

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

September 10, 2014 – 6:36 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

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

Comm. Manuel Martinez
Comm. Corey Teague

Absent:

Comm. Wendy Guzman
Comm. Kenneth Simmons
Comm. Flavio Rivera

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

Comm. Martinez 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
September 10, 2014 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone this evening. It wouldn't be the August and September meetings if they weren't jam-packed agendas. We have a very full agenda this evening. We have a representative from Passaic County School Boards Association here with us tonight. We have presentations from the Student Government Action Plan and the Family & Community Engagement Plan. I want to first begin with Presentations and Communications.

PRESENTATIONS AND COMMUNICATIONS

Passaic County School Boards Association (PCSBA) **Offer to Assist Local School Boards**

Dr. Evans: I received a call recently from the President of the county association asking for an opportunity to come and address the Board. This may be a first for us because I don't know that we've had the President of the Passaic County School Boards Association come and address us. I believe you want to introduce some of the things that you guys are focusing on and actually invite the Board's participation. I apologize, but my notes don't include your name. Again, I apologize. I have everything written down except that. You can come to the podium and make your comments to the Board.

Mr. Daniel Sinclair: First of all, I'd like to thank you so much for having me here. I'd like to thank Jacqueline for making the arrangements to have me here to speak today. I know you have a packed agenda so I promise not to be more than 10 minutes. I'd like to talk to you about what I call the new, New Jersey School Boards Association. I was a member of the Board of Directors for New Jersey School Boards Association for about eight years. I made the trek down to Trenton, not that the trek wasn't very nice on a Friday evening from Wanaque to Trenton, but I got down there and I started to feel as though nothing was happening. I couldn't wait for my tenure there to be done with because it just seemed like the association was spinning its wheels. So the opportunity presented itself for me to weasel my way onto the Board of Directors Executive Director Search Committee and I went down there with the idea that I was going to look for somebody who was dynamic, willing to shake the tree, willing to shake things up a little bit, and instead of talking about what needed to be done to get things done. I thought when I get down there this was probably going to be difficult because it is a state organization. Sometimes the wheels turn a little bit slowly. But to my amazement when I got down there everybody was thinking in the same direction that was on the committee. We needed somebody new, dynamic, and somebody who would come in and make changes. We selected Larry Feinstein and he certainly has lived up to that expectation. There are a lot of new things that are going on down there. I want to talk to you today a little bit about training. The School Boards Association is now taking a look at every aspect of the training that they're doing. Everything will be reviewed. Everything will be worked. Dr. Feinstein has asked me to chair that committee and so far we've made a whole new online presentation for the mandated board member training if you want to take that online. We're excited about that. I want to talk to you today about two trainings that I feel are very important. That's the new board member training and the advanced board member training. The new board member training is designed to talk to new board members and get them into the idea of what it is to be a board member and what you need to do to be an effective board member. I've been in education for 40 years and I have to tell you that when I go down there and these people come into our training it's like a sponge. When you're in education you always teach a great lesson. It's always a great lesson. But then you have that lesson that's just an amazing lesson, a lesson where you almost can't repeat it.

*Comm. Hodges enters the meeting at 6:42 p.m.

Mr. Sinclair: That's the way every lesson is when you teach the new board members. They are dying for information. They want to make change. They want to get along. They want to make the educational system in their cities a better place, but they need training to do it. I would recommend that any new board members that you have that are coming on board send them down and let them get that training with us. I'm telling you, it's a great program. It's a weekend program. Board members get to sit with each

other for an entire weekend and talk about educational matters. Board members from Paterson are in small groups with board members from Cape May, New Brunswick, and all over the different state exchanging ideas. It's a very exciting program. I always like to tell this little story. The first time that I taught the course I was approached by a gentleman that I knew who said, "Why don't we meet tomorrow morning and talk about what this is all about?" He was a new board member. I said, "Fine. Let's do that." So we met the next day at breakfast and we began to talk about what a new board member should do. I said to him, "You've been on the board a couple of weeks. You've had your first meeting. What have you learned?" He said, "Our school is doing the security thing now. We're testing our windows. We're going to do all new security updates." I said, "What do you think ought to be your role in that?" I don't even want to tell you what he said, but I was sitting there and I'm saying to myself, "Boy. This is tough. We have trouble Houston. This is a real problem." We then had further conversations and things went downhill from there. So the training went on and that evening I'm sitting trying to watch the 49ers play New Orleans. I sit down and this guy comes up to me and says, "Dan, I'd like to talk to you a few minutes." I've been going since 7:00 this morning, but I love to talk about education. He sat down next to me and he said, "Dan, you must have thought I was an idiot this morning." I had a few concerns, but let's not put it that way. He said, "I understand now after taking this training how wrong I was and how little I knew about being a board of education member. But now that I've gone through this training I have a fantastic understanding, a much better understanding, of what being a Board member was than I did this morning." We sat there that night and we talked for two or three hours while I was trying to watch the game about education. It was just a wonderful rewarding and fulfilling experience. I don't know what's going to happen in November here, but please send your new board members down there. It's free. Dr. Feinstein has gotten the Educational Leadership Foundation to fund it along with the Educational Testing Services. There will be two sessions this year. 100 people will be allowed into each session and I think if they fill them up they'll try to go to a third session. It's very rewarding. Next, I want to talk about the advanced board member training. That's one-day training, also down in the Trenton area. It's designed for people who are board of education leaders, either presidents or vice presidents, or aspire to be. I taught that class down there and in the class that I had one board member had five years' experience on the board and was president. I had 14 people on that group and no one else had more than two years' experience on the board. One gentleman was the board president who had just started in January. It's very important as it is for new board members that we get our experienced people trained because we have to learn to get along. We have to learn to work together effectively and I think the only way to do that is through training. Isn't that what we're all about here anyway? That's that. Now I want to talk another few minutes about the Passaic County School Boards Association. I became President of that in February and one of the first things I did was to start a legislative committee. In my first meeting, I said I wanted to get legislators here. I met with a great deal of pullback on that because people said Passaic County is a crazy county with seven legislative districts and some of these guys only represent one town. They're not going to come out to your Passaic County School Boards meeting. There are not enough voters there. I said let's ask anyway and let's see what happens. We asked and we got 13 representatives to come to our meeting in April. I look at this not as we have seven legislative districts and they represent one town. I look at it as we as board members have the opportunity here in Passaic County to meet with 21 different legislators and go into their office and have a reason to be there to discuss education - 21 legislators in one county. Because we all live in Paterson doesn't mean that we can't go to see a legislator that's up from Wanaque. It doesn't mean that the people from Wanaque can't come and meet with the folks that represent Paterson. To that end, the legislative committee is going to put together a series of meetings. We're supposed to meet with Representative Romano today.

Unfortunately, he was called away to Trenton. But there was a big meeting today with the Morris County President who is very big on this in Trenton with the Department of Education. Representatives for Morris, Bergen, and Passaic County met with them to discuss legislative issues, things that affect children. I think that's a very good program and that's something that we wish to continue. So if you would like to be on the legislative committee, please let me know. I'm going to send out some information and I'm sure Mrs. Jones will distribute that to them. If you want to come to one of these meetings, please do. It's very important to us. I went down to Trenton this year. They have Legislative Day. I don't know if anyone else went down there. I've been to Legislative Day in Trenton where one legislator showed up. One! I went there this year and there had to be 35 to 40 legislators that showed up. Do you know what every one of them said? Every one of them said, "I never see a school board member in my office. If you guys want to get stuff done for education in this state, you'd better start coming to see me." I'm sure nobody told them to say that. Every single one got up and said that. We have to do something about that. We have to go out and see. We're going to really organize that and anybody here that wants to do it, please do. I've also organized an executive committee. What we had before was four officers sitting down planning our meetings for the year in February. We're going to change that now. The executive committee is expanded to include more sections of the county and we're going to meet before every meeting that we have in the county and discuss what we're going to do at the next meeting. Yes, we have a framework for all our meetings, but if there's an important issue that affects Passaic County and us we are going to address it at our next meeting in some way, shape, or form. We want to get modern. We want to get up-to-date. We want to communicate with you. I don't know if you all have taken a look at this. I know some blasts have been sent out, but on Monday we'll be having a joint meeting with Bergen County. It's going to be a very good meeting. We have the Highland Voices which is an acappella group from Northern Highlands High School in Allendale. It's a tremendous group. Bergen County is represented there and it just so happens that their director is on my board of education. Both counties are represented very nicely. We're going to have a presentation about superintendent's merit pay, a legislative update in terms of what's going on legislatively, and we're also going to have a presentation on contract negotiations from Tony Scarillo who is, in my opinion, one of the better speakers on contract negotiations that I have seen in a while. So it's going to be a very exciting program. I will tell you that already they called me this morning. There's a 200-member limit and already they're at 150. If you want to go make sure that you give them a call in the next couple of days or you can sign up online. Most importantly about that is I have a bet with the Bergen County President that she sucked me into that we would have more members attend than the Bergen County group would. I forgot they have like 600 schools and we have 21, but maybe we'll do a state funding formula and I can win that bet for dinner. That's really all I have to say today. Again, I don't want to take too much time. I want to thank Dr. Evans, the whole Paterson Board, and Mrs. Jones for having me here today. If there are any questions, I'd be happy to answer them. Mrs. Jones does have all my contact information if there's anything you need.

Comm. Irving: Mr. Sinclair, I just want to thank you on behalf of the Board for coming. I know you communicated with Mrs. Jones about wanting to present and I think we welcome any representative from the School Boards Association that comes. Are there any questions for Mr. Sinclair?

Comm. Hodges: Where's that going to be?

Mr. Sinclair: It's going to be at Maggiano's Restaurant in Bergen County. We had to concede to Bergen County, but they do a nice job out there. It's in Riverside Square. Thank you so much for having me.

Comm. Irving: Thank you.

Student Government Association Plan

Dr. Lauren Kazmark: Good evening everybody. This presentation is on the restructuring of the Student Government Association. Student Government Association was part of the strategic plan from 2009-2014. For the past several years it's been run strictly through the central office. We've been working collaboratively with schools to get members and we've been busing them here to 90 Delaware to attend monthly meetings. Last year we participated in a transition of this based on some student feedback we had gotten from the year before where students and staff from the schools really wanted more ownership over their organizations and the opportunity to hold school-wide functions, as opposed to district-driven functions. Last year we piloted a transition to this model and we pushed elections at all the schools and representatives from each school to come down to 90 Delaware and participate in district-wide community service and school district service projects. They did their elections in the fall and then they did two planning sessions here in central office. In the late winter in March into spring they went out to a couple of our middle schools and talked to eighth grade students coming into the high school about the high school transition and their experience and then participated in the Hinchliffe Stadium cleanup that happened in April. That was their community service project. Then the last two months, May and June, in those meetings what we did was have the students talk about how they wanted to see the program structured moving forward. So what you have in front of you, the Student Government Association pamphlet, is the proposed new student government format. I'm going to take just a few minutes to go through it with you and you can follow along everything on the PowerPoint right out of the pamphlet that you have. This mission statement was student-generated from the students we had participating last year. They referenced the strategic plan. They were a very motivated group and really engaged in the student government process. But they really believe that the SGA should be the voice of the student and an outlet for them to be able to engage in district and community service projects. They created bylaws for their constitutions. There are 11 articles. As you can see, it's really very specific. They name the organization and even how it should be referred to. They have the purpose for what they want to do. Then you see the bold is something that we in collaboration with the principals and department chairs of the schools have decided that all their initiatives must be school or community service related, one community service project and one school service project each year. This is what we piloted this year done through Central Office. Article III – the organization is made up of students, for students, and chosen by students and staff in each high school academy. There will be an SGA advisor that will be present at SGA meetings. The structure of when the meetings take place can be driven through the schools. Then we get a little bit more specific in terms of timelines as we move forward. The SGA advisor will be a Paterson Public Schools employee and there is the opportunity for a parent or community member to be invited to participate with the school's SGA advisor. The membership of the organization is open to all students who are currently enrolled in a Paterson Public School. They have to be prepared to attend meetings. They have to be representatives of the student body and be elected through the nominations and election process. The officers will be a president, vice president, secretary, and treasurer. Then there will be a general assembly, which will be representatives from classrooms or homerooms. This is new. This isn't how we structured it previously. We structured it previously that they were members that came

from schools. They were school representatives. So this gives more students the opportunity to participate. This was some of the feedback we heard from the students, that they felt that two to three members of the school wasn't representative. They wanted more student representation. The meeting schedule is going to be established by the second meeting of the year and there has to be a copy that goes to the school administration and central office. They'll follow Robert's Rules of Order. The executive board members are in good standing and eligible to vote and there's going to be a treasurer who will assist the SGA advisor with the funding piece. They have actually amendments to the constitution, which is really what they're saying. They came up with a process for how they want amendments to be voted on. There you see the process. Then they've outlined responsibilities for each office, the president and the vice president. One of the things that came out, and we had to really engage members these past two years that I've been involved with this organization, they want to network with SGAs in other cities and other suburban towns. That was one of the things that they really wanted us to try to get together for them to share. It was hard for us to be able to do that because a lot of these organizations in other towns are school-generated. In this case, they'd have the opportunity to network with other SGAs and be represented at meetings with other SGAs from other towns. They have secretary responsibilities and then they have their treasurer and general assembly responsibilities. Again, they're all student-generated. Here are expectations for each Student Government Association member - the election process. This is somewhat more district-driven, although it was vetted through the students, teachers, and principals for the high schools. Students interested in participating in SGA must have a 2.75 GPA from the previous year. There's a teacher/administrator recommendation form. We think there's a sample in that packet. No more than three discipline infractions and less than five absences prior to the election. We do see a star that says students not meeting the criteria may apply with a special waiver form. We do have a waiver form. That was something that was requested from our principals who have students who may have had issues in prior years and are really engaged in their processes now and wanted to apply. We did have some students that participated this past year from some of our alternative academies and also someone who had a rough time as a freshman but was doing much better as a junior and wanted to participate and may not have met the criteria if we didn't have a waiver process. That was a request from some of our administrators and we've put that into the piece. They've outlined the election process in terms of the use of posters. They use the speeches and what kind of activities. They've given some samples. This isn't a complete list. This is just a sample of some of the activities that they thought would be appropriate for their schools for SGA awareness. Two years ago we did have the SGA do some slogan work on the attendance initiative for the district. This was something that they were used to. They also really enjoyed the freshman transition process that we had started with them this year and they wanted to continue that next year. They also talked about visiting eighth grade classes to talk to kids about the academies, their themes, and what that was about. This is how we'll monitor from a central office perspective. SGA is run primarily out of Humanities Department with support from the Communications Department. This would be submitted to the social studies supervisor. The name of the students participating in SGA, their positions, the advisor, monthly minutes, e-mail to them, an activity calendar for the year, and a written report at the beginning and end. Then there will be four mandatory meetings held in central office, a beginning meeting and an end meeting, and then two meetings with our Superintendent in the middle. The introduction meeting must be in October and closing meeting must be in June. Then there's a timeline calendar in the back. I think that's it.

Comm. Cleaves: Do Board members have questions?

Comm. Teague: With regards to the expectations, if the students see something in the policies and they feel it might not be fair to the students do they have a right to raise objections?

Dr. Kazmark: Yes. That's one of the reasons we talked about making it more school-based. When they were coming here some of the concerns from say HARP Academy weren't the same concerns from International. They wanted the form to be able to address those at their schools. That's why we built in the central office meetings throughout the year so that they have the opportunity to come and bring their concerns to the district as well. That piece has been pretty consistent since it started, even at the central office. But there are things that they can change within their buildings that when they came down as two people representative of the school it wasn't as meaningful to them. If they were able to adjust those concerns through the SGA advisor and then bring it to the administration they felt like they could get more done.

Comm. Teague: Do you think that maybe at some point the SGA would form a committee just for reaching out to the parents?

Dr. Kazmark: That could absolutely be there. It could be a district-wide project that we require of our SGA or it could be something student-driven at the school. Absolutely! We've actually built in that there could be a community and/or parent advisor to the SGA that would work with the advisor from the staff so that they could even attend the meetings with the students and be part of that.

Comm. Teague: Obviously, there will be a representative from the SGA if they have concerns for the Board.

Dr. Kazmark: Yes. There will be an SGA advisor at every school and then they would report to the social studies supervisor and the Humanities Department here. So if there's an issue where they wanted to come to the Board, yes. We actually had hoped that after this year when we pilot this program that we might be able to have a representative from SGA that would come to Board meetings regularly and be a part of that process.

Comm. Hodges: I have a couple of things. What was the interest around the creation of clubs?

Dr. Kazmark: The interest in clubs in general?

Comm. Hodges: It has here as one of the activities to assist in the creation of clubs.

Dr. Kazmark: I don't know if there was a lot of discussion around that. When we were generating activities we wanted to kind of get an idea from the kids as to what they wanted to do. Some students said they wanted powder puff games, dress-down days. So we were really trying to say that's all well and good for school spirit, climate and culture in your building. But part of the student government is around the betterment of your school and to the service aspect. When we talked to them about the betterment of their school and what they could do to make their school environment better that was one of their responses. But there wasn't a whole lot of discussion around what kinds of clubs they wanted. The SGA would be avenue for them to be able to create those kinds of things for their schools to improve culture and climate in the high school experience. One of the things that came up a lot this past year was just what would enhance their high school experience. That was one of the things that they came out with, that their high school experience would be enhanced with the creation of clubs.

Comm. Hodges: I agree with them 100%. What was the thinking behind spirit week?

Dr. Kazmark: I think that these are more examples and not so much strict things they must do. The students felt that if they were going to have this autonomy at their schools that there might be some schools that needed a little more support in terms of ideas. That's what that was generated from. It's not the absolute list. It's just an idea behind. I think they all spoke a lot about their allegiance to the Ghosts, the Knights or whatever their school mascots were and their teams and sports. I think that's where that came from, being supportive of what's happening in their building and getting some school spirit.

Comm. Hodges: I think there's an opportunity there to do a lot of things. In my school we had bonfires for football games.

Dr. Kazmark: I think that was where they were going, basketball pep rallies and things like that. Those were some of their ideas.

Comm. Hodges: Just to put an idea on the table for you, they were interested in meeting students from other communities and one of the vehicles as a possibility in using this format is youth and government programs. I would love to see us engage in that. It involves an interesting structure given how big this city is and the surrounding towns, but it's still workable.

Dr. Kazmark: It allows the schools to draw on the interests of the members they have there. When they were coming centrally it was good because it gave them an idea to talk to each other across schools, which we still want to keep. Like I said, we had a group from a specific school, and I don't remember which one, that was really interested in that. Their SGA would be able to through their school SGA cultivate those kinds of programs, be involved in those relationships, and then bring it to the group who then could say their school really wants to do that as well. This year we piloted the service projects but they were district-driven. With this model a lot of this will be school-driven, district-monitored, and then there will be those opportunities for them to get together across and say this is something we want to do. For example, freshman transition was really popular this year. They really loved it. That might be something we cultivate district-wide again so that we can take care of the busing and that piece of it. You may want spirit week at GOPA and youth and government at CAHT and now you have the opportunities to do that. Then where there are multiple academies within one building they can work together to do one giant Eastside event through all three SGAs.

Comm. Hodges: There aren't a lot of clubs and programs and I think that's an area that we really need to pay some attention to, particularly at the high school level. There should be a lot more activities going on for our students. I'm not interested in having kids just come to a School Board meeting. I'd like to have them participate. I would love to have some sort of engagement with the students where they're able to discuss things with the Board as opposed to just sitting there watching us look down on them from the stage. I think it gives them an opportunity to responsibly discuss some of this issues that we're not going to hear about. I had a young man just this afternoon tell me on Facebook some of his experiences in high school here. They weren't very flattering and I'd like for him to send some of the dialogue. We don't see that. We don't see it from their eyes. I think it's important that dialogue occur. So I would hope that gets considered down the road. I don't know what format that would be, but I hope for some sort of format.

Dr. Kazmark: We contemplated a position for a representative from SGA to the Board that would come to the meetings and sit with you.

Comm. Irving: The State Board of Education has a student representative as well.

Dr. Kazmark: Yes. Some area high schools have them as well. The thinking behind what you have in front of you is that, just like we piloted some of the district-wide service this year, next year we want to really hone this format and then among the presidents of the different schools elect one that would be the School Board representative or give them the rotating opportunities. That's our phase two.

Comm. Hodges: My school had that and Newark has it.

Dr. Kazmark: There are a lot of area schools that do that. That would be one option. In smaller suburban schools you have one high school so there's one president who then represents the Board or someone that's elected. For us we'd have several. It would be a decision to decide whether we were going to do a rotating experience for them where one would come one week and one would come one month, or if we would elect someone to that position among the presidents. Those were the two formats.

Comm. Kerr: I think this is a very fine piece of work. Is there any article there on how you would remove someone from office?

Dr. Kazmark: We had one in there and we removed it because we tried to say that there were specific guidelines in terms of what would make you in good standing. So you see under each characteristic of what an SGA member should be in what you have in front of you there's a description under the expectations. The SGA can bring to their advisor if they had a concern about a member and they can be removed. I've been involved in SGA and it's really run primarily through a social studies supervisor and they've really done a great job with these kids. There hasn't been a student at all that we've had issues with and we've have representatives from the alternative schools, STARS, and our comprehensives.

Comm. Kerr: You might not need to do it, but at least it should be stated that they know there is a requirement for them.

Dr. Kazmark: Yes. There is something in here. It's loosely stated, but it does say that the representatives have to be in good standing. Then we specify what that means with the expectations. There's a clause in there. It's subtle, but it's there.

Comm. Kerr: This is good.

Comm. Cleaves: Are there any more questions? Thank you.

Dr. Kazmark: Thank you.

Family & Community Engagement Plan

Mr. Kemper McDowell: Good evening. I'd like to introduce Bridget Erik who's one of our program assistants in the office. Some of you may not be familiar with her. At the beginning of the year or some time towards the end of the summer we were tasked with creating a family engagement plan that included some attributes such as timelines, beginning and completion dates, metrics, and some other items. We went about the task of creating that. Here at the Family & Community Engagement Department we

think it's pretty important that we try to as best as possible bring forth our goal for the district, which is family and community engagement. There are a few key things that we try to accomplish. One, it's important to try to drive home to every family that education is truly the key to success and almost any challenge that they're going through. By way of teaching families and encouraging families we really want them to participate in their child's educational process. It's important that the family structure includes an environment of learning. Subsequently, we want families to participate in the overall creation and maintenance of a community of learning. Research says that you can do a lot towards educating a child, but if the community in which they live does not reflect to support that then learning sometimes is ineffective. The plan is about a 40-point plan and I know you don't want to go through all 40 points.

Comm. Irving: 15 minutes tops.

Mr. McDowell: I was waiting for that one particular comment. I'm going to give you some highlights and the gist of the plan and a few attributes that I think would be interesting. Late in the summer we talked about creating the plan to really drive home some of the goals and objectives with respect to Family & Community Engagement. I know it's a great concern for the Board and overall community that we need to really drive home and create some greater outcomes. The plan is a collaboration with Ms. Shafer who is currently my superior and Dr. Evans and me. One of the main drivers of the plan was to increase communication and transparency. We really need to increase communication with school-based leadership. Oftentimes there are a lot of things going on at the school level and district level and we felt that there was a small gap with respect to what we're doing here and what the school is doing and what they see as their goals and aligning that together. So our plan is an attempt to really increase the transparency and communication with respect to what the school-based principals are doing and collaborating a little better so we can have greater outcomes. We also want to increase meaningful outcomes around parent involvement. This is one of the attributes of our plan. We created metrics for ourselves and really wanted to say if we're going to present a project and initiative implementation, how do we know if that's meaningful and if it's been successful? We're going to hold ourselves to some of those timelines. I say some of those, but Ms. Shafer would say different. I put together a few highlights so that we'd get the sense of what the plan includes. Again, we want to increase transparency and communication with respect to what happens at the school level. We created what we call an assistant superintendent's work group. Basically, you know what happens. We come up with an idea and oftentimes we don't take the time to vet it with the school-based principal to make sure it's in line with what they're thinking and that it's even possible to implement. So we put together a group that's going to consist of maybe five principals or so and two assistant superintendents and we're going to bring ideas to that particular group and vet them with that group to get a sense of a principal's perspective around implementation of the projects. Hopefully, we'll have greater outcomes and our approaches will be better aligned and we'll have greater outcomes. For example, we have our department, the interface and the school. Hopefully, we'll bring an idea to the work group. If the work group says, "That's a good idea, but we need to implement it and do something differently," we'll bring that back to our department, we'll combine what we thought of originally and what they came up with, and then we'll basically put that out to the school. So it's going to be a collaborative effort and we selected a well-rounded group of principals that are really going to give us an honest opinion and perspective and have experience with how to implement these projects. Grade level expectation guides is coming hot off the printer and we hope to have those disseminated at back-to-school night k-8. This is a quick preview of the cover and one of the pages. It gives the parent an idea as to what they should expect their kids to learn and know how to do throughout the year. This could be

used at parent/teacher conferences and in conversations with a child. We'll have these in various languages. Of course, not every parent is going to understand some of the particulars of these power standards, as they call them. But it's a guide and it will help them get closer to making sure they're getting what they need to get out of that particular grade. Each year we have a parent conference. We build it up, make it really big, and hope to get a thousand or so parents out there. One year we got 1,700 and another year we got maybe 200 or so. We started rethinking how we might go about educating as many parents as we can. We have over 30,000 kids in our district which probably translates into about 54,000 parents. It's impossible to really show and teach every parent what they need to know just by one conference opportunity. So we created neighborhood conferences which are pretty much mini conferences. These conferences include maybe a keynote speaker and two or three workshops. We've tailored them where we can give workshops throughout the year in various clusters of schools throughout the district. For example, our first conference experience will be around back to school. We've created a draw of some of our elected officials and we'll have them come out and talk about the importance of education. Then we'll have some of our assistant superintendents talk about the importance of education and drive that home to the parents and community members in attendance. Then we'll have a couple of workshops. We've spoken with Anita West. She's here with our Infinite Campus system. She's going to talk to parents about the importance of monitoring a child's academic process. In that also talk about our new parent portal system that's a part of our new Infinite Campus system. In addition to that – and I know it's k-8 but it's never too early – we're going to talk about getting ready for college with parents. As you know, our school district has what's called Naviance connection system, which is a system that can help guide families around good selections for college and some of the requirements. Pete Affinito, who is the current Director of Guidance, is going to talk to parents about getting ready for college and also talk about the Naviance system and some of the inner workings of that. Again, we want to educate parents around these concepts, but also talk about some of the tools that we want to provide for parents and try to drive home that they need to prepare to use them. We're also going to talk about – and I know it's not on the horizon yet – the up and coming automated online grading system where parents can go on and look at their child's grades on their cell phone or computer. The plan talks about increasing functionality with PTOs. I know there's a great concern that we provide opportunities for parents to advocate in the schools, network with each other, get involved with learning. So we're going to pay close attention to making sure that we create good viable parent associations, make sure that the leadership is trained, and that we monitor and make sure that those groups are not only set up and stand up early in the year but they continue to flourish throughout the year. In addition to that, we will also continue our PTO leadership organization, which are the leaders of each PTO group. We will continue to guide schools with respect to Title I funded activities. As you know, we get money from the federal government through Title I regulations for parent involvement each year. So we've disseminated those funds across the school district to use school based on their per-pupil account. Principals and parents get it devise ways of spending those funds towards increasing parental awareness and how to support better their children around education. Our job at our department is to vet some of the activities that come out of the schools, make sure they're in line with Title I regulations, and then also help them with respect to creating invoices for purchasing and those types of things. We work closely with the business department to make sure that we reach our goals around, not only spending those funds being they're given to us, but also making sure that they're properly spent. In addition to some of the other parent awareness activities we're going to bring back an old concept, which is Parent Awareness Week. Parent Awareness Week nationally occurs in October. Usually our response is to create a conference opportunity. This year we're going to do something different where we're reaching out to principals and

asking them to create an activity in their school around parental awareness. It may be a play, assembly, workshop, or an essay opportunity. We're going to ask them to create something, get it to us, and we'll calendar it and share it with the community so that folks can show up and take part in some of the activities. It creates a buzz. Instead of having just one opportunity where we expect all types of neighborhoods to just convene, we're going to ask the schools themselves to think of some items to help educate their community parents in some of the surrounding areas. In one of our roundtable sessions last year we came up with a couple of ideas. They wanted to increase within the curriculum how kids learn about multiculturalism and ethnic diversity. We had a couple of conversations with Curriculum and Instruction at that time. Dr. Cavanna and Lori Kelly were at the head and they met with the group. One of the things they came up with was a Multicultural Week. We had a Multicultural Week on the books and it had a different twist to it. Like the Parent Awareness Week, with Multicultural Week we're asking schools to come up with some kind of multicultural event activity. We're going to calendar it and put it out to the community and parents and give them an opportunity to participate, show up, and take part. So it may be at one particular school a play, an assembly, a guest speaker, an essay opportunity, or an art exhibit. Hopefully we'll have this beautiful collage of multicultural activities happening all over the district and it creates an overall awareness about multiculturalism. That's going to happen in March because nationally March is Multicultural Month. In addition, we're working with Eric Crespo of the social studies department and he's part of the team that's going to help put that activity together. I've said in previous presentations that we've revamped our Parent University program. We thought it wasn't as organized as it should have been. We're hitting and missing on some points. We went back and looked at the model that was pretty successful coming out of Charlotte, North Carolina. With that we put together an advisory. We put together a curriculum review committee which looked at what types of things we needed to talk to parents about. Then we had subject area experts that talked about those items. With a health and nutrition component we've had some doctors, nurses and some health professionals talk to us about some of the things that they think parents should know around that particular subject. Basically we came up with a set of workshops and some of these will be starting registration on September 15. We hope to open up October 1. These are just some of the workshops that we hope to impart to the parents. We're going to have a couple of GED sessions. We're looking into collaborating with our county around mothers that are with child of low income status and help them with their GEDs, ESL, and career development. One of the strategies with the Charlotte model is that Charlotte raises about \$200,000 a year in private and public funding to help their program run. We've also arranged ourselves where we can try to raise funds through grants and some solicitation work with the business office around that. You could never afford to hire folks to do all this so we've taken a cue from Charlotte and many of the workshops that you see up there are going to be presented by agencies on an in-kind basis. For example, for career development we have a commitment from our One Stop Career Development Center to provide some workshops around interviewing linked-in tools and those things that associate themselves with career searching. For health and nutrition we have a commitment from Rutgers nutrition group. They're going to come in and do some health and nutrition classes and so forth. As you know, we have several initiatives throughout the district. We've got culture and climate initiatives, PBSIS, Facility & Community Engagement, Full Service Community Schools. When we looked at some of the outcomes for last year, folks had some great outcomes. However, we felt that if we collaborated around some ideas a little more we could have better outcomes. This particular work group will consist of the leads from Full Service Community Schools, PBSIS, and culture and climate leaders. We'll sit down periodically and we'll talk about how to better coordinate some of the initiatives that go on in our schools just so we can ensure that we're getting optimum performance out of some of our initiatives and that we collaborate better. We

already have a few projects that we are going to throw on the table. Much like the principal work group, this is going to help us with transparency. Oftentimes we'll be in a school with an initiative and another group will say, "Wow. We didn't know you were doing that. Why didn't you let me know?" Sometimes you just can't tell everyone everything. Sometimes it's a good thing, but sometimes it doesn't work. But we're going to be proactive and create a group where we can collaborate a little better. ATTP Teams is a new concept that we're going to hopefully try to pilot maybe in a couple of schools if we can get permission. ATTP Teams is a concept that was born out of a young woman who did a doctoral dissertation on parental involvement. It culminates a lot of things that we try to do in the district across district resources. Basically, it says that a parent coordinator by itself is probably not the right person to talk to parents about grade expectations and curriculum items. It's probably the teacher. Also, it recognizes that the teacher may not be as well-versed with some of the community obstacles and some of the things that would help a parent be more open to some of the information they want to impart. Of course, the guidance counselor has a broad picture of the overall journey the kid may go through. So this process engages families in a few things. One, it engages each family in a short 30-minute conversation about their child's education and where they're at with respect to their peers. The team comes together and they create a 60-day plan for that child. It's basically some points and tips on how they can improve their child's academic progress to later come back and see how that progress is going. It includes several small group sessions where parents are sitting around the tables and they're hearing educators talk about expectations and the curriculum. It also talks about how they can help the child at home in a hands-on environment. Then there are large group sessions. So look out for this. It hasn't been vetted fully, but we hope to try to implement a few of these. As you know, Ms. Shafer has the transcript review process that does the same thing. You bring parents in and you talk to them about where their child is, what they need to succeed, and what classes they need to get a hold of. So it encompasses a lot of this and we work as a team not just as an individual group.

Comm. Irving: I'm going to ask for questions and if you can do them in an expedited manner and Kemper if you can answer them in an even more expedited manner I would appreciate it.

Mr. McDowell: Sure.

Comm. Teague: About this particular conference, the Parent University, would it be possible to get a couple of parents of students who have excelled greatly in the district with their grades and so forth to speak to the parents? So it could be a parent-to-parent situation. A lot of times parents will come to me and say when they hear stuff coming from people up there there's really no connection there. So if you have another parent sit down with them and say this is how my child got all As for the last four years. Let's work with you. Let's work one-on-one parent-to-parent. Do you think that might be a little bit better?

Mr. McDowell: I don't know if it will be better, but it's a great idea. It probably won't fit into this particular scenario because this is pretty much planned out. But that's a great idea, especially with the ATTP concept where you have educators sitting at tables much like you're at and showing them exactly how to help their child at home. We can include parents that have successful strategies to be a part of that. Not only that, but when we hold our next set of mini conferences we can look at maybe including that.

Comm. Hodges: Let me just say I see great potential in the ATTP. I think there's a great possibility. The only concern that I have there is the parent liaisons that we have

prepared to pay don't necessarily have the skills that they need to be as effective as we've asked them to be in the past and increasingly. I'm just wondering whether we're going to devote the necessary dollars to upgrade that position because it has to be done. You're asking them to do a lot more things. I can't speak to what they're doing now, but the principals in the past have only seen them as gofers and hire them accordingly. But if you want these people to bring more definitive skills to the table then we're going to have to hire them appropriately and pay them accordingly. I don't think we've done that so far and this has been an issue since when Kemper and I were on the Board. I'm just wondering how we plan to address that.

Mr. McDowell: Just to reiterate, and you understand my position in commenting on that...

Comm. Hodges: It wasn't aimed at you. It was aimed at the Superintendent.

Mr. McDowell: It's a team effort. Like I said, the model recognizes that the parent coordinator may not be the right person by themselves to do that. Usually the model incorporates a math teacher, language arts teacher, a parent coordinator or liaison, and a guidance counselor. Then as a team they would get together and implement this model. So you won't have a parent liaison presenting expectations and explaining to parents the inner workings of the curriculum and how to do things. You would have the educators driving much of that workload as part of the team.

Comm. Hodges: What would be the role of the liaison, then?

Mr. McDowell: Oftentimes you need folk to recruit parents and help teachers with techniques in presenting to parents. Not every teacher may be out of the box fully equipped to impart information to parents, especially parents that come from a variety of walks of life. So the parent coordinator and liaison that's pretty much what they do all day. They serve that role as part of that team.

Dr. Evans: I was going to answer at least from my vantage point Dr. Hodges' question. It gets at the overall strategy. What is it that we're expecting those people to do? I would suggest to you that what they do should be driven by what we're seeking to accomplish by family and community engagement. I think that can only be accomplished in a very meaningful way if we change the culture of the school. In fact, one of the major roles – and Kemper and I have had this discussion – of the folk that we're talking about is to help change that culture along with other people we already have in the district. We have in some of our schools culture leaders in Priority and Focus schools who are specifically there to help change the culture. Does the Board have a copy of this? Then you have a document that describes in large measure what I'm talking about. It's this table. Full Service Community Schools is yet another example. The point is we have in our schools a number of resources that so far aren't really connected in having a greater impact on the culture in our schools that I think we have to have and can have, but we have to have them working together. Kemper referred to the teaming. I don't know if you all picked up on it, but it was working together with those others to constitute a team that will have a greater impact on changing the culture. Changing the culture means, among many other things, creating schools where parents want to come and be a part of, whether it's to help the academic mission of the school or to facilitate their involvement in any number of activities including PTA and many other things. So I think having folk with skill sets to help improve the culture is what we need. Then once we can get a handle on that, and we already have people out there in the schools that have the skill sets to do it, then taking some of the folk who don't including some of Kemper's people... Some do, but some

will need more training or we may need to get some other people. Then and only then are we going to have the full impact of the work that he and his staff are doing to be realized in our schools. How much that costs? We need to go ahead and refine this model, see what it is we're expecting, how many people we're talking about, and then we can cost it out. But we don't have enough information on the table yet about what the model looks like other than this graphic to be able to make that determination. I think the design that Kemper is offering is a good start. He offers a great start, but it's got to happen and it's got to go beyond that.

Comm. Hodges: The only concern that I have, and I think it's a very important piece, is talking with parents about the models or the approaches that other students use to become successful. I know we had talked about doing a research project along those lines. I really think that we need to go forward with that so we have a bank of information to provide people to say these are a set of practices which may be successful for students, particularly in this community. If you don't have that bank you're relying on what may be limited approaches for individuals. That's why I really want to see that data acquired so that you can say this is what a good student does and this is what's happening in less successful students. So you can now turn to a parent and say we have found that students who are more successful do a certain set of things. It may not be the same thing, but there is a wide variety and you may find three or four are useful to you and the other nine are not, or whatever it is. You do need to establish that bank so that you can have these conversations when they come to the table, because they're going to ask you.

Dr. Evans: I agree. Again, the slide that had the list that Kemper was referring to, climate and culture workgroups, to me is the key. It's all of those people I talked about working together having the full weight of their work impacting the school in this area. Giving that shape, looking at what it takes to make it happen, and then costing it out is the only way I can give you a pretty accurate answer to your question regarding what it will cost and whether or not the money is available to do it.

Comm. Hodges: I'm diverting to the research again. We had talked about that and it didn't happen.

Mr. McDowell: May I mention one other item?

Comm. Irving: No. What is it? Go ahead.

Mr. McDowell: In addition, working with Terry's office we're creating an Innovative Parent Communications Group. We're going to sit down with some folk that understand communications, applications, and video. The crux of it is we have great messaging and we have a Parent University program that's a traditional face-to-face workshop model. There's no way you're going to educate or impact 54,000 parents with a flyer and the opportunity to come into a workshop and hear something. So we're working with communications and technology developing a set of expanded tools using everything from Facebook to Instagram to Channel 76 to YouTube to conference call workshops much like the prayer lines people do in the morning. We're looking at innovative ways to not only give folk the traditional face-to-face opportunity, but how do you reach busy parents? A lot of our folk do shift work. A lot of our folk are busy and have to babysit. But while preparing a meal if they can turn on the channel and get some information or get on a cell phone call and hear a workshop where one of you is giving some information out we're touching them. We don't want to spend a lot of time building these big monumental structures, this big university building of sorts. We want

to use what tools we can to make sure we touch every parent we can with some information that's going to help them support their kid.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have four items that I would like for us to move through briefly by way of updates. Some of the information you've probably been following through other venues as it evolves. Starting with our enrollment, as of last night we are at 25,407 k-12 students and 2,088 pre-k students. When you combine the two compared to where we were this time last year we're just over 1,000 students more than we were last year.

Comm. Hodges: What were those numbers again?

Dr. Evans: 25,407 as compared to 24,347 last year and 2,088 as compared to 2,023 last year for pre-k. When you take the difference between 25,407 and 24,349 we're roughly 1,000 students different. This does not include pre-k. Is that correct?

Comm. Irving: Nor does it include our kids in vo-tech school either.

Dr. Evans: Inside the district, but not the private. That's an update in terms of enrollment. With regards to teacher vacancies, we currently have 70. We're slowly going down. A few days ago we were about 20 larger than that and then we were in the 80s and now we're at 70. The HR staff is working hard to get teachers that we have that are ready to accept employment processed. Still, we have a number in the critical shortage areas where we don't have candidates and we're looking to see. The two big areas are special education and bilingual or ESL. Then the other two reports I'm going to ask others to give. First, I've asked Ms. Shafer to give you an update on our facilities planning effort.

Ms. Shafer: As you know, we have the DeJong firm who is working with us to develop the five-year long range facilities plan. Just quickly let me tell you where we're at with them. We provided them with all of the floor plans. In the past two weeks they were in all of the schools doing walk-throughs to identify all space, rooms, common areas, and hallways. They have a tool that they use in order to chart all of that information. In addition to that, they are doing the assessment of the structure of all buildings. So they're looking at the HVAC system, the boilers, the roofs, and all of the structural areas and they're doing a written assessment for every building as it relates to the structure. Then what I gave you is where we go next. The next item would be for us to develop a steering committee which would include community folks, different stakeholders, some members of the Board, and district staff, to begin to look at exactly what are our needs are going forward. They will help us with that as they bring to the table some of the information that they're out in the schools getting now. They'll do a demographics study. They'll take a look at certain pockets of the city where we need additional space and they'll come with some recommendations as well as all of the folks on the committee who will also have recommendations based on what we live here each and every day. Those meetings are going to start in October. They're listed on the top sheet. They start October, December, February, March, April, and May. The steering committee will be meeting those days and you also have snow days just in case for about two hours to begin to go over all the information that the firm can present and again to make recommendations. There will be two community forums. Once they begin to put together some of this information they want to bring it to the community in January and also in March so the community can bring recommendations to the table and also react to some of the findings that the group is experiencing as they're out there. It's two in January and two in March and it would be in different sections of the

city so that we would be able to get as many community folks as possible to participate. The district has an executive team and we will combine with the steering committee for a lengthy two-day meeting in February where they will want to interview and talk to folks specifically about their background and information and recommendations that they can bring. Then just the executive team in April and they would bring the final presentation to the Board in June. That's just a snapshot of where we are and where we're going. The document that's attached is the comprehensive facility plan. It's called the community process. I'm not going to read to you, but as you go through that it's more specific about what will be happening at the steering committees and what will be happening at the community forums.

Comm. Teague: Is this in regards to the building of the facilities?

Ms. Shafer: We're just kicking off the whole process of the long range five-year facility plan.

Comm. Teague: So nothing is going to happen until these meetings are complete.

Ms. Shafer: That's correct. It's really about giving opportunity for the steering committee to participate, for the firm to come back and say they have some recommendations, taking your recommendations, and then taking all that and going to the community for their recommendations. Then the plan would all come together.

Comm. Kerr: What do we hope to achieve going through this process? Is it to establish our needs as a district? What do we hope to accomplish?

Ms. Shafer: What do we currently have and what is the status? They're taking a look now at some of our boilers, heating systems, and roofs to make some recommendations as to what needs to be done with the current buildings. They're doing a capacity study. They're walking all the rooms to come up with what actually is the student capacity in the buildings and what needs to either be renovated, restructured, remodeled, or ripped off and a new one put on. Whatever we currently have, what is the status? In addition to that, what do we need here in the school district going forward?

Comm. Kerr: What do we hope to accomplish by community forums? If we are going to get professionals to come in and give us an assessment of our needs, what do we hope to accomplish by having community forums?

Ms. Shafer: One, we want to inform the community as to what we are doing. We want to inform them of what the findings were. Then did we miss something and maybe someone in the community knows something they haven't hit as they went through the buildings, but also to get a feel from the community. Right now we have overcrowded buildings. Students are going from one school to another. I'm sure that community is going to say we need another school in this section of the city.

Comm. Kerr: We know we don't have enough for what our needs are. I'm just trying to be clear that we do not set a timetable to absorb more time than we really need to absorb to establish clearly what we need to say to the state this is our need. That's the point.

Ms. Shafer: This is an ambitious schedule. We're not going to be dragging our feet. As we go through each meeting the firm will be presenting new information, the

demographics study, a capacity report, and a facility report. So as we go through that we need to involve the community so they can have some input. That's critical.

Comm. Hodges: Actually, I was more concerned that we only have four. We had six the last time, one in each ward. The input that you got helped the district plan how they wanted the schools to look in terms of access to the building by the parents. Where do you put the library/media center so that the parents can get access to that after school? That's what was very helpful to us last time we did this, having the parents at the table putting us on point about things that we might not have considered from their point of view. You have four here, but you have six wards in the town. I'm just going to let you know because you're going to hear it later on. I could be wrong, but I don't think I am. It was very helpful. In fact, the community input was almost mandatory because it was part of the requirement. You have to have the community there as part of the process.

Comm. Cleaves: Are there any more questions?

Dr. Evans: I have one additional update and that is in the area of transportation. I've asked Cheryl Coy and Mr. Kilpatrick to be prepared to update you. We had some challenges, as you know, in the past few days that they've been working feverishly to address. As they are coming forward I want to take this opportunity also to introduce for those of you who don't know our new Interim Chief Human Resources Officer, Marnie McKoy, who is sitting over on this side there.

Mr. Richard Kilpatrick: I'm going to be a little more negative than everybody else has been in reference to the positives you've been talking about. We have had challenges the first five days of school, especially the first two days of school. We've pretty much identified where they came from. The PCTI routes were a major issue for us. We identified that and worked feverishly over the weekend working with Passaic County ESC to help reestablish those routes to a different vendor. Basically what happened in that case was the vendor had tiered the routes with PCTI for us and also interior routes for us and Morton was not able to make the timeframes that were needed for dropping the children off at Tech late enough where they weren't too early. That was the big problem there. We were able to get that arranged over the weekend with the help of Passaic County ESC. We had designed a process for overflowing a zone mechanism but didn't monitor the numbers enough. So therefore we would have one vehicle doing multiple stop/start points with schools and should have had another bus with the numbers that we were getting and moving up to as we approached into the first day of school. Both of these items are rectified. The solution was just getting more routes, more quotes for the routes to address those issues. The other area which is always a big concern, but I'm going to say a little bit of a positive here is special education students. A lot of times every year we have a lot of late registrations or late processes flowing in. This year we were much better off. One of the things hurting us now is changing of addresses. We have a change of address, a student is assigned to be picked up in a certain area and it's not the right one because the address has been changed and that paperwork has not been filed or finished to be processed. That becomes a problem. We had some students that just weren't assigned. Why they weren't assigned is whether we didn't process the paperwork that was supposed to be processed or whether we didn't get the paperwork to be determined doesn't matter. We went out and got those children assigned to spots and got them routes so that they could be transported as soon as we were able to find it. Another big area that was causing these problems was communications. We had pick-up times that were different on the bus route assignments. That was part of the problem with PCTI. When issues arose we probably weren't aggressive enough in getting information out to them. We had problems with parent notifications. We had mailed out notifications for what their

bus stops were and had tremendous amounts of return addresses because of the way the labels were printed out. We had route descriptions with contractors different from what was communicated to the parents. These are some of the problems that we identified and we've since corrected. We feel at this point all our students are pretty well taken care of. We're still having issues with the change of addresses because of a processing issue. We're getting phone calls on that on a regular basis. But our phone calls in the morning were way down today and even less in the afternoon. So we feel we're in a much better position than we were Day 1. Some of these issues that popped up took us by surprise as Day 1 was coming across.

Comm. Hodges: Would you touch on how charter schools are handled? I got a call today about a student from what appears to be a charter school. We're still responsible for that travel. Is there a 2.5 mile limit?

Mr. Kilpatrick: The state regulation limits upon the grade levels. They're responsible for defining what routes they want. They have to set it up and program it. They then tell us what it is we need to offer out to the different bus companies. I'll give you an example. About a week before the start of school it was realized that one of the charter schools that was moving from one location to the other that new location wasn't going to be ready. So they called us up and said to delay it. We're going to go split session. They communicated to us and we had to address that fully on our dime too. We're working on that. We actually were in contact with them today to see if that timeline that they had set up is still in place in a proactive mode to make sure those students aren't disrupted because of transportation. As far as we know they had no problems. We didn't hear any problems from them. You had called earlier today about that. That's their responsibility to set up.

Comm. Hodges: To tell you the numbers and where they have to go. They're still responsible for the state limits or state requirements of distance. But there's a possibility for dispensations or whatever? Is that based on them doing it? Or would we have to do that?

Ms. Cheryl Coy: Students register and the school sends a roster to transportation to say these are the students who are going to be going for the next school year. They want to know if they qualify for transportation. We basically map it to see if they're within the radius. For elementary schools it's 2.0. For the high schools it's 2.5. If they fall over that mark then they're allotted transportation. We then identify the cluster of students who are going to need transportation and set up checkpoints for each child to be picked up by one or two buses that come through the city to deliver them to their schools.

Comm. Hodges: So we actually do the mapping.

Ms. Coy: We do the work, yes.

Comm. Hodges: Okay. That's a different situation.

Comm. Cleaves: As best as you can, if a child is to be picked up at 4:15, approximately how much time should it take for that child to get to their drop-off destination?

Ms. Coy: Picked up from where?

Comm. Cleaves: If they're picked up from school at 4:15. How long should it take that bus to get that child to its drop-off destination?

Ms. Coy: It honestly depends. I think people are not realizing the volume of cars and traffic on the road in the morning and afternoon. I personally live by Kennedy. I left my house at 7:25 yesterday and I didn't get to 90 Delaware until 8:15 because of the amount of buses and people trying to get to work. So it really depends on the flow of traffic that's going on. If you have a child that's in an area where there's not a high volume of traffic the flow will be quick. But if you have a child that's in the area of Broadway, down the hill, 5th Avenue, Route 20, or School 26 those areas get congested very quickly. We have to take into consideration the volume of traffic that's going to be on the road. They try to get them home in a timely manner because nobody wants to be sitting on the road, but it has a lot to do with the volume of traffic that's going through the city at the peak time in the morning and after school.

Comm. Cleaves: So when we give the bus schedule information to parents, are we giving them an estimated time? You can expect your child to be home within 30 minutes, 45 minutes, or an hour? Do they know something? If I'm expecting my child to be to me in about 30 minutes but it's an hour and I've been sitting there now I'm worried because the first thing that comes to my mind is maybe there was an accident. Are we communicating with the parents that due to traffic you can expect your child within this window at that bus stop?

Ms. Coy: Yes. When the contractors set up the a.m. and p.m. time they do give them an estimated time. They know the clock time. They clock it so they can identify what time their child is going to be picked up. It took them 15 minutes to get from your house to this school so you can expect the child to be home within say 20 to 25 minutes at the end of the day depending on the location and the time of day they're being picked up.

Comm. Irving: Do the bus drivers have a roster? Let's just say a bus driver hits major traffic on Route 20. We know how it is sometimes. If you hit a bad day on Route 20 you might be there for some time. If the bus drivers are dropping kids off home in particular, do they have a roster with the parents' cell phone numbers or house numbers where they can call the parents and tell them they're stuck in traffic but they will be there hopefully within the next 20 minutes?

Ms. Coy: Yes, they do have a roster. But what they will normally do is call us first and say this is the situation that happened so that we can identify and reach out to the parents and let them know there's going to be some type of delay. For the past couple of days we've been here until 6:30 or 7:00. One night I didn't leave until 7:45 to make sure every child was delivered home and just to see if we were going to receive any additional phone calls.

Comm. Irving: In light of what we went through on opening day, Dr. Evans and I had a conversation earlier and I was giving him the reference to opening day for football. There's preseason for a reason. I think in preparation for next year your department has to have a preseason run before we start. Things happen. On the first day of school things are always going to go crazy. But to the degree that we experienced it this time around was really a bit much. I think come August of next year what I'd like for us to do is to instruct your department through the Superintendent to create a model or plan or simulation in which you will have vetted and decided. I know a lot of that is incumbent upon how kids register, whether or not you get these special education rosters, and so many other factors. But you have to have a test run in a place and a troubleshoot plan in place just in case.

Ms. Coy: The companies do a dry run at least a week to two weeks before. The thing that they don't anticipate is the volume of traffic that starts on that first day back to school. That's where the problem comes in. You have educators coming into the city. You have people going out of the city to go to work. I was coming to work every day at the same time at 7:30 from Kennedy. It took me 15 minutes to get to work. On September 4 it took me 45 minutes to get to work and I was leaving at the same time I had been leaving. So in order to simulate something like that we're going to have to increase the volume to traffic so they can learn how to adjust the time a little more accordingly. We have some buses on the road right now that are out at 6:45 and 6:50 just to make a complete route and still get children to school on time.

Comm. Irving: These folks are in the business of transportation. They should anticipate this. I hear what you're saying, but this is what these people get paid to do. I think on some level they should know that.

Mr. Kilpatrick: I think one of the things that dry run can do that we probably don't do well with is we participate with the dry run. That's like coordinating with the schools. That's going to take a little effort on our part because we have needs in our schools that the principals really aren't dealing with. So we do have to coordinate that and it is a really good idea that we coordinate when the bus companies do it with what we need at the schools too to really walk through that process. We can spend a couple of minutes with the bus driver and say, "Here's what's going to happen that day. Here's where the people are going to be. Here's your drop-off point. There are going to be cars here double-parked." We can get them used to what the experience is. There is turnover in bus drivers. They may have had that bus route for five years and then they're not on that bus route any more. They're somewhere else.

Comm. Martinez: Comm. Irving's comment actually raises a question. He asked about making the phone calls to the families. To my understanding, all the buses are to have one driver and one assistant. Is that something legally binding? Are they to have assistants on the buses?

Ms. Coy: Not unless it's required. It's required for kindergarteners.

Comm. Martinez: Some of the schools that I've worked with have had concerns especially with the kindergarteners and first graders, getting them on and off the bus at times. I actually got a phone call from a parent of a bus driver who actually left two kindergarteners in front of the school with no adult there to receive them. The kindergarteners got off the bus and were standing in front of the school at about 7:30 in the morning. For the younger students, it was dealt with. It was handled. So only for the younger students are they to have assistants on the bus.

Ms. Coy: For kindergarten students it's mandatory by the district. Special education is normally within their IEP or unless a school requests that they have an additional aide on the bus.

Comm. Martinez: So that would be contingent upon the individual school's request to have an assistant on the bus.

Ms. Coy: Yes.

Comm. Teague: I received a text message today and the parent said that the bus driver that she's dealing with is inconsistent with picking up her son and most of the time there's a two-hour waiting period. She sent me a copy of the e-mail that you sent to her.

She said also the bus driver was smoking on the bus and allowing the kids to smoke on the bus. That part I can't corroborate, but the tardiness yes. Unless we can physically see that or have evidence we can't just say that's what happened. But as far as the tardiness part, she said today there was an accident on Broadway. But she said it happens all the time. I told her there aren't accidents on Broadway every day. She's asking me to see if I can follow up. This isn't the only parent. Sometimes the buses are late for my children. I'm standing outside waiting for them myself. This is a widespread issue and I really hope that it's going to be straightened out soon.

Ms. Coy: I want to address the first concern with Ms. Rodriguez. I know exactly what conversation you're talking about. She did e-mail me this morning. When she e-mailed me I was in a meeting. I responded to her to let her know that we're going to have the bus company called right away to find out. But as soon as I come out of my meeting I'll respond to her. She wasn't pleased with that because I didn't respond right away. I was in a meeting. Unfortunately, I had to have someone else call her, but I reached out to the owner of the company myself and addressed her concerns right away. The parent says she has an issue with the time and with the children being picked up late. I'm very aware that on Thursday and Friday they were picked up late because there was a situation that went on that I resolved. It won't happen again. They were late today because of a bus accident on Broadway that did occur. They contacted us and let us know. They actually contacted the parent first and then let us know. As far as the allegations of smoking on the bus, whether it happened or didn't, I expressed to the company this parent has a concern. She feels it's a constant concern. That camera needs to be on that bus this weekend. So there are cameras being installed on the busses to stop situations where parents have questions about what's going on. We'll be able to go right to the video footage and say this is what went on, on your route. This is the time the route started, this is the way the route went, and here's the answer to your question. I know she wants us to provide a change, but due to the limited amount of buses we're trying to get them to improve their service because there are still other students that they have to service.

Comm. Hodges: You're going to hear about that parent again no doubt since apparently we have to handle this issue. I'll be in touch I'm sure.

Mr. Kilpatrick: The charter?

Comm. Hodges: Yes. Far be it from me to be engaged in helping students in charter schools, but I'll have to do that.

Dr. Evans: That concludes my report.

PUBLIC COMMENTS

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.

Comm. Irving: I just want to remind our speakers of the time limit. When you hear the bell, please wrap up.

Ms. Rosie Grant: Good evening ladies and gentlemen. I'd like to congratulate you on a relatively good opening of school. We've seen messes everywhere across New Jersey and I think Paterson did really well with the September opening of school. So thank you and congratulations. I was in Newark today with the Newark student union and the

police and all that going on. So we're happy to be in Paterson and to be working with you here in Paterson. I had a response to an editorial in the newspaper around School 6. The article said something about Paterson opening in turmoil. My response was I was there. I was in School 6. There was no turmoil. Yes, we have a situation that needs to be handled expeditiously and to the benefit of these kids, but I'm happy to report that there was not turmoil in the building that day. I'm concerned about some comments that were being made in the newspaper and my concern is around returning to local control and the issue of governance. The School Board has a responsibility to implement good practices and to show the Commissioner that we're ready for governance. So I don't like the idea of playing out discussions that should happen at this table or in an executive session perhaps in the newspapers. I totally believe in transparency, but I think there's a place for certain discussions to happen. So I did see the comment with regards to School 6 and Dr. Hodges' response to that. I just wanted to note that we have to remember that we are still under state takeover and have to prove ourselves over and over again until we get to the point that this Board takes control of the district fully. I saw that in the resolutions there's a resolution for the college guide publication. I just want to say I'm pleased to see that PEF has sponsored the publication and production of the Paterson College Guides written by kids in Kennedy High School for 10 years now. We're looking at the 10th edition and we're pleased to continue to do that to send the kids to colleges so that they can do their research. We get 10,000 copies printed in kind by the Herald to distribute to all our high school kids and a good section of our middle school kids. So thank you for putting that on the agenda and we look forward to collaborating with you in that and other ways throughout the year this year. Thank you.

Comm. Hodges: Before Ms. Grant leaves, I was also troubled by the comments in the paper and I waited several days until I began to actually receive phone class from newspapers and community people. There were discussions that were on social media which I found to be very troubling. I really needed to say this. The comments suggested initially that the Board was engaged in practices that are not commensurate with its scope of responsibility, which is in part why I said I wanted to make it very clear this Board at no time directed the Superintendent to hire anyone. We don't have the power to do that. We never had a meeting as a Board to direct the Superintendent to do anything. We never voted to direct the Superintendent to do anything along those lines at all. The comments in the papers said to the contrary, which I was concerned raised the very same QSAC issues that you were referring to. In fact, I was very concerned about that. That was number one. Number two, it's important that people in leadership or any Board member when they're speaking to the press make it very clear that it's your remarks versus the remarks of the Board. When the comment came up that the Superintendent was entirely responsible for whatever happened at School 6 the implications were that the Board is saying that. Again, the Board never met to discuss that issue. We never came to any consensus around that issue, assigning blame on any point at all, but the statement said we did. The repercussions in the community were significant because when leadership appears to be in conflict with the Superintendent in public then it's a suggestion that the Board is trying to undermine the Superintendent. Those were some of the gist of the comments that I received, particularly since his contract was being reviewed. I did not write the letter initially. But when all that began to occur, that's what I wrote the letter for, to make sure that people understood this Board did not engage in behavior that could be considered unethical. We did not do that. Number two, we did not assign blame around this issue. It was not an official statement by the Board. Those are the reasons why the letter was forthcoming. People throughout the community were acting on very limited information and I thought that they needed to stop where they were going. That's why I wrote the letter.

Ms. Grant: I would just encourage you to talk to each other, either at the table or pick up a phone, rather than have that kind of discourse outside of this forum.

Comm. Hodges: That's right.

Comm. Irving: That might make sense.

Mr. Josh: Good evening. Later this month we're going to be launching a new organization called Jersey On. The organization is committed to connecting low-income Americans to broadband, especially people here in New Jersey. I don't know how much you pay attention to this issue, but connectivity is sort of as key education and economic issue in this day and age. The unfortunate part is that 50% of minorities and a third of all Americans aren't connected at home to broadband. They have no internet connectivity. They rely on their phone in place of connectivity and the result is that when it comes to doing collaborative work outside the classroom, looking for a job, getting a job, getting job skills, getting certain training, or getting certain educational opportunities there's a huge gap between those who have some more money and can do more and those who just can't afford the \$40 a month that it costs just for broadband at home. So what happens is you have lots of schools that are benefitting and lots of schools that are being left behind. The focus of our organization, and we've done deals with the cable companies and the cell phone companies, is to bring \$9.95 a month broadband to homes for school lunch families. School lunch eligible children and their families can get connected. Also, we've done deals with the biggest refurbishers, people who bring computers that are two years old or less, for less than \$200. We refurbish them, load them up with all the software they need, and also offer that up to students who are school lunch eligible. Today we just want to talk about how we can work together and try to bring these great benefits from our non-profit to the schools and families in Paterson. Kurt can go into some of the details with our limited time, but that's why we're here.

Mr. Kurt Peluso: What's great with Paterson is that's since there is such a need in this community the students would automatically qualify. We don't have to go through any paperwork with them. They can go to Jerseyon.org, type in their zip code, and they get signed up and go through this program. As Josh said, it's \$10 a month. There are some devices we offer. I'll just go through them real quick. It's about \$30 for the devices. These devices connect up more than one device. This is our most popular one. It's called the hotspot. This can connect up to eight devices. It's a family with multiple children. Dad wants to connect. Mom wants to connect. They can all just plug into this. It charges and it's portable. If they want to go to the park, to the library, or anywhere they want to bring it this can go with them. We also have an independent connection and one that's more for home. That's up to 10 connections. We are part of a national non-profit. We're 501-C3. We can take also donations. We also work with big businesses. We're actually in Clarksdale, Mississippi right now on the national level. We work with American Express to bring connectivity to students there. I know with the PARCC exams being online that's really important for fourth grade and up to start getting connected and start doing work on the computer. So we hope to partner with the City of Paterson and work to find funding to bring connectivity to all the students here in Paterson.

Mr. Josh: This whole idea comes out of the Obama administration. I work with the FCC, the Federal Communications Commission, and one thing we noticed as soon as President Obama came into office and we were studying this problem is that there's an enormous gap between those who were connected and those who weren't. The fact is

that you have a third of all Americans who have no connectivity at home. We also knew that those who were connected, as research found, had an 8% higher graduation rate. Why? Because you can get skills, connect with your peers, or find a job. It's unbelievable now that 80% of Fortune 500 companies, whether that's Target or Wal-Mart, you cannot apply with a piece of paper anymore. If you're a mom or dad at home with your child and you're trying to apply for some of these jobs, if you can't actually get online to apply you can't apply. The other big problem that we work on solving as a non-profit is what we call digital literacy. This stat blew me away when I first learned it. 20% of all Americans are digitally illiterate. That means they may be able to use their phone, but when it comes down to using a mouse or trying to navigate a computer to do certain basic skills you need for all level jobs these days or for school, they're coming out of school and don't have the basic digital literacy skills. You want to try to come out and find a job, get the class work you need, or try to go to college and succeed the skills aren't there. A lot of it just comes down to just being connected. That's what we realized was the big reason. So we're trying to make it affordable for people. We're a non-profit and we're just trying to do what we can to help people get connected.

Comm. Irving: Thank you. Do you guys have any information or literature you can leave with Mrs. Jones? If you can leave it with Mrs. Jones she'll make sure the Board members get it.

Mr. Peluso: I also brought one of the refurbished computers. It's a Dell. When we offer the refurbished computers they come fully loaded with Microsoft programs. As Josh said, they're less than two years old and they're good computers. \$200 for a refurbished Dell computer that comes fully loaded.

Comm. Irving: Great. If you can pass your information around I'm sure if any of the Board members want to connect with you they most certainly will. Cheryl, for the Board members who aren't here, can you just make sure we get a copy of that material?

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.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated September 4, 2014, beginning with vendor number 264 and ending with vendor number 798883, in the amount of \$13,652,542.35, to be approved for payment; and

BE IT RESOLVED, that the list of checks, beginning with check number 188192 and ending with check number 188262, in the amount of \$1,282,679.87, which were approved on August 13, 2014; 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 as follows:

Comm. Cleaves: Yes.

Comm. Hodges: Pass.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Teague: Yes, and I have to recuse myself from anything involving A-1 Transportation.

Comm. Irving: Yes.

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.

Total Number of Conferences: 8
Total Cost: \$9,381.43

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Maria Choy	Bidding Process	October 7, 2014	\$122.12 (registration, transportation)
Purchasing Analyst	New Brunswick, NJ		
Kim Johnson	Bidding Process	October 7, 2014	\$122.12 (registration, transportation)
Purchasing Specialist	New Brunswick, NJ		
Lance Gaines	Public School Purchasing/Rutgers Continuing Studies	October 8 & 15, 2014	\$447.00 (registration)
Procurement Administrator/ Purchasing Department	New Brunswick, NJ		
Anthony Cavanna	National Career Academy Coalition – 18 th Annual Conference	October 22-24, 2014	\$1660.14 (registration, transportation, lodging, meals,
Assistant Superintendent	Arlington, VA		

			parking)
Dewitt Evering	National Career Academy Coalition – 18 th Annual Conference	October 22-24, 2014	\$1660.14 (registration, transportation, lodging, meals, parking)
Principal/JFK – ACT	Arlington, VA		
Clifton Jerry Thompson	National Career Academy Coalition – 18 th Annual Conference	October 22-24, 2014	\$1660.14 (registration, transportation, lodging, meals, parking)
Principal/HARP Academy	Arlington, VA		
Yolanda Greene	ASCD Educational Leadership Conference	October 30 – November 2, 2014	\$2,306.77 (registration, transportation, lodging, meals) – price may increase due to airfare.
PD Coordinator/Professional Development	Orlando, FL		
Sham Bacchus	NAESP Annual Conference	February 19-21, 2014	\$1,403.00 (registration, transportation, lodging, meals) – price may increase due to airfare.
Principal/School No. 8	San Diego, CA		

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

Resolution No. 3

Whereas, The Paterson Public School District supports and encourages to continue its partnership with Fairleigh Dickinson University Technical Enrichment Outreach Program (TEOP) for a period of twelve (12) weeks (Saturday's only) per semester. The program is designed to expose students to various career opportunities in the Engineering field, strengthen and discover Engineering concepts and increase student achievement in Mathematics, Science, and Computer Technology, and;

Whereas, the partnership between Paterson Public School District and Fairleigh Dickinson University will take place at Fairleigh Dickinson University, (Metropolitan Campus) in Teaneck, New Jersey beginning September 13, 2014, to December 6, 2014 (first semester) and February 7, 2015 to May 16, 2015 (second semester), from 7:30 AM to 1:30 PM. The program will be open to male and female students in Grades 9-12. Transportation will be provided by the Paterson Public School District, and;

Whereas, the Paterson Public School District in accordance with State mandates and district policy approving the Fairleigh Dickinson University TEOP partnership supports the Bright Futures Strategic Plan 2009-2014 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 partnership with Fairleigh Dickinson University to participate in the Technical Enrichment Outreach Program (TEOP) twelve (12) weeks (Saturday's only)

per semester Engineering program. The program will take place at Fairleigh Dickinson University in Teaneck, New Jersey from 7:30 AM to 1:30 PM. The program is designed to expose students to various career opportunities in the Engineering field, strengthen and discover Engineering concepts, and increase student achievement in Mathematics, Science, and Computer Technology. Transportation for the (FDU/TEOP) will be provided by the Paterson Public School District at a cost of \$6,000.00. The stipend that the advisor is to receive will be paid by the Paterson Public School District at a cost of \$3,360.00. Total cost not to exceed \$9,360.00.

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

Comm. Kerr: How many students and how were these students selected?

Comm. Irving: I know this is a program at International High School. It says 20 students. I know every year we do approve this. I do not know how they're selected.

Dr. Evans: I don't know the specific criteria. The school itself is actually involved in the selection process, but I don't know the specific criteria. We can get that to you.

Comm. Hodges: It should not just be International. It runs between 20 and 25. We're only supposed to send 15, but we've managed to push the envelope. It's twice a year. He's pushing the envelope by sending 20. We're doing better than we should, but it should not just be International. The person who's acting as the chaperone is located at Garrett Morgan.

Comm. Irving: They're the only ones who only send kids every year, right?

Comm. Hodges: No, it's all over the place. The problem is getting the guidance department to send kids so they have the opportunity. That's been a big issue. That was the original issue with the program. I also want to say, Dr. Evans, I'm very anxious to connect you with Dr. Tan the earlier the better because he does teach the first lecture which happens to be on the 13th. We were trying to do some additional things like having an on-campus sixth grade program. Unfortunately, we fell back on that. I don't want to take away your time, but they're going to be there on the 13th for sure.

Dr. Evans: Okay. I'll look at my calendar tomorrow. I know I have several events this Saturday, but we'll see if we can work it in.

Comm. Hodges: It's about 8:00 in the morning and I may actually attend. If you're going I'll attend.

Dr. Evans: I'll let you know tomorrow.

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

Resolution No. 4

PURPOSE: RESOLUTION OF THE STATE OPERATED SCHOOL DISTRICT OF THE CITY OF PATERSON, COUNTY OF PASSAIC, STATE OF NEW JERSEY, AUTHORIZES THE PURCHASE OF GOODS AND/OR SERVICES, WHICH EXCEEDS THE BID THRESHOLD, WITHOUT PUBLIC ADVERTISING FOR BIDDING PURSUANT TO 18A:18A-5 FOR THE 2014-2015 SCHOOL YEAR.

WHEREAS, the District is a State-Operated District which has a need for professional educational services; and

WHEREAS, pursuant to 18A:18A-5(5), "library and educational goods and services" are exempt from bidding; and

WHEREAS, the procurement of services, specifically mentoring students for drop-out prevention, grade improvement, classroom management, and incarceration workshop for students returning to school within the high schools, qualifies as a bid exemption under 18A:18A-5(5); and

WHEREAS, Ultimate Education Solutions will also engage Mr. Ai Moody who is recognized as having demonstrated a vast amount of experience in community engagement and mentoring of Paterson youths; now

WHEREAS, Priority I of the 2009-2014 Strategic Plan for Paterson Public Schools is Effective Academic Programs; and

THEREFORE BE IT RESOLVED, the State District Superintendent recommends the award of a contract to Ultimate Education Solutions, 122 East 38th Street, Paterson, NJ 07504 for Mentoring Program, for the 2014-2015 school year at a \$350 per diem rate.

Ultimate Education Solutions	Estimated Number of Days	Per Diem Rate	*Hourly Rate	Total (Approx. # days x per diem rate)
Dr. Fulmore	180	\$350.00 per day (minimum of four(4) hours per day)	\$150.00	\$63,000.00
Al Moody	142	\$350.00 per day (minimum of four(4) hours per day)	\$150.00	\$50,000.00

NOT TO EXCEED \$113,000.00

It was moved by Comm. Teague, seconded by Comm. Cleaves that Resolution No. 4 be adopted.

Comm. Kerr: Reading the resolution on this one, one of the principals of Ultimate Education Solutions is Dr. Joe Fulmore. You're now appointing Dr. Fulmore to an interim position at the school. How does that affect this action item?

Dr. Evans: That's a good question. He and I will be discussing that later this week. He indicated to him when I first approached him about School 6 that he had some other obligations that he would either seek to get others to do or we're going to be modifying his contract. The contract may pull him out of this altogether. I'll be able to answer your question after I have a chance to get back with him to discuss how that's going to happen and whether or not this is indeed going to happen.

Comm. Kerr: Because we can't vote on this until that part of it is remedied.

Dr. Evans: I concur because we will be renegotiating his contract.

Comm. Irving: Comm. Kerr, is your recommendation to table this motion?

Comm. Kerr: Yes.

Comm. Irving: Is that a formal motion you're making?

Comm. Kerr: I will make it into a formal motion.

Dr. Evans: I'm trying to remember who it is that's working with this one. Susie, it's not one of yours, right? There are other things in that contract other than that item. If we can do it and pull that one piece out, then that would be the way to do it, rather than the entire contract.

Comm. Kerr: The problem is he is the owner of this.

Dr. Evans: He has other people working with him.

Comm. Kerr: But he's still an active partner or he owns the business. He owns the company. So how you justify that is a big question.

Comm. Irving: In looking at the resolution and in light of what you sent to the Board, legal, you tell us.

Ms. Pollak: I didn't know that.

Comm. Irving: So your recommendation is to table it until we clean it up?

Ms. Pollak: Yes, although I think what Mr. Kerr is saying is there may be a larger issue of Ultimate Education Solutions generally if they're doing other work.

Comm. Irving: Right. Mr. Kerr, do you want to make that formal motion? We have two options. We can just vote it down or we can table it. The motion is already on the floor. Just pull it? Who initiated it?

Comm. Cleaves: It doesn't matter.

Mr. Kilpatrick: Would you mind me commenting on that?

Comm. Irving: No.

Mr. Kilpatrick: I don't know if this is his company, but he's a primary participant to be paid. If this is not his company and you just pull his name off here it's probably okay to move forward.

Comm. Irving: But we don't know that information right now.

Mr. Kilpatrick: I was going to see if someone knew if it's his company.

Comm. Irving: Let's just pull it. I appreciate your trying to be helpful, but... We're just going to pull Item #4. Comm. Kerr, thanks for catching that.

Resolution No. 4 was pulled.

Resolution No. 5

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

Whereas, the Executive Director of Facilities determined that the district has a need to Job Order Contracting: General Contracting throughout the District during the 2014-2015 school year(s); and

Whereas, the District intends to acquire the services of Lighton Industries, Inc. to perform the Job Order Contracting services relating to general contracting through the Middlesex Regional Educational Commission; and

Whereas, the Lighton Industries, Inc. personnel will assess facilities projects, develop specifications and execute the repairs as needed in the areas including but not limited to: science labs, grease traps, change of use, field house, construction, electrical, HVAC and mold abatement; and

Whereas, Lighton Industries, Inc. was awarded a contract for Job Order Contracting: General Contracting through the MRESC cooperative, bid #14/15-19, and

Whereas, The Paterson Public Schools is part of the Middlesex Regional Educational Commission coop and therefore is allowed to purchase approved services and materials from this coop without public bidding; and

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority II: Safe Caring and Orderly Schools, Goal 7: Facilities are clean and safe and meet 21st century learning standards.

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation to contract with Lighton Industries, Inc. of 699 Cross Street, Lakewood, NJ 08701 for Job Order Contracting: General Contracting, under bid #MRESC 14/15 – 19 not to exceed \$750,000.00 for the 2014-15 school year.

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

Comm. Irving: Comm. Martinez, this was discussed in curriculum? Am I correct?

Comm. Cleaves: Could someone explain what this is? Are they creating science labs or building science labs?

Dr. Evans: These are the science labs at Kennedy that there was a delay in getting completed before the opening of school. The contractor was secured and ultimately could move forward as quickly as we could give approval. So this is one of those items. The reason it says ratification is I gave the initial approval, but I still wanted it to come to the Board so the Board would know. That's why it says ratification. Mr. Kilpatrick can give more information.

Comm. Cleaves: They've already started.

Mr. Kilpatrick: That's what the ratification was able to allow us to do to move forward. We had the equipment but you didn't have to go out to bid or anything because the job order costing. It's a different methodology there. It's basically a state contracted process to bring in contractors to do the work because they're pre-approved and they can just come in and start doing the work rather than us having to go out to bid and wait several more weeks to be able to do that.

Comm. Kerr: I always have a concern when you have such a large dollar amount, three quarters of a million dollars. They are given the contract just because of the state. Have we checked the background relationship between these companies and what kind of relationship they have with the state? It just bothers me.

Mr. Kilpatrick: The biggest thing this process allows you to do is do things in a very timely manner. That's the big benefit that you gain. Is there a dollar cost because of that? I don't know the answer to that, but it certainly would have extended the timeframe in order to get any of the work done.

Comm. Kerr: Not necessarily. Is there anybody else?

Mr. Kilpatrick: The bidding process would have taken us at least a month to move forward.

Comm. Kerr: Only a month?

Mr. Kilpatrick: I said at least.

Comm. Kerr: A month is not that bad.

Mr. Kilpatrick: But it is when you're trying to have classes in the classroom. As it is, we already have to stagger the use of those rooms in order to be able to allow the students and be able to educate the students. You're only going to be able to work on one or two depending upon what they were able to schedule at a time, versus a quadrant of rooms at once. It would have been better and easier to do the quadrant of rooms at once. It would have been better to do it over the summer, but we were unable to get that done.

Comm. Kerr: Why weren't we able?

Mr. Kilpatrick: We didn't get the materials delivered until August 28. It wasn't started until after the school year ended. It wasn't even put forward as a real project that was moving forward.

Dr. Evans: I think you know what I'm about to say, Mr. Kerr. When the state determines the process that generates these state contract vendors it is a competitive process and the presumption is we are getting the best deal. But that's the presumption.

Comm. Kerr: Not on my part. No, no! To me it's not transparent enough. We can't tell the relationship of these companies with the people who push them on us. We don't know. It's not a practice that I support, plain and simple.

Comm. Hodges: They have to bond and all these other things in order to qualify and they get their money back. They make it up and more. We're having a lot of problems with specialized equipment. I use that term advisedly, specialized equipment, which you're trying to purchase through this route. We're having trouble with that in certain areas and we'll be coming back to you to discuss that because it's specialized equipment that we need to obtain. What kinds of things are we going to be able to do with these labs? Is there going to be this full quadrant developed over time?

Mr. Kilpatrick: I don't know the exact timing, but we're talking about by the end of October is the timeframe. They're full science labs. The way the labs were years back, they're supposed to be fully operational labs.

Comm. Hodges: I understand that we are rewriting our science curriculum. So I'm trying to get a sense if these labs are up-to-date in comport with the Common Core.

Mr. Kilpatrick: I can't answer that, but I hope they certainly are.

Dr. Evans: They're supposed to be.

Mr. Kilpatrick: It's a big investment to bring these up to speed so that the students get up-to-date available resources to do science labs in the classrooms.

Comm. Hodges: I guess I have to come by and visit to get a better sense. I really want to know what that means to people. I know what it means to me, but I'm not an educator so I tend to be greedy. I really want to have a better understanding of what that means in terms of science labs. You said that they would be completed by October. What does completion mean?

Mr. Kilpatrick: End of October. It means that the kids will be in the classrooms using it.

Comm. Hodges: How many classrooms?

Mr. Kilpatrick: I don't know the exact number.

Ms. Shafer: Four at Kennedy.

Comm. Hodges: That's one science lab per...

Ms. Shafer: These four are being gutted and everything removed. Others need some remodeling and refurbishing with the eyewash, sink, and gas. But these four were the worst so they are gutted down to the beams.

Comm. Hodges: There are other rooms over there that are used for science labs amongst other things. They will be applied in addition to what we're already doing.

Ms. Shafer: Yes. We'll get you the plan and what's going to be in the lab.

Comm. Hodges: I'd really appreciate that. Thank you very much.

Comm. Cleaves: School 6 has a science lab now. Is that part of this budget too?

Mr. Kilpatrick: That's only the high schools.

Comm. Hodges: And this is only at Kennedy?

Ms. Shafer: If you remember last year at some point you received an inventory of where we are with all the labs and what's needed. Now we're starting to one school at a time take care of the labs. This year we're starting with Kennedy and then we need to do the rest as we go along.

Comm. Hodges: I'm sorry. I thought it was only a partial inventory. I would like to see that inventory again so that I can compare it to what you're going to do. I am concerned that Eastside and some of the academies have some trouble, not the least of which would be HARP. I would like to see that again so that we can see what's being done here.

Comm. Kerr: So this total here represents just four labs for Kennedy?

Comm. Irving: Yes.

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

Resolution No. 6

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

WHEREAS, in accordance with requirements of N.J.A.C. 6A:30-5.4 and 5.5, school districts that scored below 50% in any District Performance Review (DPR) area of the QSAC the district is required to complete a Long Term Plan (LTP), and

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

WHEREAS, the State District Superintendent has completed a LTP in the areas of Instruction and Program, now

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves submission of the LTP to the New Jersey Department of Education in the area of Instruction and Program.

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

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met this past Monday. It began approximately at 6:30 and ended at 7:38. In attendance were Anthony Cavanna, Aubrey Johnson, Lauren Kazmark, Maria Santa, Susana Peron, Comm. Cleaves, Comm. Kerr, and myself. During this meeting we thoroughly vetted action items 1 through 27. Everyone should have received the curriculum notes. Did they make their way down to you gentlemen? The notes are rather lengthy so as not to read through all the notes, I'll just open up the floor to any questions. Comm. Teague, I know you had a question regarding A-10.

Comm. Teague: Right, but I spoke to Susie and she clarified it.

Comm. Martinez: Very well.

Comm. Hodges: On A-2, Blackboard, Inc., I need a better sense of what that entails.

Dr. Kazmark: Blackboard is an online program used in many colleges. It's like a blended learning opportunity for kids.

Comm. Hodges: Meaning?

Dr. Kazmark: The students and teachers can communicate via the computer inside and outside of the school. The kids can take their test on there. There are online resources.

Comm. Irving: It's a digital learning portal.

Dr. Kazmark: It's a digital learning platform.

Comm. Irving: I use it in my doctoral program and I used it even as an undergraduate. When it's used appropriately it is really good.

Dr. Kazmark: We piloted it last year in a sampling of social studies and language arts classrooms. This is going live to all world history classrooms in the district for mostly ninth graders and some eleventh graders. All the world history classes will have an opportunity to utilize the platform for their instruction. Social studies have been making a push to put more digital resources into the classrooms because the textbook adoptions once you buy the textbook obviously history is always changing so they kind of become obsolete. So a lot of the new resources that they're putting in are more digital so that they can access those kinds of programs online and get real time information on different historical events. They have the Blackboard college edition and then they have a Blackboard education platform which is for school districts. We've been piloting it in social studies primarily and this year it will be moving to all world history classrooms.

Comm. Hodges: Which brings me to my real question... I imagine that there is a curriculum in science.

Dr. Kazmark: Science is not piloting anything online at this time. This is just for social studies. Social studies is using Discovery Education. It's all been aligned for digital purposes, but that's where it's piloting right now.

Comm. Hodges: But they do plan to move into science, I'm hoping.

Dr. Kazmark: Blackboard can go district-wide in all contents at some point. Social studies have the opportunity right now because they have the structure in place to make it successful. There are four resources. Social studies spent the last year upgrading resources and aligning the digital resources to the curriculum. If you just say to the teachers go and use NetTracker or Discovery Education for your curriculum it's harder for them to plan. So they spent a lot of time with social studies aligning the digital resources to the current curriculum guides and then Blackboard kind of provides a forum to pull all that together. So as we start bringing in new science resources that are digital this could work for them as well as language arts and social studies. One of the things I mentioned at the curriculum meeting with Blackboard is that the cost doesn't change extravagantly as you expand the licenses. So you're not spending a whole lot more money as you get higher and higher with your license usage. That makes it easier for us to expand to more students, but the structure of the curriculum has to be in place. Right now social studies has that to see if this is successful and if it is then we can build that team structure for the other content areas.

Comm. Hodges: There's an explosion of information in science and I have this lingering concern about it. I can't get rid of that. I'm looking at this and saying this is a potential opportunity.

Dr. Kazmark: Like I said, we've been working with social studies in terms of tech right now to get it right and to make sure. We did a lot of curriculum alignment with NetTracker, which was one of the digital resources that came in through information technology. We worked with that company to align their resources to the social studies curriculum. They're in place right now for this to be successful at least from a structure point. As we work with those teachers we can then expand. If the student in world history has the license to Blackboard they're most likely in a science class as well. The license is with that student not with the course. So it could easily expand.

Comm. Hodges: Dr. Evans, I'll be coming to you for an opportunity to watch this. That will be the one time I do call ahead. I would like to see this in operation.

Dr. Kazmark: We have two supervisors who've been working closely with this so they'd be able to show you what it does. They're really excited about it.

Comm. Hodges: Good. Thank you very much.

Dr. Kazmark: I also have A-1, A-2, A-3, and A-4 while I'm standing here if there are any questions on them.

Comm. Martinez: Are there any questions about those items or any others? We actually discussed it in curriculum, but it's found under information items 15-A5. Just know that it's referenced in the curriculum notes and when we get to information items we can reference that item in the notes. That concludes my report.

Legal

Comm. Irving: Lisa, legal has not met yet this month. Am I correct? Okay, but they have action items B-1 through B-4 available for tonight. Are there any questions on B-1 through B-4?

Comm. Kerr: I think this was submitted by Mr. Best. I would like for him to give me some explanation as to what these numbers mean in B-4.

Comm. Irving: Is he still here?

Mr. Best: Good evening. I'm sorry. What was your question?

Comm. Kerr: I just need to make sense of these numbers. I don't know what they mean. I just need for you to walk me through it so I'll get a better understanding.

Mr. Best: Sure, no problem. Every year as part of the Anti-Bullying Bill of Rights school districts are responsible for doing a self-assessment to grade their performance on how they're living up to all of the aspects covered underneath the Anti-Bullying Bill of Rights. It's a survey that every school has to take that has eight different components. Each component has a sub-score and then you receive a total score. The highest possible score that a school can get is a 75. We performed this activity last year in which all of the schools did it. This year we're actually slightly higher than last year's. We take all of the school totals to get a district average for the score. What we have to do is make the surveys available to the public to review and if they have any comments at our next

Board of Education meeting will be a public hearing where the public will have an opportunity. We'll do a full presentation going over all of the details on how we came up with the individual scores and the public will have a chance to comment.

Comm. Kerr: That's what I'm interested in, how we come up with these numbers. I'll wait until the full presentation.

Mr. Best: If you would like we have a thick package.

Comm. Kerr: I don't want to go through that.

Mr. Best: In the hearing announcement we said that at the security desk we would have available a binder of all of the actual surveys. All of the surveys are available at the front desk.

Comm. Hodges: We're re-leasing the Paterson Mall, presumably for HARP. What kinds of improvements have we made to that facility? Again, I'm going to be raising issues with the labs because that to me has been a significant problem down in that building.

Dr. Evans: Mr. Morlino is not here tonight.

Mr. Kilpatrick: These items were contractually devised and put in the contract. I think Lisa would probably be best to go through the major ones and if I need to add anything I'll add something.

Ms. Pollak: Right. The negotiation this year to continue the lease, and we didn't have an alternative space, so that was something we really needed to do, was more on the external of the building itself because the district is responsible for the inside of the building and any improvements therein. There were a lot of improvements to the structure of the building such as painting, sanding, and so forth. There will be canopies up. There were some other fixes that we required them to do and actually they ended up giving us some money to make some other external repairs that we might have to do in the air conditioning or the heating systems.

Mr. Kilpatrick: One of the things that we put in the contract was about leaks. If there are leaks that are problematic based upon the facility they are going to be responsible. If there are leaks in reference to the HVAC system that is our responsibility then we become responsible. There was also a room or two that was basically uninhabitable for a while. We've revamped that and it is now a usable space. It's at our cost, but we upgraded it so that we could use it for the school.

Comm. Hodges: The leaks were one of the primary issues. The other one was the science. I know they have one room in the back, but you have more work to do. It is a biology-focused school. I'm just wondering how much work we're doing in terms of making sure that it's able to fulfill all those requirements educationally, particularly around the science aspect of the school.

Dr. Evans: We'll have to get somebody to answer that. I don't know if you know, Mr. Kilpatrick. You're getting into education specifications.

Comm. Hodges: In particular biology labs and all those other things which we haven't been doing over there in the medical arts high school.

Dr. Evans: We'll make sure you get that information.

Fiscal

Comm. Kerr: Our committee met on September 4. Present at that meeting were Comm. Hodges, Comm. Rivera, and myself. Comm. Teague was absent. Staff members present were Mr. Kilpatrick and Ms. Ayala. Our meeting actually started about 7:15 and first on our agenda for the night was scheduling of dates for us to meet with departmental heads to continue our ongoing discussion regarding fiscal and other related operational matters. The purpose we have decided on this route is to get our committee members familiarized with the inner workings of the various departments. In particular, considering that we are moving up to this fiscal cliff we need to know exactly how these various departments operate fiscally. Next on the agenda was a report by Mr. Kilpatrick regarding our annual audit. He mentioned that our external auditors were already in the district and they have completed the audits on the payroll and human resources department. He went on to state that the district needs to rewrite policy regarding how funds are dispersed from the student activity accounts. He outlined areas of concern by the auditors and suggested that we have a uniform district-wide policy in this area to avoid future audit findings. Comm. Rivera again expressed his concern regarding the district's approach to grant management. He alluded to the fact that the lack of dedicated oversight in this area could cost the district large sums of money over time. Mr. Kilpatrick informed us that the office of fiscal accountability was here in the district and carried out a routine audit of their own. Targeted areas of the audit were student review numbers, school lunch program starting at the year 2012, and the district extraordinary aid budgetary support. We then moved on to the PEA contract. Mr. Kilpatrick reported that his department is presently working through the numbers diligently and so far they have successfully covered the non-certificated teachers' portion of the agreement. Regarding other areas he said they are still working on the difference between the universal/traditional guides for teachers which is more complex but should be completed soon. We were given a timeline prepared by the business office regarding the budget development framework. After review and some discussion we were of the opinion that this represented a good start and that we should have all areas of our operation, including the Board, be involved in the budget development from the bottom to the top. We then looked at our bills list and we were satisfied with what was presented. Our adjournment was taken at 8:30. I would like to present C-1 through C-15. Is there any discussion?

Comm. Hodges: I also wanted to comment. Mr. Rivera asked a lot of questions and I love that. It actually forces me to do some thinking and some additional learning so I really appreciate that aspect of this committee. This is not an area where I'm very well-versed and I'm being forced to come up to speed, which is good. However, one of the concerns I do have is that some of his questions and requests are not being answered in a timely fashion. In fact, he actually had to go to the SDA to get information about our facilities because we couldn't get back to him in a timely fashion. I think that's inappropriate. As a new Board member he does not know that's not the way it's supposed to work. He knows, but it should not happen. It shouldn't happen to anybody. It shouldn't happen for him because his world view of what's going on here shouldn't be that. He had to go to an outside agency to answer questions about what's going on in our school district. That's a problem. I just wanted to raise that issue and I'm hoping that we can find some way to address it. I know that Mr. Morlino is new and there's a learning curve.

Comm. Irving: All he asked for was just a list of the capital improvement requests we submitted over the course of the last three years. Instead of waiting for it, Flavio ended up just going to the SDA's website and he pulled it up.

Comm. Hodges: Yes, but that's an issue.

Comm. Irving: Believe it or not, it was very easy because the answer was none. Flavio figured that out.

Comm. Hodges: It's a problem for us and I know that there's a major hole in the facility director's position because of the change of personnel. But I'm very mindful that shouldn't extend to other areas. I should say I've had a lot of success because I ask a lot of questions too, but this was unique and I just wanted to bring it to your attention.

Comm. Kerr: There are some companies listed here in C-10. This is considered a professional service contract.

Mr. Kilpatrick: Yes, but we did go out to bid for it.

Comm. Kerr: We did go out to bid with it?

Mr. Kilpatrick: Absolutely.

Comm. Kerr: It's says, "Firm be appointed."

Mr. Kilpatrick: Per the response from the bids.

Comm. Kerr: This doesn't tell me that. If you read the second whereas...

Mr. Kilpatrick: It went through an RFP process. That's what it's saying.

Comm. Kerr: I really don't see it there. Normally if that was the case as a matter of course it would have stated how the bids were awarded. It's not telling me anything of that sort here.

Mr. Kilpatrick: I hear what you're saying, but that's what it tells me there, that it requires a professional services contract to be issued in a deliberative and efficient manner such as through a request for proposal.

Comm. Kerr: What I'll settle for is for you to tell me how the bids...

Mr. Kilpatrick: A bid report.

Comm. Kerr: How it was done, when it was opened, and who was there.

Mr. Kilpatrick: It didn't say bid. It said request for proposals. We asked for proposals on it and because it was professional services we can issue it to the ones that we feel are the best services. I presume we picked the three or four firms that did the best service for the cheapest cost.

Comm. Kerr: Okay.

Comm. Hodges: I flagged that one as well. LAN is huge and popular. We opted not to go to them the last time we had our facilities plan because we wanted to see something different in the approach. What exactly does the architect of record do?

Mr. Kilpatrick: Whenever we need something where we need an architect to put their name to it we bring them in, they do their work, and they put their stamp on whatever the work is. For example, the JFK project and the science lab, we needed an architect to come in and do the approvals for that. That's the type of thing. If we get them on our record then we can just call them up and say, "Come in, do this service, and give us a quote for what the cost would be." Then they bill us for it based upon the rates that we've negotiated upfront.

Comm. Hodges: But they tend to be expensive. They're huge.

Mr. Kilpatrick: As you see here they're the third price. They're not the lowest price, that's for sure. That's why we don't just go with one either. Plus availability and specialization, they may not be good with heating and HVAC systems, but they'll be good with classroom redesigns. We get multiple ones for multiple reasons.

Comm. Hodges: Part of the reason I ask the question is in the long range facilities plan I know you're going to get an architect group with engineering and all that other stuff.

Mr. Kilpatrick: They were approved at the last meeting and they're working in conjunction with DeJong, which is not an architectural firm, which is a good thing. A lot of times the five-year plans are driven by architectural plans and you know what they do then. Our consultant is different than that. They're driving it for the purpose of what it is. They're bringing the architect for the expertise needs that they have, not to drive for more buildings than you need and/or want.

Comm. Hodges: Okay. Thank you.

Mr. Kilpatrick: We can talk about that further.

Comm. Kerr: If there are no more questions, that's my report.

Facilities

Comm. Irving: Facilities committee will meet next week and I'm actually looking forward to that meeting. At that meeting, Mr. Morlino is going to present to the Board a punchlist and a status report of all our schools. That report will be shared with the entire Board at our next regular meeting. In addition to that, Mr. Morlino is scheduled to present to the Board an action plan for beginning the process for the energy savings plan. Those two items in particular are the two biggest items. As well we're going to talk about pending leases and other options that exist in the district. With that said, we do have D-1 for approval for the next Board meeting. Are there any questions on D-1?

Comm. Hodges: I haven't had a chance to get to School 21, but I'm receiving reports there are pigeons still getting into that solarium area and now they can't get out. They're expiring, which could lead to another set of issues. I'm going to try to get over there at the end of this week.

Comm. Irving: I spoke to Mr. Morlino about it in his first meeting and I'll follow up with him next week to see if he's had a chance to go over there yet. The maintenance person at School 21 shared that same concern with me and the issue was the pigeons

were getting into the school and then we built an apparatus to block them out. But it wasn't so good because now they're...

Comm. Hodges: They can get it but they can't get out. So the question is there must be some sort of hole. We need to get that gap addressed because now you have an even worse issue. Now their death can cause you some additional health problems with exposure to kids. That's not good at all. That needs to be looked at very quickly. I saw online we're having a racing exhibition at Hinchliffe Stadium.

Comm. Cleaves: Yes, it's a car show.

Comm. Hodges: The district approved that?

Comm. Irving: Did the city approve it?

Comm. Hodges: It's the district's property.

Comm. Irving: But did the city approve it? The Mayor did. That's a conversation we really all need to have.

Comm. Hodges: Who's paying for the insurance?

Comm. Irving: I hope it's the city. Under the shared services agreement, it's the responsibility of the city.

Comm. Hodges: Okay.

Comm. Kerr: Was that agreement consummated?

Comm. Cleaves: We didn't go to bid on it.

Comm. Irving: Comm. Kerr brings up a good question. It was signed, but it was signed under the initial Torres administration.

Comm. Hodges: Yes, it's binding.

Comm. Irving: Then it was just not acted upon under the last administration and I guess the current administration decided to pick up where he left off. His signature was on it and the ink was still wet.

Comm. Hodges: In essence, one part of the agreement is in place, but not the important part.

Items Requiring Review and Comments

Personnel

Comm. Cleaves: The personnel committee met on Monday, September 8. In attendance were myself, Ms. Murphy and Ms. McCoy. We began at 5:00 p.m. Dr. Evans hit on a piece of the report about the vacancies that we have in the district. They are being addressed. They have open postings out. It's out in the media. They have an upcoming job fair. The information is also in Ed Week, which is a magazine, and they also have a website advertising for instructional teachers that we need. The priority is for the special education and bilingual teachers. Dr. Hodges, this is for you.

There's only one science teacher missing in the district for high school and that's at YES Academy. All the other schools science teachers are in place.

Comm. Hodges: High school?

Comm. Cleaves: High school. YES Academy is the only one that does not have a science teacher and they're working on that.

Comm. Hodges: How about the elementary schools?

Comm. Cleaves: We're missing just two. In the whole district we're missing only three science teachers.

Comm. Hodges: That's terrible.

Comm. Cleaves: It's better than it has been. For the next personnel meeting they will be providing an overview of the timeline of appointments and hiring process for the district. They're going to present an overview to us. With what has transpired in this past couple of weeks with appointments, reassignments, and resignations they're going to just provide an overview of the process and how long it takes. I know that's a concern with us and that also affects why we receive the report that we receive for personnel on a lag. They're going to really explain that to us at the next meeting. They're going to have something in writing so that they can provide it to the committee and then we can provide it to the whole Board.

Comm. Hodges: I'm a little concerned because I've had a family member of a teacher who has special education training call me and say that they had interviewed at two schools...

Comm. Cleaves: And has not received anything. I've been getting some of those phone class and I expressed that to them also. I know they were going back to find out what the process was. I know at one school some people received interviews but the principal's no longer there. If they've met with that principal and there's a new principal there they might not have had the opportunity to have an interview with the new principal. They're going to give us an overview of the process. Why these people are not being hired? I can't answer that.

Comm. Hodges: Particularly in special education where we have this lingering problem. We've had a past history of difficulties in that discipline. A sub that doesn't have the training, you might as well hire them at least temporarily.

Comm. Cleaves: You said training. That means they have their certification.

Comm. Hodges: Yes, they're certified and they had two interviews. Maybe they didn't speak during the interview. I don't know. I've never met them. But the issue is could they be any worse than a sub to whatever we're doing? I hate to get into this, but I'm hearing we're not hiring local people in this district. I don't understand why that would be, particularly when they're certified in areas that we seem to need. There just seems to be a long-standing problem with that and I don't know how that gets addressed or looked at or whatever.

Comm. Cleaves: We don't know who makes that call.

Comm. Hodges: Something has to be looked at to see whether there's a fair process in place. Why are Patersonians teaching in Newark, Wayne, Hackensack, and everywhere else but they can't teach here?

Comm. Cleaves: The process should be the process. It doesn't matter where they come from. If you remove someone's address off a resume the process should be the same. If they're qualified, they're qualified. It doesn't matter where they're coming from. The process should be fair across the board.

Comm. Irving: I had someone e-mail me today and they sent me their resume. The person indicated they applied for 10 positions and gave me every single posting and said they haven't heard back from anyone. Sheer statistics say that if you apply for 10 you should at least be called back for one. This is a local person. I think we're going to hear it from the folks in town when there are newspaper reports that say we have 131 vacancies and people are saying they applied for 10 jobs and they didn't hear back from anyone. I bring that up to say, Ms. McKoy, your task is no easy feat in HR. I made it very clear to Comm. Cleaves and I'm steadfast on this. If the process for personnel still is the personnel committee shows up to the meeting and the action have already been approved and people are hired, I still have no interest in attending those meetings. Until we fix that problem, I'm not going to take time away from my family and my life to sit in a meeting where decisions have already been made. No offense to you, Comm. Cleaves.

Comm. Cleaves: None taken.

Comm. Irving: I respect you firmly for continuing to meet. But the purpose of having a personnel committee is to vet personnel or discuss questions and appointments prior to the Board Superintendent approving them. To do them in a post-facto posture makes no sense whatsoever.

Comm. Cleaves: We discussed that.

Comm. Kerr: I just want to add that we have had this practice here of hiring people based on the job title but not on the job description because I need you to be this. When it comes down to the job description, it is very sketchy. You don't know what the person is responsible to do, but the title is there. I think we have to do a better job and make sure we define the role of the person. Define what that person is going to do in that job, as opposed to director, assistant, or supervisor. That to me doesn't mean anything. What will the person be doing in that job? I think we need to grab a hold of that and make it what it should be because it's not.

Comm. Hodges: I actually had a friend who was a biology teacher who was living in New York. He sent me his resume years ago. I took it and put it in a box over at Church Street by the security guard. I didn't want them to know that I had anything to do with it because they really didn't like me then. Ms. Shafer can attest to that. They never called him and we certainly didn't have any wealth of biology teachers. So I really don't know what's going on. Fortunately he's an anesthesiologist today. We're losing people here and I can't explain why. I had people from the Bangladeshi community come to me and say, "I have teachers here in our community and they can't get hired." I've had people from the Arabic community come and tell me the exact same thing. This is a long-standing issue and these people are all local here. I don't know what to say. I don't know what we're doing. I don't dwell a lot on personnel because...

Comm. Cleaves: We have no control.

Comm. Hodges: Yes, but I'm telling you this is a problem. To have our teachers teach and deliver their expertise to other kids, in fact have some of our technical staff making some strides in that area, but to have them get their training here and leave when we can't keep our phone lines and our internet up, that hurts. That's what's happening. They're leaving and doing other things for other communities. They're born, raised, and trained here and their tuitions are being reimbursed by this district. That expertise is now going someplace else and we can't keep our internet line up. That's all. Thank you.

Comm. Cleaves: Are there any more questions? Personnel committee presents F-1 for the next meeting.

Comm. Kerr: I'm going through the list of appointments and so forth.

Comm. Cleaves: Oh, you're back to personnel?

Comm. Kerr: Yes.

Comm. Cleaves: Oh, okay. I had closed it out. I didn't know. I'm sorry. I can't hear you.

Comm. Kerr: I'm sorry. I turned my mike off. There is a position there for a treasurer, the person who takes care of the money. The position was formerly handled by Mr. Zambrano and he has now vacated that position, but it is now given to Betty Shabazz. My question is something I have asked before, Dr. Evans. What is the purpose of us doing this and what is required in this job?

Dr. Evans: Mr. Kilpatrick?

Mr. Kilpatrick: The treasurer basically reconciles our bank statements for us. They are independent from anyone in the organization and provide some level of certainty that there is no hanky-panky going on because there's a separate entity doing it. I think it was about three years ago we were required to have a separate individual treasurer. The first person in line for that responsibility is someone in the city or the municipality's finance area. They get the right of first refusal for that job. When Mr. Zambrano left the city appointed someone because they wanted to still have that control. We have the ability to take it in-house. We personally do not feel that that is something we wish to do at this point. May we want to do it down the line a little bit? Possibly, but at this time we, the business office, don't feel that that's an appropriate thing to do. It really does help us keep public trust in the process because they're independent and different from us doing the checks and balances.

Comm. Kerr: So, you are saying it's not a requirement but...

Mr. Kilpatrick: It is no longer a requirement, but it is... I don't want to say it's a best practice because it's not required, but it is a very good practice.

Comm. Kerr: It's just that we have to put out \$11,000.00.

Mr. Kilpatrick: I will tell you that's cheap.

Comm. Kerr: And we can do it.

Mr. Kilpatrick: There are districts that are a lot smaller than we are that pay a lot more money than we do for their treasurer.

Comm. Kerr: I just believe that we can tighten up. It's like we just have money to spend on just about anything. That's my concern. We need to look at some of these areas where we can rein in. \$11,000.00 here, \$10,000.00 over there, \$15,000.00 over there – by the time you know it we have a couple of million dollars saved. That's what we need to do.

Comm. Cleaves: That concludes my report.

Information Items

Comm. Cleaves: Manny, do you have something for Information Items?

Comm. Martinez: No, there was one that was referenced in the curriculum meeting notes in case it was brought up. If anyone needed to discuss it, they can find the information in the notes.

OTHER BUSINESS

Comm. Hodges: The reason I was so interested in the Student Government Association having a dialogue between the Board and the administrators is because a former student commented on his experience here in the district. I wanted to read you what he described that he encountered over his 13 years. "I would say honestly that K-8 was not bad. The teachers were supportive and demanded the best from students. High school was really when the stuff hit the fan. Teachers lost control of classrooms. Students intimidated others in the worse kind of way. I saw a student who eventually transferred get robbed at knifepoint. Students were afraid for their lives after school because no one wanted to get pointlessly jumped. You could literally do the bare minimum and still pass, not only pass but get As since there was extra credit everywhere. I can name names. Many teachers stopped caring about the well-being of students since their job description only says to teach according to some. I can name names. There were little to no AP courses. Counselors believed work-study to be a good thing for students in their senior year instead of AP courses. I can name names. Worst of all, there was a culture of underachievement that completely entrapped all students and faculty alike." He graduated 2012. "It was the worst freshman year. I don't take for granted the fact that I am no longer forced to be in the same classroom as people who would fight or jump you or worse for simply looking at them the wrong way or for being a good student. I also don't take for granted the fact that I am no longer in that situation with a completely apathetic educator who didn't give a rat's whatever about whatever happened to me after school. It was a nightmare of mine." That's one student's report of their experience. They went to Eastside High School. I think the administration and the administrators need to hear that, as well as the Board. They need to understand what their graduates are saying about them and what their experiences are. As we start this new year, we need to find a way to make sure that other students aren't going through this kind of experience here in our school district. Apparently, this young man is not alone. That's what I wanted to give you. This came this afternoon and I will copy it, Dr. Evans, and send it to you.

Dr. Evans: Sure.

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

The meeting was adjourned at 9:46 p.m.