

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

November 5, 2014 – 6:33 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Chrystal Cleaves, Vice President
Comm. Jonathan Hodges
Comm. Errol Kerr
Comm. Manuel Martinez

Comm. Flavio Rivera
Comm. Kenneth Simmons
Comm. Corey Teague

Absent:

Comm. Wendy Guzman

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

Comm. Irving 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
November 5, 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 everybody this evening. Before we get started, I just want to congratulate Comm. Cleaves, Comm. Rivera, Comm. Hodges, and Commissioner Elect Lisa Mimms on a win last evening. I look forward to working with you all as we move on to the next year.

PRESENTATIONS AND COMMUNICATIONS

Harassment, Intimidation, or Bullying (HIB) Data

Dr. Evans: The Harassment, Intimidation, or Bullying (HIB) Data report will be made tonight by T.J. Best. We're no longer integrating this as a part of the other reports. We're separating them. That was my hesitation. This is solely the HIB report.

Mr. T.J. Best: Good evening everyone. I promise to run through it fast so I can answer any questions that you have. You should have a copy of the presentation. By way of background, as we all know, the legislation was created in 2011 after a series of suicides that were committed as a result of some severe bullying that was happening among students. In response, the State of New Jersey decided to improve the existing bullying law that was created in 2002. In doing so, New Jersey became the toughest state in addressing bullying issues. The law is intended to strengthen the standards and procedures for preventing, reporting, investigating, and responding to incidents of harassment, intimidation, and bullying of student, and to reduce the risk of suicide among students that occur in school and off school premises. Just to give you a quick background on HIB's relationship to culture and climate, you heard Dr. Evans speak a lot about culture and climate and the State Bullying Commission, which designed the law, essentially said that student bullying and peer harassment is a function of the school climate. If we look at what happened in Sayreville, New Jersey with their athletic program and the Superintendent's decision to dismiss the entire athletic program and football season, it wasn't because there were a couple of students but because they had a negative climate and culture that existed amongst the athletic program. Twice a year we're responsible for reporting all of the investigations, the programs, and the trainings that were conducted by the school district. This is the data from the first two periods of last year. If you look at this slide it reflects the increase in both the reported as well as the confirmed number of bullying cases in the district last year. It's important to note that in 2012 and 2013, 150 out of the 190 reports actually came the second half of the school year. During the first part of the school year there were only 40. 150 came in the second half. This past year we had 536 reported incidents of bullying with 270 actually confirmed. That number may seem high, but considering the amount of students we have in the district it's actually our belief that that number is somewhere a little higher closer to the 1,000 range. In the report that we give you next year you will notice that numbers actually increase. I don't want you to think that it's an increase because bullying has gotten worse. It's because the school district is taking a more serious stance on addressing it. Here's just a month-by-month analysis broken down. As you can see, the second half of the year is a lot more than the first half of the year and that has to do with some trainings that we implemented for our staff. It's just different ways to look at the data. We broke them down in units as well as for the first reporting half of the school year and the second half of the school year. You can see that there are some schools that didn't report any incidents of harassment, intimidation, and bullying for the entire year. We don't think that's acceptable and we're working with those schools to make sure that they accurately report that information. In terms of training, training is defined as a one-time event that focuses on HIB policy, prevention, and school-wide conditions. There are a total of 89 trainings conducted for staff, 58 for students, and 23 for parents in the community. Just a couple of examples of the training, on a district level we offer an overview of harassment, intimidation, and bullying as well as the district's policy. We're required by law to make sure that all staff receives that training, which they have. Legal One, which is a state agency that we partnered with last year, provided a series of trainings for us including one for our athletic programs and our coaches focusing in bullying prevention. We have several partnerships with the Paterson Police Department and the Passaic County Prosecutor's

Office. In terms of programs, a program is defined as an ongoing systemic process to improve school-wide conditions and prevent HIB. This could be curriculum as well as programs that are more than just one time. They are a series of events that take place in a school. There were a total of 42 schools that actually conducted programs as a result. It should be at every single school and this year we're making sure that every school has programs as it relates to bullying. Our major example of the programs is the PBSIS, which is Positive Behavior Support in Schools. It's a character education component with a partnership with Rutgers University. They're in approximately half of our schools right now and we're looking to take the best practices of that program and implement them throughout all of our schools within the district. At this time, I'll answer any questions that you have.

Comm. Kerr: Mr. Best, you mentioned that not all the schools might be reporting. Are there any specific steps that you have considered to take regarding making sure that these schools who have not reported accurately are sanctioned in some way or another? This is serious.

Mr. Best: We work with the principals of the schools and the anti-bullying specialist to make sure that reporting is happening. The anti-bullying specialist is a volunteer position and in some cases the anti-bullying specialist just wasn't that strong. We requested that the principal replace the anti-bullying specialist at the school. This year we're doing a lot of training to make sure that they witness everything and that they're reporting.

Comm. Kerr: So nothing is in place in terms of a sanction if by your investigation you happen to find out that there were some incidents that have not been reported to you?

Dr. Evans: If indeed information comes to the assistant superintendents that principals are not fulfilling their responsibilities including not reporting they will deal with it. The first time they may warn then and make sure that they are aware. But the second time it's sterner than that. We have what's called progressive discipline that we use across the board and this is an instance when it will be applied. But the assistant superintendents are the individuals who actually enforce that. They have to get the information that indicates that they're not reporting.

Comm. Kerr: I just would like to know what the sanctions look like. Is it you don't get an increment? What does it look like?

Dr. Evans: It could include that. It would mirror the typical sanctions that are administered to teachers and principals. Unless it's something really egregious, it starts with a warning and then ultimately letters being put in personnel files, increments being withheld, and in the more flagrant violations it could mean termination.

Comm. Kerr: I'm glad to hear that because this is such a serious situation because the district itself could be sanctioned by the state.

Dr. Evans: Yes, that's correct.

Comm. Kerr: We have to be very rigid and stringent regarding how we apply the rules and if it's broken then we should discipline the principals and those who are responsible. By so doing we will be protected in a sense.

Mr. Best: We were working with Ms. McKoy and her office with the principal evaluation system to make sure that as part of the rubric that HIB is included under state reporting.

So during the evaluations for the principals when they look at whether or not the principals have been making all of the state reporting there's a portion in there that includes the HIB information.

Comm. Hodges: Dr. Evans, what is the incentive for principals to report numerous incidents? The way I read the law, it's a disincentive for them to do that.

Dr. Evans: There is an incentive to follow the law for all of us.

Comm. Hodges: We won't get into that discussion tonight. It's the same thing with the violence and vandalism where there aren't any cases or very few cases when we all know that there are a lot more than get reported. What is the incentive for a principal to list 50 cases of bullying on their campus?

Dr. Evans: To not be sanctioned for not reporting or addressing and dealing with an incident that was reported to them.

Comm. Irving: I know each year the DOE gives a grade to districts based on performance. Have they given us a grade for last year yet?

Mr. Best: I presented this summer our self-assessment. Our self-assessment is going to reflect heavily within the state score. Last year it was the exact same score. This year they may look at additional data and scores accordingly, but with the anti-bullying score they actually score you down for underreporting. In order to receive a high score they want to know how a school is addressing incidents of harassment, intimidation, and bullying and if you don't have any incidents of harassment, intimidation, and bullying then obviously you can't address it. So they're looking at what types of programs you've designed to address the incidents as well as to create a more positive school culture. Schools that say they don't have any bullying at all often get a lower score. We noticed this year that schools that actually had a high incidence reported but were doing everything in their power to address it actually received higher scores.

Comm. Irving: Do we know what those scores are? There's a district score and schools get scores. Do we know what the district score is?

Mr. Best: Not off the top of my head. On our self-assessment it was about 49 out of 78.

Ms. Pollak: I don't want to jump into this where I'm not necessary. I just want to say that if you believe, and the data shows us that, that improved culture and climate directly impacts student achievement in a school those principals and their culture and climate teams that are dealing with it as opposed to sweeping it under the rug and making it clear that it will not be tolerated will in the end have more positive cultures and climates.

Comm. Kerr: We need to be practical here. I understand what counsel is saying, but if it's going to reflect badly on you you're going to want to quiet it somehow or find a way of hiding it. I don't think everybody will be forthcoming based on trying to create a good culture and climate. They will hide the information. Is there any crossover regarding anti-bullying into the violence and vandalism reporting? The reason why I ask you about that is because I notice here reflecting back on that report that was submitted to us you have...

Mr. Best: 270?

Comm. Kerr: Right.

Mr. Best: That's the number of confirmed cases.

Comm. Kerr: What's the possibility of about 10% of that being considered? I cannot tell the difference and the numbers that I got from the other report were so low that I'm wondering.

Mr. Best: For bullying there are actually two reports that we have to fill out. The data that's reflected right here is from the harassment, intimidation, and bullying investigations, trainings and programs. It's called HIBITP. It's a separate report that we have to file with the state which lists all of the investigations that we conducted throughout the course of the year. The confirmed cases of bullying, which was 270, in addition to being reported on this one system also have to be reported using the violence and vandalism report as well. But the violence and vandalism report the way it is set up is it has a separate section for bullying cases. So if you saw the entire report it would reflect the 270 cases of HIB in addition to the weapons and incidents of violence.

Comm. Kerr: If that's the case, how come the numbers that were represented in the violence and vandalism presentation that was made were so low?

Mr. Best: The state considers it as a separate infraction.

Comm. Kerr: On the district level we should record those incidents as part of our data.

Mr. Best: It is.

Comm. Cleaves: The data that you provide, the two reports, is it for the same timeframe?

Mr. Best: Yes.

Comm. Hodges: There's a degree of subjectivity in the investigations and what ultimately gets reported as a bullying incident. Is that not correct?

Mr. Best: Yes.

Dr. Evans: To an extent, yes.

Comm. Hodges: Therein lies my concern. It's like asking someone to put their hands out while smacking you in the hands. It doesn't make you a better person, but it still hurts. That's the problem that I'm having. This isn't just Paterson. It's all over the state where they say, "We have no bullying here." Then you have incidents like Sayreville where these things flare up and other places all over the place. I guarantee you in most high school football teams there's something that can be loosely called hazing involved. Therein lies the problem. It doesn't go to the degree of Sayreville, but things happen. The freshmen are pushed around, teased, or tackled in the mud. Whatever it is, they go on. With that subjectivity there is not a real incentive for a principal to describe or categorize some event as bullying unless you have no choice. They're going to err on the other side. I wouldn't blame them because they don't want their school being labeled as this big bullying center because they're going to get stigmatized.

Mr. Best: I just want to make one example about the incentives. School 5 had the second highest incidents of bullying reported in the district only by a couple. School 4 is

actually number one and School 5 is number two with two less than School 4. Because they are implementing PBSIS, because they're a Full Service Community School, and because they have other character education programs taking place at the school they actually received the highest ABR score from the State of New Jersey. So despite the fact that they had the highest number of reported incidents of bullying, they also had the highest score from the state in terms of addressing bullying incidents. So there is an incentive there.

Comm. Irving: The data for bullying shows that the better the programs you have for culture and climate, the more comfortable kids feel at expressing and sharing incidents of bias and bullying that exist. Stan Davis, Sherice Nixon, and Andy Horn at the University of Georgia all do significant research on this topic.

Comm. Hodges: I'm not concerned about the students really. It's the adults that have more of my concern. Then they have to explain what they're doing to address all this bullying and if those other programs and practices are not being implemented in their building then they have a disincentive to make the report. That's my concern.

Elementary Controlled Choice

Dr. Evans: The next item is a very brief overview of the first complete draft as of today – we may decide later to add some things or modify some things – that represents an elementary School Choice program. At this point, if you don't have it at your dais, I believe there are copies. There's an article and there's a plan for Controlled Choice. You have that? Good. We've talked a lot about Choice and are in fact implementing it at the high school level. One of the reasons we've experienced success in improving student outcomes in our high schools is a function of School Choice. That's not to say we are where we want to be, but we're getting there much faster at the high school level and I would attribute Choice to that. We've said all along that at some point we were going to institute an elementary School Choice program and indeed we have a large number of parents who asked to transfer from one elementary school to another for a variety of reasons. That's what Choice is designed to enable, to facilitate those placements and indeed in some cases to encourage movement from one school to another. This draft that you have says 'working draft' only to suggest that it is a document that is fluid and until we actually create a final document which will probably occur in December or early January and begin to then communicate in a different kind of way – we will be communicating with our parents upfront anyway – regarding the opportunities that will begin to be available to them at that point. Let me also say the intent is not to get into a heavy discussion tonight. The intent is to give you this, to provide an overview, ask you to go back, read it, digest it, develop your questions, and then purposefully in the next workshop meeting engage you at a higher level. Any of you who have questions in the meantime obviously feel free to ask them. If you have suggestions feel free to share them. The intent was not to assume that you know what's in this document tonight. That was not the intent because we just finished this today. But it's to give it to you so you begin to read it, think about it, and then in the next workshop meeting engage you again in a conversation and get your questions, see what your thoughts are, and ultimately begin to take steps towards implementing it. You have an article from Education Week of February 22, 2012 that's entitled *What Research Says About School Choice*. I've read a lot and written a few things that were published about School Choice and I thought this article was a good piece that provided an overview or summary of what years and years of research has yielded. I've summarized that in one of the sections here as well. Then there was another article that was emailed to everyone about the New York City schools and some of the changes that it was making to its high schools in particular. One of the things that

they're considering is Choice in some of their high schools among a lot of other changes that they're planning to make, which suggests to us that Choice is still a very strong school improvement strategy. It's been around since the late 1980's and continues to grow. Some of the Choice options that are being implemented across this nation are options that I know many of us have varying feelings about, but we're focusing on what we call Controlled Choice and Magnets in this plan. To give you a very brief overview, in the introduction it says some of what I've just said in terms of the fact that Choice has been around for a while and what are some of the Choice options that have been available for the past few decades. Then it provides a very brief overview of what we've done that's grounded in our strategic plan, including to develop our High School Choice Plan. That discussion continues on to page 2 and then some of the programs or initiatives that we've implemented, some of which obviously involves High School Choice, and then some of the outcomes that we're seeing as a result. I don't want to go through that in detail because those are discussions that we've had over and over again. However, as the middle of the page would suggest, there's still a lot of work to be done to get us to where we want to get as a school system, both at the high school level and at the elementary level. Then I introduced the notion of School Choice and it is one of the items that are referenced in our new draft of Bright Futures, which is referenced as Brighter Futures. That specific goal is to revise student assignment and then introduce a School Choice plan. Then I get into some of the research that is referenced in this Ed Week article at the bottom of page 2. I won't insult your intelligence by reading that to you. I think it's pretty clear. Among the outcomes there is recognized to be improvements in student achievement as well as other outcomes. Page 3 gets into some general guiding assumptions as it relates to this particular model. Those aren't guiding assumptions relating to Choice. They're guiding assumptions regarding this particular model, including the fact that Choice is being used here as a school improvement strategy in our school district. That's really the only intent, to improve student outcomes. It is generally believed that when you give parents and students the option of schools, if you let them select the schools that their children attend, parents are going to be more closely connected to that school, more involved in that school, students are going to feel a part of that school more so than they might in a school to which they didn't necessarily want to be enrolled in. There are other guiding assumptions aligned with that. It's not to suggest that we go out and increase capacity to make it happen. Indeed, with the two new schools that are coming on within the next year or two capacities at our elementary schools will be enhanced. But at the same time Controlled Choice can be implemented without necessarily increasing capacity because of how it's executed. There are some other assumptions there that I won't get into specifically until we engage in a much longer and more in-depth discussion in our next workshop meeting. Planning and development – we're going to put together a group together. Right now it's Dr. Newell and I. We're preparing to identify a group of people the categories of which are referenced in that section. We want to involve key district administrators, school level administrators, community leaders, parents, teachers, and university faculty in a group of about 12 people, maybe one or two more, to advise the planning. It also references frequent communication with the School Board in either workshops or other venues to keep you informed, to hear what you have to say to make sure your thoughts are represented here as well. Fast forwarding into page 4, the options are clear. When you have Controlled Choice what you're doing is controlling the number of seats that are available for Choice based on how much capacity is available across the district. However, the default for every student is a home school. Every elementary school has a zone and the students can choose to go to their zone school by simply not choosing. If they don't submit an application for Choice they're automatically assigned to their zone school or home school. Or if they wish to attend a Magnet school then they would complete an application for that. Or if they would like to participate in Controlled Choice to attend another school other than a

Magnet school then they can do that as well. You see brief descriptions there of the Magnet options and that's a partial list. Dr. Newell actually conducted a very brief survey at the recent parent conference. Some of the topics you see listed there surfaced there. There were one or two topics that are on that list that didn't surface in that conversation. It's not an all-inclusive list because we're going to continue to ask parents what they're interested in. That list is likely to grow and then ultimately we will need to make a decision collectively in terms of the number of Magnet schools that we want to have. Magnets could be school-within-a-school programs that are separate schools but still focus on a particular theme or it could be an entire school. The difference is a Magnet school will have a district-wide draw as they do now. We do have a few Magnet schools in place. It mentions boundary considerations very briefly. It gets into the student assignment process. We'll follow preexisting rules as it relates to faculty assignment. We'll follow the same guidelines we use now for transportation. If a student lives more than one and a half miles from school then just as we do now we will provide them transportation and so on. The last thing I'll mention is quality of education. Choice does not work if you cannot assure parents equity in terms of the quality of education that is provided across all schools. To leave that out as a consideration would not be good. We have to address that and we are addressing it through the venues that you see listed there and probably a few more that I don't have listed there to ensure that the youngsters who choose a particular school can be assured that they will get a comparably high-quality education when we look across the district. I will stop there and again the intent is to just orient you to this so that you can go back and read it and be prepared in the next workshop meeting to query us on it and share your thoughts. The intent is not to begin implementation until late winter, January or February. So in the December Board workshop meeting we would expect a lot of conversation. If you have any quick questions now, if it's okay with you Mr. President, I'll be happy to entertain them.

Comm. Hodges: Dr. Evans, you already have academies that have little fidelity to their themes.

Dr. Evans: At the elementary or high school level?

Comm. Hodges: At the high school level. So how do you intend to change that for the Magnet schools?

Dr. Evans: First of all, we are changing it for the high schools. I've inserted myself in that process now. I'll be meeting with some folk very soon that will go into each one of our high school academies and help us to write curriculum and make sure that the theme permeates the entire school and what's offered in that school even with the academic core courses that are there, which are supposed to be happening. By the end of this year that problem will be remedied. So we're taking that same approach as we look at the elementary Magnets that we are developing. Because of a number of things in terms of volume and influx of students who will want to take advantage of Choice the idea is not to introduce all of the Magnets that we would want to introduce in one year. We can phase it in over a two-year period. We can have some written in terms of curriculum, but framed and designed for implementation next fall maybe three or four and maybe three or four more the following year. The Center for Secondary School Reform out of Brown University is helping us to look at and tighten up our themes with fidelity. They actually work nationally to do this in school systems across the nation.

Comm. Hodges: I would prefer to see you demonstrate success with some schools and then come back and show us how you plan to phase it in. Right now I have nothing to convince me that we're going to be doing that.

Dr. Evans: Some elementary schools?

Comm. Hodges: I just need a plan.

Comm. Irving: I would venture just to slightly disagree. I think that there was a point where those models did exist and then we began to change the admission structure for a lot of our Magnet schools in our district, which inherently changed the Magnet school process and the admission criteria in places like HARP, PANTHER, and Rosa Parks.

Comm. Hodges: I just want a curriculum. I want to see a curriculum that says we're going to have fidelity to the theme. There's not one now, not one. All I'm saying is show me that you can do whatever you are and you can point to a curriculum that's says this is as we have intended it to be a school that has fidelity to its' theme. Then come back to me and say here's our plan to do some other ones. But don't come and tell me you're going to open up three more in January when you don't have any of them now.

Comm. Irving: Couldn't you say Gifted & Talented has probably had enough of a track record? That's the only one I can speak to.

Dr. Evans: It has curriculum. Yes is the answer.

Comm. Hodges: That's all I'm saying. I want to be able to establish confidence before you develop three more schools that have fallen short like the other ones have. I'm not saying don't do it. By all means do it, but show the Board that it's going to actually happen. That's all I'm saying.

Comm. Irving: I think the best model to use and the only model to use would be G&T. Maybe at some point in time trying to parlay your recommendations, Dr. Evans, with the implementation and success you've had at G&T might be a good option. But my concern about Gifted & Talented as it expands and grows is how do we best keep and capture those kids who are going from eighth grade and not going to Tech or Don Bosco or other districts. We're losing such a nucleus.

Dr. Evans: Let me clarify something because I don't want the message to be that we don't have curriculum in our high schools. We do. It's that specialized curriculum focusing on the theme for that school that's the issue. I want to be clear about that because again we walk out thinking we have no curriculum and that's what gets publicized.

Comm. Irving: I don't think anybody here is saying that.

Dr. Evans: I know that's not what you're saying.

Comm. Irving: That's your disclaimer. I hear you. I don't think anyone here is saying that. At least I know that's not coming from me.

Comm. Hodges: You're producing 19 students which you're saying are college-ready out of a curriculum that's already themed. I don't want that to continue. I prefer that you produce a curriculum that will create a system that's far more effective than that. If you

can then you can say that this structure or this approach works. I don't want a school to be called a Magnet school that's not a Magnet school because now you've devalued what that term means. A Magnet school should really be a serious endeavor where the program potentiates superior performance by students.

Dr. Evans: I need to clarify when you refer to a curriculum that prepares kids for college or to be college-ready that's not the function solely of a CTE curriculum. We do have a new state Common Core that's intended to do that in ELL and the academic areas. I'm the first to say that needs work. We've trained teachers. More training is needed. But the intent of the new Common Core is to prepare students to be ready for college. The CTE curriculum enhances that. It prepares them, not only to be ready for college, but for careers as well.

Comm. Irving: Dr. Evans, next month who's going to present this report?

Dr. Evans: I am.

Comm. Irving: Clearly, we're going to get an opportunity. Can this be emailed to the Board please just so we have a digital copy? I think the conversation is going to start here and end somewhere with what Dr. Hodges just alluded to. Being able to capture those gems, two or three as your rollout indicated, that are going to be the gold standard and the bearer. Truth be told, I don't think we have that anymore. I think it used to be Rosa Parks, PANTHER and HARP, but somewhere along the way we've lost our luster for how we captivate it and help groom young people in those theme-specific schools. I think the conversation has to be, how do we then reestablish that in our grammar schools and high schools? I think there has been a tradeoff in trying to make our schools more equitable and that tradeoff has over the last three years substantiated a very moderate tone for performance in all our schools.

Comm. Hodges: The curriculum has never matched the theme in totality in all the time that I've been here and I was here since the beginning of the academies. They have never matched their themes. They've come close.

Comm. Kerr: I think Rosa Parks.

Comm. Hodges: Rosa Parks might be an exception, but in terms of HARP and PANTHER, no.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have no additional items to report.

PUBLIC COMMENTS AND HEARING ON HARASSMENT, INTIMIDATION, OR BULLYING DATA

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

No speakers.

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

Comm. Irving: We should be able to run through the resolutions and then get into the committee reports. I am going to call for a brief executive session to discuss a contract issue that Dr. Evans needs to apprise the Board of.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated October 23 and 30, 2014, beginning with vendor number 86 and ending with vendor number 799520, in the amount of \$29,337,686.96, and beginning with check number 1888263 and ending with check number 1888797 that were approved on September 10 and 17, 2014, in the amount of \$21,889,576.58, 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. Martinez, seconded by Comm. Cleaves that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

Resolution No. 2

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.

CONFERENCE/WORKSHOP REQUESTS November 5, 2014 Workshop Meeting

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*William Marotta	Understanding the Gut Brain: Stress, Appetite, Digestion, and Mood	October 20, 2014	\$79.00 (registration)
School Social Worker/NRC	Hasbrouck Heights, NJ		
Elizabeth Craft	Risk Communication and Ebola: Principles, Protocols and Problems	November 10, 2014	\$122.00 (registration)
Supervisor/Nursing Services	New Brunswick, NJ		

Laureen Moloney	NJ Association for Justice Workers' Compensation Seminar	November 14, 2014	\$225.00 (registration)
Risk Management Officer/Legal Department	East Rutherford, NJ		
Luis Rojas	New Jersey Schools Insurance Group Affirmative Action Officer Training	November 14, 2014	\$30.00 (registration)
Director/Labor Relations & A.A.	Mays Landing, NJ		
Tyeshia Hilbert	Strauss Esmay HIB Prevention Training Program	November 18, 2014	\$150.00 (registration)
Coordinator/Culture & Climate	Toms River, NJ		
Gizele Locke	NJYC Directors & Training Working Group	November 18, 2014	\$47.07 (transportation)
Guidance Counselor/NJYC	Neptune, NJ		
Lisa Pollak	Whistleblowing, Retaliation and Free Speech Rights in the age of Facebook and Twitter	November 19, 2014	\$170.00 (registration)
General Counsel/Legal Department	New Brunswick, NJ		
Vera Oliveras	National Council for the Social Studies Annual Conference	November 20-23, 2014	\$260.00 (registration)
Teacher/Alternative Middle School	Boston, MA		
Rita Routé	Rutgers 2014 Gifted Education Conference	November 20, 2014	\$199.00 (registration)
Supervisor/Gifted Education	New Brunswick, NJ		
Lisa Pollak	Ethics Cliffhangers for Trial Attorneys	December 9, 2014	\$180.00 (registration)
General Counsel/Legal Department	New Brunswick, NJ		
Gloria Pinkney	William Paterson University 5 th Annual Educational Technology Conference	December 12, 2014	\$65.00 (registration)
Library Media Specialist/NRC	Wayne, NJ		
Kevin Ragas	Handle With Care Behavior Management System: Legendary Crisis Intervention 3-Day Training for Schools	January 2015 (dates TBD)	\$690.00 (registration)
Teacher/STARS Academy	Totowa, NJ		
Laurie Schlachter	Handle With Care Behavior Management System: Legendary Crisis Intervention 3-Day Training for Schools	January 2015 (dates TBD)	\$690.00 (registration)
Teacher/School 2	Totowa, NJ		
Vicky Sillman	Handle With Care Behavior Management System: Legendary Crisis Intervention 3-Day Training for Schools	January 2015 (dates TBD)	\$690.00 (registration)
Behaviorist/School 20	Totowa, NJ		

Alex Tahbaz	Handle With Care 1-Day Training	January 9, 2015	\$230.00 (registration)
School Psychologist/Special Serv.	Totowa, NJ		
Vanessa Bell	Rutgers University Mathematics Workshop	January 20, 2015 March 20, 2015	\$390.00 (registration)
Math Teacher/YES Academy	New Brunswick, NJ		
Kelley A. Bergen	Wrightslaw: Special Education Law & Advocacy Training Program	February 19, 2015	\$199.00 (registration)
LDTC/Special Services	Lincroft, NJ		
Sandy Phillips	Wrightslaw: Special Education Law & Advocacy Training Program	February 19, 2014	\$199.00 (registration)
School Psychologist/Special Serv.	Lincroft, NJ		
Ina Rubin	Wrightslaw: Special Education Law & Advocacy Training Program	February 19, 2014	\$199.00 (registration)
Social Worker/Special Services	Lincroft, NJ		
Anthony Cavanna	Education Week: Leaders to Learn From	March 17-18, 2014	\$1332.40
Assistant Superintendent	Washington, DC		

TOTAL CONFERENCES: 20
TOTAL AMOUNT: 6,146.47

*For Ratification

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

Paterson Extended Learning Opportunity School

WHEREAS, The Paterson Public School District's Mission is "To prepare each student to be successful in the institution of higher education of their choosing and in their chosen career", and;

WHEREAS, The Paterson Public School District is committed to addressing the high school drop-outs educational needs by implementing an academic program that will assist students to acquire a High School Diploma, and;

WHEREAS, The Paterson School District in accordance with State mandates, District policy, Bright Futures: The Strategic Plan for Paterson School District Priorities, Goals, & Strategies, Priority I: Effective Academic Programs: Goal I: To Increase Student Achievement, Extended learning opportunities, Goal 3: Improve Graduation Rate, Reduce Dropout Rate and;

WHEREAS, The Paterson Public School District is dedicated to building partnerships with the City of Paterson and the community at-large, Priority III: Family and Community Engagement, Goal 4: Partnerships with Community Organizations, Agencies and Institutions and;

BE IT RESOLVED, that the Paterson Board of Education approves the Paterson Public School District's creation of a Paterson Extended Learning Opportunity School, by forming a partnership with the Mayor of the City of Paterson to increase the graduation rates for high school dropouts. The program will provide dropout students with the opportunity to complete the New Jersey State Department of Education and the Paterson Public School Districts course requirements for receiving a high school diploma and prepare students to attend a post-secondary educational school. The core elements of the Paterson Extended Learning Opportunity School will be the implementation of Plato Learning, an on line course accrual credit recovery program which provides instruction to adult learners, by on-site Highly Qualified Teachers, in a blended learning environment. Since the school will provide flexible and internet access, students will have multiple opportunities to take and complete required courses and, thereby, satisfy their graduation requirements. The total cost of the Paterson Extended Learning Opportunity School will be \$142,625.00. The program will be located at 77 Ellison Street, Paterson, New Jersey; a site provided by the Mayor of the City of Paterson, New Jersey and will begin providing services to the student drop out population during the 2014-2015 Academic School Year.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 3 be adopted.

Comm. Hodges: I know that there's been a principal assigned to this program and I'm just trying to get a better sense of how much instruction is going to take place on behalf of these students. That was my original objection because I did not want to see a virtual school here. I still don't. I have no problems with people using online services because obviously that makes sense, but I do need to have kids who have difficulty with classroom instruction have some sort of structure for what they're doing.

Dr. Evans: There are teachers that are a part of this program. I think that didn't come out clearly in the last conversation. I can't give you the exact number. Dr. Cavanna is unfortunately away for a day or two.

Ms. Terry Corallo: I believe in your Board packet there's an actual specific explanation as to how many staff members and what the curriculum will be, the Plato Learning curriculum. It's around 30 staff members and about a similar number of students who will be a part of the original program when we launch.

Comm. Hodges: I guess my real questions then are what kinds of things are these teachers doing and how much interaction is there going to be?

Ms. Corallo: It's a blended learning environment so it's part instruction in class and part where they will be able to utilize an online program. It is a monitored program via instruction. There are teachers who will be watching and facilitating each phase of the program through the Plato Learning System.

Comm. Hodges: Is there going to be a period of instruction and then the students use the computers? Or are there teachers there to answer questions?

Comm. Martinez: In our discussion yesterday in curriculum we were speaking with Dr. Cavanna and we raised the same concerns about the oversight. How are we going to make sure that students are arriving and actually taking part? Part of it is going to be contingent upon their individual circumstances. Part of it will also be depending upon how much time they are spending logged in. For example, if I'm one of the teachers and I'm noticing that the first student has very minimal amount of time logged in then

they're going to be required to actually come to the facility to spend more time. It's on a case-by-case basis, but it's going to be a blend. To a certain extent students are going to be expected to do the work independently, but there is also a mixture of them also having to come in to the facility to do some of the work as well.

Comm. Hodges: There's not an actual period of instruction that's going to be imparted.

Comm. Martinez: We were hoping to get some more clarity on that this evening because we were expecting to have questions. As Dr. Evans mentioned, Dr. Cavanna is not here. But to my understanding it's a blend of instruction between classroom time that they will need to be present for and then also time that they will have to put in on their own. Some of their family circumstances and work obligations will influence how much time they'll have to actually be in the classroom or have to make up on their own.

Ms. Corallo: There will be specific times. Obviously, if there's an instructor involved the instructor needs to be there at a designated time. What Comm. Martinez just said is true. If I am a student in the program and I want to do the majority of this work virtually I can. There's that ability to do it. But our preference is that they participate in both. If I want to get my GED and I feel like I can go through the Plato Learning System program on my own time then there's that flexibility. But it is blended learning and we're planning for it to be a mixture of both in-class and out-of-class work.

Dr. Evans: The best example is special education. Students in special education have an IEP, and Individual Education Plan. Their instruction is different from one kid to another based on their needs. You may use one methodology and one approach with one youngster because of their needs and a completely different approach and may focus on a particular concept or skill development for a longer or shorter period of time. But it's based on the individual needs of the youngsters. In this particular case that means if I dropped out and I need two courses, then depending on those two courses what's framed for me, my instructional plan, may be different than somebody who needs 10 courses. It's going to be different, but in both cases it is part teacher-delivered and the other part, particularly the curriculum, is accessed using technology.

Comm. Simmons: I had a different question. It says that it's a partnership with the Mayor of the City of Paterson. I wanted to find out what that partnership consists of and what the city is actually contributing.

Dr. Evans: A facility.

Comm. Irving: They're giving us a building. One point I do want to make to everyone is what we're doing is approving the district to craft the program. We were told by Dr. Cavanna in the workshop meeting that once a program has been drafted it comes back to the Board to further explain and answer all the questions that you guys have. I think it's a good concept, but it still needs to be fleshed out. But the administration needs the go-ahead from the Board to say put something together and bring it back to us and that's what currently is being asked.

Comm. Kerr: When does this go into effect? While you search for that, you did speak to the approach that will be taken to address the particular learning needs of those individual students. My problem with this though is simply this – and I did ask the question in the curriculum – we mentioned that what's important here is to get our graduation rates increased. I did make the point that I don't think that's where our emphasis should be. Our emphasis should be to make sure that these kids get rigor and a clear understanding of the subject matter so when they should graduate from the

course they would be more advanced than when they got there in the first place. If the driving force behind this is to increase our graduation rate, I think we're doing a disservice to the kids.

Dr. Evans: It's not the driving force for me. I'll tell you that.

Comm. Kerr: I'm saying if that is the case it's a problem. I think we need to graduate more kids, but they should be able to read and enumerate in a way that would qualify them to go sit in a college classroom.

Dr. Evans: Just to clarify, the driving force for me is to help the students who have dropped out to either get a GED or a diploma. Both will be involved, youngsters who are eligible to earn a standard diploma or a GED. I will say to you that the vast majority of them, just based on my experience, won't influence our graduation rate because they will not be graduating with the group that they entered ninth grade with. My motivation and the Mayor's motivation – he and I have talked about this a lot – because these days if you don't have at least a high school diploma and more and more a college degree your chances for success are significantly minimized.

Comm. Kerr: I agree. I just wondered why this was not a matter that was brought to the Board and the energy presented that we need this as opposed to having a discussion with the Mayor regarding this. Have it settled with the Mayor in terms of facilities and all the other pieces and then present it to the Board? In my judgment it would have been a little bit more accepting to me to have that discussion. We in the Board of Education see this as a real need and we're moving towards solving this problem and therefore we move towards the direction of the Mayor as opposed to the reverse happening. The Mayor sees it as a need and then he's pushing it back on us.

Dr. Evans: Mr. Kerr, we've been working on this for two and a half years. We started this pursuit two and a half years ago.

Comm. Kerr: With the former Mayor?

Dr. Evans: The Mayor's office wasn't involved at that point. It was our initiative to do this.

Comm. Hodges: That's all the more reason why the Board should have heard about it before the presentation. Notwithstanding, I want to see the program in place. I do not want to be an impediment. I really do not. I think these opportunities are extremely important. But I just came through a very tough election and all I heard was about 19 out of 594 students that I had to explain over and over again, and quite frankly I could not. I had to explain it, justify it, and account for what I was doing or that occurred. I intend to account for what I'm doing about those numbers being improved. So I'm going to be very difficult about this kind of thing. When I look at virtual schools the numbers have been atrocious nationwide. The other thing is this Governor has been trying to bring those kinds of programs here and establish a beachhead in this state where he can implement that kind of stuff because monetarily it's great for the people who own it, as opposed to the kids getting anything out of it. So this is why I'm so concerned about this. I do not want a virtual program, or however we call it, being established here as a beachhead unless of course it provides the rigor to give these kids something of substance when they leave here. I'm going to be particularly concerned about that. I'm looking at that 19 out of 594 and I'm very upset about that. I got raked over the coals with good reason for sitting here and tolerating that kind of performance out of our students. So Dr. Evans, I'm going to be very difficult to deal with around these issues. I

want to see substance come out of this. That's why I want to know how much teaching time. I want to know what the curriculum is. I really want to know how rigorous a structure these kids are receiving in this kind of environment because when they leave this program, which has Paterson Public Schools on it, I want to know that they can succeed. I can't do that at graduation because I don't think those kids can succeed, which is probably why I don't go. If you can address those issues I'm happy and we can go, but that's my premise. I do not want them getting a piece of paper that's useless or a virtual school program that they can point to and say, "It worked in Paterson. They got 50 kids who can't do anything." Those are my issues.

Comm. Irving: Dr. Evans, can you ensure that once the principal has created the program that it's presented to the Board before we launch it, whether it's the summer of this year or whatever the timeframe is?

Dr. Evans: Sure.

Comm. Rivera: Is the facility as it is right now furnished?

Dr. Evans: There are some furnishings but more will be needed.

Comm. Rivera: So we do have to purchase some?

Dr. Evans: Yes.

Comm. Rivera: Do we need computers in there, too?

Dr. Evans: Yes, we'll need computers. It doesn't have computers in it.

Comm. Rivera: When you present something to the Board, I want to make sure that whoever is presenting this does their due diligence to make sure that they present or put some time and effort into whatever they're presenting. For example, this resolution here has a budget attached to it and all it points out is the salaries for the staff. Again, you're putting together a school and that means you have to plan everything out. You want to know how many computers you need. It's a budget. It doesn't have to be exact, but at least you have to provide how much you're spending for other expenses. It doesn't show anything. I think this is unacceptable for the school to submit to the Board or to anyone, even to yourself as the administrator. No one should submit something to you that says, "School supplies, materials, furniture, equipment to be determined." Whoever is involved in the planning of this school needs to at least think all these things through. We don't have an open checkbook. Considering the size of our budget the amount is probably not very material. But we need to know what we're spending money on. We have a certification of funds here that states that the cost of the program is going to be \$142,000. \$142,000 is just the salaries. You just stated that we still need to buy equipment, which is fine. We need to buy equipment for a lot of schools. But specifically for this one we need to know. The public needs to know how much money we're putting into this new school. In the future, I just want to see that happening.

Comm. Irving: Can I just ask a quick question? It's very frank, Dr. Evans. What prohibits us from the Board saying let's let your staff and your proposed principal construct the plan for the program, present the plan to the Board, and once the plan has been vetted and the budget is thoroughly completed then we adopt the program, as opposed to preemptively doing it now and locking ourselves into an amount not to exceed \$142,000? It's just a matter of semantics and placement, but I don't think that

your staff needs a Board action to initiate a proposal and program and curriculum that we can formally adopt when that has been prepared and vetted.

Dr. Evans: I'm looking to see and I'm not doing a good job of finding what you have. There is a plan. There are additional elements that need to be ferreted out, but there really is a plan. I'm not sure if you received a complete one. Is that all you received? There's a lot more than that.

Comm. Martinez: This is the copy of the resolution as it was presented to us. It's very vague. It's just an outline.

Dr. Evans: There is a lot more than that. There really is.

Comm. Irving: Who initiated the motion, Cheryl? Just withdraw your motion.

Comm. Martinez: I withdraw the motion.

Comm. Irving: We're meeting next week. We can add it to the agenda for next week. If additional information surfaces we can decide to vote on it or just vote it down and then ask the Superintendent. My preference would be for this to be vetted before it comes back to us.

Comm. Hodges: I agree.

Dr. Evans: There are more than those two pages you have there. I thought you had that information.

Comm. Irving: We're going to skip Resolutions No. 3 and defer that to the regular meeting next week.

Resolution No. 4

Recommendation/Resolution: To amend resolution previously approved by the board of education; the account information was revised.

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

Whereas, Under Title 18A:18A-5a(5) educational services are exempt from public advertising and bidding; however notwithstanding;

Whereas, on the Authorization of the Business Administrator formal public quotes were solicited for, Bilingual Online Licenses for an enrollment of approximately 5,847 students, RFQ-017-15 for the 2014-2015 school year to the following four (4) companies:

Berlitz Languages, Inc. Princeton, NJ	Mango Languages Farmington Hills, MI	Middlebury Interactive Languages Middlebury, VT	Rosetta Stone Education Harrisonburg, VA
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Whereas, three of the vendors who were issued proposals responded with the following:

Berlitz Languages, Inc. Princeton, NJ \$69.00 per student	Middlebury Interactive Languages Middlebury, VT \$21.00 per student	Rosetta Stone Education Harrisonburg, VA \$15.71 per student
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Whereas, it has been determined World Languages and Purchasing Departments that the Middle bury proposal was most advantageous to the District for the following reasons: 1) they included access to all data for the District to run their own reports 2) they are the only vendor that has a high school program including AP courses 3) they include access to several other languages besides the four (4) requested which are Spanish, Italian, Arabic and French in their proposal; and

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan, Priority I: Increase Student Achievement, Goal 1: Aligned instructional system; now

Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Middlebury Interactive Languages be deemed as the lowest responsive/responsible bidder and is awarded a contract for Bilingual Online Licenses, RFQ-017-15 for the 2014-2015 school year.

Estimated Number of Students	Per License Rate	Total (Including \$550 Teacher training and \$250 Functionality training)
5,847	\$21.00 (\$122,787.00)	\$123,587.00

Not to Exceed \$123,587.00 Annually

It was moved by Comm. Teague, seconded by Comm. Cleaves that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.

Resolution No. 5

Whereas, approving the Data Network Solutions Service Contract supports the Bright Futures Strategic Plan 2009-2014 Priority IV: Efficient and Responsive Operations, Goal 3: Increase Capacity; and,

Whereas, a high level of Internet services is of vital importance to the district, and

Whereas, Data Network Solutions offers managed Internet access designed around performance and service, and

Whereas, Data Network Solutions understands the importance of an Internet connection and that Paterson Public Schools' business is dependent upon an Internet Service Provider or Hosting facility providing consistently unfailing service, and

Whereas, Data Network Solutions offers high levels of reliability and free technical support that is readily available: and

Whereas, the vendor has been notified that no goods or services will be provided to the district without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the

district until such a time that a new purchase order is completed and delivered with the terms the vendor will honor, and

Whereas, the services herein were in the original budget and funding for the same are available in the account listed below.

Whereas, for the 2014-2015 school year Paterson Public Schools is eligible to receive a reimbursement of 88% (pending approval) of the eligible costs from the Schools and Libraries Division (SLD) ERATE program; and

Be It Further Resolved, that the State Operated School District of the City of Paterson enter into a contract with Data Network Solutions to upgrade the capacity from existing 300m dedicated Internet access circuit to 600m for the remaining 7 months on the existing contract. The term at the new monthly rate will be prorated based on the actual upgrade install date which is estimated to be December 1, 2014 at the rate of \$6,750.00 per month for the period through June 30, 2015 as needed.

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

Comm. Hodges: I need to understand what this is.

Dr. Evans: Mr. Vroegindewey is here. He can explain it.

Comm. Simmons: It's the bandwidth. It's actually 300m, which isn't a lot, so they're doubling it to 600m, which isn't a lot.

Mr. Dennis Vroegindewey: Comm. Simmons explained it quite rightly. We want to expand the amount of bandwidth we're getting on our internet, especially since we're preparing for the PARCC assessments. Kenny can elaborate a little more in-depth on some of the issues we're facing here.

Mr. Kenneth Sumter: Currently we're in contract with 300m of bandwidth. We're operating about 500m, close to 500m. The vendor has been very lenient in letting us continue to operate where we are. His recommendation is for us to get at least up to 600m to carry us up until the end of the school year and then before then hopefully we'll be able to go into another venture that will give us even more bandwidth.

Comm. Simmons: We're extending it to 600m, the bandwidth.

Mr. Sumter: Our direct connection for internet service.

Comm. Simmons: Basically, how fast we operate. We're extending it to 600m. Is there a plan to extend it beyond that considering that we are operating at 500m? I know that when we go into the PARCC assessment we're going to have all of the students on how much more?

Mr. Sumter: We're in negotiations now to split our services with the Community College, which would give us at least one gig. That will give us a dedicated line for PARCC. If necessary, from that 500m we can increase all the way up to 700m on a particular day or week as needed splitting that one gig with the Community College.

Comm. Simmons: I'm concerned whether or not that's going to be enough. In my house, I have 2 gigs dedicated for anything I do. It's a lot for a house. I'd rather have more than enough. There are times that I do max it out.

Mr. Sumter: One gig would definitely give us more than enough. We're currently operating about 500m or 600m. As we increase more wireless users and we're also looking at wireless connections now to decrease the amount of usage that's going on currently it will give us more than enough.

Comm. Irving: Is this just a Band-aid on a much bigger issue?

Comm. Kerr: Why not just increase it to...

Comm. Cleaves: ...to what we need?

Comm. Hodges: They said they're in negotiations.

Mr. Sumter: Right. We're in negotiations, but also bear in mind that to just jump to one gig there are other processes that have to be put in place.

Comm. Irving: Your system has to be in place to be able to handle that.

Mr. Sumter: Correct.

Comm. Irving: Have we budgeted for that increase?

Mr. Sumter: That's why the partnership with the Community College will allow us to stay within our budget as well as increase our bandwidth as needed.

Comm. Irving: So when PARCC comes around the goal is for us to administer the test and assessments at the Community College?

Mr. Sumter: No.

Comm. Irving: Oh, we'll tap into their bandwidth.

Mr. Sumter: Yes. What's happening is right now we're sharing everyday business with the educational component all in the same pipe. It allows us to split it so PARCC will be on one and then everything else will be on another. We'll have a dedicated line.

Comm. Irving: Do we have an idea what that will cost us?

Mr. Sumter: About what we're paying, \$7,000 a month.

Comm. Irving: So we'll end up getting rid of this contract.

Mr. Sumter: No. This contract will finish out in July and then hopefully we'll negotiate with the Community College to add on the other piece.

Comm. Hodges: You're going to maintain this company and simply add on the college. You're not going to switch over to the college entirely by itself.

Mr. Sumter: Not this year.

Comm. Hodges: Dr. Evans, I happened to go to a conference in Atlantic City on the PARCC testing. I think this Board needs a thorough discussion of what our plans are and how we're setting up for that because they had a lot of questions and this is just one aspect of it. There seems to be a concern about the skill level of the student in working with the computers. If their skill level is not what it should be those kids are not going to be able to function as well on this test, presumably. There's some question. They say it's not timed, but there is a time limit. It's unclear. They claim it's not timed, but there's 60 minutes twice. They say it's not timed but it is. I really want to understand what we're planning to do. The whole technology part, this is just one aspect of a larger question that we need to discuss as a Board what our plans are, what our needs are, what they're going to be as we expand because of this testing, and the desire to use I-pads and Chrome books. As that expands we have to have that built in capacity to expand. Your one or two gigs aren't going to be enough. We need to decide long-term what the forecast is. I want those discussions to take place in a comprehensive manner so that we know what's going on and direct the technology department as to what we think has to occur. Those two things really need to happen so that I can understand what's going on.

Comm. Rivera: How long have we had this current contract?

Mr. Sumter: This current contract kicked in in September.

Comm. Rivera: We're just extending for another six months basically?

Mr. Sumter: Yes.

Comm. Rivera: Basically, in the body of the resolution you stated that this is eligible for reimbursement from E-Rate? Is the plan to submit for reimbursement up to 88%?

Mr. Sumter: Yes.

Comm. Rivera: Was this part of a bid that we did before to obtain this service?

Mr. Sumter: I believe so.

Comm. Rivera: So now we're going to change it by \$47,000?

Mr. Sumter: I don't have the figures on me. I think we're increasing it by another \$7,000 from the current one.

Comm. Rivera: I don't want to get too technical, but that's a discussion you should have with the business office to see the legality of making this change. Good luck.

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

Resolution No. 6

Whereas, Pursuant to N.J.S.A. 18A7A and N.J.A.C. 6A:30, once every three years districts are required to undergo a full New Jersey Quality Single Accountability Continuum (NJQSAC) district performance evaluation and must complete the District Performance Review (DPR) and districts are required to annually complete the NJQSAC Statement of Assurance (SOA) and to conduct facilities reviews in each of the district's school building, using a facilities checklist provided by the NJDOE and,

Whereas, as part of Cohort I, Paterson Public Schools underwent a Full NJQSAC Review during the 2013-2014 school year and must submit the 2014-2015 SOA to the NJDOE via NJ Homeroom by November 15, 2014 and the State District Superintendent has convened a committee to assist in completing the SOA in accordance with N.J.A.C. 6A:30-3.1(b)-(e), and

Whereas, Upon completion of the proposed responses to the SOA, the district board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education, at which time the proposed responses to the SOA, and declaration page shall be presented to the district board of education for approval by resolution and,

Now, Therefore, Be It Resolved, that the district Board of Education has reviewed the 2014-2015 New Jersey Quality Single Accountability Continuum (NJQSAC) Statement of Assurance (SOA), attests to the accuracy of the Statement of Assurance responses and approves the submission of the NJQSAC SOA to the New Jersey Department of Education.

It was moved by Comm. Martinez, seconded by Comm. Rivera that Resolution No. 6 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

Resolution No. 7

Whereas, the Paterson Public School District is in favor of developing and supporting relationships with community-based volunteer organizations engaged in activities that support and enhance the healthy educational, social and emotional development of children in the Paterson Public School #10 community; and

Whereas, the Walmart Store of Garfield, New Jersey selects schools in Bergen and Passaic Counties to receive donations of educational electronic devices for 10 families and \$50.00 gift cards for 20 staff members through their Teacher Rewards Program;

Now, Therefore, Be It Resolved, that the Paterson Public School District will allow Paterson Public School #10 to accept these donations on behalf of its' families and staff members.

It was moved by Comm. Martinez, seconded by Comm. Rivera that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.

Resolution No. 8

Whereas, the Paterson Public Schools Department of Family & Community Engagement submitted a proposal for a High School Equivalency – TANF training services Grant to the Passaic County Workforce Development Center as part of the Paterson Parent University Program in the amount of \$150,000 for a period between November 2014 to June 30, 2015 and

Whereas, the Paterson Parent University Program is a Parent Education Program aligned with the “Bright Futures” Strategic Plan Priority III – Goal 6 Parent Education Strategic Plan and

Whereas, reports from adult educators indicated passing the GED/High School Equivalency builds self-confidence. The resulting confidence is the beginning initiative to work toward improving their economic situation through pursuing better jobs and considering higher education. As a result, parents have an opportunity to strengthen their family including greater academic outcomes for their children and

Whereas, parents involved in the Parent University Program High School Equivalency Program will in addition to class instruction have the opportunity to assist the department as School-based Parent Coordinator Interns/Office assistants and

Whereas, the Director of Family & Community Engagement will be responsible for the district complying with the terms and conditions of the grant including reporting and

Whereas, the acceptance amount of the \$150,000 is anticipated to be expended within the following categories:

Item#	Category	Expense Amount
1	Teacher Salaries	\$86,107.94
2	Employee Benefits	\$52,594.76
3	Non-Consumable Materials	\$7,245.29
4	Equipment Purchase	\$2,532.01
5	Travel (Field Trips)	\$1,520.00
Total		\$150,000

Be It Resolved, that permission is granted to the Paterson Public Schools' Department of Family & Community Engagement to accept the award from the Passaic County Workforce Investment Center, to operate a High School Equivalency – TANF program via the Paterson Parent University Program for the project period from November 2014 to June 30, 2015 in the amount of \$150,000.

It was moved by Comm. Simmons, seconded by Comm. Martinez that Resolution No. 8 be adopted.

Comm. Hodges: Can I get clarification of what this means?

Comm. Cleaves: Mr. McDowell, can you explain this program?

Mr. Kemper McDowell: Sure. We received some monies from a university program for opportunities for GED, ESL and some other programs. This is a GED grant that's going to allow us to service some of our more underprivileged parents, mostly moms that are part of the state welfare system. As part of their program they have to encounter a certain amount of education and work towards their GED. As part of the program there will be some internship opportunities and there will also be opportunities to teach the moms about family planning and financial planning. There will be an opportunity to take part in some of the workshops we have within the university program.

Comm. Hodges: For the GED part, will they be going to the Adult School?

Mr. McDowell: No. They will be coming to our site. It will be housed at Napier School. They will be getting approximately 15 hours of instruction per week. They will be interning, doing some light office work, assisting some of our parent liaisons and coordinators on a few tasks and that type of thing.

Comm. Hodges: We couldn't combine that with the Plato Learning?

Mr. McDowell: We have an evening GED course now and this will be a morning course. It's not really called GED. It's high school equivalency.

Comm. Kerr: How many hours per day will it run?

Mr. McDowell: From 8:30 to 12:00 or 1:00. There will be workshops. One of the problems of the GED program is the parents get bored after a while or distracted and they don't really finish. This time we're trying to bring in many job fairs. We'll bring in Home Depot and some other employers to help make the education relevant so they can see the light at the end of the tunnel when they talk about employment. They will also have a few field trips we have in store. We'll take the folks on real job sites and they'll get to see what the workplace looks like all in an attempt to get them motivated.

Comm. Kerr: How many parents are we catering to in this program?

Mr. McDowell: At least 30 students will have to engage throughout the year.

Comm. Kerr: And it's 30 for the other one.

Comm. Cleaves: Different population of people.

Mr. McDowell: It may be more, but the grant really puts emphasis on making sure there's a quality program instead of just having a bunch of folk in a room and you're just throwing stuff at them. They made the numbers manageable.

Comm. Kerr: Who will be conducting the assessment of these parents?

Mr. McDowell: All GED programs have a state-required test. The instructors will administer the test. The test itself will be done at a certified testing site, which now is our Adult School. We're just doing the preparation.

On roll call all members voted in the affirmative, except Comm. Rivera and Comm. Irving who recused themselves. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met this past Monday. We began at 6:30 and ended about 7:15. It was a rather brief meeting. It was a very short agenda. In attendance were Dr. Cavanna, Maria Santa, Aubrey Johnson, Lauren Kazmark, Commissioners Cleaves, Kerr, Irving and myself. We thoroughly vetted action items A-1 through A-40. Some discussion that we had was over A-2, the carryover application for No Child Left Behind expenditures. Dr. Kazmark provided us with an overview of the carryover process. Comm. Irving had some questions about A-7 and A-8. A-7 is the implementation of the Gifted & Talented plan. We were provided with information there. A-8 was the memorandum of understanding between Paterson Education Fund and the district for implementation of the attendance improvement initiatives in certain schools. We also thoroughly discussed action item A-13 approving the expenditures that are part

of the district's mentoring plan to assist the teachers in maintaining and implementing best instructional practices to the tune of \$7,700.

Comm. Irving: Regarding A-7, can we just get a brief overview from you about the differences of program implementation for this year versus last year. In the plan, I can compare what we had done last year versus what's being done different this year. Dr. Kazmark made mention of AP and honor courses. I just wasn't sure how that flowed into what you were doing. It makes sense, but I didn't understand if that was your purview.

Ms. Rita Route: AP and honors has always been a part of the continuum for G&T. It was just never put into the plan. So this year I made a point of making sure we added it because we are supposed to have services up to grade 12. Like I said, it's a continuum. The biggest change for us in the plan compared to last year's plan was obviously adding additional grade levels at the lower end. This year we added grade 2 with 18 students, grade 3 which I believe has 15 students, and then we added additional students in the grades that already existed. That would be the biggest change in the plan as far as mentioning now we're going even further down to lower grades. This year I think we added 87 additional students to the program.

Comm. Irving: This alludes to the conversation before about the next step in retaining the students. When our eighth graders graduate, I know many of them are splintering off from our district mainly going to Tech.

Ms. Route: Yes, and we had one go to Montclair Kimberley.

Comm. Irving: Right, but I want them to stay here.

Ms. Route: I know. I do too. Obviously, Dr. Evans' plan for international baccalaureate is how we're going to keep our kids here in Paterson. I've already had conversations with our students about it. They know it's coming. We recently appointed an IB coordinator who's planning on going to all the elementary schools, not just ours, to let our sixth, seventh, and eighth grade students know it's coming. But as you know the IB process is going to take a while. It takes about three years for us to get approved. That's why my focus is going to be our current seventh graders because by the time they become juniors is when the IB program will really be in full effect. That is an internationally recognized program. It's very similar to our program now because it's very rigorous. We need kids that are motivated and willing to do that kind of work. That's why to me IB is just the next step for my kids to keep them here in Paterson.

Comm. Irving: Thank you. Are there other questions?

Comm. Hodges: So I guess the plan is to develop the IB program. It takes three years including planning?

Ms. Route: It takes three years to be approved by the IB.

Comm. Hodges: That does not include the planning years?

Ms. Route: That does include. Hopefully in three years our current seventh graders would be the first class in IB. And of course, we're going to push them into hopefully International High School and tell them it's pre-IB. So your freshman year would be preparing you, your sophomore year would be preparing you, so when you get into your junior year you're ready to go.

Comm. Hodges: One of the things I'd like to see is a plan for that and a timetable, Dr. Evans. I'm really concerned about that. Mr. Irving's concerns are well-founded. These kids are leaving and we have to have something in place that will say it's definitely going to happen that we can point to. That's my only question.

Comm. Martinez: We have to provide them with an incentive to keep them in the district as opposed to splintering out.

Comm. Hodges: Coming attractions is going to be a plan in place, here's what's going to happen.

Ms. Route: It's done already. The plan will be in place.

Comm. Martinez: Are there any other questions or comments?

Comm. Hodges: On A-3, this was the issue I just raised, making sure that these kids are equally equipped to work on the devices that they choose to use. I know you're going to have a 13-inch screen and all this other stuff that has to go into it. Some things you can't use because the keyboard has to be standardized as well. So I'm very interested in seeing how this gets implemented.

Comm. Martinez: Comm. Simmons, you had a question about A-3 as well?

Comm. Simmons: It's along the same lines. What are we doing to incorporate technology into the curriculum? When students taking the PARCC exam who don't have computers at home or aren't computer literate when they have to drag and drop, what are we doing to make sure they can do those things?

Comm. Hodges: Isn't this supposed to do some of that? That's my understanding.

Comm. Simmons: For me it needs to be incorporated into the curriculum regularly. Otherwise, when it comes time to take the test we're going to have major problems.

Comm. Martinez: Essentially you're asking if the students who are going to be taking this test are taking technology classes so they're learning how to type properly and do all these things.

Comm. Hodges: Such as programming, for instance.

Comm. Martinez: Are they taking the typing classes and technology classes to prepare them so when they take the test it's not foreign?

Comm. Simmons: Not just the technology classes when they have computer that one period, but throughout the day.

Comm. Hodges: They have to be really fluent.

Comm. Martinez: I think at some locations there was some pilot testing of this already. Am I correct?

Dr. Lauren Kazmark: The curriculum guides for all the content areas QSAC requires us to infuse the technology standards in the guides. So in ELA and math, but ELA specifically because it's typically more relevant there, but in math as well the guides

specify what technology skills teachers should be infusing in addition to whatever technology classes they're getting for each year. It does progress as they get older. So in kindergarten it might be turning the computer on, identifying the mouse, learning how to use the return key, being able to type their name, and it progresses as they get into eighth grade where I think it even gets into spreadsheet and things like that. Then the curriculum requirements are reflective of that for the content areas in addition to the grades. That's specific to ELA and math because those are the classes that are taking the PARCC. But this particular grant is about putting devices in the schools, not about curriculum.

Comm. Martinez: Are we confident that the students will be able when test time comes to navigate and then be able to do all... Are we taking measures to run through the procedures so it's not foreign to them?

Dr. Kazmark: There are practice tests available through the PARCC website that gives them a simulation test. Our schools are aware and required to practice with the kids in the grades that it's given. But I don't know that anybody in any district is confident that all the kids are going to be able to navigate the assessment because it's new. We don't know what it's going to require.

Comm. Kerr: I think what Comm. Simmons is saying is if testing will be applied based on knowledge of that content then it should be a part of your curriculum. I think that's what he's saying. That should be rigorously taught, not only infused, but it should be a central column in your curriculum so that kids get the rigor of it on a daily basis so they develop mastery.

Comm. Martinez: I would imagine there would be a need to alter the schedule or clear out another class to make room. I agree with you, but it's a complicated task.

Comm. Hodges: Or just change how you teach the curriculum and make sure that you infuse it. That's all.

Comm. Martinez: I think that's what Dr. Kazmark was saying.

Comm. Hodges: But some of the teachers are uncomfortable, which is part of the problem. They put the computers in there years ago to have this technology and they just sat there and got dusty.

Dr. Kazmark: I think it's a separate issue. The curriculum issue, which I think was what was first addressed, is that technology is infused in all of the ELA and math guides which is required by QSAC by code and that the skills scaffold through the grades beginning in kindergarten until you get into the high school courses that become a little bit more specific. That's happening. There are technology teachers in many of our buildings and they do follow the technology curriculum. That is typically done in a cycle. They don't get that every day, which would take to your point that the infusion needs to happen in the classrooms. The technology in many of our classrooms is there. The comfort of the teachers in using it and the confidence in knowing that all the kids are going to be able to do every piece of the test is a separate conversation. There's a different degree of content that's required on this test beyond the technology. The ways the questions are asked are very different. The way that teachers need to prepare and infuse content is very different with this test and we don't know what it looks like. There's no sample work of students because it's new to everybody. Are we preparing them through the curriculum? Is it being infused? Yes. Are there devices in the classrooms? In most cases, yes. This isn't my personal grant, but I believe that this

grant is addressing some of the issues with gaps in classrooms in terms of access to devices. Do kids get an opportunity to practice? Yes, because it's available through the PARCC website and it's required and we've been discussing with schools that they need to do that. Is the prep for teachers there? It's coming.

Comm. Hodges: Dr. Evans, I will suggest to you that this program down in Atlantic City was "Lessons Learned in the PARCC Testing" and this was one of the issues that they talked about, the preparedness of the students to use the equipment. Not all kids have the same level of confidence and that does impact on how well they perform. The other issue was the technology support at the time of the test. When the machines would occasionally break down you have this poor terrified student who is taking this test who can no longer take the test and you have to go find someone to come to the classroom to replace the equipment. All these issues have to be taken into account. I'll give you the list of what they talked about. I want to feel comfortable, since we already have the academic challenge, to know that these kids have the technological capabilities to function even though they may be struggling on the academic end. We can at least do that for them in the short-term. These two issues can't be separated because if you don't know how to use a pencil don't ask a kid to write. Don't ask a kid to do an essay if they can't type on the machine, put spaces in, delete, paste or whatever. If they can't do that stuff with some alacrity then they're going to have problems handling the material. These are issues that you cannot divorce from each other.

Comm. Martinez: I think we have to consider making sure that our students are spending more time preparing.

Comm. Hodges: Absolutely. And they have to be evaluated as to how capable they are.

Comm. Martinez: And it should be done in a timely fashion. This shouldn't be done a week before leading up and then we identify all these problems.

Comm. Hodges: Yes.

Comm. Martinez: Oh, we have these voids that we have to fill.

Comm. Hodges: There should be an ongoing process to make sure that those skills that are going to be required are present.

Comm. Martinez: Two tiers, make sure that our students are prepared to take it and actually make sure that the physical equipment is up to par. Some of them haven't been used so we need to make sure all the keys are working, the mouse is working, etc.

Dr. Evans: If I may offer two comments, we have a challenge in front of us obviously to do exactly what you're suggesting. Our kids probably are ahead of their contemporaries across the state for two reasons. Number one, we've been administering the STAR assessments for how many years, Dr. Kazmark?

Dr. Kazmark: Four.

Dr. Evans: And it is a technology driven-test. They take it on the computer. So there is a familiarity with the computer already. I understand that there is a requirement for different kinds of functions as it relates to PARCC as compared to STAR, but at least taking a test on a computer they're familiar with. All our kids – we're down to even kindergarten now – are familiar with taking the test on a computer. That's one. Number

two - we were a PARCC test site when they did the field test last year. All that information you gleaned they got in part from us. We had to share with them our experiences. Dr. Newell actually led that effort because it's an assessment-driven endeavor, the field test was. There have been experiences that helped our kids. Again, there's a lot more work that needs to be done, but just know that those two things put us in perhaps a different position as compared to other districts that weren't a part of the field test and have no idea what they're getting into. We at least have some idea even though there's a lot more we need to learn. Then at the same time our kids have been taking computerized assessments now for four years.

Comm. Hodges: I just want to make sure that the competencies that are going to be required are there and they seem to go beyond what the STAR test calls for.

Dr. Evans: They do.

Comm. Hodges: That's all I'm asking for. As long as we are preparing our kids to address what they're going to be asked to do over and above just the plain curriculum. I just want to have a level of confidence that that's taking place. That's all I'm asking for.

Comm. Simmons: I'm actually going to say the same thing that Dr. Hodges said. There's a difference between clicking in the STAR assessment and highlighting and dragging and dropping in the PARCC. We need to make sure that those skills are second nature when it comes time to take it.

Comm. Hodges: You can erase a whole essay very quickly.

Comm. Martinez: Do we have any further comments on A-3 before we move on to A-6?

Comm. Teague: On A-6, I'm trying to find out exactly what this program is designed to do. I see what it says here, but considering the things that are happening in our city do we really expect this program to curtail the violence and stop the crime?

Comm. Martinez: I don't think there's any program that's going to completely curtail or stop the violence. I think the intent is to help our young people avoid the traps that come with the allure of some of these opportunities.

Comm. Teague: That being said, why can't they just put it district-wide? It's not going to cost the district any money.

Dr. Evans: It is costing the district money.

Comm. Teague: It says here at no cost to the district.

Dr. Evans: For this part of it. There's another part.

Comm. Teague: That's what I'm trying to find out.

Comm. Irving: To A-6? Remember, this is the presentation that the two folks came here in August and did talking about the GREAT program. They are limited only by their instructors. They are doing the program for free. I think the capacity that they had was to allow the program to happen in these four schools. I guess if their experience is good with us they might expand it or they might move on to other schools. But they only have two instructors to teach in Paterson.

Comm. Teague: Okay.

Comm. Kerr: But there will be a cost to us, right?

Dr. Evans: Not for this.

Comm. Irving: Not for that program.

Comm. Martinez: Are there any further questions? If not, that concludes my report.

Legal

Comm. Irving: I just want to bring up one recommendation and I got it from you, Lisa. Dr. Evans and I had a conversation about the potential of merging policy and legal together under one committee because there is so much overlap between the two. It's just a recommendation when you all meet.

Comm. Simmons: Actually, we've been kind of overlapped, not formally, because normally we meet back-to-back.

Comm. Irving: It's just a recommendation. Maybe you all want to chop that up and come back to the Board. I had the conversation with Dr. Evans just for the sake of throwing it out there.

Fiscal

Comm. Kerr: The fiscal committee did not meet, but we have on the agenda tonight C-1 through C-9. Are there any questions?

Comm. Hodges: Mr. President, I do apologize. I'm not as prepared tonight as I would like to be. I was very busy recently and I do apologize. I probably will have more questions next week.

Policy

Comm. Simmons: Policy did meet today and we do have some policies on for first reading for next week's meeting at the Board meeting.

Facilities

Comm. Irving: The facilities committee met two weeks ago. In attendance was Mr. Morlino, myself, Comm. Rivera, Comm. Cleaves. I must say we probably have some of the best facilities meetings we've had in quite some time. I am going to ask Mr. Morlino just in the future if you could submit a digital copy of the report you give us because that is the report I normally share with the Board. I'm still trying this out, but if you can get me that document sometime today or tomorrow that will allow us to get that report in addition to that cover sheet we talked about. We went over some of the facilities conditions in our schools. Mr. Morlino in his report does a PowerPoint for the Board with illustrations, pictures, recommendations, and solutions to some of the issues that we have and we will share that with the Board at a later time. But the most important piece I did want to share with you all is that at next week's meeting Mr. Morlino is going to bring to the Board a presentation about the energy program that we've been chomping at the bit to tackle. As it stands now the presentation that we had at the facilities committee after next week's Board meeting in December will make the

recommendation to formally have the Board enter into the energy-saving program. We'll have the representatives Mr. Morlino is working with do the presentation that they did for the facilities committee. I think you all will be very interested in how much money we'll be able to save and earmark for other capital projects while utilizing in-district dollars by saving money on energy costs. I think it's going to be really fascinating but it's a great opportunity for the Board to engage in a discussion about how we look internally at technology and using technology to help better our district and earmark that money to do other projects that we can do, not emergent projects that the SDA has to do. We've agreed that's what the SDA is going to commit to do. But we have other projects like heating in schools, cooling in schools, new roofs, fixtures, and lighting can all be put in place by implementing energy-saving programs. That will be next week and you'll also get the actual formal report from Mr. Morlino. He's going to email that to Cheryl and we'll get that to you as well. Are there any questions on that?

Comm. Hodges: I have three. On the Church Street sale, I read in the paper – which is not a good thing – that if we sell the building they will decrease our funding by the amount of money that we get from the sale. Is that true?

Dr. Evans: I read that in the paper also. Let me call on Mr. Kilpatrick.

Comm. Hodges: I'm trying to find out what's happening in my district here. Or should we call the reporter to the table?

Dr. Evans: Now I know where to get information.

Mr. Richard Kilpatrick: It actually is true. Newark has actually experienced this and the way it occurs is that in the budget language that the legislature puts forward after the Governor has pushed forward their budget and the legislature has to approve it, it's included about that point. It's been in existence probably at least two budget cycles. It could get changed this coming year. But because of that we chose not to pursue that avenue this year that we had possibly planned putting forward. We were going to look at seeing if we could get someone to purchase the building. That was in our budget. That was a budget item in our revenue line stream that we had talked about. We're not going to realize that revenue.

Comm. Hodges: Here's the issue. Mr. Irving just talked about saving lots of money via energy costs. Will that also be siphoned off?

Comm. Irving: Not at all.

Comm. Hodges: I just need to be clear.

Mr. Kilpatrick: The program that Comm. Irving is talking about is called an ESIP program. That's a program that is run by the state. Basically, they've organized it and supported very highly to gain efficiency on the national standards for making sure that the buildings don't use as much energy as they used to. It's a national impetus to reduce energy consumption.

Comm. Hodges: The savings will stay here.

Mr. Kilpatrick: Correct.

Comm. Irving: By law you have to use the funds and the savings internally in your district. You can't take them anywhere. They can't be removed. It's the same money

we'd be spending on lights, but instead of spending it on lights we would defer that cost and put it towards somewhere else because our lighting costs are going to be lower.

Comm. Hodges: Dr. Evans was upset last year about poor Eastside High School. I still remember the distress on his face and all the things he had planned to do to correct that, which hasn't happened yet.

Comm. Irving: Here's the thing. I think by engaging in this process it allows us to establish two things. Mr. Morlino in our facilities committee had a really good conversation of two categories of projects. What's going to fall under the ESIP program, what we can fix in our schools and what can we highlight as important emergent projects that fit that, and then what are projects that we can apply to the SDA and get them to tackle and take care of so that responsibility is shouldered. So we have a really good opportunity over the next four to five years to make some pretty hefty improvements in our schools without expounding any additional funds, but utilizing the resources that we have internally.

Comm. Hodges: The concern I have is new buildings without going through the SDA. That's an issue that we've been wrestling with. Poor HARP was the very first academy here. Friday I happened to be walking down Main Street and a pipe had burst outside on the second level of HARP. They had the fire trucks down there and the water was cascading down. They said it didn't go into that building but it's going out into the central courtyard and not into the classrooms. But we're sitting here saying there goes HARP again. The concern is if we decide to move in another direction and we can't now because you can't take that money and put it someplace else. Or can you so you can get another building?

Comm. Irving: Here's the cool part, and Mr. Morlino correct me if I'm wrong. The way the program works is that out of 100% of the savings you can use a certain percentage outside of the general cost it would take to fix the school. The number that the people who are consulting with us gave us is arbitrarily if we're going to save \$44 million we can use \$6 million for additional funded projects that are not energy related. We can identify another building to retrofit and potentially use that money towards or use that money to add air conditioners or cooling systems in schools. I'm not an expert on this and Mr. Morlino could probably talk a little more about it, but that's why I think the presentation is so important. The way we've done this process was to make sure it got proposed in the facilities committee first to have support of the committee to bring it before the Board. But I think someone like you in particular should be really impressed by what we're going to be able to do. I think we're going to really transform our district long-term by finally looking at the way we utilize energy in our district.

Comm. Hodges: That's been a long time thing.

Comm. Irving: Do you want to say anything about that briefly?

Mr. Steve Morlino: All I can say is it's an excellent program. We could probably qualify for a 20-year funding program if we do what's called CHP, Combined Heat and Power, which I believe we have several facilities that we can install at. That's where you generate your own electric onsite and use the waste heat in the process onsite and that extends the program five years. The state allows you 15 years without that type of a system. I believe we qualify for at least two locations that we could put that system in and bring this program up to extend it to 20 years. It's mainly going to be replacing lighting with LED fixtures throughout the district, improving the light level, reducing by 90% your power bill just on lighting. Then you can enhance other systems in the district

with the savings. It's a program that takes dollars you already spend. Instead of paying it to public service you're going to pay for capital improvements with it. We will clearly look at the improvements the state's responsible for versus what is ineligible and we'll use this funding to take care of the ineligible part of it. That's a way to fund it with no additional dollar outlay from the district. You're spending the money anyway.

Comm. Kerr: I think he answered the question. My question was initially is there any capital outlay that is required.

Mr. Morlino: No outlay on the part of the district whatsoever.

Comm. Irving: If you're going to do the improvements you have to use energy savings that you were going to use in expounding your district.

Comm. Rivera: Just remember all the questions that I asked at the facilities meeting and let's make sure that they come prepared to answer those questions. Again, we have to respond to the whole community, not just the district. Let's make sure that they come prepared.

Mr. Morlino: They're doing a walk-through Friday at Eastside High School and that will be one of the schools they'll use as an example in their presentation.

Comm. Irving: The reason we asked about Eastside is I had asked the question give us some tangible examples of what type of capital improvement changes we can make. The group said to let them walk through one of our schools and we said we have a good one for them. They're going through Eastside to tell us if we went through the program here are some of the things we can do at Eastside to improve the quality of the environment for the kids in that school. I'm really excited to see those examples come soon.

Comm. Hodges: I'm glad to hear that because poor Dr. Evans has been distressed for well over a year now. That's not healthy for you. I know that. But my real issue is there are two facilities that I'm concerned about, PANTHER and HARP, and trying to get facilities without going through the SDA. In PANTHER, I'm thinking in terms of the pickle factory. I was terribly concerned when I heard that the \$4 million that was proposed for the Church Street building can't be used. I'm very concerned about that. We do have to pursue those projects and if there's a way to get around our work within whatever rule structure or not as the case may be.

Comm. Irving: That's our plan. On the facilities committee we are committed to identifying whatever does not have to be applied for the energy plan to say how much is that and then for us as a group to say if we have \$8 million what can we put it for and have this body help shepherd that conversation with the Superintendent.

Comm. Hodges: The only other thing is I don't know whether I need to raise the discussion about a certain school close to my home. Maybe I'll have that offline.

Dr. Evans: There was also a question, if I remember correctly, regarding using 33 Church perhaps as a location for HARP. We had an analysis done of that building two or three years ago to see if it would work. The results of the analysis indicated that it wasn't feasible. Because of the configuration of the building, the age of the building, and some other problems that would require some abatement and some other kinds of things the cost would be prohibitive. It would be less expensive to buy property and build a new school on it because of what it would take to reconfigure it as a school.

Comm. Irving: Are there any other questions about facilities?

Dr. Evans: Let me also mention so you won't think I didn't know about the \$2 million that Mr. Kilpatrick did tell me.

Comm. Kerr: I know we've been carrying this \$2 million on the books for maybe three or four years. I know you're saying that there's language that suggests that if we had sold the building that money would have gone back to the state and would not have been accrued to our coffers here in this district. I'm just wondering why wasn't that made clear to us.

Mr. Kilpatrick: We didn't really learn about that until after the fiscal year started.

Comm. Hodges: It ties your hands. We have \$4 million tied up in leases that we're stuck with. That cash could have been a down payment on a new building that we could do independently and now it's going to be taken away, but for what reason?

Comm. Rivera: Let's not beat a dead horse here. The bottom line is when you put that revenue in the books you're going to offset it with expenses. What I found disturbing was that every year we anticipated the same \$2 million and we don't collect it. The bottom line here is whether the state is taking the money or not. What we should be concerned about is that during the budget process, which I was not a part of, anything that's included in revenue we have to make sure that we can anticipate those funds. We cannot anticipate funding that we're not going to collect. History tells you that if you anticipated the \$2 million three years ago and you didn't receive it then you anticipate it again this year and you didn't collect it and you do it again, that's why you saw the quote in the newspaper.

Comm. Kerr: Or we could have sold the building in between.

Comm. Rivera: But it's not could have.

Comm. Kerr: We could have.

Comm. Rivera: I understand. But I could say I'm going to sell my house for \$2 million. That doesn't mean I'm going to sell it for that.

Comm. Kerr: But you still own that \$2 million.

Comm. Rivera: Just give me the courtesy. You have to have a contract in place to guarantee that you're going to get it during the school fiscal year. That's the main thing. That money was never going to be realized. I can tell you that right now.

Comm. Hodges: That isn't the issue I'm wrestling with. My issue is yes that's going on, but I'm looking at more of a facilities concern trying to get increased flexibility to do what the State of New Jersey won't. We still have a tremendous problem with classroom shortage in the northern part of the city. School 27 and School 5 are bristling at the brim and we don't have the flexibility to do some of the things that we need to do. We need swing space to get School 25 renovated. Plus you have HARP sitting there. What's going on over at Boris Kroll?

Comm. Irving: Destiny.

Comm. Hodges: You need a new set of facilities and our hands are being tied by these restrictions that weren't there before. So yes, it's \$2 million that was proposed, but even if you sold the building tomorrow you can't use the money because it's lost to you. That's my issue. That money is taken away from us. That shouldn't happen this way.

Comm. Kerr: If that's the case we should not be carrying it on the books. I have no problem with you carrying it over on the books until we sell the building because it's an asset to the district. The problem is if it is sold you don't own the money. That's where my concern comes in.

Comm. Hodges: The state is taking our money away from us.

Comm. Rivera: You're missing the whole point.

Comm. Hodges: Your point is not the same as mine.

Comm. Rivera: If I didn't bring it to light next year we would anticipate the same \$2 million. I'm not making an assumption. What makes a difference this year than the two years before? Again, I'm not taking the state's side or any side. If we have to go to the SDA to get our buildings built and for some of the capital improvements that we have here, I'm not saying I'm sympathetic with them, but maybe that's the reason why. I have not spoken to them, but maybe that's the reason why they're saying if you sell the building we're going to keep it. I'm not saying it's right, but the bottom line here is I question the revenue, not if the state is going to take it or not. In a way, that's irrelevant at that point. If you're putting together the budget you need to know if that money is yours or not.

Comm. Hodges: Again, I'm not arguing with your issue. I'm talking about facilities not fiscal concerns, but facilities. The flexibility to purchase buildings or building new buildings is taken away from us by the state's practice, which quite frankly I don't really understand. If the community has purchased that building years ago, what right does the state have to come in and take the money away from us? Is that a new law, or just an interpretation that they made?

Mr. Kilpatrick: It's in the budget language that the legislators put forward.

Comm. Hodges: Okay.

Mr. Kilpatrick: That's a legislative issue that can be addressed.

Comm. Kerr: We were allowed as a practice to use the building as part of our anticipated revenue stream.

Mr. Kilpatrick: Yes. Our budget was approved.

Comm. Kerr: So why even argue about that? The problem I have is not that it was carried over on our books. My problem is if the building is sold we don't own the money. Comm. Rivera is speaking from the point of view of a finance person.

Comm. Hodges: It's very valid.

Comm. Kerr: I understand that. I'm speaking in terms of we still have the asset, we have the building, but if it is sold we don't own it. That's where my concern really comes in.

Comm. Hodges: And we can't use the building. It just sits there. We have no incentive to get rid of it because...

Comm. Kerr: Yes, let it stay there. What are we doing about the parking lot? Every day I pass there and everybody is inside there. Do we charge? We need to put some meters in there.

Comm. Cleaves: The district security guard does periodically come through there and if you don't have a district placard in your window she will make you move. There are no meters there and she doesn't have the right to give a ticket, but she will make you move.

Comm. Hodges: It hasn't been a problem until recently with Temco.

Comm. Cleaves: And the expansion of the college.

Items Requiring Review and Comments

Personnel

Comm. Cleaves: Personnel met on November 3 at 5:00 p.m. We concluded at 6:00 p.m. In attendance were Comm. Cleaves, Comm. Martinez, and Comm. Irving. Staff present was Ms. McKoy, Ms. Murphy, Deputy Superintendent Shafer and Superintendent Dr. Evans. We discussed personnel issues. We have current vacancies. We have a total of 69 classroom instructional vacancies. I can give you the breakdown. We have 24 in special education, 18 in bilingual, and 4 in math at the high school level. We have 3 in math 6-8, 4 in high school science and 2 in science 6-8. We also discussed in the meeting 15 vacancies in the CST nursing guidance mentor group. We have current retirements, resignations, and terminations. This is why we have those vacancies, because continuously on a rotation basis we see resignations throughout the district. Between July 1 and August 31, we received 252 retirements, resignations and terminations in all positions. Between September 1 and November 1, we received 81 on top of the 252 that we already had. Between November 2 and January 1, there's an estimation thus far that we will have 22 retirements or resignations coming forth to the Board. We're currently hiring for all positions. From July 1 through September 1, we hired 177 positions. From September 2 through November 3, we hired an additional 105 positions. Currently we're in the process of approving seven new hires and on board we have candidates for an additional 19 hires. Our upcoming recruitment events for the district, we have a Paterson city job fair which will take place on Friday, November 14, 2014. We have a midyear job fair which is going to take place on Saturday, November 15 from 9:00 to 12:00 p.m. right here at 90 Delaware Avenue. We have the university job fairs which begin in January where we go out and recruit from Rutgers, Kean, MSU, NJCU, William Paterson University, etc. Also, Dr. Evans presented to us in our meeting the SOP, which is the Standard Operating Procedures, for personnel hiring. All of you will receive that information at our upcoming Board retreat next weekend. That concludes my report. Are there any questions?

OTHER BUSINESS

Comm. Hodges: I called today about the sidewalks at John F. Kennedy. Apparently there is some construction. The original concern was that the students were walking in the streets and there were no police. That was the original complaint that I received up

there. I drove to the area and I'm being told that there are police up there. However, I'm not quite sure whether that's consistent.

Comm. Teague: Capt. Smith said that they are up there now.

Comm. Hodges: Okay. Kids were walking in the middle of the street on Preakness Avenue at 3:00, which happens to be a very busy time and they may stray. I just wanted to make sure that was being taken care of properly.

Comm. Cleaves: Also, you have a packet in front of you from the Parent/Community Engagement Group for all of the upcoming Paterson Parent University activities that are going on. This is your fall workshop catalog. You can take a look at it at your own leisure.

Comm. Kerr: Let me just quickly ask about this 15-A12, approve entering into a consultant contract with Dr. Robert Gilbert to conduct a motivational workshop to promote CCCS achievement for students and professional development for staff at School 9 in April at an amount not exceeding \$750. Is this for one day, Dr. Evans?

Comm. Irving: It was sent in the Information Items. It's the program at School 9. Is it a one-day program?

Comm. Kerr: Is it a one-day program? What does it entail? I see \$750 here.

Ms. Maria Santa: This is for a consultant for a program at School 9 for parent workshops for ESL. I believe it is a one-day program. The Family and Community Engagement group is sponsoring the activity. I know that Mr. McDowell is here with us. You're referring to 15-A10?

Comm. Kerr: 15-A12.

Ms. Santa: Oh, A12. It has been a program that has existed at School 9 before. They bring in a motivational speaker that works with the students and the staff in terms of them understanding the importance of the academic work that they do. The students participate in a physical motivational type of activity with the speaker. It has happened every year in preparation for the testing preparation portion of the year at School 9.

Comm. Kerr: Is this a full day activity?

Ms. Santa: It is a full day activity. It involves the students and the staff at the school. The speaker addresses the students and also the teachers.

Comm. Kerr: It kind of seems expensive to me.

Ms. Santa: That is the rate for a consultant that offers a full day of training. That is the rate.

Comm. Kerr: We don't evaluate these things. We just throw it in there and just say whatever sticks, sticks.

Comm. Irving: Is there a possibility to get a resume or a website?

Ms. Santa: Sure, but that is the usual rate.

Comm. Kerr: It's not exorbitant. Okay.

Comm. Hodges: The final item that I have is I'm going to have a lot of questions about the curriculum. I don't have them prepared yet. They're being accumulated in my mind over the last month or so. I'm going to have some questions hopefully by Friday if not Monday. I have a number of questions that I really want to talk about. I really want a serious discussion about these test scores. I'm going to give the questions to you ahead of time so you have a chance to bring that discussion to the table in a full throated way. I expect to spend some time on this and I'm looking for action plans when we come. I really am. I want to know why the results were what they were. I really want to know what they thought some of the key causes were. I definitely want to know how you plan to address that. My questions will certainly fall into those three categories.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that the Board goes into executive session to discuss issues pertaining to contracts. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 8:52 p.m.

The Board reconvened the meeting at 9:38 p.m.

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 9:40 p.m.