the kind of thing that we need to do in many more of our schools in terms of improving

attendance. She has in her school a very highly qualified staff and she's a strong principal. But it is also a Full Service Community School. All of those resources combine to help make this possible, which is really a strong argument for having many more Full Service Community Schools. But we're going to have her come to the televised meeting next week and just take a few minutes. It's not a long presentation because she only has four PowerPoint slides. That's one of them you see on that page there to talk about how they have dramatically improved student attendance. That concludes my report.

REPORT OF BOARD PRESIDENT

Comm. Irving: Last week Comm. Cleaves and myself had the opportunity to meet with the Commissioner of Education and his staff. The Commissioner expressed to me and to the vice president his commitment to continuing the path of local control for this Board. There will be another full QSAC review held at some point in time in late November earlier December. Then pending that review the Commissioner will release his determination provided that the district is able to perform effectively in other areas of returning those areas to local control over the course of the next year. Provided that happens and the Commissioner holds true to his word it's just another feather in the Board's cap as we continue to move forward and continue to govern as a semi-autonomous Board gaining what we need to gain and exercising the responsibilities that the folks who voted us in know about. I want to underscore the conversation that we did have about the whole concept of the budget and making sure that this Board remains vigilant in holding the district accountable for items that may or may not be budgeted for. Dr. Evans, my questions all stem from that conversation with the Commissioner's office in just making sure that this Board individually and as a group feels comfortable with making decisions when changes to the budget are in question. I think it's just our financial and fiscal responsibility and it's in line with the oversight of this Board given the path that we're on to gaining further aspects of control, especially when it comes to finance in particular.

Discussion on Transition Plan for the Return of the Operations Component to the Paterson Public School District

Comm. Irving: I sent back to you all a copy of the plan after my conversation with the Commissioner about the operations and transition plan related to operations in the area of local control. I have provided to you all a copy of the plan. There were some concerns related to how much teeth this document gave us. To that end, I wanted to just pay heed to a few sections of the plan that I think were either reinforced or beefed up after our conversation. The first paragraph under the purpose in the very last line talks about indicating withdrawal from state intervention in the area of operations. At the end of the paragraph it talked about the district had met factors for returning operations component to local control pursuant to NJ-AC-6A. The operations component will return back to the local School Board. On the second page it says effective September 18 the Board shall assume control in the area of operations. The Commissioner wanted that to begin July 1, 2014 but I know we had some conversation about what elements we wanted added in and that word control I asked to be added in per our conversation in executive session. But all the items that you see listed here are under the purview of this Board and I think it's a great step for us, for this district, and most importantly for us keeping the revolving door of local control moving forward. How does that affect our agenda? Beginning next month we will have in addition to all the action items we have here under items requiring a vote a new addendum that says 'operations.' All the items that are voted under the Board's authority will be under the 'operation' byline. I don't want to have to add an additional meeting in the midst of all

the workshops we have. So what I may ask, and this may be cumbersome for Cheryl and the staff at least initially, is to highlight either in yellow within the different reports and committees what items fall under the 'operations' purview so that when they're voted on at least we know what needs to be pulled. What I'm trying to say is we still need to work out how it's going to look next month. But Dr. Evans, myself, and Cheryl need to figure out a process that's going to be easy for everyone in the central office and easier for the Board for us to be able to peruse without having to add an additional committee meeting to go over just the operations stuff. As soon as Dr. Evans and I have that conversation I'm hoping to have that decision ready for you all by next week. Then we'll be able to move from there and figure out how best we're going to proceed from there. With that said, I'm going to ask for a motion for the Board to adopt and approve the transition plan for return of the operations component to the Paterson Public School District as stated and presented to the Board and emailed to the Board. I'm just not going to read the whole thing, but I sent an email to the Board roughly two weeks ago.

Resolution No. 1

Whereas, on August 7, 1991, pursuant to the school district accountability system in effect at that time, the State Board revoked the authority of Paterson's local board of education to control the District's operations, and created a State-operated school district, and

Whereas, in 2005 the legislature enacted the New Jersey Quality Single Accountability Continuum (NJQSAC), a comprehensive, statutory system that revised the former accountability system to "ensure that all districts are operating at a high level of performance" and to determine "the degree to which the thorough and efficient standards are being achieved", and

Whereas, NJQSAC established an evaluation system using five key components as measures of school district effectiveness in the areas of (1) Instruction and Program; (2) Personnel; (3) Fiscal Management; (4) Operations; and (5) Governance, for placement on the performance continuum and can recommend full or partial State intervention to the State Board, and

Whereas, the District's progress has been monitored through interim performance reviews pursuant to N.J.S.A. 18A:7A-14(b) and N.J.A.C. 6A:30-5.6(b), and the District also underwent a three-year comprehensive review pursuant to N.J.S.A. 18A:7A-11 in 2001 and 2014, and

Whereas, based, in part, on the findings of the District's interim reviews completed in January 2010, December 2012, and June 2013, together with the 2011 and 2014 three-year comprehensive reviews, the Commissioner concluded that the District had met the factors for returning the Operations component to local control, and

Whereas, on June 4, 2014, and upon the Commissioner's recommendation, the State Board adopted a resolution directing that the Department and the District begin the process of transitioning the Operations component back to local control in the District, and

Whereas, the Transition Plan, approved by the Commissioner on September 18, 2014, shall be presented at a public board meeting on October 8, 2014, and officially noted in the minutes per N.J.A.C. 6A:30-7.4(a), now

Therefore, Be It Resolved, that the Board of Education approves that the District and Paterson Advisory Board (Board) shall assume control in the area of Operations beginning on July 1, 2014, and the provisions of the Transition Plan for the Return of the Operations Component to the Paterson Public School District shall be implemented immediately according to the timelines set forth in the Transition Plan.

It was moved by Comm. Martinez, seconded by Comm. Teague that the Board approves the Transition Plan for the Return of the Operations Component to the Paterson Public School District.

Comm. Kerr: On 9 and 10, apart from just reading it and taking away from it my own understanding, I need to hear from you what the Commissioner suggested that this number nine entails.

Comm. Irving: Dr. Evans, you can correct me if I'm wrong. But in the midst of our negotiations with myself, Comm. Cleaves, and Dr. Evans, the Board effective this evening will have full oversight over the operation of the transportation department in our district.

Dr. Evans: That's correct.

Comm. Kerr: What does that mean? Tell me the parameters of what that means.

Comm. Irving: The way we discussed it and negotiated it, that goes for contracts, staffing, and the entire purview of the operation of our transportation department. The staff that happens to be there and how it operates, the Board will now be vested with the authority to make the effective decisions.

Comm. Kerr: And that's what we are voting on tonight. I'm just trying to make sure I understand.

Comm. Irving: That's a great question. Again, the procedures being what they are the Superintendent still reserves the right, if he does not agree with the Board's decision, to indeed veto. We have the authority to still appeal the veto with the Commissioner and he will make a decision on either one of our behalves.

Comm. Hodges: Before I get to that, because that's my major concern, in #6 under policy development process, what troubles me is they don't seem to be aware...

Comm. Irving: That we have one. I made it very clear to them that we already have a policy committee. This is standard language that they use with all the state-operated school districts. Newark did not until this year have a policy committee. I pushed extremely hard to make sure that this has as much teeth as we possibly could have. But I think quite frankly the state is leveraging if they do it for us they've got to do it for Newark, Jersey City, and Camden. I think what they have been trying to do is put together a uniform document that is applicable to all the urban districts. I think what you see as far as a policy committee is concerned is not reflective of us but some of our other colleagues in other cities. Again, the Commissioner told me that if you have a policy committee keep using it and keep making it work.

Comm. Hodges: I think I made this point to you before. This is exactly what we have now and the formal impasse procedures underline that. In essence, what is supposed to happen is you're supposed to be given the full responsibility. This does not do that. There isn't supposed to be a veto. Once you're given that issue back you're given that

issue back. What they're in essence saying is we're going to formally codify what Paterson is already doing. That's what this says. If there's a veto then you don't have control over those areas.

Comm. Irving: As it was explained to me and as the statute reads, for as long as we stay under state intervention, even if it's partial state intervention, the Commissioner has the authority to veto any action that the Board takes until we get all areas including governance. Even if we got back finance, personnel, or operations, until we get back the governance piece, the Commissioner has the authority to veto any Board in any district if he feels so, barring local or state control. So I hear what you're saying, but I think that what we have is a great step moving forward. I was assured verbally and I'm going to take this Commissioner's word for what was given to me that he takes very seriously the whole concept of what it means to veto a locally-controlled Board in whatever area that we receive. He would not rule in the favor of the Superintendent unless hearing from both sides and trying to mitigate and negotiate the issues that we have.

Comm. Hodges: We got that ability under Librera in 2004. It didn't exist before until we asked for it. What do they think we're doing here?

Comm. Irving: My thought is I don't think they knew or were familiar with how our Board is operating. I agree with you on that. I think we did an amazing job with being able to articulate that the Board already functions as a functional operating Board with the veto proviso that Commissioner Librera gave the Board minus the personnel area, which the Commissioner has committed for us changing moving forward. Given all the issues we had with personnel recently he had instructed this Board and the Superintendent to make sure the personnel committee functions like a traditional personnel committee. I say all that to say that all this document does to me is a step in the right direction and affirmed that this district and this Board has turned a legitimate concern and is moving in the right direction. Does it change the way we operate presently? Probably not, but I think it does tell us that we are in a much better place now than where we were last year and the year before.

Comm. Hodges: We knew that already. It tells them.

Comm. Cleaves: It makes it clear to them.

Comm. Hodges: The problem I have here is under #6, the policy situation. In our original evaluation that was done by Dr. Clancy we were told by Dr. Duroy that we could not do policy. So when they came in with their first evaluation they sanctioned us for not doing policy. This suggests that we're now supposed to do policy which in fact they sanctioned us before for not doing.

Comm. Irving: They're wrong right now. You've been on this Board for a very long time and I think you've worked and folks who have served on this Board in the past have worked for at least this level of recognition for being vindicated and saying we knew all along that this has been within our purview and our right. I think that as we move from operations to potential finance to personnel over the next year or two it's going to be a feather in our cap as a Board that we have done everything we needed to do to take the reins of this district and move it forward and to do it because people who voted us into office charged us with that responsibility. I hear you. I agree. When I read it I told the Commissioner we already have a policy committee. The Board already drafts, approves, and recommends policies to the Superintendent and he just told me without any other certain words, "Fantastic. You guys are already on the right path."

Comm. Hodges: They're supposed to be supervising this district. So if they're supervising this district how in the world don't they know what we're doing?

Comm. Kerr: On #8, I just need to know where we are with this, what we control, and what we don't. Give me an explanation on the second to last paragraph on the HIB and the security.

Comm. Irving: Pursuant to this statute the Board now should be receiving monthly updates on harassment, intimidation, and bullying. But the new addition is that any appeals that would normally go to the Superintendent that a parent has goes from the principal to the assistant superintendent. Then as it stands now it goes to the Board and the Superintendent. The parents now have a right to appeal a HIB decision to the Board and have the Board make the decision instead of the Superintendent. When it comes to the security plan, that falls under the purview of public safety and security which the Board is now invested in. That is the staffing, personnel, contracting, and approval of all the security apparatus of the district.

Comm. Kerr: I'm just trying to make sure that I understand the lay of the land regarding this.

Comm. Irving: Although we do operate very much like this already it does change from my perspective the level of authority by which the Board operates. I think that's what it does. I think that the decisions we make, especially when it comes to security, transportation, health, guidance, when we first got this people asked what operations was and there were some folks in the media who alluded that operations didn't mean much. I want to make it very clear it meant a great deal. We're talking about important functions of this district that just don't deal with the day-to-day operations but also the future of our kids. How we structure our guidance department is paramount moving forward. Given the transition we're in in guidance we will ultimately prove to make that decision. The process always is the Superintendent will make these recommendations and will bring to this Board his decision. But we have the right to vote his decision either up or down as we move forward. I think that level of empowerment is not something I want us to take lightly. We're going to have to make some pretty tough decisions over the course of the next few months regarding a lot of different areas such as transportation, security. I know with regards to security our contract with US Security is up this year. We're going to be up for either renewal or we're going to have to bid for a new security contract. All these elements are just some of the issues that we're going to have to deal with that I think before we were just taking recommendations from the Superintendent and staff and go, "Do what you have to do." The ramifications for us are much bigger and much more important.

Comm. Kerr: I agree. But I still think regarding the elements that go into this the Board should have a deeper knowledge of the contracts, what they mean, how it's done, and the processes that are involved in all of these things. If we are to make a decision and we do not have the knowledge base to make those decisions we could push this district into some serious trouble. So if we're going to do that seriously training is required and that has to be a part of...

Comm. Irving: Training with staff in particular?

Comm. Kerr: Training with staff on the processes.

Comm. Irving: Dr. Evans and I have spoken about that. Once we approve this document he and I will have a very long conversation about what that means for staff. We've had this conversation already, how staff will operate, and how staff should present recommendations to the Board. I think the reality is we're going to find this out by people also making mistakes and the Board voting no a few times and folks saying, "We have to go back and try it again." That's going to be the responsibility of those staff members and the district to get that process right.

Comm. Kerr: I'm just saying I hope that with all of these pieces we are cognizant of the fact that we need to bring all these pieces together, training and enlarge our knowledge base regarding all these things.

Comm. Irving: I support that because the Commissioner wants to continue training of the Board, not just in operations, but in finance and personnel given where we're moving to. But I think it's also important for staff to have a further understanding for what it now means to operate from a locally controlled point, at least in operations, finance, and personnel. I don't want staff to get an ambiguous situation where they're confused as well.

Dr. Evans: I am as committed as the Board is in not only executing this particular transition plan with fidelity and have it mean something, not just be a piece of paper, but to acquire control in other areas as well. I'm committed to working with the Board to make that happen. But that also requires that me and my staff will have to do some things very differently. That will require some training. The Board will have to do some things differently. That will require some training. Otherwise, it means nothing.

Comm. Irving: The way this process works is the Commissioner produces the document and he then gives it to the Board President and the Superintendent to negotiate and hammer out. I think that Dr. Evans and I in the hammering out phase there's a level of humility that the State Superintendent has to have in being willing to relinquish the level of authority he now has and give it to the Board. Dr. Evans has done this with a good level of sincerity. It's just a nod to Dr. Evans because not everybody would be so willing to relinquish control, power, or authority willingly. But I think he's done it in a very sequential way that is reflective of his involvement and his commitment in working with this Board.

Comm. Kerr: I don't know what went into this document. From your argument, I suppose that both you and Dr. Evans went through the nuts and bolts of putting this together. I wish the Board in general was asked for input before we reached this stage because this is almost late because we are about at the point of voting on this thing.

Comm. Irving: With all due respect, we had an executive session two months ago where I presented this document and I asked Board members for feedback.

Comm. Kerr: Really?

Comm. Irving: You and Dr. Hodges specifically told me that you wanted strength within the area of withdrawal from state intervention. That was included. They also added in 'shall assume control.' In Item #3 they added that line.

Comm. Kerr: I wish we had gotten this back from you prior to this.

Comm. Irving: Lucy e-mailed the document to the Board how long ago? I hear you, but I try to be as transparent as possible.

Ms. Williams: She sent it but I don't know what date.

Comm. Irving: Lucy should have sent it to the Board about a week or two ago.

Comm. Kerr: I'm not going to knock on the walls for that. I'm just saying. You said both you, Dr. Evans and Comm. Cleaves went through this. I'm going to take it for what it is. Let's go to #15. What I don't like in this thing is...

Comm. Irving: Say what you don't like and I'm going to agree with you.

Comm. Teague: There are some things I don't like either.

Comm. Kerr: The Commissioner or his or her designee shall make a determination to exercise veto within 15 days. So whatever it is they can exercise veto within 15 days. After receiving the true copy of the Board minutes certified by the Board secretary if the Commissioner or his or her designee takes no action that means it's a veto. They don't have to say anything. I reject this piece. If you're going to veto something you need to state why it's vetoed. There should be an explanation for that.

Comm. Irving: In July when this was proposed, this was the section that I battled with for the last four months. I got a lot of movement in other areas. This is the section that the State Department was just not willing to budge on. I was told that this language is pursuant to language that they use in the State Department with other regulations. The Commissioner has the authority by taking no action so that whatever decisions are in place stand and remain. I hear you, but I want to tell you flat out I pushed. I felt it was just better if the Commissioner just said no. At the end of the day if you just said no it's a hell of a lot easier for me to palate than no response.

Comm. Kerr: Give a statement on why you said no.

Comm. Irving: They would not move from this stance.

Comm. Kerr: This is just disrespectful. It's something that I personally find distasteful. Even the Supreme Court will tell you if they're accepting the case or not, they'll tell you.

Comm. Irving: At first they said 10 days and the goal we negotiated was 15 days which allows the opportunity for the Board to meet with the Commissioner and the Superintendent to argue their respective points and for the Commissioner to make a decision. If the Commissioner wants to override the recommendation of the Superintendent he can do so in that timeframe. If he chooses not to, the decision of the State operated Superintendent to veto remains.

Comm. Kerr: I really don't accept this.

Comm. Teague: I'm trying to figure out #13, the appointment of highly skilled professionals. That's not the RACs.

Comm. Irving: No. The state under QSAC has the authority under each area that is returned to local control to put together a monitor to monitor whatever gets returned. The state has decided not to do that for our Board. I made it clear to the Commissioner that I think given what we're doing we don't need one. In this particular area he agreed so at this point in time he decided that it wasn't necessary to have a highly skilled professional, a.k.a. a monitor, to monitor the Board when it comes to operations.

Comm. Hodges: Let me state for the record that the people who apparently need the training the most seem to be the Commissioner of Education and his department. They clearly don't know what's going on here or have decided to simply codify what is going on here. The other issue is when it comes to the description of this new process for HIB dispositions, how do we plan to roll out this information to the parents so that they are now aware that the Board has this new function in terms of their children? That's my question. Because we're now in that process of handling any disagreements with the parents and the Superintendent or his administration regarding HIB, how does that information get rolled out to the parents? They're going to need to know that.

Dr. Evans: We have not attempted yet to answer that question. But obviously using the preexisting communication tools that we have both putting it on our website, sending information home, or for the little kids we still put things in backpacks, using all of the methods that we have to get things from the schools to the parents is what we plan to use to communicate that change.

Comm. Irving: Dr. Evans, is this something that we can have the communications department maybe recommend to the Board?

Dr. Evans: Absolutely.

Comm. Irving: Is there a way for maybe your department to come up with some recommendations for how best we can get this information out to the community at large?

Comm. Hodges: They need both actually. They need an understanding of whatever this is. In fact, you might send that same communication to the Commissioner's office because he doesn't understand it either. I was specifically referring to the parents understanding that they now have another option if they were concerned about the dispositions that came down regarding HIB. That has to be rolled out to them. But it's also important, now that you've mentioned it, that this whole document somehow become a matter of public record in a substantial way so that people in the community have a clear understanding.

Comm. Teague: But will they read it?

Comm. Hodges: That's another issue. I will remind the President that when we had our joint meetings with Jersey City and Newark that Jersey City was telling us that even though they had governance back they were still being overruled. We needed to do something about getting a clearer understanding of what the law actually says. I'm not certain the law actually says that and I will not defer to the State Department on their interpretation of what the law says. I need a clearer understanding of what the law actually says regarding this matter. It could be right, but then again it may not be. They clearly don't know what's going on here now and they've been in charge for 23 years. That's very disturbing to me. Or they just decided to tell you that you're getting something new knowing that you aren't getting anything at all other than this new HIB responsibility. I really want to know what the law actually says in this regard and having that information disseminated to the public so that they have an understanding of this new option.

Comm. Irving: Are there any other questions? I'm going to ask for Comm. Rivera to join us so we can vote.

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Hodges: Pass.

Comm. Kerr: Mr. President, before I cast my vote, I would like to make a statement. I've always been told that half a loaf is better than no loaf. I want to put it in that context. I must say that I'm happy that we are getting back and we're voting to get back at least one DPR to the district. However, I must let you know that in terms of the language in #15 I am not supportive of that and I wish I could take that piece out and vote no on it and vote yes on the other pieces, but it's not possible. I hope that we can revisit that piece at some time for further discussion and see if we can adjust the language in there somewhat. For now my vote is yes.

Comm. Martinez: Yes.

Comm. Rivera: Yes.

Comm. Teague: Yes.

Comm. Guzman: Yes.

Comm. Hodges: Years ago they used to call used cars used cars. Now they changed the name to certified pre-owned cars. It's still a used car. It may sound nice. Local control, except it isn't. I want to thank you for your work and your efforts in this behalf. I'm so sorry I didn't get an opportunity to speak to the Commissioner.

Comm. Cleaves: He knows who you are.

Comm. Hodges: They all do. I just think we have to view this as a work in progress. Again, based on what we have now and pending our legal determination, and I certainly will be reaching out to the Education Law Center independently to find out what all this means and what that language means, I think for the sake of the community having an impression that they're getting this pre-owned car I will vote yes. But I certainly don't want this to be the last conversation about this. If need be I will send a personal letter of my concern to the Commissioner of Education.

Comm. Irving: Before I vote, the amendment to the transition plan does indicate that we can amend this plan based on a conversation with the Commissioner and adopted by the Board. I have invited the Commissioner to come and speak to the Board before the year's end. This can be one of the topics that we can discuss and make recommendations to the Commissioner to adjust the last portion of the plan. When you say work in progress I agree, but I think we have to start somewhere and I think it's a really big step for us to begin this process. Yes.

The motion carried.

PUBLIC COMMENTS

It was moved by Comm. Guzman, seconded by Comm. Martinez that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Ms. Patricia McNeil: Good evening, my name is Patricia McNeil. I have a few concerns. I don't know if this is the correct place to bring them, but I brought them. The first thing I need to bring to your attention is uniforms. Are eighth graders exempt from wearing uniforms in the Paterson Public Schools? I've been trying to get an answer all week before I got here. I haven't been able to get one. I know I only have three minutes. All these things that they're buying and purchasing and all these services, let me just tell you I have four boys. Three are in high school and two are in special needs in high school. Books are important to me. I'm hoping with all this stuff that's on this agenda that they're purchasing enough books for our students. I am still waiting on an answer from Eastside High School academy. They're supposed to let me know if special needs children in high school are allowed to bring books home. I was told by one teacher no because they're too heavy. These children are put on a bus. You must remember last year in seventh and eighth grade those children brought this curriculum all the way up where they had to do the same thing as regular education students had to do. Some of these children were able to grasp that information and they were able to do it. Why send them back? I'm not saying all the children. I'm speaking about my two boys. I'm hoping that they have enough books for all the children in the special needs program because I'll be back. I'm so happy that you're getting a big professional person to deal with the bussing. I was on the phone the other day. I'm a daycare provider. People drop their children off at my home, I put them on the bus, and sometimes I have to wait until 11:00 or 12:00. So I'm glad that you hired someone who can straighten that bussing company out. I will be calling them and I know him so he will be getting a call from me. Lastly, I have one other thing. I'm writing letters of the high schools. I'm not getting any response back. I have another child in the grammar school. Teachers are telling me that they can't speak to me. I have to speak to the child study team. Is this something new that the district implemented where if a parent calls they speak to a teacher or they want to set up a meeting they're telling me I have to set it up with the child study team? Once I set it up with the child study team then I have to set it up with the teacher. This is too confusing to me. It has never happened in the past. I don't know if they have new policies in place that are dealing with this type of stuff. I want to know. I need to know. I run a business out of my home and I don't have time like that. Who do I need to speak to? They're sending me to the child study team. They're saying the teachers are not allowed to speak. I don't know what they put in their contracts this year, but they need to...

Dr. Evans: I'd like the letter. You wanted to give me the letter?

Ms. McNeil: My one son was enrolled in Kennedy and for some reason he ended up in Eastside. I don't have any problem with that academy. I think it's a nice beautiful thing. I'm very happy with the way everything is set up. It's just for me it causes a hardship because I have three boys in high school and I live by Kennedy. So to transfer him over to Eastside and put him in a wrong placement for a whole month, he sits in a classroom where he wasn't even supposed to be in. He kept coming home to me saying, "This work that they're giving me is not even what my teacher gave me in school. I don't even know where they got this work from. It's baby work." For a special needs child to say that, something is wrong. So I went to the school to see what's going on. He was in the wrong place. So I wrote a letter. I think Ms. Peron received my letter. So you know the whole story. I understand by state law they only can have 12 special needs children in a classroom. By state law I know also that they have 20 days to get back to me. But why take my child out of a school, put him in a school in the wrong placement? That's all I have to say. I have other things I want to deal with, but I'm not going to deal with them tonight because I have no time.

Dr. Evans: I'd like a copy of that letter. But I also know you're going to hear from Ms. Peron since she's involved. Also, you mentioned some issues relating to textbooks and some other kinds of things that were not related to special education. It's all special education?

Ms. McNeil: My one child that's in Kennedy is in regular education. He has books and everything. It's the special needs classes where they're not sure. Actually, I made a phone call up there and I heard one of the social workers ask if special needs children are allowed to take books home. In the grammar school they are. How can I help him if I don't have the materials to help him with?

Dr. Evans: We agree. You'll hear from Ms. Peron very soon. She needs to do an investigation and then get back with you.

It was moved by Comm. Guzman, seconded by Comm. Martinez that the Public Comments portion of the meeting be closed.

Comm. Hodges: Dr. Evans, I went to International High School and there was another question about the chemistry books over there, having enough chemistry books and a need of newer versions of chemistry. Particularly there was a need of Holt Science Spectrum which was dated 2001. I know that they're rewriting the whole curriculum. Is that the reason why we're holding off on book purchases?

Dr. Evans: I can't say that's the reason. I don't know that we're holding off. I will say to you that in some cases there aren't textbooks because computers are used in some of our schools. Some of our schools have gone with computers in accessing the textbook material via computer. But I think most still are using textbooks if one is available to cover the new Common Core. Again, with regards to International, I'm not sure if Dr. Cavanna is aware of what you've just mentioned, but certainly he will look into that and get back with you.

Comm. Hodges: I also had a question about the Glencoe Text and Chemistry, which was an issue. I was wondering where we were in those. That's the book they seem to be using or they're taking portions of the book. We have our five-course cycle. I just want to get a sense of where we are with science and what kinds of textbooks. Is there a transition that we're going through? Just what is going on so that I get a better understanding of what we're doing with our textbooks? Is there something else?

Dr. Evans: Let me ask Dr. Cavanna to research that and get back with you.

On roll call all members voted in the affirmative. The motion carried.

PRESENTATIONS AND COMMUNICATIONS

Alternative Middle School

Comm. Irving: We need to go back because there was a presentation that was not done. For some reason Dr. Evans has an updated agenda that we just didn't get in time. The presentation is from our curriculum meeting and it's the presentation for the Alternative Middle School presented by Dr. Cavanna and Ms. Nicole Payne.

Comm. Hodges: When you and the Superintendent are composing the agenda I suggest to you that we're not going to be able to do justice to having five significant topics on the agenda. There should be some tailoring of that, particularly if you're doing

annual assessments. Looking at the length of it we have to be able to say we can't do that.

Comm. Irving: As long as the Board is always committed to maybe having an additional meeting just to discuss some of these items we can certainly do it. I think that makes sense. There's also a physical capacity that we all have that our minds are going to take to a certain point before we start to check out. I agree.

Comm. Hodges: I don't want to not give due diligence to some of these items.

Comm. Irving: Case in point, this presentation in my opinion as it's presented to the Board based on that curriculum conversation is going to require a lot more conversation than just talking about it here tonight. I'm going to let you all be the judge of that.

Ms. Nicole Payne: Good evening. As a new initiative we were looking to establish an alternative middle school to address the needs of our middle school students who seem to have challenges both academically and behaviorally. I put together a small PowerPoint presentation to explain what it is that we're trying to accomplish and what are some of those outcomes. The proposed name for the alternative middle school is STRIVE Academy, which stands for Students Taking Responsibility, Initiative, and Valuing Education. We're still tweaking it, but this is where we're going in terms of the name. The purpose of the alternative middle school is to serve students in grades 6-8 who demonstrate behavioral, emotional, and academic challenges that would benefit from a non-traditional school setting in order to improve their individual progress and return them back. I don't want the alternative middle school to become this place where students just exist and they just stay. The whole idea is to equip them with what they need so they can go back to the traditional setting. Through this PowerPoint I looked at some of the data from the Rhodes program last year because we talked about need in the workshop meeting. Just basing some of the information from the Rhodes program 78% of the schools that were served were between the grades of 6-8. As you know, Rhodes was an alternative to suspension. What we saw was mostly 6-8 being used in the Rhodes program. That to me was one identifying factor that we may need to address the needs of our middle school students. In the report, which was prepared by Mr. Williams who's no longer with the district, he put some of these things in perspective. So Schools 4, 7, and 12 sent 34% of all of their students to the Rhodes program. Again, that's a 6-8 grade program. This represented nearly half, or 49%, of all the suspensions for middle school district students. Schools 6, 10, and NRC accounted for 4%. This may be all because some schools may have used it more than other schools. I can't tell you why those numbers are what they are. But what I wanted to demonstrate is that there is a need in the middle school for another resource just like we have in the high school. I know what it is. It's like we don't want to put students that young into a setting. But if it can help those students and if it can prepare them, that is our intention. It's not an intention for a dumping ground. According to some of the data these were some of the reasons why those students were sent there. This is an aggregate of 6-12, but I wanted to give you a snapshot of some of this issues that the students were having when they went to Rhodes. Fighting, 27%; defiance of authority, the bullying and HIB, I don't have to read the slide to you, but these are some of the challenges that our students are facing. This is the mission of this program - to develop and foster students' ability to meet, not only academic requirements, but to identify personal goals, develop values, and responsible patterns of behavior. I think what we will find is that most of the students don't necessarily have academic challenges in the respect that they may be four or three or four years behind. It's about coping. It's about the management of emotional, behavioral, and social skills. We also want to promote growth and fortitude in students, equipping them for success in junior high, and a

seamless transition into secondary education. The type of student that we would like to serve in the Rhodes program - mild to moderate to severe behavior, and chronic attendance issues. Typically we don't find severe attendance issues in students that young, but we would be able to service that type of student. The students who many fit the profile may have defiant, disruptive, and/or disruptive behaviors. Students who may require more structure and a smaller environment - this is some of the criteria as far as getting into Rhodes. There is an SOP in place. The SOP is no different than in the high school. There's a recommendation made by the principal. The director of non-traditional programs would review those applications and then make a recommendation to place that student accordingly. These are some of the criteria and I also included frequent placement in the Rhodes program. So if we find a youngster that continually goes to the Rhodes program he or she may need a smaller environment. Again, we're only looking at placing a student there for one year. This is a rough program structure in terms of what the alternative middle school would look like. We're looking at 8 teachers - and I've identified those teachers - one counselor and four instructional aides. There would be a staggered schedule. These are the core subjects. We're looking at problem and project-based learning, academic interventions, and field trips. On the social and behavioral we want it to be a therapeutic environment. We want to provide counseling both group and individual. We're going to use PPC and restorative practices. Restorative practices has a lot to do with what is the offender going to do to restore what they have done within the community, whether its peer to peer, student to teacher, or just student on the environment, so incorporating those types of behavior modification programs. Community service opportunities, whether it's in the school or outside of the school. Of course, we're going to use the PBSIS framework, which is an initiative we've been using for the past two years here in Paterson. There was a question about which building would be used. Excuse the rough layout here, but we are using the Boris Kroll building. I know during the workshop there was a concern about the fact of high school students being in the same building. Those students will be upstairs and if you look at this diagram they're building a partition in the hallway. So these classrooms will be used for the middle school. We have the Rhodes program right here. The vice principal's office is there. Then on this side this is the only room that Destiny would use, but it's behind that partition. Everybody else is upstairs. They'll use two different entrances and we're looking at a staggered schedule. What are our outcomes? What do we hope to do with the alternative middle school? Improve academic and social skills, students returning back to the traditional setting, and provide an intervention for students before they enter into high school. A lot of our middle school programs already do that, but to provide an intensive intervention. Improve a sense of community and civic responsibility. A lot of our youngsters aren't plugged into their civic responsibility. They're not tied into their community responsibility. And an exit plan, which would include a transition for those students once they return back into the larger comprehensive environment. That includes support. So when a student returns we want to sit down with the team at the sending school to discuss what support that student receives. In some instances if they go to a very large school coming from a group of 50 and going back into that larger environment, what does that look like and how do we support a student through that process? More than likely students will be placed there for an entire year. In a unique situation a student may stay for a marking period but that's a very unique situation. I have not defined that nor outlined what that would look like, but it's an anomaly. If students come later in the year, let's say they come in March, they may stay until the following March. We're looking at long-term effects. We don't just want to place a student there for 20 days and then have them return back. We want to make sure the process is internalized. All students will have the opportunity to return to sending school based on exit criteria. Again, the entrance is the same as the high school program. There's an application process. Through that application process the principal has to present documents. So just because you apply

doesn't mean that student is going to go to the alternative middle school. If that happens, what we plan to do is assist the principal in coming up with some behavior modification and some ideas out of the box to be able to service students that are still having challenges within a larger comprehensive setting. This is a rough scheme of what the process looks like. It's outlined in the SOP. I can forward a copy of that to you. The recommendation from the principal or designee, that's the sending school. Review the file. There are two results after the file is reviewed. Placement and a parent meeting will be held at the sending school or the recommendations for students to stay at the sending school. I know sometimes my colleagues tend to want to expedite. He's causing a problem and he needs to leave. But sometimes it's about thinking of this in a holistic and a team approach and maybe we can do something different for that student. Remember, there are only 48 seats. We're starting small. Parent meeting - once the parent comes out they'll meet at the sending school. We'll let them know and then they have an intake meeting. At the intake meeting that staff at the Boris Kroll building will advise the parent as to what will happen and take place. The student begins the following day after the intake. In my mind it's 72 to 96 hours. So once I get the file, process it, set up the meeting, and then a lot of that depends on a parent's availability. Parents need to be able to meet at times. If there's a situation where a parent can't take off two days from work we'll try to make it all happen in one day if necessary. Our parents have to work and we don't want to keep pulling them out. That is the presentation.

Comm. Irving: This is much more thorough than the presentation we got on Monday and I just think it's because we had a little more time. You had some time to get some feedback from the Board about expectations. We'll take questions at this point in time.

Comm. Kerr: I must commend you, Ms. Payne. That was a very good, detailed presentation. However, we have the tendency in this district to start the year on one foot and try to change it midstream. I believe this is a very important program to the district. However, when we started out the year that program was never in sight. So we have gone through budget requirements without that program really being discussed or presented. So at this point I don't know where the money is coming from to fund that.

Comm. Irving: I whispered to the Deputy and asked that question. She does have a response, just so you know.

Comm. Kerr: Let me hear that response.

Ms. Shafer: The Sports Business and Public Safety Academies were two schools where we had staff and the programs ended in June. We no longer have those two programs at Boris Kroll and that freed up the space. We also had teachers. So we were able to keep those PC numbers in the budget and those teachers went to other vacancies in the district and we were able to get the right teachers at the alternative middle school. Then we took the additional person at School 6 - we had an additional administrator - and we took that person. The person that we had at the Rhodes program left the district which left a vacancy there so the person from School 6, the person in charge of discipline, went over to be the vice principal overseeing this program. There were no new positions, no cost for the building or the space, and no additional teachers because we had all of that already budgeted for.

Comm. Kerr: Very good. That being said, the program is great and I'm looking forward. You say it's for 48 students. Let's roll. Let's see what it turns out to be. I'm excited about the program.

Comm. Hodges: Not so fast. I'm a little troubled by the distribution of students from the various schools. Are there set guidelines for placement? There seems to be a discrepancy in how those guidelines are being applied.

Ms. Payne: For which program?

Comm. Hodges: The sending schools seem to have a discrepancy.

Ms. Payne: I think that what happened with the Rhodes program – because that's where I built the data from and that's why you see certain schools – certain schools just use the program more. They use it as an alternative to suspension more. We would have to dig a little bit deeper to find out why more middle schools or 6-8 grade schools didn't use the services. Since I wasn't in that group at that time I couldn't give you an answer now. But we can go further to find out. I think some principals probably utilize the service more.

Comm. Hodges: The reason I ask is if they're finding ways to cope with these students in-house then perhaps we need to share that information with other schools.

Ms. Payne: I think some schools have the resources to provide in-school suspension. I know even at the high school I think we're all at the ISS level now. But I don't know if everyone had personnel to provide a really thorough type of in-school suspension. Rhodes provides the counseling piece and the academic component. So sometimes I think it's a staffing issue. I think that may be one of the reasons as well that they may not have had the personnel to really address that. To your point, we should find out if other schools were doing something different. Maybe they were in a different phase of PBSIS and they were able to use some of those initiatives. Those are great questions that we should definitely go into the field and find out exactly what's going on.

Comm. Hodges: The other thing is I took very careful note of the fact that you said many of these kids were not having academic challenges. Bill Gates, Ron Cuby, and Albert Einstein all had tremendous trouble in school and it was primarily because they weren't being stimulated enough as opposed to their ability to cope with the situation. We all know how they turned out. I was just wondering whether or not different types of testing would be in order here. The other side of that is Sir. Ken Robertson talks about educating the innovation out of kids. We're not reaching them at their level and at their capabilities and should we not be looking at ways to find out what they do best, particularly if they're not having academic challenges. Maybe we're not stimulating them enough.

Ms. Payne: I agree with that wholeheartedly. I've been reviewing files and applications of students for a while and I think to your point if something jumps out like that then that's a conversation that I can have with the team. Johnny is brilliant. He just scored a 250 on his ASK, but for some reason behaviorally he needs to be challenged differently. There's probably a myriad of questions that we can have for that particular student and maybe that will drive a conversation with building principals as to what we can create. Can we create a small Gifted & Talented program that deals with students that need to get this other sort of stimulation? Maybe this kid is more artistic. So I think that through this process we'll be able to begin a dialogue to look at other out-of-the-box thinking and other dynamic ways to service our students. Some kids may just need that smaller environment for a little while. I know some of our schools are k-8. We still have some k-8 schools in the district. So if you're going to school with 1,000 people in grammar school that may be a little overwhelming, especially once you hit adolescence. How do we work with that? When you're in the younger grades it's much more nurturing, but

when you hit middle school your independence and you have to tap more into your self-reliance. So looking at ways that we can help comprehensive middle schools work with their staff, guidance, social workers, and SACs to see if we can come up with better comprehensive plans - that's what I'm hoping that we'll see out of this.

Comm. Hodges: I hope, Dr. Evans, that you do devote some additional dollars to looking at what are some of these kids' real challenges. Particularly if they're not having academic difficulties, I suspect that there could be a lack of stimulation. We've seen what happens to those students. If you challenge them in different ways they can take off dramatically. I would really like to see that happen as part of this approach.

Comm. Teague: Speaking in terms of alternative education, you remember a few weeks ago I reached out to you about a student that was going to Youth Build. She came from out of town and she came to me and said that in order to continue in Youth Build she had to sign up for adult school, withdraw, and bring that withdrawal letter to the Youth Build program. I'm trying to figure out what kind of process that is. Are they being forced to drop out of school in order to go into that program?

Ms. Payne: The Youth Build program is different because it's a GED program. All of our in-house programs aside from Youth Build and Youth Corps are non-GED programs. Adult School is kind of unique in the sense that students do complete a high school diploma, but I think they're categorized as a dropout in some form or sense. We can talk and we can find out, but mainly for the Youth Build it's because it's a GED program. Typically when you sign up for a GED, whether you dropped out or not, it's an automatic dropout when you get your GED program.

Comm. Teague: I'm wondering if those particular dropouts – because it happened a couple of times – are counted against the district as the dropout rate. Do they end up being counted against us as a district?

Ms. Payne: I think so. Unfortunately, that may be the reality. But would we rather have a student have the academic skills, which is the GED, and also receive job training so that the community is not impacted by young people that don't have any education and do not have any jobs? I'm not the biggest fan of the GED but it's a way and means. Some folks have gotten a GED and went on to go to community college and Rutgers. So it still provides us a resource. It may not help Paterson Public Schools, but it helps the City of Paterson and Passaic County in the larger scheme of things.

Comm. Kerr: My question is directed back to Ms. Shafer. I believe this program is a significant program. We just cannot say we are shuffling stuff around to accommodate the program. The program has to have a cost to it and it has to be separated out and defined. I think we still need to address that issue in terms of what the program costs so we can look at that number.

Comm. Irving: I just want to follow up that point. The staff that will be coming into the program, are these all new hires? Remember we said that positions were vacated that were at Boris Kroll. Are these all new hires that we'll have to initiate? Are we pulling from others?

Ms. Shafer: It's a combination of folks that were already in the district and new folks.

Comm. Irving: This is just as a follow-up. Having a clearly defined budget for what this program is going to cost – and remember we spoke the other day Nicole that we wanted to move and get going – I would love for us to really start this program in a very

sequential space. I do have concerns. I made it very clear in our curriculum meeting about having the middle-schoolers in the same space as the high-schoolers. I have some very grave concerns. Besides the partition there's nothing in the plan that addresses that further, except separate entrances and staggered start times. But I also made the recommendation in our curriculum meeting that I also don't want to see that as a negative either. There might be an opportunity for mentoring for some of the young people who are in the high school to kind of work with these kids and go look where we are now, we might be able to alleviate coming to this program. I think that has to be fleshed out before you can move young people into that school. If not, we're doing what we've done in the past sometimes, which is work on the fly as opposed to working with a plan for how we on some level incorporate. As I've said before, they may be separating the school, but they're all going to be going to the bodega together. They're all going to be walking down the street together. They're all going to be crossing 21st Avenue together and walking up Madison Avenue together. There has to be contingencies put in place to create separate environments, deal with potential influences, but also preparing the older kids for what the transition is going to be like to have younger kids. I've just not see that here and I think before we can launch that needs to be fleshed out as well.

Comm. Hodges: Do you have a behaviorist or a behavioral psychologist as part of your staff?

Ms. Payne: We're working on getting that. That's in the wish list to have that component.

Comm. Irving: That's got to be in the plan given that population. This is why I said on Monday my hope is that you're not going to start until January. I think the recommendations that the Board is giving you are serious recommendations that you, Dr. Cavanna, and the Superintendent need to go back and say here are some of the conversations that we've had. Here's what we're looking forward to launching beginning in the new year. A behaviorist is absolutely important.

Ms. Payne: We have a counselor listed as one of the staff members, but a behaviorist...

Comm. Irving: Given our experience at School 20 and Martin Luther King, I think it's proven that with this specific population of at-risk youth, because these may not be young people who are classified, my hope is that this is not going to be a dumping ground for our young people who are classified. I'm sure there might be some young people who might be classified, but it shouldn't be a dumping ground for all classified kids. With that said though, there still needs to be a staff member on staff or even a SAC full-time.

Ms. Payne: That's what I meant by counselor. I'm sorry. I meant therapeutic clinical. These are your target behaviors. This is what you need you work on. We're going to do one-on-one counseling. In my mind it could be a SAC. It could be a licensed clinical social worker. It could be a behaviorist.

Comm. Irving: There has to be a mental health professional on staff. I think it needs to be made more clear what that role is and what it's going to look like.

Comm. Hodges: That's an important point. I think you have an opportunity to do some research. You mentioned the fellowship program. Behavior in this district is an enormous challenge and this is an opportunity to examine some of these behaviors and

define some categories so that we can address it. You might be able to say this student doesn't need these kinds of services. They need to be challenged more. As opposed to these children have some other challenges that we have to address in another way. If you can develop that profile it may help you in other classes and other schools crafting a solution to some of their needs. I think if you're going to open up a school like this you should take this opportunity to study the students that are being presented in them and compiling data that you can use in the rest of the district. If you bring these fellows in one of them might benefit from this kind of exposure as we look forward to how to work with the entire district. We may find that a lot of our students just are frustrated and they're sitting there not being stimulated enough.

Comm. Irving: A good example is that tenth grader who went to the Google Academy from our district. The kid was actually at risk for being kicked out of school before he got accepted to the Google Academy. Some people said he was a bad kid. He was a really smart kid. He just said, "Why am I here?"

Comm. Hodges: He was bouncing off the walls.

Comm. Irving: There are just some cases where that being identified is important. I think the Board deserves the opportunity for you all to come back maybe in a month and a half, even at the next curriculum meeting. I hope someone was jotting down the recommendations we gave you all and talking about the other contingency pieces, the mental health piece, solidifying the space, having very clear delineation for how we're going to incorporate the two populations in the school, and the other behavioral piece associated with it. If you just look back at the minutes of the meeting Cheryl will be able to pull that for you.

Ms. Payne: Okay. Thank you and good night.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 2

BE IT RESOLVED, that the list of bills and claims dated September 30, 2014, beginning with vendor number 86 and ending with vendor number 799535, in the amount of \$7,379,300.97, to be approved for payment; and

BE IT RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

It was moved by Comm. Teague, seconded by Comm. Cleaves that Resolution No. 2 be adopted. On roll call all members voted in the affirmative. The motion carried.

Resolution No. 3

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this

section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

Total Number of Conferences: 23

Total Cost: \$10,225.18

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Jaime Cangialosi-Murphy	Strategic Data Project	October 19-23, 2014	\$0
Director/Human Resources	Cambridge, MA		
Corey Fronte	Strategic Data Project	October 19-23, 2014	\$0
Data Management Specialist/DECE	Cambridge, MA		
Chris Graber	Strategic Data Project	October 19-23, 2014	\$0
Supervisor/Learning Network	Cambridge, MA		
Aubrey Johnson	Strategic Data Project	October 19-23, 2014	\$0
Assistant Superintendent	Cambridge, MA		
Anthony Licamara	Strategic Data Project	October 19-23, 2014	\$0
Supervisor/Data Instruction	Cambridge, MA		
Marnie McKoy	Strategic Data Project	October 19-23, 2014	\$0
Interim Chief Human Capital Officer	Cambridge, MA		
Laurie Newell	Strategic Data Project	October 19-23, 2014	\$0
Chief Reform & Innovation Officer	Cambridge, MA		
Jazmin Parra	Strategic Data Project	October 19-23, 2014	\$0
Director/Assessment	Cambridge, MA		
Susana Peron	Strategic Data Project	October 19-23, 2014	\$0
Assistant Superintendent	Cambridge, MA		
Anita West	Strategic Data Project	October 19-23, 2014	\$0
Interim Director/MIS	Cambridge, MA		
Lisa Pollak	NJSBA Annual Conference	October 30, 2014	\$324.45 (registration, transportation)
General Counsel/Legal Dept.	Atlantic City, NJ		
Carol Smeltzer	NJSBA Annual Conference	October 30, 2014	\$249.00 (registration)
Asst. General Counsel/Legal Dept.	New Brunswick, NJ		
Lisa Pollak	Legal Issues in Student Health	November 4, 2014	\$75.00 (registration)
General Counsel/Legal Dept.	New Providence, NJ		
Boris Zaydel	Legal Issues in Student Health	November 4, 2014	\$75.00 (registration)
Paralegal/Legal Department	New Providence, NJ		

Lynn Kimbrough (Frank Pajuelo – Alternate)	Infinite Campus SQL & Data Schema Fundamentals Training	November 17-20, 2014	\$2,731.91 (registration, transportation, lodging, meals)
Supervisor/MIS	Hauppauge, NY		
Lenny Moore	Infinite Campus SQL & Data Schema Fundamentals Training	November 17-20, 2014	\$2,731.91 (registration, transportation, lodging, meals)
Supervisor/MIS	Hauppauge, NY		
Anita West	Infinite Campus SQL & Data Schema Fundamentals Training	November 17-20, 2014	\$2,731.91 (registration, transportation, lodging, meals)
Director/MIS	Hauppauge, NY		
Erika Robles	Amistad Commission Workshops	November 18, 2014 December 18, 2014 February 12, 2015	\$900.00 (registration)
Teacher/BTMF @ JFK	Union, NJ		
Carol Smeltzer	NJICLE Seminar- Restrained Zeal: How Good Ethics Make Lawyers Great Advocates	November 25, 2014	\$190.00 (registration)
Asst. General Counsel/Legal Dept.	New Brunswick, NJ		
Elizabeth Charles	Educational Resources: Therapies in the School – Practical Applications of Neuroscience in the Classroom and Collaborative Approaches to Addressing Wellness at the School	December 10, 2014	\$29.00 (registration)
Occupational Therapist/Special Services	Web Based		
Erin Delaney	Educational Resources: Therapies in the School – Practical Applications of Neuroscience in the Classroom and Collaborative Approaches to Addressing Wellness at the School	December 10, 2014	\$29.00 (registration)
Physical Therapist/Special Services	Web Based		
Thais K. Petrocelli	Educational Resources: Therapies in the School – Practical Applications of Neuroscience in the Classroom and Collaborative Approaches to Addressing Wellness at the School	December 10, 2014	\$129.00 (registration - \$29 for each additional)
Occupational	Web Based		

Therapist/Special Services			
Adrienne Warrick	Educational Resources: Therapies in the School – Practical Applications of Neuroscience in the Classroom and Collaborative Approaches to Addressing Wellness at the School	December 10, 2014	\$29.00 (registration)
Physical Therapist/Special Services	Web Based		

TOTAL CONFERENCES: 23
TOTAL AMOUNT: \$10,225.18

It was moved by Comm. Martinez, seconded by Comm. Guzman that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.

Resolution No. 4

Whereas, the Paterson Public School District recognizes the need for obtaining the most competitive and responsive bid for goods and/or services;

Whereas, on the Authorization of the Business Administrator quotes were solicited for, consultant to oversee operations at P.S. #6, RFQ-034-15 for the 2014-2015 school year; and

Whereas, the solicitation was made by vendor mailing list on September 22, 2014. Three (3) vendors were mailed/e-mailed bid specifications, one (1) responded.

Whereas, The District Administration recommends that Ultimate Education Solutions be awarded the contract respectively for the following reasons 1) Dr. Joseph Fulmore has extensive experience in the administrative functions at Public School #6 and 2) Dr. Joseph Fulmore has effectively produced academic and administrative support within the District; and

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority IV: Efficient and Responsive Operations, Goal 3: Increase Capacity, Reorganize and restructure district administration; now

Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Ultimate Education Solutions, Inc. be deemed as the lowest responsive/responsible bidder and is awarded a contract for Consultant to Oversee Operations at P.S. #6, RFQ-034-15 for the 2014-2015 school year.

Estimated Number of Days	Per Diem Rate	Total (Approx. # days x per diem rate)
60	\$550.00 per day	\$33,000.00

NOT TO EXCEED \$33,000.00 ANNUALLY

It was moved by Comm. Guzman, seconded by Comm. Martinez that Resolution No. 4 be adopted.

Comm. Kerr: Regarding this contract, what would be the day-to-day requirements of the consultant? What would the person be doing in the day-to-day?

Dr. Evans: That's Dr. Fulmore.

Comm. Irving: This is his company and in the past it's the same company we've contracted with at School 6. He's worked with us in the past.

Comm. Kerr: Okay. I spoke to Ms. Shafer prior to this. I remember the last time there was a question regarding him being appointed as acting...

Comm. Martinez: It presented a conflict of interest.

Comm. Kerr: We have resolved that issue?

Dr. Evans: He's performing those duties, but as a consultant.

Comm. Irving: Okay. So instead of a full-time staff member...

Comm. Martinez: He's not going to be part of the full-time staff. He's going to be there as a consultant.

Comm. Kerr: I just want to make sure it's understood.

Dr. Evans: In fact, the position has been posted and it's getting close to interviewing.

On roll call all members voted in the affirmative. The motion carried.

Resolution No. 5

Whereas, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

Whereas, with the authorization of the Business Administrator, formal public RFQs were solicited for a 24-month Data Fellowship Program, RFQ-920-15 for the 2014-2015 and 2015-2016 school year(s); and

Whereas, five (5) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), of which one (1) responded to the District's solicitation; and

Whereas, the solicitation was made by advertised public notice appearing in The Record and The Herald News on July 1, 2014, with sealed bids opened and read aloud on July 23, 2014 at 11:30 am at 90 Delaware Avenue by the Purchasing Department; and

Whereas, per the attached bid summary, the District Administration recommends that the bid for the 24-month Data Fellowship Program, be awarded to the lowest responsive and responsible bidder(s) to the following vendor(s):

<p>Center for Education Policy Research at Harvard University 50 Church Street</p>
--

4th Floor
Cambridge, MA 02138

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority I: Efficient Academic Programs, Goal 2: Create Healthy School Cultures, Effective School Initiatives; and

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Harvard University be awarded the contract for RFQ-920-15, running from October 1, 2014 through September 30, 2016 as follows:

Item	Price	Quantity	Total Cost
Enrollment in Agency Fellowship	\$52,000.00 per fellow	7	\$357,500.00 (\$10,000.00 discount)

FY 2014-2015 (Year 1)

Three (3) quarterly payments of \$40,000.00, not to exceed \$120,000.00 in Year 1.

FY 2015-2016 (Year 2)

Four (4) quarterly payments of \$40,000.00, not to exceed \$160,000.00 in Year 2.

FY 2016-2017 (Year 3)

First (1st) quarter payment of \$40,000.00 and second (2nd) quarter payment of \$37,500.00, not to exceed \$77,500.00 in Year 3.

It was moved by Comm. Martinez, seconded by Comm. Guzman that Resolution No. 5 be adopted.

Comm. Irving: I did not make the connection as it was being presented before us. Where is this money coming from?

Dr. Evans: Out of my budget.

Comm. Irving: This is being paid out of the Superintendent's budget, Comm. Kerr.

Comm. Kerr: \$400,000. Can I be briefed as to what this entails, Dr. Evans?

Comm. Irving: It's the presentation from Dr. Newell. I just didn't make the connection that the presentation was attached to an action item.

Comm. Kerr: This is seriously big money and when you don't budget it...

Dr. Evans: That's over a two year period. It's half one year and half the other.

Comm. Kerr: My rounding is \$200,000. That's big money. It is what it is. I'm not happy, but it is what it is.

Comm. Rivera: Do you mean your departmental budget? It's still part of the district's budget, correct? I just want to clarify that.

Dr. Evans: The Superintendent has an individual budget line.

Comm. Rivera: I just wanted to clarify that.

On roll call all members voted as follows:

Comm. Cleaves: Pass.

Comm. Guzman: Yes.

Comm. Hodges: Pass.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Rivera: Yes.

Comm. Cleaves: Pass.

Comm. Hodges: I'm going to vote yes on this, but conditional on getting the information that we asked for as to how this is paid for and whether priorities were shifted. I'll say yes.

Comm. Cleaves: As long as we know for the two years where the money is actually coming from. I don't want to see it come out of one budget line in one year and then another budget line the second year. It's supposed to come from the same budget line two years in a row. Correct? If it's going to come from the same budget line for both years because he's splitting it in half, he's going to take half one year and half the other. I vote yes.

Comm. Irving: I'm going to vote no. I'm just not comfortable not having it identified beforehand where this money is coming from. My answer is no.

The motion carried.

Comm. Hodges: The language she used was a little disturbing to me because this is coming out of your budget line, Dr. Evans.

Dr. Evans: Track the budget code that's on the contract and see where it takes you. It's the Superintendent's budget.

Comm. Kerr: Does that mean it's discretionary dollars?

Comm. Irving: That's my question. I just didn't know the Superintendent has a discretionary fund that is rich to the extent of \$200,000.

Mr. Richard Kilpatrick: There absolutely are funds to cover this purchase.

Comm. Irving: That wasn't my question. My question was, does the Superintendent have discretionary funds in the budget. If so, what's the amount?

Mr. Kilpatrick: There's an amount in his budget – I don't know the total amount – that isn't necessarily geared for exact items for things that are going to come up throughout the year. I don't know the amount.

Comm. Kerr: That's what he's asking.

Mr. Kilpatrick: We can get that amount for you.

Comm. Irving: Please. That's why I voted no. Just not having that information and it not being clear for me, I'm just not comfortable.

Mr. Kilpatrick: We'll have it for the fiscal committee tomorrow night.

Comm. Irving: I don't mean to be facetious, but I take very serious the conversation that we had last week. I think when items like this come up, especially when they come up in a two-week turnaround when we get the Board packet, the budget justification has to make it very clear where it's coming from. We just can't keep cherry-picking from the budget programs that have not been clearly budgeted for. I think it's dangerous for us to get into that practice long-term, for this Board more so than anybody else.

Dr. Evans: I will say to you that it's best practice to plan for emergency things that you don't expect to happen, to have a contingency set aside for that purpose. That's just prudent and responsible planning.

Comm. Irving: I just don't know if the Data Fellowship Program comes as a contingency and an emergency. I hear what you're saying. I don't know if it's just semantics or how you may judge what an emergency is versus how members of the Board may judge what an emergency is, but I just don't see that it would fall into that category. That's why I just can't support this.

Dr. Evans: I think the discussion we're going to have in executive session might enlighten that.

Comm. Hodges: The concern that I have was with the question that was raised. I don't expect this to come from the same account next year. I expect this to come out of a regularly budgeted item. That's why I was thrown for a loop. This should be budgeted, as opposed to coming out of whatever fund you have. If you think that this is important it should not be an emergency next year. It should be a budgeted item next year. That's what I'm assuming is going to happen. This year I'm accepting it in lieu of the information that we requested which says these are the priorities, why, and how. That's why I'm voting. I want to make that very clear. I asked for the data which I'm told will be forthcoming to explain what priorities were shifted so that this could be passed. Next year I'm assuming it will come out of a regularly budgeted item, not your fund.

Comm. Rivera: I'm looking at the resolution right here. It's going to be paid over three years not two?

Dr. Evans: I think it's one or two months into the third year. In essence it's two years. If you figure from September to September it really is two years.

Comm. Rivera: I'm talking about budget years. It's going to be over three budget years. In fiscal year 2016-2017 you have an amount not to exceed \$77,500. It's indicated here two payments of approximately \$40,000, the first one being \$40,000 and the other \$37,500. In this year's budget you have an amount not to exceed \$120,000. So out of this year's budget your responsibility is \$120,000. It's actually over three years. I understand you probably have budgeted funds that are not attached for this specific purpose. But I also want to make sure that because of expenses like this we don't end up transferring money during the year to your budget. So just be mindful that we're giving you the benefit of this expense or at least we're approving it. We're giving you the vote of confidence to do this, but just keep in mind that when we have to transfer

money into your departmental budget we're actually taking it from somewhere else because they're not being used.

Resolution No. 6

WHEREAS, the intention of the New Jersey Quality Single Accountability Continuum (NJQSAC) is to assure compliance with the statutes and regulations that govern schools and districts in New Jersey and to lead the school community into reflection on the performance of its students and revision of its practices, and

WHEREAS, school districts that scored below 80% in any District Performance Review (DPR) area (Instruction and Program, Fiscal Management, Operations, Personnel, Governance) of the NJQSAC process must complete a District Improvement Plan (DIP), and

WHEREAS, the State District Superintendent is required to deliver a DIP to the Department of Education, and the DIP must be approved by the Board of Education, and

WHEREAS, the State District Superintendent has completed a DIP in the areas of Personnel and Governance, now

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves submission of the DIP to the New Jersey Department of Education in the areas of Personnel and Governance.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 6 be adopted.

Comm. Irving: We got this Improvement Plan like two or three months ago. Did we just not vote on it?

Dr. Evans: It was in August, I think.

Comm. Irving: Yes. We just never voted on it?

Dr. Evans: I thought you did.

Comm. Irving: We never voted on it. I remember T.J. prepared it and gave it to us.

On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.

Resolution No. 7

Whereas, the District has a need for professional development services for teachers and administrators to build capacity in providing students with high quality instruction and learning opportunities; and

Whereas, pursuant to the Public School Contracts Law, N.J.S.A. 18A:18A-5(b) et seq., permits awarding of a contract for with a government agency without the requirements of public bidding; and

Whereas, the Institute for Learning as part of the University of Pittsburgh qualifies as a government agency since it is a state affiliated university; and

Whereas, the Institute for Learning's strength is to give underserved students the opportunity to reach and exceed world class standards and for all students to learn the content and high-level thinking skills that are required for success in the 21st century; and

Whereas, the Institute for Learning is a non-profit organization which has reached over two million students in over sixty (60) districts and seventeen (17) states; and

Whereas, the District executed an authorized contract on 8/09/2013 with the University of Pittsburgh to provide high quality professional development throughout the 2013-2014 school year in the amount of not to exceed \$1,175,250.00; and

Whereas, a priori Board Action in the amount of \$100,000 was adopted at the August 18, 2013 Board Meeting (Item A-7) and a corresponding payment was made in the amount of \$91,900.00 to IFL for licensing services provided; and

Whereas, the IFL contractual services were rendered per the executed agreement; and

Therefore, Be It Resolved, that the District submits the contract for approval in the amount of \$1,175,250.00, for the purpose to process a payment for services rendered in FY 2014 amount equal to \$1,083,350.00 to:

<p>University of Pittsburgh Institute for Learning Learning Research and Development 3939 O'Hara Street Pittsburgh, PA 15260</p>
--

It was moved by Comm. Kerr, seconded by Comm. Rivera that Resolution No. 7 be adopted.

Comm. Hodges: Is this in addition to the increase that we've already had?

Dr. Evans: No. This is actually for the 2013-2014 year. The contract was actually approved during the summer of 2013. They never really billed us and we never actually forwarded a payment. We pay when we get bills. But we have until September 30 of every year to pay last year's bills and this is the last bill. I do have some other things I want to say about it, but I need to say them in executive session.

Mr. Kilpatrick: The bottom line is that they weren't paid for the services they rendered last year and it wasn't put before the Board. We had put before you a portion of it and it appears like they had forgotten about it since they saw the original portion that we had put forward and never billed us for the other portion until the last weeks of the year.

Comm. Irving: I just want to make sure I'm clear. So you're telling me that they never billed the district for the remaining balance that they were owed.

Mr. Kilpatrick: Not until the end of the year.

Comm. Irving: So they never sent us an invoice or anything of that sort?

Mr. Kilpatrick: It appears that way.

Comm. Martinez: If this was from last year, is this coming out of last year's budget?

Mr. Kilpatrick: Yes.

Comm. Martinez: It's strange. That's a significant amount of money to not bill us for it.

Comm. Hodges: Are you sure they want the money?

Dr. Evans: We were as surprised as you are.

Comm. Martinez: Hopefully in executive session we can get a little more detail about this. I find it very strange. Who's going to forget about \$1 million and not bill you?

Dr. Evans: There are additional details that I will give you in executive session.

Comm. Rivera: The original contract and the funds that you certified for this contract, how much was the contract for? I know you have a not-to-exceed amount. Is this in addition to that? Or was that part of that contract?

Mr. Kilpatrick: It's part of that contract.

Comm. Rivera: Off the top of your head, how much was the original contract for, the not-to-exceed amount?

Mr. Kilpatrick: \$91,500 is the amount you would add to that.

Comm. Rivera: To this amount here, the million plus?

Mr. Kilpatrick: Yes.

Comm. Rivera: So you mean to tell me that we only paid them \$100,000.

Mr. Kilpatrick: \$91,500 is the number.

Comm. Rivera: When we award these contracts, do you encumber these funds in the budget?

Mr. Kilpatrick: We encumber in the requisition and purchasing process. We don't encumber in the budget process.

Comm. Rivera: It's the same. When you do a requisition you basically tie up the funds.

Mr. Kilpatrick: We had not requisitioned it because the requisition had not been processed. The requisition had been processed for the \$91,500 amount, not for the total contract amount.

Comm. Rivera: Remember, during the finance and facility meetings I asked. I forget the terminology. We call it blanket in the municipal government. By law when you enter into a contract you're supposed to encumber those funds. That means you tie it up. It cannot be used for anything else. That prevents you from having to overspend budget lines and having the need to transfer money from line items to other line items. My

recommendation again is – and I did it in a private setting - that going forward any contract that we approve here we need to encumber those funds. That includes the one we did for the Superintendent right now, the not-to-exceed \$120,000. We should tie that money up in a purchase order. I don't know what system you have in place, but we could get into details later about how we do it in different places in government. You create a purchase order and as the invoices come in you process a partial payment and it keeps reducing that encumbrance. This should never happen, but it happens. It's a big operation.

Dr. Evans: There's more to the story, but again it's not for public consumption.

Comm. Rivera: I'm sure there is.

Comm. Irving: If that's the case what I'm going to ask is that we wait for No. 7 and No. 8 after executive session to come back and vote on both of them. I just don't think it would even be responsible if there's additional information that can inform the Board to have a conversation about it without that conversation. Was there a motion on the floor for No. 7?

Comm. Kerr and Comm. Rivera rescinded their motions for Resolution No. 7.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met on October 6. It began promptly at 5:42 and ended 7:07. In attendance were a whole bunch of folks who I don't feel like reading their names right now. We thoroughly vetted action items A-1 through A-48. For the sake of moving through this evening all of you guys have the notes in front of you. They're rather lengthy. I'll open up the floor to any questions.

Comm. Irving: It is 10:00 and we still have to go into executive session, but I don't want to stifle conversation. I will say if there are any questions folks have – since we have so much to go over in executive session – if each person could just go through their report. If there are questions on the action items, can the Board members submit them to the staff members? If there's follow-up we can do so at the Board meeting.

Comm. Martinez: I second that recommendation. We thoroughly vetted all of these action items in committee. Obviously you weren't in the committee and we'd love to indulge your questions.

Comm. Hodges: I'll hold off my other questions just for one and then I'll submit or see the other people. On A-2, that's a significant amount of money, Dr. Evans. Mr. Guaraschi was a friend of mine. Bob and I are very friendly. We just don't agree on him siphoning off this money out of this school district, but we're very friendly. \$750,000 seems to be a lot of money for this program.

Dr. Evans: I was looking for my notes here. It's actually more than Youth Build. There are other programs built in for our kids. They're serving our kids. Youth Build is just one of them.

Comm. Martinez: It's also worth noting that 25 additional students are now...

Dr. Evans: In fact, she probably has the complete list of programs that they do for us.

Ms. Tobi Knehr: Good evening, Commissioners. How are you tonight? This is for Youth Build. It's to cover 75 students. We started out with 25 two years ago, we grew to 50 last year, and this year it's serving 75 Paterson residents. In addition to growing the number of students that Youth Build serves on our behalf in our partnership they've expanded the services that they provided. Students are able to get more certificates and more options than they were in the beginning. We've expanded beyond the construction fields and now they provide food handler certificates, medical assistant certificates, and also various administrative certificates.

Comm. Teague: But the new building they're in is smaller. How did that happen?

Ms. Knehr: Maximize space.

Comm. Teague: I'm just trying to make sense of this. I went to the new place. The construction program has been moved to the church on the corner and when the children leave they may have the option of just going downtown to the mall where in the other building they could only move around throughout the building. So, I'm trying to figure out what the concept is with the new layout where they are. They're on the corner of Main Street and Ward Street. I don't understand why they moved.

Comm. Irving: Grand and Ward, right?

Comm. Teague: Right.

Comm. Hodges: Dr. Evans, I've not kept track of the cost of colleges, but \$100,000 per kid seems to be pretty steep. That's 75 kids, right?

Dr. Evans: That's not \$100,000 per kid.

Ms. Knehr: No, it's \$10,000.

Comm. Hodges: Yes, I'm sorry.

Comm. Cleaves: That's not enough.

Comm. Hodges: They're not teaching a whole curriculum.

Ms. Knehr: Actually they are.

Comm. Irving: But they're getting their GEDs.

Comm. Martinez: It is worth noting that they are studying to get their GEDs. Half of the day from 8:00-12:00 they're in the classroom receiving regular instruction and working towards their GED. During the second portion of the day they're learning their trades. It could be carpentry, plumbing, or what have you. The day is segmented that way. They're getting the education they need to complete their GED. On top of the training they're getting their certification and being assisted in job placement.

Comm. Irving: I want to be very frank with you. We've talked about our ability to do it at Eastside and Kennedy with all the academies we have.

Comm. Hodges: ,,which is where I'm going.

Comm. Irving: With the certifications we want young people to have they're able to do it from a vocational standpoint at Youth Build. For the actual Board meeting Manny and I are going to have to recuse ourselves from actually voting on this item because my department funds it and he works for NJCDC as well. So we won't be able to vote on this item next week. But I do think they've done a phenomenal job, which is why...

Comm. Kerr: Your discussion influences our vote.

Comm. Teague: Maybe you'd be interested to know that they're in the break rooms right now in that arcade in Center City because they don't have a CO for that building yet in the new facility they're going to.

Comm. Hodges: There's a pattern of draining the school district out of funds. That's all I'm saying. There's a pattern.

Comm. Irving: We're giving it.

Comm. Hodges: We're giving it to them because we voted on that collaboration piece, which I won't go back to. I've asked my question and I'll let it go with that. I certainly will be voting against that. There's a siphon.

Legal

Comm. Irving: In legal there's B-1, a facility lease agreement with Temco, to lease office space for custodial operations on a month-to-month at a rate of \$1,000 per month. Are there any questions on that?

Fiscal

Comm. Kerr: We had a meeting last Thursday, but the meeting was specifically to look at the bills list. We did that. Tonight we want to look at C-1 through C-18.

Comm. Irving: If there are questions, submit them tonight to the chair for finance and/or to the BA. If there are additional follow-ups, we can do so at the Board meeting next week.

Facilities

Comm. Irving: I'm going to pass this around and I'm actually going to give the Board the actual PowerPoint presentation.

Comm. Hodges: Does Mr. Morlino intend to attend these meetings?

Comm. Irving: That's a good question. That's something I will leave to the BA and/or Dr. Evans to figure out. But before the BA comes up, I think you can tell Steve that his predecessors did attend the workshop and regular meetings. We met last evening. The Board members who attended were Comm. Cleaves, myself, Comm. Rivera, Mr. Morlino, and Mr. Kilpatrick. Mr. Morlino did a fantastic presentation, which is why I wanted a copy of it for the Board. I said it last night but I don't think Steve got it to Cheryl, I assume. He did? You have the copies? We're going to email the Board the entire PowerPoint presentation Mr. Morlino gave to the Board. It was so in-depth that I asked him to put together a cover sheet similar to what we did in the past that indicates

the schools, the facilities concerns, and the status. He had a 60-page PowerPoint presentation dealing with a whole host of different schools. One of the three big ticket items we discussed last night was the Lead Contamination Testing Act. Mr. Morlino had said they've hired a firm to go through every single school to test every single apparatus that disseminates water and test for lead. If there are any schools that have been identified of having a lead count higher than a certain number, then that just puts them in a flag category. They have stopped the water in those areas in order to put filters in place. They're also training the facilities staff on lead certification and lead purification. They discussed the issues at YES Academy and the pipes that happen to be there. Mr. Morlino was able to use internal staff to fix the piping that happens to be there. There was also an issue at School 3 and the parking lot. The goal is to eventually pave the curb so that staff is not riding onto the street to park in the parking lot of the school. The last piece, which is really in the PowerPoint, is Eastside High School and some of the concerns that Mr. Morlino had with the staff. The PowerPoint that he gave us is going to inform. Cheryl, do you have a copy of it? If you could just email it to every single one of the Board members because once you read his presentation I think it's very self-explanatory. In addition to him having PowerPoints, I'm hoping he'd be able to provide us with the cover sheet so I can go through some of the status items that we're accomplishing. He also talked about the energy savings program. The committee is going to have a presentation on the 27th with the potential firm to do the energy audits that we've been asking for over the last three years now. From that point Mr. Morlino will make a recommendation to the Board and I'd like to have the energy program presented to the Board as a whole. He has asked the potential firm we're working with to add in an educational component. As we're putting in solar fixtures and LED lights our kids can take part in that process to understand what energy conservation is. I absolutely support that. I think most folks in our committee support the idea around engaging our kids in energy conservation conversations as we go through that process. For facilities we have D-1, which is approve submission of the electrical upgrades for the following schools by LAN Associates which are included in the 2005 long range facilities plan which should have been done a long time ago. Are there any questions on my report?

Comm. Hodges: Your verbal report was excellent. I just would like...

Comm. Irving: That's why I wanted Steve to get the PowerPoint and the cover sheet. That's going to be able to give you even more. I thought you would have that but I just don't think we were able to get it to you in time.

Comm. Hodges: My only concern is what your questions were or what's important to me as to what you were concerned about, whether those issues would raise questions in my mind. That's all. When I rely on your presentation in terms of the minutes, I have to know that you've covered the issues that may have occurred to me.

Comm. Irving: Do you know what might be helpful? Ms. Peron has a staff member who helps transcribe the questions that are asked around the discussion. I don't know if we have a staff member either in facilities or within the finance department who can actually do that for the Board when we're in facilities. That might be a way to capture that as well, in addition to Mr. Morlino apprising the Board of the status update of some of the issues in our schools. But I will say, at least from what he's presented to the facilities committee, he's doing a phenomenal job in truly trying to assess, understand, and get a baseline for what our facilities needs really are. What we have asked him in addition to that cover sheet with all the issues is to identify what are emergent projects that we can petition the SDA to do on our behalf if they fall outside the fiscal scope for us to be able to pay for. He's going to identify those as well and as we identify those needs we're

going to apply for them. As we said at the last facilities report we had not submitted one since the time you were chair of the facilities committee. We need to get back to that process. There are so many schools that are in need of repair. I truly believe we're on the right track from a facilities standpoint. Steve not just knows a lot, but he's able to get done and be able to get back and tell us what he gets done, which is important.

Comm. Kerr: You're a part of that committee so you're pretty much informed regarding the issues and what's going on. What I believe is that we need to have the director here in the meeting or a high place representative from that department here to answer any other queries from Board members who might not be on that committee. Facilities are a big part of our operation.

Comm. Irving: I will defer to the Superintendent. I think that's what we've done. The answer is yes.

Comm. Kerr: Okay.

Policy

Comm. Irving: The policy committee has not met and there are no resolutions.

Items Requiring Review and Comments

Personnel

Comm. Cleaves: The personnel committee did meet on October 6. Comm. Cleaves was presiding. Comm. Irving and Comm. Martinez were present. Staff was Ms. McKoy. The committee reviewed personnel recommendations by the Superintendent for the month and we discussed the outstanding vacancies of teachers in the district. We still have two science vacancies in the elementary school not in the high school. In our discussions we thought that creating a new process in which Dr. Evans would come to the personnel committee meetings so that we could discuss a new process for personnel. We seem to have a lot of issues surfacing around personnel. One of the requests that we did ask of Ms. McKoy also was job descriptions. Job descriptions are very important and it's always the forefront of every conversation that we have. That's basically what most of our conversation was about, making sure that there are job descriptions and that when they're requested we can get them expeditiously. The meeting concluded at 6:30.

Comm. Hodges: I have two items. I would hope that the committee is insisting on rationales for the people who were appointed to new positions. That's our responsibility and we should not surrender that. Number two, I was made aware yesterday that there was a non-registered teacher at School 28 in a SPED class. That's according to a parent.

Comm. Cleaves: Say that again.

Comm. Hodges: They had a substitute teacher who's within months of being certified as a SPED teacher, but they weren't certified and were there since September, which is in violation of the 21 days. They're in that class and there's no permanent certified SPED teacher in that class, which is distressing to me because we've had a lot of issues around that. This is at School 21. I can't verify that. That's what we were told.

Comm. Cleaves: School 20 or School 21?

Comm. Hodges: School 28. It was a kindergarten teacher according to this parent.

Comm. Irving: I want to reiterate what Comm. Cleaves just mentioned. The Superintendent and I had a conversation two weeks ago about restructuring and redesigning our personnel process on how the Board gets information. He did commit to attending the next personnel committee meeting with the Board to hammer out a process that is amenable for everyone. When I shared that with the Commissioner he certainly welcomed that opportunity. The Board and the Superintendent, especially around the area of personnel, are getting together in light of the press and all the other stuff we've been through together over the last few weeks to work out a process that will streamline our hiring process and allow the Board to vet that process thoroughly. That will require, as Dr. Evans and I identified, the personnel committee to probably meet more than once every month, almost to the frequency that finance does, given the volume of hiring and expenditures that happen to be every single month. I think our personnel committee is willing to do so if it's going to mean a much more thorough process and us being able to serve as that checkpoint for issues that pertain. The way it would work, at least how we discussed it, is that we will probably have to vote on personnel actions in the workshop and in the regular meeting, the same way we do finance. The way it happens now is that we will get personnel recommendations, they'll be vetted by the committee, and then the discussion will happen here. We'll vote and then we'll probably have to meet again prior to the regular Board meeting just because we hire folks every single day and week. So to be able to capture that is going to require some time. The Superintendent did commit to sitting down with the Board in personnel and putting together that process. I support him for his willingness to do that.

Comm. Kerr: Comm. Cleaves, in your report you mentioned that we are short just two science teachers. Is it just for the science department? Or are we talking about the other needs that we have throughout the district?

Comm. Cleaves: No, just the science. I reported the last time that we had some vacancies in science just to follow up and let you know that we just have the two vacancies in the elementary school.

Comm. Kerr: Can someone tell me where we are regarding satisfying all the needs we have in the district regarding teachers right now? There were some reports that we were short 100 plus teachers. Where are we regarding that process? How many of that number have we satisfied? Where are we presently in terms of how many we are short across the district?

Ms. Marnie McKoy: As of yesterday we have 70 openings. Those are classroom teachers. That doesn't include, for example, child study team members and support staff like that.

Comm. Kerr: Classroom teachers are...

Ms. McKoy: No, I wasn't suggesting that at all. I just wanted everyone to be clear that that number 70 is only classroom teachers.

Comm. Kerr: I do understand what you're saying, but I'm still amazed at 70. You don't have a permanent teacher in that class? Is that what it means?

Ms. McKoy: In some of those cases, yes.

Dr. Evans: I think it might be wise to talk about where the larger numbers are. There are two big areas that forever have been critically short, special education and English language learners. I would suggest probably half to two-thirds of that 70 is in those two groups.

Ms. McKoy: That is correct, Dr. Evans.

Comm. Kerr: I don't want to prolong this conversation, but do we have some program to help to change that?

Ms. McKoy: Yes. The two targeted areas that Dr. Evans just mentioned, in a couple of weeks Ms. Peron is partnering with the human resources department and we are hosting a job fair that is specifically targeted to special education and bilingual. October 15 is the date?

Ms. Susana Peron: It's the 14th.

Comm. Irving: If there's a flyer or memo, can you just send that to the Board so we can share that with the community?

Ms. Peron: Absolutely. We have ads in the newspaper.

Comm. Hodges: I'm very concerned about SPED. That's another issue. We are legally obligated to have those teachers in place in SPED. Going back to 2004 we were under state sanction to address that in some very well-defined ways. I can't ask you what our exposure is here. We need to do that in another setting. But I'm very concerned about how we move forward with that because we've had a lot of problems with this area. We need to do something other than just hold a job fair. We're going to have to find a way to really push this particular area, even if that means giving out scholarships to students or something. But we cannot continue, given our numbers, to struggle with this area and plus given our past history.

Dr. Evans: There are emergency measures we can take if we are unsuccessful in finding classroom teachers over time and one of them is just as you mentioned, partnering with one of the area universities to train them for us. Secondly, we can do something that I've been pushing for quite a while and we're going to start doing it very soon. We tend to limit our recruiting to this immediate area when there are schools south and west of us that train large numbers of special education and ELL teachers. We have to go out there and recruit them. We have to send people beyond our borders to recruit them and they will come. That's one measure. Then in an extreme measure we can look at how we staff. There are some things we can do to take advantage of those people who do have certification and look at the staffing model. I won't get specific with it, but we can take a larger number of kids and make sure that they are taught by a certificated teacher in that area and have a cadre of other adults there to support them in the form of IAs or other things in an emergency until we get teachers. So there are options, but the first course of action is to try and find the teachers.

Comm. Hodges: I'd like those options documented and a timetable laid out so that we can know that if 'A' doesn't work then we're going to move to 'B' and whatever timetable it is so that we know ahead of time and we're able to begin to see the forest for the trees. I'm really concerned about this area because we've had a lot of problems, to the point where they were about to really hit us hard. I'm sure you remember with SPED cases. We cannot have kids not receive services, particularly when you look at how their performance is educationally test-wise. They're not doing well in that area. So

more than just the parents, there really has to be some teeth in our approach to closing this gap. I'd like to see a plan or something that says we're going to be able to do this, that, and the other in a timely fashion.

Comm. Cleaves: Dr. Hodges stated that this has been an ongoing issue. We're doing the job fairs. Is there not any interest in teaching SPED students? You're doing the job fairs, but are people actually applying? Do we have an abundance of people applying for these positions? If they are, why aren't we hiring them? If we've had this ongoing since 2004 then that's a long time.

Dr. Evans: I can go back to 1987 when I was a special education director. They were critically short then nationally and still are. In fact, it's gotten worse. It's been an ongoing problem and districts have found ways such as the examples I just gave to close that gap at least on a short-term basis. But the biggest impact has come from partnering with the university to train teachers for you. That takes at least a year and a half to start realizing the impact of that in your classrooms with those teachers that they trained. We're going after that.

Comm. Irving: Have we ever looked into Teach for America as a possible opportunity?

Dr. Evans: We have. Actually, we looked into it several years ago and there were provisions in our union contract that limited it. I don't know that those provisions are there anymore in the new contract. We have to reexamine now since we have that new contract to see if we can do it, but we did look at that.

Comm. Hodges: Teach for America can be rather problematic in the overall services that you receive in that area. In fact, it's been used to provide younger less experienced teachers in lieu of more certified and advanced teachers to drop the cost of teaching and get a lesser degree of services because they don't have the experience. So I'm very nervous about that option.

Comm. Kerr: Are they certified?

Comm. Irving: Yes, they are. But it has also been used in other districts to take young people who come from Ivy League institutions who want to commit themselves to working in underprivileged areas. There are always two sides to each coin. I hear you. How they've been used is the biggest piece.

Comm. Hodges: Exactly.

Comm. Cleaves: Thank you.

Family and Community Engagement

Comm. Cleaves: The family and community engagement committee did meet yesterday. In attendance were myself and Mr. McDowell. The items discussed were the Parent University Neighborhood Conferences that he's been hosting. The first one took place at School 9. There were 100 parents in attendance. The second one took place at School 24. There were 71 parents in attendance. The third one took place at School 21. There were 45 parents in attendance. The next neighborhood conference will take place tomorrow Thursday, October 9 at School 28. We also discussed the full parent conference. You have the flyer here in front of you. The conference will be on Saturday, October 18. We can spread the word. Each of us has a copy of the flyer. The last thing is the parent expectation guides which we all received a packet of. I'd like

to commend Mr. McDowell and his department under the direction of Ms. Shafer for the parent expectation guides. They look beautiful. Commissioners, go through them. If there's something in here that you need to make a comment on get the information to myself or Mr. McDowell so they can be addressed. These are in English. They have bilingual ones that are being produced as we speak and they will be ready for distribution. They were given out at the first back-to-school night. They will give them out again at this second back-to-school evening and they will have them available at the parent full conference.

Mr. Kemper McDowell: Also participating in the production was the curriculum and instruction to help us with the content. The communications department and other departments are listed in the acknowledgments. So it was a great team effort and we had a lot of administrators that ran around, such as Pete at the print shop. I just want to give acknowledgments to some other departments that participated.

Comm. Guzman: This was given out at back-to-school night? I didn't see them. I didn't see them and I went to back-to-school.

Mr. McDowell: What school did you go to?

Comm. Guzman: Roberto Clemente and School 15.

Mr. McDowell: What may have happened is we did not have a large distribution of the expectation guides at that time. So they may have run out by the time you got there. That could have happened.

Comm. Guzman: At the original Roberto Clemente the way they do it is parents get there at 6:00 and we all meet in the gymnasium. There were about 200 parents there and I did not see this. Then after they give us an introductory speech where we pick the president, the secretary, and treasurer of the PTA then you move on to the classroom and you meet the teacher.

Comm. Teague: Same thing at Alexander Hamilton Academy.

Comm. Guzman: That's the only reason I'm hesitant to say that it was. Maybe I missed something, but I was there from 6:00 to 8:00.

Mr. McDowell: Our staff personally delivered. We had the van out. We delivered to every school. I'm not sure what happened, but I'll check into that.

Comm. Hodges: Perhaps this might be in attendance tomorrow. Do you have enough of these?

Comm. Cleaves: At your neighborhood conference.

Mr. McDowell: We may not have those for tomorrow. The color copiers are great, but they're rather expensive compared to the black and white. We're saving bucks by producing the black and whites. I do have a few from the set that we made for you all and I'll bring those over.

Comm. Hodges: Thank you. That's excellent.

Comm. Kerr: Thank you, sir. These are really great. They're a long time in coming, but they have arrived.

OTHER BUSINESS

Comm. Irving: If there are no other items to discuss, can I get a motion to go into executive session to discuss personnel and legal?

It was moved by Comm. Martinez, seconded by Comm. Hodges that the Board goes into executive session to discuss personnel and legal. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 10:31 p.m.

The Board reconvened the meeting at 11:55 p.m.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 7

Whereas, the District has a need for professional development services for teachers and administrators to build capacity in providing students with high quality instruction and learning opportunities; and

Whereas, pursuant to the Public School Contracts Law, N.J.S.A. 18A:18A-5(b) et seq., permits awarding of a contract for with a government agency without the requirements of public bidding; and

Whereas, the Institute for Learning as part of the University of Pittsburgh qualifies as a government agency since it is a state affiliated university; and

Whereas, the Institute for Learning's strength is to give underserved students the opportunity to reach and exceed world class standards and for all students to learn the content and high-level thinking skills that are required for success in the 21st century; and

Whereas, the Institute for Learning is a non-profit organization which has reached over two million students in over sixty (60) districts and seventeen (17) states; and

Whereas, the District executed an authorized contract on 8/09/2013 with the University of Pittsburgh to provide high quality professional development throughout the 2013-2014 school year in the amount of not to exceed \$1,175,250.00; and

Whereas, a priori Board Action in the amount of \$100,000 was adopted at the August 18, 2013 Board Meeting (Item A-7) and a corresponding payment was made in the amount of \$91,900.00 to IFL for licensing services provided; and

Whereas, the IFL contractual services were rendered per the executed agreement; and

Therefore, Be It Resolved, that the District submits the contract for approval in the amount of \$1,175,250.00, for the purpose to process a payment for services rendered in FY 2014 amount equal to \$1,083,350.00 to:

<p>University of Pittsburgh Institute for Learning</p>

Learning Research and Development
3939 O'Hara Street
Pittsburgh, PA 15260

It was moved by Comm. Cleaves, seconded by Comm. Teague that Resolution No. 7 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained and Comm. Rivera who voted no. The motion carried.

Resolution No. 8

Whereas, the Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; and

Whereas, on the authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Assessment of the Human Resources Department and Recruitment of a Chief Talent Officer, RFP 439-15 for the 2014-2015 school year(s). Eleven (11) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendors responded as follows:

Urban Schools Human Capital
Academy Consulting Group
11160 C-1 South Lakes Drive
Suite 704
Reston, VA 20191

Whereas, the solicitation was made by advertised public notice appearing in The Record and The Herald News on July 14, 2014. Sealed proposals were opened and read aloud on August 5, 2014 at 11:00 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority IV: Efficient and Responsive Operations, Goal 1: Increase Accountability for Performance, Revamp operational procedures; and

Whereas, based on the recommendation of the Evaluation Committee Members, consisting of representative from the District Administration, RFP 439-15, it is recommended that this contract be awarded to Urban Schools Human Capital Academy Consulting Group, based on 18A:18A-4.5 as follows:

Phase 1 Fee Structure	Phase 2 Fee Structure	Total:
\$32,000.00	\$38,000.00	\$70,000.00

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Urban Schools Human Capital Academy Consulting Group, be awarded a contract for RFP 439-15 for the 2014-2015 school year(s) in the amount of not to exceed \$70,000.00 annually.

This resolution shall take effect with the approval signature of the State District Superintendent.

It was moved by Comm. Teague, seconded by Comm. Martinez that Resolution No. 8 be adopted. On roll call all members voted as follows:

Comm. Cleaves: No.

Comm. Guzman: Abstain.

Comm. Hodges: Which one is this?

Comm. Irving: The human resources consultant group we talked about.

Comm. Hodges: Abstain.

Comm. Kerr: No.

Comm. Martinez: No.

Comm. Rivera: Yes.

Comm. Teague: No.

Comm. Irving: Yes.

Comm. Hodges: I'll change my vote to yes.

Comm. Guzman: I'll change mine, too.

Comm. Hodges: I'm going to say that I'm really unhappy with this approach.

Comm. Cleaves: I'll change my vote to yes under the same comments that Comm. Hodges is making.

Comm. Hodges: I'm supporting this consultant. I'm not certain I'll support any additional consultants.

The motion carried.

Comm. Irving: Dr. Evans, I just hope you understand this is the Board saying to you we trust you on this, but truthfully this has to work. I just hope given the work that they're going to do and the additional work you're going to do it just truly indeed does. I'm just not comfortable with it. I'm just going to trust the fact that you know what you're doing.

Comm. Hodges: I don't want to see consultants in the district. I really don't. I recognize that we have a problem with our personnel. The answer to that is to get new personnel. It's not to pay consultants and pay personnel. I have a problem with that. If they can't do the job they shouldn't be here. You should clear the way for the consultants with a release or removal from the district. That's what everybody else does in a business and we're not doing that. This enables people to continue to not do the job. I will not be supporting any additional consultants in this area. The partnership should involve training of who we need to be and how it's supposed to work and they should do it or they should leave. That should be the answer.

It was moved by Comm. Cleaves, seconded by Comm. Martinez that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 11:59 p.m.