

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

March 5, 2014 – 6:39 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. Alex Mendez
Comm. Kenneth Simmons

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
March 5, 2014 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

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

Dr. Evans: As the Board is aware, we have entered into a cycle of regular reporting of violence, vandalism, and harassment, intimidation, or bullying. Consistent with previous reports, Mr. T.J. Best will come forward and offer the report.

Ms. Kathy Lepore: Good evening Board members and Dr. Evans. We're about to begin the presentation on the violence, vandalism, substance abuse, harassment, intimidation, or bullying report from September to December 2013. I'm starting out with some basic things on the Student Assistance Program in the district, for which we use best practices in the district. We currently have 12 SACs as of Monday, March 3 and prior to that we had nine. People were out on medical and resigned and then we hired replacements. We provide prevention education, early intervention, support services, which address mental health and substance abuse issues within the schools. Some school sponsored activities I just highlighted in red for you. Speakers addressed the following with students, such as anti-bullying. Every year we work on the School Violence Awareness Week program and anything that's not scheduled during that time is also done throughout the school year. We also address violence throughout the school year, not just during School Violence Awareness Week. We conduct Red Ribbon Week activities in the schools. Speakers such as from the Passaic County Women's Center have come in. We've had a balloon launch pledging against violence. We had Straight and Narrow people come in and discuss various things about recovery and addiction with students in health classes. Some of the prevention activities - we infuse some classroom lessons in health classes such as alcohol, tobacco, other drugs, tobacco smoking, hookah pens, mental health, suicide, and depression, to name a few. Some of our collaborative partners we work with are the Passaic County Probation Department and the Sheriff's Department. We do group counseling with Student Assistance Coordinators. We use the Immedicenter for the medical evaluations, drug screens and treatment assessments and referrals. We also use the Passaic County Traumatic Loss Coalition and the Association of Student Assistance Professionals of New Jersey. Some related interventions to reduce alcohol, tobacco and other drugs are the Comfort Zone Camp for bereavement and grief, group counseling by SACs, the Immedicenter for the medical evaluations, we use Perform Care for in-home therapy when we make referrals, St. Joseph's Hospital for the crisis intervention services, and the SACs sit on the intervention and referral services team in their buildings. Some parent outreach – we use a 15-minute child break a lot in many of the schools for staff and students. Regarding drug and alcohol cases in the district we have students who have been found positive for marijuana, K-2 Spice, oxymorphone, and we've had two students in possession of heroin. Students can be found positive in these categories, under the influence or a substance type possession and refusal. Some findings and updates – again, we had more positives than negatives this year. We had students in possession of marijuana and heroin. We've had poly-substance abusers and actually only one with dual use. We've had possession of a controlled dangerous substance, but had negative urine. One out-of-district student has been positive. Paterson Public Schools are number one in the state with the number of positives during the 2012-2013 school year, and that was published and announced by the NJDOE in December 2013. In the 2013-2014 school year, we are testing an additional substance for K-2 Spice and that's the synthetic marijuana. We did find two students positive for that substance and they are being provided counseling and so forth. This is the 13-year comparison chart here for you so you can see where we are with the number of students tested positive, negative, and percent of negatives. Also included is a bar graph of the 13-year

comparison to indicate where we were negative in the years past. In the last four years we've been more positive than negative. At that time that concludes my presentation on the student assistance programs for the district.

Capt. James Smith: Good evening. The 13-year comparison on the violence and vandalism to give you a more accurate picture is that we could have just given you the first six months. Now it's a requirement that we do it twice a year instead of annually. So what we did was I had Kathy make sure that she put in July 2012 to December 2012 so you could compare the statistics to July 2013 to December 2013 to get a more accurate display. In other words, for violence of July 2012 we had 28 and this year we went down to 19. We had 18 cases of vandalism and for the first six months we had four. However, the majority, as in any year, occurred during the second half of the school year because you have to take off for the months of July and August when you don't have children in there. You have the Christmas holidays, thanksgiving break and a lot of that. That's why traditionally the first six months are a little lower than your next six months because there are actually more school days during the second six months. Just to reiterate and to backtrack for a minute on what Kathy had said earlier about that K-2 Spice, I want to thank the Board and Dr. Evans for allowing us to include that in our drug screening because it helped tremendously where we can get children and students the necessary help they need. We weren't able to before because we didn't test for that. Kathy had requested last year, it was put in, and we're able to help a few students now with that test. Are there any questions? Thank you.

Mr. T.J. Best: Now I'll be reporting on the investigations, trainings, and programs for our harassment, intimidation, and bullying program in the district. The report that you see reflects the six-month period from September 1 through December 31. You see that the total number of investigations, which is 165, is actually more than we've ever had in the previous six-month reporting cycle, which is a good sign even though it's more investigations. This shows that schools are taking it a lot more serious. We think that has a lot to do with the trainings that we put into place and the extra emphasis on reporting cases. To actually help us along with the investigations we're looking to move into a paperless system which is a digital process. On your agenda today, which was on the last agenda, is a software system called Hibster which is an electronic management system that can track work flow, tasks, allows integration with our student database system for auto-filling out the investigation forms, keeps track of incidents across schools, has a hot-spot locator to determine what incidents are the primary area at the individual schools, as well as generate letters to parents to just stay in compliance with the law. In the reports in meeting with the school safety teams and anti-bullying specialists the thing that they always talk about is the amount of time that it takes for them to make the reports. This would really cut back on the time that it takes to report each one of the cases and to hopefully have more cases investigated. Right now they're kind of being prescreened. We're noticing that in some schools if it doesn't look like bullying then they're not going through with the full investigation and submitting all of the paperwork, which is actually against what the law says that we should be doing. This is just another example of the software system. In terms of training, we partner with the Foundation for Educational Leadership, the New Jersey Principal Supervisors Association, and Legal One to do a series of trainings for our principals and our anti-bullying specialist, as well as our athletic coaches, parent coordinators, and Board security guards. We had full-day training at the beginning of the year for principals and anti-bullying specialists and half-day training for all our coaches, parent coordinators, and Board security guards. In terms of the teachers, our teachers have been trained mishmash through a process of turnkey as well as other opportunities that we present district-wide. We're working with the professional development department now to find a way to train all of our staff members. At the schools we partner with the Affirmative

Action Office to have outside presenters come in to talk to the students, teachers, as well as parents and community people at large. Some of the presenters included the Passaic County Prosecutor's Department, the Passaic County Sheriff's Department, as well as the Paterson Police Department. It is our goal to have at least one third-party vendor do a presentation at all of the schools. Even though I have these three listed we've also had presentations done by the Harlem Globetrotters. The McDonald's Foundation has done presentations at some of our schools as well. Every school has at least one third-party vendor coming in to do a presentation for the student body. The main focus of the legislation is not to just report cases of HIB, but to also create a more positive school environment. The district has been proactive for the course of the last two years with the New Jersey Positive Behavior Support in School, PBSIS. There are currently four schools right now using it with another 20 schools that are being trained this year to implement it next year. It's a school-wide approach that is inclusive of a curriculum and really takes approach at changing the culture at the schools. We hope that this will help to address some of the bullying behavior at the schools to limit the number of investigations or confirmed bullying cases that we have. Another program which I'm sure everyone is familiar with is Halls That Inspire. If you go around some of our schools, like Kennedy High School, you would notice that there are murals painted around the schools. The murals are designed by the students and each one of the schools has an anti-bullying wall. This is an example at New Roberto Clemente where they have one of the anti-bullying walls there. This is all student-led. We try to focus on students who have been either victims of bullying themselves or have been perpetrators of bullying. Since they are seen to take away from the school this is a way that they can actually give back to the school, by promoting positive images throughout the building. Last is the New Jersey State Bar Foundation who offers a k-12 curriculum where it's slated to send a team to training at the end of the year in which we hope to bring back the curriculum and implement next year. The overall purpose of the Anti-Bullying Bill of Rights is to get a better account of what we're doing in terms of addressing bullying behavior, but to also promote a more positive school environment overall. So when we meet with the school safety teams, the anti-bullying specialists, and the principals the focus isn't just on bullying itself or just on the reports themselves. It's what are you doing to make sure that this bullying behavior isn't occurring at your school. Also, when we do find that students have been involved in bullying, we do more than just react punitively but actually offer some sort of remedial support for the students. Just suspending a student for being a bully actually is not enough. There are laws and litigation that's pending right now in the State of New Jersey that shows that it's one thing if you have an identified student who's being confirmed as a bully, you filed all of the paperwork, and you suspended him, but if you didn't do anything to remediate that bullying behavior the school district is still liable. So we're trying to make sure that the focus is on remediation as opposed to strictly punitive. That's my report.

Comm. Hodges: The PBSIS, I'm intrigued by that. What is the primary focus? It's talking about supporting social student behavior. What does that encompass?

Ms. Susana Peron: Positive Behavior Supports in Schools is a national initiative. Nationally it's called PBIS. In New Jersey it's called PBSIS. It's a two-year implementation. The first year it involves training. I believe I sent the description of PBSIS to the Board members a while ago, but I'll just give you an overview. The first year contains training. There is a group, a core team, that is trained and they consist of a guidance counselor. It may be the child study team, the administrator, or sometimes some schools will involve parents in this team. They attend training. It's a three-tier training method. The first tier of the pyramid deals with the school, the culture, and the climate. So they take a look at environment, processes, and procedures. They collect data on how many students are sent to the office for challenging behaviors, when they

occur, at what time they occur, what types of behaviors there are, and if there is a trend across the grades. What they do then is they begin working with the team on assessing the needs. They survey the parents, the staff, and the students as well. They talk about what would you like to see in your school, what would make your school more inviting, how do we welcome parents when they walk in, what are the kinds of activities we hold in the school to encourage attendance, participation, just different extracurricular activities or activities during the day, incentives for kids if they are not sent to the office, if they have good behavior. They also deal with a function-based assessment. So on Tier II if these children are at risk and they are displaying challenging behaviors the team learns how to assess behavior in a classroom. They go in with a tool and it's not an evaluation. A behavior evaluation would be done by a specialist such as a psychologist or a member of the child study team. It's not as detailed, but they run this assessment in the classroom and they take a look at what activities are doing, how long it takes, how long are children sitting at their desks, what are the kinds of interactions between the child and the teachers or adults in the room. Then they come up with different interventions and strategies to ameliorate any challenging behaviors that are going on or find the triggers for the behaviors. The third tier is really the smallest tier. That's really for children who have gone through a functional behavior assessment, have gone through different intervention strategies, and have had different people sitting with them talking to them and nothing works. So they've gone through the referral process, they've gone through all of the action plans that are set up for them, and then they go to the child study team for an evaluation. That's the third tier.

Comm. Hodges: Thank you for that. I do recall some of that information. I have tons of it at home. I personally would like another copy of that. The reason I'm focused on it is because there was supposed to be a research done looking at good behavior and good student practices versus bad. I have not seen that data yet. I'm very intrigued by the possibilities of this talking about having surveys with parents, staff, and students. What I would like the Board to look at more is what the students think of their classroom, what they think about the curriculum, and how engaging they feel it is. We have got to get at the motivation of students and it simply can't rely on the teachers by themselves. So I'm very concerned, particularly when it comes to our males, where we're not finding ways to motivate them. This is an area that's really of concern to me and I'd like to really see what these people are doing and look at some of the data and try to find ways to look at the academic side as opposed to the behavior side. I think that there is some gold there potentially if we can see what they're seeing. What are the aspects of this social studies class that you find appealing versus not? Then you want to know what is going to bring this child to the table engaged and prepared to work harder.

Ms. Peron: I think one of the benefits from positive behavior supports is that it builds culture and climate school-wide. The behavior expectations don't only come from the adults and the administrators in the building. They build it as a school so children are involved in choosing what the rules are, how they see it, and how they understand. They even go as far as to develop posters and they have a mascot. So it really is a school-wide effort.

Comm. Hodges: That's powerful and if we can have students that are developing their ideas around what should happen in their school the compliance of other students might be enhanced substantially. So I'm really interested in looking at this closely and capitalizing on this particular kind of model.

Dr. Evans: We have another set of data you may find interesting, Dr. Hodges. We're entering into our third year of administering a culture survey in every school and some

of the questions you just raised are answered by that data. Depending on the size of the school it's administered to a percent of the students. For large schools it may be 25 or 30 percent and for a smaller school it may be 50 to 100 percent. We determine how many students based on the size of the school. 100% of the certificated faculty is asked to complete it. 100% of this non-certificated faculty and a percentage of parents are asked to present it. Depending on the size of the school it may be distributed among all the parents in the school or it may be 25 to 50 percent depending on how large the school is. We have that data already so some of the questions you've asked in terms of how students see and view their school down to the classroom are already available. If you've ever noticed in the small conference room adjacent to my office there are some huge notebooks sitting on the cabinet. That's what's in those notebooks. So we'd be happy to provide you that information as well. But NJPBSIS is a vehicle for acting on that data, putting in place a structure to intervene.

Comm. Hodges: It's essentially online.

Comm. Martinez: PBSIS is something that has been launched at School 5 and you can see results there. It's something that we've launched at our school and you can see tangible results immediately. We've implemented it over the last two months and as Ms. Peron alluded to, the school now has a mascot and there's signage across the building. Students are surveyed on what are the behaviors and rules that we want to see consistently throughout the building. So they take over ownership of it, they created it. They voted on having the mascot called the Cougars. So we've created what are called Cougar cards and simple things. So if I'm walking down the hallway and there's a piece of paper on the ground that I didn't put there but someone picks it up and throws it out you earn a Cougar card. At the end to the week we do a drawing, students' names get chosen, and they might get 15 more minutes on the computer or lunch with another teacher from another classroom and things like that. Students thrive off these things. They're now seeking opportunities to be helpful to others because they want to earn those Cougar cards. On Fridays they give a shout-out to Jonathan Hodges for earning 10 Cougar cards this week and it builds that kind of culture. It's palpable. It's something that's really working in schools.

Comm. Hodges: That's what really excites me. I really want to take a look at that and see what we can do in terms of using that technique. Thank you.

Comm. Kerr: Dr. Evans, regarding the Hibster software, I believe we pulled the action item. Are we still holding it for further discussion? Looking at this it says the district has entered into a contract.

Mr. Best: I did an amendment. That was a mistake on my part.

Comm. Kerr: Okay. I will hold the discussion until we start talking about it as an action item.

Comm. Irving: Are there any other questions for Item No.1?

Update on Security

Capt. Smith: This was in reference to the question that Comm. Kerr had in relationship to the emergency preparedness of the Paterson Public Schools. Did you get a copy of the three-page letter that I sent? If you didn't, I have it with me if everybody would like it. I did bring extra copies. As you can see, I even referenced Comm. Kerr in the beginning. I put Comm. Kerr has raised a legitimate question on how well-prepared the

Paterson School District is in the event of an emergency. What I went into is that the Paterson Public Schools was selected by the State of New Jersey with the pilot program entitled Making Our Schools Safer (MOSS). We've done this long before it was popular after Newtown for everybody to come in and we were ahead of the curve on that. We were already in the pilot program and everybody in the rest of the state after Newtown wanted to come into that program. We had already locked up our position in there. We were featured in the state as being one of the most compliant districts in the state with the security drills. We do them with fidelity. We do them every month. We had a new state law passed where in the past we would have two fire drills per month. The law was changed to where we would have one fire drill and a safety drill. It could be a hostage situation or a lockdown. We do it every month. As a result of that we follow all the procedures. I outlined some of them here. Not to bore you, but we give the 48-hour notice to all of the emergency responders, whether it be the Paterson police department or the fire department, that we're holding a drill. A fax is sent to the chief of police office advising when, at what time, what type of security drills are being done. In addition to that, during the months of July and August and also during some holiday periods we have our SWAT teams – which is not in here but I'm bringing it up as long as we're on the subject – actually train in our schools to become familiar with the layout of our schools. It's not just where you come out and you're hoping for it. In addition to that, you met investigator Giaquinto at the last meeting. What we have done, and it took us about a year to do it, is we took photographs of every school and burned them onto CDs showing every school in the district, what doors, and where you come into, so we all talk a common language. For instance, if we have a photo layout for School 26 we might have 14 or 15 photos which will say exit A or exit B so when we say there's a problem at this particular location everybody knows what we're talking about. We're not saying it's door 26. By putting it in a CD we give it to the responding units and we can say here's where it's occurring. This is what's occurring. This is what's happening. So we're ahead of the game on that. We meet monthly. I'm ad-libbing here a little bit too as I'm thinking about it. We meet monthly with the PEA as part of their contract of the health, safety, and worksite safety committee of which Director Sapara-Grant is part of it with me. We have representatives from the PEA as well as the district administration and we go over all problems, whether they are facility-related issues or whether they are security-related issues. Any problem we try to work out between ourselves there and then report to the Superintendent on it. If it's something that's beyond our pay grade then naturally we refer it up to the Superintendent and Pete Tirri for them to figure it out. I would have to say that 95% of it we're able to figure out ourselves and work it out. In addition to that, if you go to page 2 we go into some of those drills again, to the second bullet point, the active shooter, what to do, evacuation non-fire, bomb threat, lockdowns, what to do in a shelter-in-place, which we used several times. As a matter of fact, recently at School 3 on Main Street where the school was going to blow up and they had the graffiti on the outside of the wall, when we came in we used tactics there as a shelter-in-place, where we don't evacuate the kids but we do a search of the building and see if there's anything. We don't want to evacuate them into an area where it could be a potential threat. So we had the police there with us and we worked as a team. Initially we were considering evacuating across the street to Father English. We determined that wasn't necessary because we evaluated the threat level. We met with the parents in the auditorium. Dr. Evans and Deputy Superintendent Shafer came down and we all talked. We were able to allay their fears and we worked as a team. We all worked together so we didn't have any type of creation of panic. So, all of our drills are working quite nicely. In fact, I was asked to be a member of the State Board on this, if I would come down and give some of our best practices and try to help them out. I figured it was a good opportunity where we could share information where we can share positively what we're doing here. We're not perfect. If there's something that we can learn and they can give to us that would benefit the school district here then by all

means we want to know about it and we want to work with it. At the beginning of the school year all principals are required to give us a schedule of scheduled drills that they plan to have so we can give that also to the police department. For instance, let's say for argument sake January 15 we have a scheduled drill but it's a snow day. Naturally we're not going to have it on that day. We have to rearrange it so those schedules will have to be adjusted and we'll do it. What we're doing this year, which we haven't really done in years past, we are trying to schedule some of these drills, whether it's inclement weather, because we're not always going to have a bright sunny day and there's not always going to be blue skies. So we may want to evacuate in rainstorm. We may want to evacuate when snow is coming down. We want to see what we're doing. We want to simulate the emergencies as best as possible. So we're also graduating to that this year. Comm. Kerr, I really want to thank you because I like the opportunity to talk about this a little bit to show you just how well prepared we are. In addition to that, we noticed a weakness that we had here. We talked about this with the Superintendent and the Deputy Superintendent and we were able to rectify it. We first realized that our substitutes had no IDs. We had a large group of 300-500 people who didn't have IDs and it was ridiculous. Security is in charge of that also. We do that also. We started issuing ID tags with the consent of the Superintendent to substitutes which would identify them when they came into the building. In addition to that, we said that's all well and good that we give them an ID tag, but are they trained in emergencies? Do they know what to do in case of these types of security drills? So my Assistant Director Tony Traina conducts all the substitute training before they even start in the school. We sit there, we go over them, and we do training with them to make sure that everyone is trained before they go into the school. As we mentioned before, we collaborate with the state training division. We have a very good relationship with them and we're complimented in their state publications. Some of the areas where we're deficient in that we really need to talk are more of fiscal issues. It's brought up at every meeting at the health site safety and work committee that not every door can lock and not every teacher has a key. But I know that Chris is working very hard on it to get everything in that we can and we have a plan in place. We have a plan where we're attacking school by school and rectifying it. Are we going to be able to finish it this entire year? Absolutely not! Do we have alternative plans in place for teachers that don't? Yes. Something as rudimentary as a wooden wedge we've supplied teachers in different schools to simulate a locked door where somebody couldn't come in. We have to do the best we can. As Dr. Hodges has said many times, we have very old buildings and we have to make do until we get adequate funding for that. We could use more security cameras and equipment to address security issues, but we have no money for it. We had no money this year so we were thinking of maybe getting scarecrows and putting them out at particular schools to see if that would work. We are very ready for any type of emergency. No plan is foolproof, but I can tell you unequivocally we take our job very seriously. We have aerial photos of schools. For every single school in this district we have a photo layout and a safety and security plan. The state has asked us how long it took us. It took us one year to put it together because that was a massive undertaking to go to every single school and do everything as that. I'm happy you asked that question.

Comm. Kerr: What does your drill entail?

Capt. Smith: Which drill? We have eight drills. We have shooter-in-place.

Comm. Kerr: Shooter-in-place. Somebody breaks through and kids are in the hallway. What is your instruction to them?

Comm. Irving: Is that something we want to share?

Capt. Smith: Let me put it to you this way, it's something I can share with Comm. Kerr. I don't mind sharing that with him because every school...

Comm. Kerr: This is something I see on TV so you need to know exactly...

Capt. Smith: I'll describe it to you right now and the next shooter-in-place I can also invite you to. I can let you know when we're having it. We can put you as one of the hostages if you'd like. We can certainly do that. Let me give you a short truncated version. We announce that there is a shooter in the building. All children and teachers go to the nearest classroom, lock down the door, pull down the shades, and turn off the lights. In addition to that, we tell them to lock the doors in cases where they can lock the door. When we're going through the drill we have the principals, the vice principals, and other people walk around to every door and try to get in. We'll say, "This is Capt. Smith. Will you let me in?" to see if in fact they'll let you in. We'll use anything. We made a mistake the first year and we corrected it. The one year we had Eastside Ghosts the state team was here and they got on the intercom saying, "The Eastside Ghosts did a fantastic job. You're great. You can all return to class." All of a sudden the doors open but it was the shooter who announced it. So we were able to rectify that. We were able to give another code for that and now you couldn't get in the doors if the Superintendent came in and started saying, "This is just Dr. Evans. Let me in." They're not letting you in until we announce the code, which I'm not going to say here, and let them know that that particular drill is open. In addition to that, let's say we had not just an active shooter drill, but if someone was injured. Let's say somebody was shot in the hallway and they're lying there. In years past, especially when I was on the police department, we were taught when we came into a building one person stays behind, tends to the injured, and continues. We're not taught that anymore. Now the injured person is on their own. We're going to the threat. Immediately go to the threat. Wherever the threat is for the police department they have to go to the threat. Then once we take care of the threat we take care of the injured. They found through research, through other shootings, and through other instances such as this that while they were treating the injured other people were getting killed. So we had to extinguish the threat as quickly as possible. That's a truncated version of what we do and how we do and we do it with other divisions, meaning the police and fire departments. We have scheduled this year probably the only one in all of Passaic County that we are having in the spring. We are going to have a full-scale exercise. I'll let you know when it is and any Board member can be invited to it. We will have this full-scale exercise with fire, EMS, Paterson police, Board security, teachers, staff, students, parents, and everything that we have. We'll be setting up triage centers. So like I said, we take it very seriously and you're well taken care of.

Comm. Kerr: I'll go through this because the kinds of questions that need to be asked are not appropriate here.

Capt. Smith: If you look at the last paragraph...

Comm. Kerr: I'll read this and I'll get back to you.

Capt. Smith: Absolutely. If you look at the last paragraph, on the next to the last line, I said there are other issues that aren't appropriate for this forum, just what you had alluded to. You know what those questions are. We can do that in closed session as long as you announce what it is and we don't violate the Sunshine Law.

Comm. Hodges: I have a simple question. During drills where students are escorted outside, do you take attendance?

Capt. Smith: Yes. It's in the School Safety and Security Plan. Before they exit the building the classroom teacher has to take their school list with them and come outside and take attendance to make sure that all kids are accounted for. In addition to that, we have the school attendance officer and the principal with an overall roster of the school, who took off that day, who's out sick, who's tardy, who's where they're supposed to be. We have all of that and that's all explained in the School Safety and Security Plan.

Comm. Hodges: How are the gym and the cafeteria addressed?

Capt. Smith: When we come outside we have the attendance officer who also has a whole roster of the school, who's in lunch during what period, or who's in the fourth period. If we're unable to find a particular class we'll go to that registrar who will also have everything they need as far as students goes there and where they are located. Anybody that we're not able to find for whatever reason we make a list of and we do our best to start finding them.

Comm. Hodges: I do have some concerns about whether that is faithfully adhered to in fire drills. I'm just letting you know. You might want to peruse that.

Capt. Smith: Okay. That's a good suggestion.

Comm. Teague: I'm trying to figure out the right way to ask this question. Are security officers permitted to contact parents and tell them that the police will come to the school to pick up their child?

Capt. Smith: What type of...

Comm. Teague: There was an incident today where a student was suspended. I won't call her name. They completed their suspension, returned to school, and the parent said that as she was leaving she got a call from the security guard saying, "Come pick up your child. They're trespassing. We're going to call the police on them." I'm wondering if that's the security officer's role or the principal's role.

Capt. Smith: That's usually not the case, but if you give me the information I'll follow up on it. I'm not saying that what the parent says isn't true, but I find that very highly unlikely that somebody would say they're trespassing and they had already served their 10-day suspension. It could have been a mistake on the amount of days from when it started. Usually what happens is the principal or vice principal in the particular school are the ones who do the calling, unless it's a high school level. Then it could be delegated by Mr. Moody or somebody else like that. But if you have a specific incident that you want me to look into I'll gladly look into it.

Comm. Teague: I'll forward it to you.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have three brief items to share with you and two of the three involve written material. First, I have material to share with you in response to a question raised by Comm. Simmons regarding NJASK scores for Gifted & Talented students. We will make sure that a copy gets to him as well, but consistent with the way we typically respond to questions in writing we made copies for each Board member. Those

proficiency levels are attached to the handout that you have. As you see, those students did very well on NJASK. The second item is a memo that actually I'm not going to give you the handout for because we caught an edit that needs to be made so we'll e-mail it to you. What it does is detail changes in our calendar because of makeup days or days that we have to make up because of snow. This memorandum will actually outline not only those days, but it will indicate other changes such as graduation days and those kinds of items. In fact, I'll just mention some specifics here. March 19, 2014 will be an early dismissal day for students. This is communication to parents, by the way, letting them know the changes that are to the calendar. Obviously the Board gets this information as well. Professional development will follow on March 19. April 24 and 25 – and this is extremely important for our parents – are the Thursday and Friday of spring break week. They will be school days because of the large number of days that we have to make up. June 25, 2014 is now graduation day and last day for students. June 26 is professional development day for staff. June 27 is the last day for staff. There are also a couple of days in June prior to graduation that will also be makeup days as well. In fact, if you look at the original calendar itself you'll see five makeup days listed. We are utilizing all five of those days as listed. Recognize also that we've already made up one day. There were a total number of six days we had to make up. We made up one on February 14, which was to be a professional development day for teachers. We ended up having our students in on half day. The total is accurate. Nonetheless, we will make the corrections on this memorandum and send that out to all parents and to the Board as well. As I've indicated, the plan as noted on the original calendar is the plan that we followed. The last item is correspondence from the SDA regarding School 16 and Hazel/Marshall. I personally e-mailed it out to you this afternoon. You should have received it because the address that you prefer is one that I paid close attention to make sure it was one of the addresses. What it does is announce specifics regarding the two schools, Hazel/Marshall and School 16, both of which are scheduled to open in the 2016-17 school year. It gives you additional details. If you've received it you've already read it and know that they simply are communicating that information that we've been told all along with some adjustments on some of the dates. That concludes my remarks.

**PUBLIC COMMENTS, HEARING ON VIOLENCE, VANDALISM,
AND HARASSMENT, INTIMIDATION, OR BULLYING, AND
SPECIAL SESSION ON POLICIES FOR SECOND READING**

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

Comm. Hodges: Before you advance to roll call, I don't know whether anybody's here to discuss the budget presentation. Their comments are going to be...

Comm. Irving: The budget we introduce tonight will have two more chances for the public to discuss the adoption of the budget. We haven't heard the recommended budget either. Let's just assure that we give the public two additional public times to do that and there are two meetings scheduled besides the actual formal adoption of the Board meeting.

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

Ms. Linda Reid: Good evening. I have two things. First, I'm glad I was here tonight to hear the report on the violence, vandalism, and harassment. I just wish it had been earlier because if it was I wouldn't be in court with a granddaughter now that has been bullied for the last year and the school did nothing about it to the point that she was

scared to go to school. We had to take matters into our own hands and now it's in court. This bullying situation is very serious and it needs to be really tightened up because kids are really scared and it's happening more and more and not being reported. So I'm glad to hear that you really are on top of it. My second comment is about schools that do not communicate with parents. I know that so many times when we come to these meetings or don't come the first thing most folks say is the lack of parental involvement. But I'm going to tell you tonight that one of the reasons why parents don't want to be involved is because they just don't trust the system anymore. It's the lack of respect that they get. My concern is if a child goes to school and is failing and there is absolutely no communication to that parent that that child is failing in the academics but only gets phone calls when the child is acting up as the teacher sees them acting up. When the parent goes to school to get the report cards and they reflect all Ds and Fs, the principal and the teacher signs off but no communication to the parent that that child is failing. Then on the piece of paper that they have included now it says intervention. So when the teacher sends down the child's recommendation for IRNS the principal denies it. So my question tonight is, do we want these kids to succeed? Or do we want them to fail? How can we get the schools to help the parents and help those children? I want to remind you that this child was proficient on NJASK two years in a row, but the report card reflects Ds and Fs throughout the whole school year. Every time it's brought up it gets swept under the rug or whatever but there's no investigation. Everyone just seems to let it slide. Enough is enough. We can't expect children to be on par and be excelling if the whole school is not willing to help them out. So I'm just concerned that the principals are not on board if these teachers are referring these students for intervention and they're not getting it. That's what I have to say tonight.

Mr. Brotha Burns: Good evening. I just want to commend Dr. Hodges on two incidents that I brought to your attention regarding bullying. One was at School 6. It got immediate results. The parent was very pleased with the results. There was another incident at Roberto Clemente. The grandparent is also ecstatic with the results. I just want to say thank you.

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 March 5, 2014, beginning with vendor number 149 and ending with vendor number 459851, in the grand sum of \$2,979,838.18, to be approved for payment; and

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

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. 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: 21
Total Cost: \$4,781.00

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Sandra Diodonet	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Principal/School No. 5	Monroe Township, NJ		
*Virginia Galizia	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Principal/AHA	Monroe Township, NJ		
*Tanya Haney	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Supervisor/Guidance Services	Monroe Township, NJ		
*Tanya Jordan	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Interim Director/Guidance Services	Monroe Township, NJ		
*Kathy Lepore	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Supervisor/Student Assistance Programs	Monroe Township, NJ		
*Olga Reyes	FEA I&RS Training	February 7, 2014	\$149.00 (registration)
Principal/Early Learning Center	Monroe Township, NJ		
Griselda Almonte	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Joseph Cecere	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Michelle Gates	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Lizandaa Gillespie	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Christina Lakind	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Tai Matthews	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Teresa Mola	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Erin Taylor	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		
Dorothy Thornton (Yilmaz)	NJAGC 23 rd Annual Conference	March 7, 2014	\$184.00 (registration)
Teacher/G&T Academy @ No. 28	Somerset, NJ		

Maudellyn Kimbrough	Infinite Campus Interchange @ New York 2014	March 20-21, 2014	\$459.00 (registration, transportation)
Supervisor of Information Systems	New York, NY		
Jazmin Rotger de Parra	Infinite Campus Interchange @ New York 2014	March 20-21, 2014	\$459.00 (registration, transportation)
Director of Assessment	New York, NY		
Anita West	Infinite Campus Interchange @ New York 2014	March 20-21, 2014	\$459.00 (registration, transportation)
Interim Director of Information Management Systems	New York, NY		
Gerald Glisson	54 th Annual Director of Athletics Association of New Jersey (DAANJ)	March 26-29, 2014	\$475.00 (registration, transportation)
Assistant Principal/Eastside H.S.	Atlantic City, NJ		
Sofia Trujillo-Arcieri	Language Acquisition through Motor Planning	March 26, 2014	\$79.00 (registration)
SLP/Early Childhood	Wayne, NJ		
Sahil Shah	NJ Safe Schools Training	June 11-13, 2014	\$300.00 (registration)
Teacher/STARS Academy	Morris Plains, NJ		

TOTAL CONFERENCES: 21
TOTAL AMOUNT: \$4,781.00

**For Ratification*

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.

Comm. Irving: Dr. Evans, I'd like to have the BA come up to do the presentation of the budget before we adopt it.

Mr. Richard Kilpatrick: The Board resolution that you have in front of you is the resolution to submit the budget to the county office. The date that we have to submit it by is March 10. We are under a very tight timeframe for that because of when the revenue numbers were issued last week. This is the detail that we were able to get together and have available for us at this time. We have the budget submission details of the document that will be ready for Monday. It will be provided to the Board upon its submission. At that time the fiscal committee will be meeting next Thursday and will be going over it in great detail. There's a March 27 public hearing where the Board and everyone will be able to ask great details and questions of the budget and I believe in the regular meeting we can touch upon that as well. The general fund balance that we're looking to fund the budget with, which is basically generated fund balance that we create, is \$38.8 million. That is more than we planned to create for the current year. We have \$7.39 million in excess fund balance that has to be used in the current year budget so it's already there. We will be using the last of our maintenance reserve funds of \$6.49 million. Right now at this time the local tax levy is at \$38.9 million and there has been the commitment in the past for leaving that alone and not moving it. We have

done an analysis on what that would mean if we did move that number. Other than that, everything is pretty self-explanatory about what's included.

Comm. Irving: So Mr. Kilpatrick, are we saying we're going to raise the tax levy for this year?

Dr. Evans: We'll be discussing that, but go ahead.

Mr. Kilpatrick: This does not say that.

Comm. Irving: It's a preliminary budget. We're just saying these are the numbers that we're currently working with.

Mr. Kilpatrick: These are the numbers that we're currently working with and we're submitting to the county office and state. From that time to the time that we have a public hearing we're allowed to make changes. At that time whatever changes we make we have to turn them around right away and resubmit the budget thereafter.

Comm. Irving: My concern is publicizing this and putting it in print. Then if we retract and pull away the folks from the state can scrutinize why we removed it from the table as opposed to it not being there altogether and then having a conversation about whether or not the tax levy needs to be increased. I've had this conversation and have made this very clear amongst this group. I think on some level we have to have that conversation. I don't think this year needs to be the year that it happens, especially dealing with the City Council. Taxes just went up another 3.3% for the city. But this is a very serious conversation given our fiscal realities. When City Council members don't show up to joint meetings this is a by-product of not having really good conversations about the realities. We want to waste time talking about moving elections and we're talking about assessing our taxpayers \$38 million. Our Mayor and all these folks need to be engaged in this conversation. I just have some concerns about printing it now. Even if you remove it off the table, just the scrutiny we may face. But I also understand the reality of at least entertaining the recommendation at this point in time.

Comm. Hodges: I'd be remiss if I didn't point out that this conversation was not part of that agenda. That's number one. There were some legitimate issues that they were confronted with, which is why they did not attend. The other concern that I have is that I'm trying to figure out is there a suggestion that we're going to increase the tax levy. The only thing that's going to happen is either that 3.3% goes higher or the city is going to petition the state for additional money, which the state will be in a position of providing. So you're shifting it from one place to the other. But the city has an enormous burden which the state currently recognizes to the tune of \$22.4 million that it's applying for in transition aid. So the state is already saying you have an issue raising your taxes. We're going to be shifting the request for money from one pot to the other. I don't see the real savings because either way the local tax payer is buffeted. That's an issue I just want to put on the table.

Dr. Evans: At some point the Board is going to have to engage with me in discussion around that. I think it's been 10 years now since our taxes have been raised for schools. It's been raised every year, at least since I've been here, for the city. I know that real well.

Comm. Hodges: As do I.

Dr. Evans: It was a big hit this year. Nonetheless, we need to have that discussion sooner rather than later. We really do. I was hoping that we would have an executive session tonight so we can introduce that topic, but we weren't able to do that. But at some point in the near future we really need to have that discussion.

Comm. Hodges: I'm certainly willing to engage in that discussion.

Comm. Kerr: I'm not.

Comm. Irving: I'm sure I know where you stand.

Comm. Hodges: On the one hand, as far as I'm concerned, we're sustaining an illegal cut in our budget. Then under these conditions we're going to turn around and ask the city that doesn't have the funding to make up that cut which has illegally being placed on this district so that other districts which are far more affluent can benefit. That's what we're asking people to do. I have a great deal of trouble arriving at that point where I can accept that, particularly since we don't have the freedom to do some things that other people do under the constraints of state control. So I'm just putting that on the table as part of that discussion early on and making it clear that I'm going to go into the discussion broad-mindedly as best as I can, but that will be a very difficult conversation.

Comm. Irving: I just want to echo what you just said. It's not going to be an easy one to have. I've said since I got on this Board that on some level I knew this was going to eventually happen. It's the same methodology as the fund balance. It's come back to get us. If we keep putting it off on some level someone from the state is going to go, "You folks have got to do something." They could care less about the realities of our city and what we do. But I think from a distance it's much easier to make a broad statement and just raise taxes on the folks living in town and they have no clue about the fiscal realities of our city and what we're in.

Comm. Hodges: But they do.

Comm. Irving: I don't think they do. I think you're giving them too much credit. One hand does not talk to the other when it comes to the DCA and folks in the fiscal department for the State Board of Education.

Comm. Hodges: But part of the budget process takes into account the fiscal realities in the city. Some of the aid is expressly to address those realities. That's why I'm saying there's another reason for doing this. They know what the fiscal realities are in this city. That's part of the calculation of the formula.

Comm. Irving: The formula that they don't adhere to.

Comm. Hodges: That's very true. So the issue is not what the city should be providing. It's the other agenda which I've already alluded to.

Comm. Kerr: I can see the difference between us raising taxes on the people and them not giving us the required money that we should have received from them to support the inflationary costs of operating this district. They have been flat-funding us for years and costs have been going up for years. So when you look at this \$38 million which is pretty stable for some years it's simply because they have been flat-funding us. If they were not flat-funding us, then they would be giving us more money.

Comm. Irving: This is not an easy conversation to have and it's one we get voted and elected to have and make decisions on. But in a situation like this I'm just saying the way it's printed now my concern with it being reported to the county is that if we remove it from the table I think that causes a heck of a lot more questions for what decisions we made, as opposed to not including it from the beginning.

Comm. Kerr: Include what?

Comm. Irving: The \$38.9 million into the proposed budget we're going to submit to the county this week.

Comm. Kerr: What was the tax levy?

Comm. Irving: The tax levy from us?

Comm. Kerr: Yes.

Comm. Irving: Zero.

Comm. Kerr: No.

Mr. Kilpatrick: The tax levy increase. That \$38.9 is zero. That reflects zero increase. I think you have time to have this discussion. If we can provide you more data about what an increase means, we can increase the tax levy up \$6 million because of the bank cap that we have over time. Obviously, I don't think anyone is thinking about doing that, but if we can provide you that data to show and reflect what that means I think you can have an educated decision and discussion and then make your judgments.

Comm. Irving: I just want to feel comfortable having multiple scenarios for how best we might want to do this, not just do this this year or next year. I can imagine us putting this off for the rest of our lives in the district.

Comm. Kerr: But why would we unilaterally decide to increase the taxes on the people of Paterson?

Comm. Hodges: Particularly when they can't vote on it.

Comm. Kerr: Why would we want to do that? That's a recommendation that I'm not willing to make.

Comm. Hodges: It's a major problem if the community can vote on whether or not to have their taxes raised. They can't do that. It should not come down to nine people making that decision. That's a real issue. There are lots of problems, but the state has set up a system, at least in the short-term, where they're underfunding the school budget and they fully recognize that the community, given its economic condition, isn't prepared to absorb much more money. That's why they're funding it. Part of the aid formula I really think should be discussed. These various items and how the money is calculated, we really need a primer on that so people can see where that money is supposed to come from. They can also take a look at the weights that have been given to them illegally so that you can understand what's actually happening and actually see the changes that have been wrought by the state illegally. There's no basis in law for it. What you're then asking the city to do is the state is acting illegally and we want you to bear the brunt of that activity. No. Then the city turns around and says, "We're going to

go ask the state for some more money,” or hike the taxes which the community can't vote for. They would run us out of here in a rail, and as well they should.

Comm. Teague: Personally, I think that the reaction that we got when we voted to switch the elections is nothing compared to the type of reaction we would get if the word gets out that the School Board raised the taxes on a city that's already crippled by taxes.

Comm. Hodges: With no say.

Comm. Teague: With no say-so at all.

Comm. Martinez: I think we're getting ahead of ourselves. I don't think the intent is to go ahead and raise taxes. The intent is to have the discussion of how we're going to handle this and maybe that's an option that needs to be discussed. But I don't think the intent is to say that we are going to go ahead and do this. Like you said, I agree no one in their right mind would vote in favor of raising the taxes in any municipality, especially in Paterson. They're not going to vote for that. But to the point that Chris raised, this is exactly why these two governing bodies should be meeting regularly somewhat and having these discussions. The decisions that they make on the municipal level affect the families of these students and the decisions we have affect them. It's interconnected. We can't act separately. We should be sitting at the table to have this discussion with them.

Comm. Hodges: I have no problem with that. I agree with that 100%.

Comm. Martinez: After being 10 years flat-funded to say that we still can't even touch that topic of having that discussion I think you have to be able to have that discussion. Looking at these numbers more than three-fourths of the budget is coming from the state. I don't know the particulars that you're alluding to, I'm not trying to say that they're untrue. I don't know the details so I can't speak to that. But it's hard to say that they're providing three-fourths of the budget and that's not enough and they need to do more. To an extent we at least have to be able to have the discussion maybe we do have to consider it. I'm not saying we're going to do it, but that has to be a topic of discussion, something we have to consider.

Comm. Hodges: Mr. President, I think it's important that the way the formula is arrived at be part of any discussion. When you saw that process you begin to understand clearer. What's going on now is the Governor artificially puts these weights in place in the state budget because it would be illegal to do it in the actual school funding formula. So he puts it into the state budget to circumvent the law, which stops him from doing it the other way.

Comm. Martinez: For example, doing something like tying funding to the percentage of students for attendance. That's kind of the roundabout way.

Comm. Hodges: That's exactly right. So you lose the \$16 million because you're not in place, but what the legislature does is they take the language out but use the resulting number. So they haven't really done much because the numbers still decrease by the percentages that the Governor imposed artificially. That's the problem. So all I'm saying is that discussion as to how these categories are arrived at, you really need to see that so you can see that weighting system. That will inform any discussion you have about this and you begin to see why we're so exorcised over this not occurring.

Comm. Irving: Sure. The point I want to make again is that on some level one of these days we are going to have to make a decision. I agree with the latter point you made before, Dr. Hodges, but the earlier point I disagree with. People go to the polls to elect us to make these decisions and recommendations on their behalf. If not, why are we elected? We're here, whether we're an advisory board or not, to advocate on behalf of the folks of this town and then make recommendations to the Superintendent who works for the State of New Jersey. We need to engage in a conversation about what are the true realities of what the process will look like if we did indeed increase the tax levy. I think it's irresponsible not to engage in that conversation.

Comm. Kerr: I agree that we should engage in a conversation. But as Dr. Hodges made mention, we should take other things into consideration during that conversation. One of the points I would like to leave here is that for 10 years we have been flat-funded. It means that it's 10 years of taxation. It's 10 years of money that should have been given to us and we did not receive. That in itself is a means of taxation.

Mr. Kilpatrick: Mr. Kerr, just a correction. The state has not flat-funded the district for 10 years.

Comm. Hodges: No.

Comm. Kerr: Through the greater part of 10 years. Last year our increase was what?

Mr. Kilpatrick: There really wasn't an increase.

Comm. Hodges: Mr. Kilpatrick, if I may, part of the reason the state didn't do that for 10 years is because we actually sued them. We actually took them to court to make them provide some of the money. So it's not like they were following through on what they were supposed to. We had to sue them. The other concern that I have is moving the election to November entitles school districts or communities who normally would vote not to have to vote if your budgets are held under 2%.

Mr. Kilpatrick: It's within the 2% and some other characteristics that can move up, including using bank cap, etc.

Comm. Hodges: Absolutely. But that was the primary reason for the change in support throughout the district, because they didn't want to have to go through the election. We don't have that and our community does not have the opportunity to weigh in on a discussion about having their taxes raised, no opportunity whatsoever, except to come through us and come to that microphone and complain. That's what I'm so terribly concerned about. It's nine people making that decision for them when they're not quite sure or may not even be aware that this is happening. I don't want to belabor the point now. Obviously we're going to have a more full-throated conversation. But I think before that conversation takes place the Board members really need to know how this budget is being implemented and developed. You can't intelligently process these numbers until you see where they come from and what numbers you were supposed to have. That might better inform your decision about what's happening and what you can ask the city to make up.

Comm. Irving: Rosie Grant in PEF did a really good session two or three years ago on the funding formula and broke it down. When I first went through the budget process as a Board member Irene was the person who was in charge of it then, but I'm sure Rosie probably has the same material. It gives you the calculation for how the appropriation

should be and what we're missing each year. So you may want to reach out to her because it does give you a much better sense.

Comm. Hodges: Or the Education Law Center.

Comm. Irving: I think they got it from the Education Law Center. Mr. Kilpatrick, I just want to make sure we're clear. Before we adopt this I'm going to call for a special meeting to discuss the formation of this budget, including the conversation on the tax levy, even before the formal adoption of the budget on the 27th so that we give ourselves at least two times as a body to come together and have the discussion. I would hate for us to do this on the 27th at a Board meeting and we're up to the midnight sun discussing something that we really should have been vetting over the course of the last few weeks. So Cheryl, can you put together a date for a special meeting just on the budget? I assume that over the course of the next few weeks, Dr. Evans, you've asked staff to begin to do some internal cuts. You're going to be looking at making some changes to the budget and I want us to be able to discuss that and roll that out in a public setting and a working-type setting before we get to the 27th. Aside from everything that's here much of this will indeed probably change. I'm sure it will definitely change before we get to the 27th. So Mr. Kilpatrick, you need the Board to adopt the resolution before us so it can be submitted to the County Superintendent by the 10th?

Mr. Kilpatrick: Correct.

Comm. Irving: Are there any other questions before I ask for that motion to do the aforementioned?

Comm. Hodges: The discussion that we had begun on the programs that we were looking to implement, that's an important part of this budget discussion. That information needs to be sitting in front of us as well before we come to a conclusion about the budget and its numbers.

Comm. Irving: Dr. Evans, can I ask that at that special meeting we have that presentation?

Dr. Evans: You will have that.

Resolution No. 3

Whereas, the Paterson Public Schools is a school district under full state intervention and is required, by law, to prepare an itemized budget and submit the budget electronically to the Commissioner of Education no later than March 10, 2014, with the original approved pages submitted to the executive county superintendent of schools; and

Whereas, the district embarked on a budget development process beginning July 2013 with the objective of fulfilling the requirement that the budget conform in all respects with the requirements of Title 6A chapter 23A; and

Whereas, the district's intent in its budget development was to comply with NJQSAC requirements having the district's policy on budget development, incorporate educational priorities with fiscal expenditures and to address the board's and administration's priorities; and

Whereas, the budget development aligned instructional resources with fiscal goals and budget objectives; and

Now Therefore Be It Resolved, that the Paterson Public Schools 2014-2015 preliminary budget in the amount of \$594,716,254 with no supplemental funding request is approved and is authorized to be electronically delivered to the Commissioner of Education no later than March 10, 2014, with original approved pages submitted to the executive county superintendent of schools:

\$	38,897,623	General Fund Balance
\$	7,399,991	Excess Fund Balance (Designated for Use in FY 2015)
\$	6,490,858	Maintenance Reserve
\$	38,955,956	Local Taxes General Fund Revenue
\$	6,636,000	Other General Fund Revenue
\$	405,334,019	State Aid
\$	1,400,000	Federal Reimbursement (SEMI)
\$	51,129,487	State Special Revenue
\$	34,265,213	Federal Special Revenue
\$	505,200	Local Debt Service
\$	797,100	State Debt Service Aid
\$	2,904,807	Pre-K Operating Budget Transfer
<hr/>		
\$	594,716,254	

Be It Further Resolved, that the tax levy revenue is being held equal to the fiscal year 2014 tax levy revenue; and

Be It Further Resolved, that supporting documentation of this budget also contains an itemization of certain maximum expenditures required under administrative regulations for Travel, Public Relations Services, Professional Services and Extracurricular Activities have been established for this budget and budget year 2014-2015 in accordance with 6A:23A-5.2, 6A:23A-7 and 6A:23A-5.8; and

Be It Further Resolved, that appropriate notification to the Board of Education to exceed any of the maximums identified, other than Travel for which no exception is permissible, shall be made prior to any expenditure occurring on behalf of the Board of Education and when notification is made, the Board of Education may adopt a dollar increase in the maximum amount through formal board action; and

Be It Further Resolved that this resolution shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

Be It Further Resolved that the Board authorizes the Superintendent or Business Administrator to make adjustments to the preliminary budget necessary for submission to the NJDOE's On-Line Budget submission software.

It was moved by Comm. Martinez, seconded by Comm. Teague that Resolution No. 3 be adopted. On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Hodges: No.

Comm. Kerr: Abstain.

Comm. Martinez: Yes.

Comm. Teague: Yes.

Comm. Irving: Yes.

The motion carried.

Resolution No. 4

WHEREAS, the Board of Education and the State District Superintendent support the Anti-Bullying Bill of Rights Act (ABR) by prohibiting acts of harassment, intimidation, or bullying of our students grades Pre-K thru 12, and

WHEREAS, Harassment, Intimidation, or Bullying (HIB) means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, and

WHEREAS, a safe and caring environment in school is necessary for pupils to learn and achieve high academic standards, and

WHEREAS, the NJDOE has provided an application for funds to support implementation of the Anti-Bullying Bill of Rights Act. A school district may apply for reimbursement of expenditures for the time period of July 1, 2013, and ending on June 30, 2014;

NOW THEREFORE, BE IT RESOLVED, The Paterson Board of Education certifies that permission has been granted to apply for funds to support implementation of the Anti-Bullying Bill of Rights Act for the purposes described in the application, in the amount of, \$141,000.00, starting on July 1, 2013, and ending on June 30, 2014.

BE IT FURTHER RESOLVED, that the Board of Education affirms the chief school administrator's decision in accordance with the law.

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

Resolution No. 5

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

WHEREAS, Under Title 18A:18A-5a (19) the provision or performance of goods or services for the support or maintenance of proprietary computer hardware and software is exempt from public advertising and bidding; notwithstanding

WHEREAS, on the Authorization of the Business Administrator formal public RFQs were solicited for, Electronic Anti-Bullying Reporting Software, RFQ-012-14 for the 2013-2014 school year; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on January 9, 2014. Five (5) vendors were mailed/e-mailed bid specifications, two (2) responded. Sealed quotes were opened and read aloud on January 20, 2014 at 4:00PM in the Conference Room, 4th floor, 90 Delaware Ave, Paterson, NJ 07503 by the Purchasing Department; and

WHEREAS, The Anti-Bullying/HIB District Coordinator recommends that Educational Development Software, LLC be awarded the contract respectively according to the attached bid summary; 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 1: Create Schools With Healthy School Cultures and Climates; now

THEREFORE, BE IT RESOLVED that the State District Superintendent supports the above mentioned recommendation that Educational Development Software, LLC be deemed as the lowest responsive/responsible bidder and is awarded a contract for Electronic Anti-Bullying reporting Software, RFQ-012-14 for a one year term.

Description	Price
Cost annually:	\$20,000.00
Training Sessions (per day): -each session will include 20-30 district personnel	\$1,000.00

NOT TO EXCEED \$26,000.00 ANNUALLY

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

Comm. Kerr: Regarding this piece of software, what does it do outside of the data aspect of it? Does it inform the district in any way outside of just there is a database?

Mr. Best: Yes. It has the ability to generate queries and reports to identity hot spot locations. It can break down the type of incidents that are occurring at an individual school and district-wide. It can tell you what are the age ranges, was it cyber-bullying, or did it happen on a bus to better inform us on how to address bullying instances not just at the school but district-wide. So I'll be able to print a report that will tell me that throughout the entire school district 75% of our bullying is happening on the playground. Then that will better inform us to make recommendations for policy changes if there needs to be additional staff members added to the playground to address that particular issue.

Comm. Kerr: In your earlier presentation you mentioned something about the speed in which you can get that data. Can you tell me the mechanism for the reporting and investigation? I think the software goes directly to reporting.

Mr. Best: It helps the investigation accelerate. In order to begin an investigation it starts with an incident report. The state requires that every district allow for anyone to fill out an investigation report, a parent, a student, or so forth. The first thing that this software system does is it gives us a digital investigation report that will allow parents or community members to log on to our website to begin the process by filling out a quick

incident report. Once that incident report is done an e-mail automatically goes to the principal and the anti-bullying specialist at the school, as well as myself as the anti-bullying coordinator. It is then up to the principal to say to the anti-bullying specialist to begin an investigation. The investigation is supposed to happen within 10 days. Part of the investigation process and the way that this helps us out is especially when you look at cyber-bullying if there are any attachments. This will allow us as part of the investigation to upload pictures, videos, clips, student statements, or any type of digital thing that happens. It will allow us to upload it and make it part of the physical report itself. Right now there's no way for us to keep track of whether it was cyber-bullying, if someone posted a video of a fight. There's no way for us to keep that record. This would allow us to do that. After the investigation happens there's another two days that it has to go to the assistant superintendent. After that happens a summary has to be conducted. That's what I put together in the report that you get every month and given to the Board of Education. The Board votes on it and then the results of that are supposed to be sent to all of the parents involved within five days. The other thing the software system allows us to do is to generate better reports to the Board of Education that will have more consistent information. Right now I have to go through every single investigation that we have and summarize the reports and put them into a spreadsheet so that the Board can vote on it. This will automatically summarize the information for all the investigations and generate Board reports for each and every one of the cases in the district, which will save a lot of time, especially if we're expecting to get more. Then it will also self-generate letters to go out to all of the parents. Throughout the process too it sends constant reminders on whether or not a school is following all of the timelines. As it stands right now, I don't know if a school has begun an investigation. I only find out after the investigation is already completed. So if a school missed a deadline in terms of the 10-day investigation I won't know that until I receive it. This way it lets me know if an investigation started it will send a red flag to me saying that the school has two days left to begin the investigation. So I can go to the school and tell them they have to do the investigation and complete it within two days.

Comm. Kerr: Okay. Who does the investigations?

Mr. Best: The anti-bullying specialist conducts the investigations at the school.

Comm. Kerr: So every school has one.

Mr. Best: Yes.

Comm. Kerr: So if every school has an anti-bullying specialist, isn't that person responsible to make sure that every incident is reported within the prescribed time allowed?

Mr. Best: Yes.

Comm. Kerr: So why should there be a problem with that? If that's their job...

Comm. Irving: Can I jump in? Many of those folks are also serving as guidance counselors and teachers.

Mr. Best: Affirmative Action representatives.

Comm. Irving: That position is an add-on for many of our staff. Those folks are doing the HIB role in addition to their day-to-day operations.

Mr. Best: Without any extra compensation.

Comm. Kerr: If that's the case, how would the software help that?

Mr. Best: It makes the process more efficient and easier for them to do.

Comm. Kerr: I'm trying to sell myself the idea that it is safe. But the problem I have is if they are not inputting the data now, why do you think they will do it just because the software is there and there is no difference?

Mr. Best: We are working on the anti-bullying specialists to stress the importance of following every single investigation. There are some growing pains. Some schools are better than others. For the most part we have vice principals or guidance counselors who do it, but in some rare cases there are teachers and if they get caught up doing something else they may forget. So we're meeting with everybody stressing the importance of following all the timelines. But to sit down right now and fill out a paper report and do the investigation...

Comm. Kerr: We have computers, Mr. Best. We have computers.

Mr. Best: Just to explain it to you, there are cases that happen like this all the time where the victim is at one school and the bullies are at five different schools. The bullies are doing cyber-bullying and they're targeting this one particular student at that one school. For that teacher or that guidance counselor to try to go and call and contact every single school to track down the students' information, the parents' information, and the demographic data is very time-consuming. What this report does is it allows them to just type in the name of the student and the school and it will self-populate with all of their information, including whether or not the students have an IEP or are classified. That brings in another set of guidelines that they have to follow. So it makes the process more uniform and efficient. It also helps for accountability so that people higher up on the food chain, myself, the assistant superintendents, can easily go in and fix any problems during the course of the investigation so that we're still compliant, not after the investigation has already been conducted.

Comm. Kerr: Where is the Superintendent? We talked about getting a new system that would be able to interface in such a way that it addresses some of these problems. Where are we with that piece of it?

Ms. Shafer: Dr. Newell, can you just give a brief update? It's student information center, which is Infinite Campus.

Dr. Laurie Newell: Good afternoon Board members. We have been very busy with getting everything in place for Infinite Campus. We're on schedule to have the launch of Infinite Campus in July of 2014.

Comm. Kerr: Would that be able to handle the HIB cases that we have now?

Dr. Newell: It has a discipline module that has that feature. I can't remember what it's called. They do have a module and it's a part of Infinite Campus. It's what we paid for. It's not an add-on. We've already paid for that.

Comm. Kerr: If we are getting that system, would there be a need for getting this software and also the system that you're talking about?

Mr. Best: The Hibster software was tailored around the anti-bullying bill of rights legislation for the state. It's specifically made to address the New Jersey specific issues. Infinite Campus' tab is not customizable. It does do the job, but...

Comm. Kerr: It does do the job.

Mr. Best: It does do the job, but there are more features that lend itself with Hibster in terms of an investigation. Again, uploading the digital information is a huge piece that we're finding is really important. If we have a cyber-bullying case that happened three or four years ago and we have to go to trial about it, it will be really nice as part of the investigation file to just click a button and show the video which the students were being investigated on. Infinite Campus, unfortunately, does not have that capability. We've had a meeting with Infinite Campus to talk about whether or not we would be able to use this and at some point I think it may be beneficial to the district once we get off the ground and our anti-bullying specialists becomes more familiar with it and once the school district is fully trained to probably transition into using that. But it's still some time down the road before we're able to fully integrate that.

Dr. Newell: I think one of the things I can do too is have a full write-up as to what it is that the discipline module offers from Infinite Campus so you're well aware of all of the features for Infinite Campus.

Comm. Kerr: Thank you. I believe if we are going to get Infinite Campus and it can address some of the problems that we face I just don't see in this time of austerity the need for us to be expending another \$30,000 on a piece of software that we are going to probably not have any need for in four to six months.

Mr. Best: Just for this particular piece of software the New Jersey School Boards Insurance Company, which Paterson is not a part of, actually offers this software to all of their school districts that are involved with it free of charge. They pay for it themselves because of how it potentially protects them for liability. If you look at us just not following the proper protocol for one case we could easily have a multi-million dollar lawsuit. We actually are facing a couple of cases here in the district where we haven't followed the guidelines in terms of reporting timelines where there is potential litigation on the table that far outweighs the \$20,000 that we're talking about spending. In a cost benefit analysis this kind of covers us in terms of ensuring that at least the timelines are being met for every single case.

Comm. Kerr: Mr. Best, I'm here long enough to know that a lot of people have jobs that they're not performing well enough to be deserving of the salaries that they're getting. So I'm not going to belittle \$20,000. I know the value of \$20,000 because it's not easy to work to \$20,000. I'm not belittling the real issues that we face, but I'm saying if principals and people in a building are tasked, the Superintendent explains to them the seriousness of this law, this becomes part of their daily routine, and they are not reporting it, that's a problem. They are getting paid to do that. If they are getting paid to do that, why aren't they reporting? Just buy the software to address the issue. They are getting paid to do it. That's your job. You're supposed to be doing the reporting that is required. That's the bottom line here. But we are not doing that and then we buy this and buy that. It's still not going to be done.

Comm. Irving: Mr. Kerr, I'm going to call the question. So we have to decide whether or not the majority wants to vote on this and move forward. Are you okay with moving forward and voting? I have a simple majority to move forward, Mr. Kerr.

Comm. Kerr: No.

Comm. Irving: The question has been called, sir.

Comm. Kerr: No. You're not going to ramrod anything down my throat.

Comm. Irving: The question has been called, Errol.

Comm. Kerr: You have no respect for my contribution to this thing. You're going to call the question and I'm on the floor talking.

Comm. Irving: Errol, it's an inquisition. It's not a discussion.

Comm. Kerr: Nobody else has anything to say about it.

Comm. Irving: I agree.

Comm. Kerr: So let me speak.

Comm. Irving: The question has been called. Robert's Rules of Order says when the question is called all I simply need is two-thirds of the voting body. Two-thirds of the group has decided we're going to move forward.

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Kerr: No.

Comm. Martinez: Yes.

Comm. Teague: Yes.

Comm. Hodges: This Board suffers a lot from not having inquisitions. I was not going to vote no, but I'm going to vote no now.

Comm. Irving: Yes.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met on Monday, March 3, 2014. It began promptly at 6:35 and concluded at 7:48. In attendance were myself, Comm. Irving, and Comm. Kerr. Also in attendance were Dr. Cavanna, Ms. Anna Adams, Ms. Harvell, Mr. Rogelio Suarez, Ms. Peron, Mr. Aubrey Johnson, and Ms. Aguado-Holtje. The meeting began with an update from Anna Adams regarding the new report card format that is now being targeted to be rolled out for September of 2014. Again, we discussed the need for the new information to be provided to our families and interested parties by the fourth marking period of the current school year in order to prepare them for what's to

come next September. Again, we discussed providing summer forums to our families on how to read and interpret this new format. Currently the new report card is being piloted in 10 district schools. Once the feedback is provided from those respective schools this information will then be used to develop the new format. We are partnering with Infinite Campus on the development of this new template or format for the report cards. They will take the information provided and use it to customize the new format of the report card. We are looking to have the timeline and the rollout at the next committee and workshop meetings in April. That was the update of where we are with the current updates on the report card status. We then moved on into some of the action items that were presented. We started with A-1. Mr. Suarez did provide an overview of the extension of the contract with the Institute for Learning University of Pittsburgh for professional development of the bilingual ESL world language teachers. This would be the third round of training for that specific cohort of teachers. In the item it was actually listed not to exceed \$15,000. The actual cost is \$12,300. This money was already in the budget and it was simply moved from one line to another, if I recall correctly. It came from the line that was intended to be used for teacher stipends and they had a surplus there because at some of the trainings or workshops they were offering they didn't get the full amount of turnout that they anticipated. They had some leftover money so that money was simply moved from that line to this line so there's no additional cost incurred. It's simply moved from one line to another. The three cohorts were broken down by grade levels, k-3 being the first, 4-5 being the second, and 6-8 being the third. The schools currently included are School 5, School 11, School 18, Don Bosco, New Roberto Clemente, as well as School 3 and School 8. The dates for these upcoming workshops are forthcoming. They're still getting some ducks in a row as far as when they're able to get the actual trainers to come down to the respective schools. That was the overview of A-1. Moving on to A-3, approving the partnership with Rutgers to provide students at HARP Academy with an opportunity to gain 31 college credits in the area of health and related professions, Comm. Irving inquired as to exactly how the students are accruing these credits. Are they accrued through elective courses that they're taking or is it a part of the regular curriculum and course work that they take on throughout the course of the day? When I finish running through the motions we'll double back and address if there are any questions and we'll address that particular question as well. On A-4, approving the agreement with Paula L. Alford, COO of NuSplash and Dr. Luis Luna as sponsors of the First Annual Spelling Bee, Commissioners were inquiring as to how the money will be spent to support this event and to my understanding the money will be used to purchase the trophies, ribbons, and some of the awards and tablets and things of that nature that will be awarded to the winners of the spelling bee. On A-5, approving the implementation of the Department of Early Childhood Storytelling Arts, Inc. Program grant to enhance the literacy skills and build community through classroom residencies and professional development opportunities for teachers at St. Mary's Early Learning Center from March 10 through May 23 of this year. This is a duplicate service that also provides parent workshops on both oral and written storytelling skills. 13 total teachers will receive five sessions each as well as separate sessions specifically intended for parents and children to take together. Lastly, we discussed at the last Board meeting the request of Ms. Peron to provide for us a report on the out-of-district placements currently here in Paterson. We were informed that at the next April workshop meeting this report will be provided to us. This is my report.

Comm. Irving: I have a question about A-3 and I see Mr. Thompson is here. The resolution speaks to students obtaining close to 31 precollege credits. I just want to understand how a student would accrue that. That's almost like a full year in college. How is a student going to accrue that? Or can they accrue up to that amount?

Mr. Clifton Thompson: It's up to that amount based upon the contract. Currently, we offer four courses that apply to the contract. So if you look at page two of the contract academic program administration, it talks about the dynamics of health, anatomy and physiology 1 & 2, medical terminology, emergency and clinical care, scientific principles of nutrition, and medical mathematics. If we were to offer all those courses they would have an opportunity to earn 31 credits. They are electives, not part of their common core.

Comm. Irving: Got it. So the current contract asks to expand the breadth of the courses that are being offered. Am I correct?

Mr. Thompson: I believe these courses were always part of the contract. It's just that when you apply everything that they have to take to their daily schedule it ends up being about four courses that we can currently implement along with students taking college level psychology, English, and AP courses. So these students are all occupying the same seats for different high-level courses.

Comm. Irving: Who's the university partner?

Mr. Thompson: This is with Rutgers.

Comm. Martinez: Are there any other questions for Mr. Thompson? Are there any other questions on the actions presented?

Comm. Hodges: I have plenty. Referencing A-1, can someone define 'socialized intelligence' for me?

Ms. Peron: The Institute for Learning has nine principles of learning. They're not strategies. It's an approach to learning. Socializing intelligence includes children and adults thinking about thinking. It actually questions the children about what they're learning, where they've gotten their information from, and how else they can obtain information. It's an effort-based approach where children are actively engaged in knowledge and seeking knowledge. So it doesn't only come from the teacher. It's an effort of the entire classroom. Dr. Reznik, which is the Executive Director of IFL, did a lot of research and study around the fact that we often just regurgitate information. We talk about knowledge but we don't think through the process of thinking. In socializing intelligence we make it evident in the classroom. We talk about it. We question it. We have children question and talk about it themselves. So it's not just our typical traditional way of learning, the way maybe we learned, that the teacher was the keeper of knowledge. It's a shared activity and shared accountability for what's going on in the classroom.

Comm. Hodges: And the students question the teacher?

Ms. Peron: Yes, and they question each other.

Comm. Hodges: A few years too late in some cases.

Comm. Irving: Dr. Hodges, one of the things I suggested to Comm. Kerr and I'll recommend to you is last year I went on an IFL walkthrough. It is one thing to read the action and it's another to really look at an IFL classroom and watch a teacher engage. I was in a class and I felt like I was looking at a college course because the teacher was dialoguing with the students. The kid gave an answer and the teacher asked, "Why? How did they come to that answer? Why do you think that answer is valid?" The kid

had the right answer and the kid is defending the right answer. That's a much more fruitful way to engage thought. I keep volunteering Aubrey, but he was the one who I had set it up with last time. Last year I think his schools were the IFL schools and I know we've expanded it. But I encourage all Board members to go on an IFL walkthrough. I just think it will really help us get a greater understanding for the type of pedagogy that they're trying to impart to our teachers.

Ms. Peron: Teachers have been attending workshops on Accountable Talk and there are specific moves that they have learned to try to incorporate this. It does take practice. They're looking at high complex tasks. They're looking at text complexity and they're scaffolding as they teach. They talk about what they're reading about, how they feel about it, and what can they relate to the text. That's what they called socializing intelligence. It's an active participant approach.

Comm. Hodges: I'm gratified that you are embracing this technique of asking questions and challenging people because in the past you haven't been quite as receptive to that practice. That's my training. That is why I do what I do. I don't take anybody's answers for granted because they are an "authority." I am trained to ask questions.

Comm. Irving: There's also a context for when the kids do it.

Comm. Hodges: It's the same thing. When you grow up you learn how to use what you've begun to use as a child, hopefully. So I'm excited by this practice. I really am. I think it's long overdue. Like you said, when somebody gives you an answer it's not sufficient for you just to accept that answer. As a matter of fact, I was going to tell you, Mr. Chair, the reason I am the way I am, argumentative and everything else, is because of my mother. I blame her.

Comm. Irving: She seems like a nice lady to me.

Comm. Hodges: You haven't met her. When I came and told her that spiders were the first insects in the third and fourth grade she wanted to know where I got that from and who told me. I said, "My teacher," and she said, "And you believed it? Did you ask any questions? Did you challenge that?" That's why I'm argumentative. I love that process because your mind is never allowed to shut off. You're forced to challenge people, and quite frankly, it may have saved some lives because there have been attendants who have just arbitrarily given orders in the hospital not thinking about the fact that there are some side effects for medications. When you challenge them they say, "Yes, you're right." That's why you see a lot of what you see here, because I'm not allowed personally to accept for granted what somebody tells me. Thank you very much for that, but I'm not through. I don't think there's a good case study that supports the notion that intelligence is taught. I've not seen that yet. As a matter of fact, it's the expression of intelligence that can be enhanced or modified by some of the environment influences. Intelligence itself is inherited, but you can sharpen the potential that's there by addressing the confounding influences. That's a point. Dr. Evans, I know you don't agree with the posture that you have to go into the environment and change some of that environment in order to have the kids be more effective because you've said that we have to worry about what comes into our building. But I would submit to you that the Community School model is an attempt at doing just that. So when we are trying to reach out to these kids and alter their understanding of what they're supposed to be doing in this building we need to understand that we need to bring those parents to the table because they are an important part of that. This section here spoke to me in that regard in a major way. I love that socializing intelligence portion and it just triggered so much.

Ms. Peron: If you read about their other principles – organizing for effort, recognizing accomplishment, and rigor in the thinking curriculum – you would be more excited with the work that IFL is doing with our teachers and our administrators.

Comm. Irving: I keep going back to it, but even better than reading it is seeing it. When you see it happen and you see a teacher really trying to apply them and when you see our kids stepping up to the plate and really receiving it, it's even better.

Ms. Peron: It is.

Comm. Hodges: You're not going to be at all happy with what I have to say about this. I do however strongly support the notion that we cultivate the understanding that sustained and directed effort can yield high achievement for all students. But I'm not satisfied with that approach just being confined to this particular group.

Ms. Peron: It's not solely confined to them. This training is solely confined to them because we're working with an expert in English language learners in that field. So the IFL and the Principles of IFL started in Unit 1 with the Innovation Zone. Our goal is to increase it and bring it district-wide. We have added early learning grades to IFL training. They are by grades and cohorts in content areas of academics like math and science. What you see here is that we have specific strategies for ELL and ESL teachers. What we're doing is translating our IFL units into the native language of Spanish and we're working with the teachers to do Accountable Talk moves and scaffolding the units for these learners. They have specific and different needs. For instance, front load vocabulary and academic vocabulary. There's a specific way to do that. You have to scaffold the complex text so that children can follow it if they're not as language proficient as a general education student. The teacher will take a chunk of text and read it to them. Or she'll have the students read it and then they'll talk and have a discussion about it. In a typical IFL unit they read the entire text. We do those different scaffolding moves for our ELL learners. That's why this training is specific to that population.

Comm. Hodges: I'm speaking to the larger issue. I don't disagree with that at all. My concern is making sure these approaches are being expanded throughout the curriculum and throughout the school district.

Ms. Peron: Yes, they are.

Comm. Hodges: I made some comments at the School Board where I essentially said that we had millions of dollars in our staff and some of them weren't apparently performing at the levels. I meant some of them. Not one or two, but a number were falling below that level. I did not see a lot of these ideas coming from people who are supposed to be the experts and teaching education in this system. IFL is a company. It's a wonderful company and they're making lots of money. But the idea that some of these concepts should come from our experts, the ones that we're paying millions of dollars to. A portion of that is they should be going out and getting some of this training as professionals on their own and bringing it back with their own ideas. That's what you're looking for. That's what I'm looking for and I don't see a lot of that happening. It may happen at your level, but it's not filtering down to me. That's my concern. I want to see less IFL and more somebody else's ideas or plans or whatever. We need to have our paid experts who are sitting over there for the most part generating some of these ideas because we can't afford them much longer. They should be doing some of the research and going online and finding out what some of the current thinking is. I don't

see a lot of that happening, which is a problem for me in view of the fact that we're going to be cutting money from programs and we're going to be cutting money from staff. When you come to me with a \$1 million contract for Harvard wonderful school of teaching I'm not going to be very happy. We're paying \$20 million for what we have here now and those people should be bringing some of those ideas. Those people have 54 laboratories to try out exciting new ideas, to develop new plans to train teachers. If that's not happening then there are people out there who will have those ideas and we should go get them, as opposed to hanging on to people who apparently – again, I don't know – are going to a menu and picking out or following whatever you tell them to follow. That's my issue and that's what I meant last time. Some of these ideas need to come from the people who are being paid a lot of money to develop those ideas. Quite frankly, as the President is noting, we're running out of money for the IFLs and what's the guy from Texas? What was his name? We're running out of money for these companies. Some of this has to come from our people. I gave you three pages of stuff and I stole most of those things. I didn't make those things up. I called up my old school district. I went around and visited other schools. People here can do the other things. I'm not an educator. They can do the exact same things, bring back ideas, present them, and you have 54 schools to try them out in. I don't see a lot of that happening. I sent out to Mr. Wright, and you very thoughtfully sent it out to your staff, and the reason I sent that to you is because we don't have labs that are being prosecuted in that manner. We don't have a lot of educational opportunities for students to sit in a classroom and be as excited and engaged as they were in that man's class. Quite frankly, I don't know whether we're trying to go find more Mr. Wrights and we should be. I've said before if you're not blowing up a classroom here and there then you're not really educating anybody because your students aren't being challenged. So that's the issue that I wanted to make clear. If it were up to me I would back up a bus and clear it out, unless we can find people who are really engaged to want to bring up some of their own ideas and that's something that's really not hard to find. It isn't hard to look up. It is not hard to bring it to the table. Other people are doing these things. It's high time that we decide that we're going to be the kind of district where we cultivate those activities, as opposed to purchasing them. How is grammar being addressed in this district?

Comm. Cleaves: Excuse me. Are you still on A-1?

Comm. Hodges: Most of my questions have to do with A-1. Then I'm pretty much done after that.

Comm. Martinez: What was the question?

Comm. Hodges: How is grammar being implemented in this district? It's not part of the STAR program. STAR does not address grammar at all. We have a real issue with grammar here. This is an opportunity for that to be looked at. If you don't have an answer tonight, I'll take it down the road, but you can come back and present that to us because I don't want to put anybody on the spot. Actually, I do. I do want a more comprehensive look at that given some of our challenges in this district. I would prefer to have a comprehensive discussion about that, unless you're prepared.

Dr. Lauren Kazmark: The Common Core state standards in language arts that were implemented last year have language standards in all grades, k-12. I'm speaking specifically for k-12. So there are reading comprehension standards for informational text and fictional text. And then you have your foundational skill standards for grades k-5 that focus primarily on vocabulary, phonics, and areas in that. Then there's a whole separate set of standards that are called language standards. Those are specifically

geared towards grammar, any kind of writing, penmanship, and things like that, anything that's supportive of the actual reading. So in our curriculum guides for language arts we address the language standards for every grade broken out into the units. For Unit 4, which we're currently in, in third grade, you're looking at verb tenses, specific diagramming of sentences, and things like that. It's all infused into the language arts curriculum, but it's a whole separate set of standards that we have to address. Then they're evaluated on the unit assessments that we use from the DOE so it's embedded in the comprehension and the reading. It's all part of our English language arts curriculum for k-12. Then the resources that we use in k-2 through the phonics program we address the language standards through the daily oral language piece and the morning message piece. Then there are specific targeted direct instruction pieces for the grammar where for kindergarten or first grade it may be talking about punctuation, capital letters, and things like that that are part of the phonics program and again addressing the curriculum guides. Then as you move up through the grades it gets more complex. So it will be a little bit more about diagramming, pronoun usage, and things like that, but it's all addressed in the curriculum and it all derives from the Common Core. There are standards for language for k-12.

Comm. Hodges: Are we as aggressive with that as we are with the language arts?

Dr. Kazmark: We have to be because it's in the standards. It's all part of the standards. It's all being assessed.

Comm. Hodges: So we're changing our position.

Dr. Kazmark: Absolutely.

Comm. Hodges: That's my concern.

Dr. Kazmark: We have to be. It's addressed specifically in the standards. It's part of the new movement. In addressing the standards we have to adjust our instruction and resources.

Comm. Hodges: That's my last question for A-1.

Comm. Martinez: Since you're on the floor if you have any questions for other action items go ahead.

Comm. Hodges: Okay. In A-2, has this grant already been submitted? There was a discussion about it was supposed to start in January pending the approval of whatever it was.

Dr. Anthony Cavanna: This action is requesting permission to submit the grant.

Comm. Hodges: There's a question in there that says it was supposed to be looked at in January. I don't remember where it was here. It was pending the approval. Nothing is happening until then.

Dr. Cavanna: Until the Board approves it.

Comm. Hodges: Okay. Thank you. In A-5, does the Storytelling assist in prosecuting the Creative Curriculum goal assessment system, particularly in terms of writing skills?

Ms. Peron: I think that when you tell a story to a child in our daily routine we add in all our objectives for the curriculum. One of them is emergent writing or writing to tell a story. If you listen to a story I think it depends on what the goal or the objective for that teacher in that lesson plan is that day. When you listen to a story you comprehend the language. You can retell a story. Teachers may ask them to draw, talk, or write about their story. It happens most of the time during whole group time or small group time where they may have a reading or writing activity. We didn't specifically choose that as an objective for storytelling, but it encompasses literacy skills. As you can see, we chose the specific skills that would show gains in the assessment system that are really correlated to storytelling.

Comm. Hodges: But it does mention writing skills.

Ms. Peron: It does mention writing skills, yes.

Comm. Hodges: I was just curious as to how that happens.

Ms. Peron: And also conventional, grammar skills. As Lauren was talking, in preschool and kindergarten through print concepts and oral reading we emphasize sentence structure and intonation. So we talk about what a period is, what an exclamation point is, how that sounds when you read it off a page, and when you're speaking. Those points are actually explicitly taught to the children. Oral storytelling really encompasses all of that for a child while they're listening, while they're looking at pictures. You can tell a story just by reading pictures. You can tell a story by reading words off the page. So those are the types of concepts that are taught through this type of workshop for teachers.

Comm. Hodges: Okay. Is this program servicing both three and four-year-olds with materials peculiar to each group?

Ms. Peron: Yes, they are.

Comm. Hodges: Okay. Since we have not achieved the Board's goal of getting 75% of our children to read entering kindergarten, are we crafting additional strategies to address that? Is this part of that?

Ms. Peron: This is one of the strategies. But this is something that's additional to other strategies. We have incorporated this year the phonics professional development for teachers. I brought the action forward to the Board about the multi-sensory reading professional development for teachers. But more importantly, I think that the Phonics First is great training for teachers because it talks about how to teach reading, why to teach reading, and what happens during reading lessons in the child's brain. One of the prerequisites to reading that begins in a three-year-old classroom and it begins with oral language vocabulary development. Then it extends into taking a look at letters and knowing the difference between letters and numbers and that letters make sounds when you put them together. So when they get to the four-year-old teachers have a better way of introducing activities that will help them with phonemic awareness and phonological awareness that get into reading words. I don't know if I answered your question.

Comm. Hodges: Sort of, but we have plenty of time to come back to that.

Ms. Peron: It's a complex question.

Comm. Hodges: The last thing I want to say is we had 18% passage of the biology exam last year. This year it's down to 15%. Nobody has come to me with a plan as to how we're going to correct that. No one has said to us that we're going to do x, y, and z because that's an integral part of what we're supposed to do here. It's that kind of lapse that I'm troubled by. Quite frankly, I'm outraged because that's my major. The staff should be embarrassed by that and if it were me I'd be coming back forward saying we're going to correct that with x, y, and z. I don't see that and that's what I'm most angry about. My anger is heightened by the fact that I have to sit here and talk about cutting money and programs out of the budget which will bottom out what we're already doing. So I'm looking for changes and improvements. I'm not saying that you people don't have the ability. That's not it at all. I'm just saying I don't see that happening and those kinds of things should happen. When we have significant shortfalls there should be an immediate plan put together to address those so that the Board has a feeling that we're stepping in, making adjustments, and doing the work that we need to do to catch up. If we're not doing it now when we do have the money, what's going to happen when we have fewer staff with less ability to maneuver in terms of programs? So I'm saying some harsh things and I've been harsher. But I'm not sorry for them and I'm not going to take them back. I'm quite serious about them and I want people to know that I am dead serious about it because this nonsense has got to stop. I cannot understand why you have 15% passage of a biology test for your students and you're not going crazy to adjust that. I can't understand that. The grammar of our children is atrocious. It shouldn't take 10 years to say this is a problem. If you have a preschool program for two years 75% reading is not an unreasonable standard when they get to kindergarten. It's not. So I just think that these things have to be approached with a lot more aggression and a lot more urgency than they have been. Now that we have our backs up against the wall with substantial budget cuts, wait until next year's budget. So this is a serious issue for me. I don't think about anybody else. It's an issue for me because I've been here for 12 years and I have not wasted my time and have to sit here watching this place go backwards. I'm not. So I'm going to have even more rancor and be a lot harsher in the future because I think it has to happen.

Comm. Kerr: I don't know who was so farsighted in recommending the spelling bee to us here, A-4. I think this will be a wonderful opportunity for our young kids. These are some of the things that Comm. Hodges has been talking about over the years. We need these little clubs. We need these little exposures here and there to bring our kids in line with learning. We need the kids to be exposed to these little things that will let them feel a part of something which is bigger than them. I think this is a great deal to me. I grew up with spelling bee. I was a champion. I love it. This is great and I want to commend the district for getting this started and I hope we can build on this and use it as a springboard to get into other areas.

Comm. Teague: In some cases we can as Board members initiate ways of getting the students involved in different programs. A couple of weeks ago there was a group of about 15 students from the robotics team at John F. Kennedy High School. They joined with Organizing for Action and we were able to register about 250 residents for health care. Those young people were excited and encouraged about that work. I didn't really come to the Board about it or made a stink about it. I just acted upon it because I felt that it was something that would encourage our students and inspire them. They learned to help people through the process and so forth. I think I heard something about a chess program. That can just be initiated. I don't think we have to really have a big discussion about that. I think we can find a location. There are plenty of churches in the city and rec halls. Let's just do it. I'm really not used to sitting around the table and discussing long topics. I'm really a community person and a field person, a person who just likes to get out there and get busy. That's why parents always call me. Not

because they're trying to jump the gun or cut through the system, but they always want to get to the person that's there. So my thing is if there's something that we can do to help our children, any kind of programs that we can establish and we have the means to just do it, do it. It's called paying it forward, just being proactive. That's what I do in my community and my neighborhood. We do it all the time and that's what I think needs to be done. We see it happening with your program. That's all I'm saying. If there's a program that we can do that we don't have to necessarily come here to discuss, let's just go ahead and do it.

Comm. Martinez: I agree. Those students you're referring to reached out to Gilman. This is something that they felt passionate about. They wanted to do it. They rolled up their sleeves and they got it done. Well said and I agree. If we want to see things happen we can roll up our sleeves and get to it as well.

Comm. Hodges: I agree with Mr. Teague and Dr. Evans knows what I'm about to say. You had a parent come and brought a chess program here. You were at the Board meeting when she came. She went out, she got Board approval, and we passed the policy. She went to the schools to bring her program. She got chess boards from the United Chess Federation. She ran into what happens here all too frequently, a stone wall in more than one school. So she then packed up her program and took it down to a charter school and lo and behold they ran the program. Obviously when I found out about that I reached out to Dr. Evans and that's being corrected. But when people come here to do things like that they run into that same stone wall. I'm not talking out of turn because Dr. Evans has heard the complaints of people in the community. That's a function of what we want to do to help provide for our students. When somebody comes to you saying they want to help our students they get into red tape. It becomes ridiculous and people just leave.

Comm. Martinez: Sometimes it becomes so thick that it stifles them.

Comm. Hodges: Yes, and they just quit. It happens way too frequently. Dr. Evans, again, I put the blame on you because I can't blame your staff. They don't work for me. But that culture hasn't changed and it really needs to. Like Mr. Teague said, there are so many opportunities that we're losing out on and it's because we are fighting those opportunities and blocking. Instead of saying "how can I help you?" it's "you can't do that here because..."

Comm. Martinez: I agree with that, but I don't want to throw that as a blanket statement. I know there are plenty of schools in the district that are. That's a reality. There are some places where perhaps parents run into those stone walls, but where there's a will there's a way. If they're that passionate about getting it done they will find a way to get it done.

Comm. Hodges: And she did. She found a charter school.

Comm. Martinez: Exactly. Not to say that those things are invalid, but if someone believes so strongly about it they'll get it done. I offered chess to grades 1-6. We offer strings. We offer violin and viola. Hearing no more questions, that concludes my report.

Legal

Comm. Irving: Comm. Simmons isn't here and I did not see a legal report. I do have some questions for Ms. Pollak. Did Kenny get you a request I had asked him to ask for

in the last legal committee meeting a month ago about getting a list of current cases and the law firms that are currently working on them? Can you prepare that? I'm just trying to get an assessment of the work that's currently being done and the law firms that we have working with them. They're connected to a much larger conversation that I want to revisit with you that we started last year. But I just want to have a good baseline for who is doing what presently. Does that make sense?

Ms. Pollak: It does. There are lots of different things. Let me see what I can pull together.

Comm. Irving: Thank you. I had asked Comm. Simmons to ask that in the last committee meeting. That includes what are the general liability tenure cases and whatever you think is important. Clearly, for negotiations we know who that is, but some of the ones outside of that.

Fiscal

Comm. Hodges: The fiscal committee met on February 27. In attendance were Daisy Ayala, Rich Kilpatrick, Corey Teague, and myself. Absent were Mr. Kerr, who asked me to stand in, and Mr. Irving. On the agenda were three items. Number one was the budget. The preliminary budget is due on March 10. The budget numbers were just coming in establishing the fact that we were going to be very flat-funded. This, of course, translates into an actual cut in our budget because the attendant costs are not flat-funded. So while we were in fact getting a very similar number to last year the costs that we have for health, medical, and benefits are not flat. That means we actually have sustained a cut in our budget, which we are trying to address with our fund balance situation. In the meeting we reviewed the 2014-2015 school district budget statement, getting an understanding of what that document was showing us in terms of the fiscal cliff. It essentially captured a decline in fund balance over time from the 2012 to 2014 budget years due to relatively flat funding by the state. We discussed the possible illegal weights that the state was applying to aid categories. I'm going to keep on saying it's illegal because that's what I think it is, until I'm corrected. This is leading to the budget shortfall. An example of this is, of course, the \$16 million that we're losing because of our challenges with attendance. We're having attendance levels lower than 95%. Concerns were again expressed over the fact that while we recognize that the law requires the district to submit a balanced budget, we the Board are responsible for safeguarding the interests of our students who will suffer real harm due to what is essentially a cut in funding. We explored several possibilities in terms of making our concerns known to the state and the community at large, including possibly suing the state, the Department of Education, and moving forward with a budget that exceeds our funding allotment, our voting down the budget, or amending the budget resolution language to express a condemnation of this budget reduction just as we are making progress in the face of potentially greater need as we gear up to moderate the possible decrease in educational performance that we expect due to testing on the Common Core standards. So the option is making a statement as part of the resolution itself, if you're inclined to vote on that resolution, or some combination of all of those. It's a discussion that the Board needs to have as part of this overall budget process. We also got an idea that the charter schools are only going to go up in cost another \$1.17 million for something in the order of \$33 million total. The next item was confirming orders. This was a practice of employees confirming an order with a vendor without getting all the necessary approvals. This has not been abated yet so the Board is reviewing sanctions to future incidents including perhaps taking some portion of the money from the employees themselves, which might send a message. Lastly, we looked at the bills list. There were a number of entries on the bills list that had zeroes. This was

determined to be the function of software reconciling payment actions that are still not finalized. We did not have the actual fiscal package at that time so that discussion didn't occur. Are there any questions? I would again like to suggest that somehow those weights be given in advance.

Comm. Irving: Cheryl, is it possible you can reach out to PEF or even Ms. Reid might be able to assist us with getting that information? I know PEF at least had it two or three years ago. If not, maybe we'll work with the Education Law Center to get that information. Cheryl, can you reach out to Ms. Reid and/or Rosie Grant to get that?

Comm. Hodges: I want it in the hands of the Board in advance. I want them to digest the process to better inform their discussions around this issue. If there are no further questions regarding the items, then that concludes the fiscal report.

Facilities

Comm. Irving: Comm. Mendez isn't here either. Today is his wife's birthday so I guess he's taking the night off. Facilities did meet last evening. We discussed several topics and I told Comm. Mendez I'd just leave the report for him to generate. We discussed the energy plan for the district, which will certainly have an impact on costs and the ability to save money. We're presently waiting for the hiring of an energy manager for the district. Once the energy manager comes on board then we'll be able to engage in the actual energy audit process and begin looking at our schools on how we might be able to save money in doing some renovations to our district. I'm just saying this anecdotally because Alex wrote the report and has it. The other main topic we discussed was the findings from the OSHA report. Mr. Sapara-Grant furnished the Board with a document in which 85% of the issues or findings in that OSHA report that have been published have been mitigated and/or done. From what I understood the PEA membership was the one really steering and pointing out the "concerns" that happened to be there so a lot of those concerns were quite erroneous and unrealistic. Case in point, they said stairs were wet. Literally before they walked in it had snowed. You bring someone in to look at what stairs and students are coming into the school tracking in the snow. It was one of those gotcha moments. I want to commend Mr. Sapara-Grant and his department for just taking care of that, but I'm sure Comm. Mendez at the next Board meeting will update the Board on that. Are there any questions on facilities?

Comm. Hodges: Dr. Evans, at the community forum you discussed the long range facilities plan and there's a committee in place. What is the nature of that committee?

Dr. Evans: Recall that I distributed a document three months ago now that established a steering committee to help us with three endeavors. One was the facilities plan joined together with the development of a long-term facilities plan and more choice options for elementary students. A second engagement involves the strategic plan, reexamining Bright Futures, and then looking ahead into the next five years. We talked a little bit about that. We want to take out those things that perhaps we have accomplished that we don't need to continue to include in the plan or need to include in the plan, as well as adding items that are there. That means doing some assessments of whether or not we've met our goals for implementation. Nonetheless, there's a work group associated with that as well. The third work group is cliff planning, looking at options for reducing the budget. Ultimately their charge is to develop recommendations to bring to the Board and between the Board and myself we'll ultimately make decisions on what to include or not to include. There's a larger steering committee that's advising that whole process involving those three groups. Again, the material that I sent you talked about the three

groups, who are the employee groups, as well as community groups represented, as well as the steering committee. Regarding where the facilities committee is – when I say committee it's actually identified as a work group – Mr. Sapara-Grant is probably the best person to tell you where they are in their work.

Comm. Hodges: Part of the past process involved a large community group with a number of different partners such as City Council and the Mayor's office.

Dr. Evans: The work group is supposed to help design that process and ultimately we will let out a bid for a company that's led by an expert.

Comm. Hodges: So this is just a preliminary group.

Dr. Evans: Yes.

Comm. Hodges: That's what I wanted to get clarified. At School 4 there was a concern mentioned about the heating system over there. Certain classrooms have some heating challenges.

Dr. Evans: Mr. Sapara-Grant can respond to that.

Comm. Irving: Mr. Sapara-Grant, if there's anything I missed from last night, please feel free to share it as well, but I think I got it.

Mr. Chris Sapara-Grant: Good evening. At School 4 the question came up at the last meeting. The infrastructure is in such bad shape that we tend to repair and run through additional problems. I shared it at facilities that we have a plan to try and change the univents and a lot of the controllers. Over the years they have not been maintained so the system has actually reached the end of its life cycle. These are some of the challenges that we have in some of our schools. At School 4 right now we're pushing the existing system just to get through the season and then we have some funds and we actually put some funds in for next fiscal year so that we can replace the univents and a lot of the wiring and the controllers that exist right now.

Comm. Hodges: When will that take place?

Mr. Sapara-Grant: We're going to start after April 15. Once we go through the warming season then we're going to start doing that. We have some funds in our budget this year and then supplementary funds for next year. We have the same challenge at Eastside. This fiscal year we are going to replace phase one of the univents and depending on what cuts I have in my budget we are going to be doing phase two in the next fiscal year.

Comm. Hodges: I would hope that the facilities committee would obtain a timetable of when that school in terms of the univents will be up and running so that we can monitor that progress. I'm requesting that be done through that committee. At Eastside High School, Dr. Evans was very happily sitting in a very cold auditorium that was dimly lit hosting a presentation on chronic absenteeism where the people on stage couldn't see the board. I was embarrassed for him because it suggested that we are not a good host and we're asking our parents to come sit and engage in a freezing cold room where they can't see the projector and all the lights on the stage are blown out or removed and I'm told those bulbs were stolen. Dr. Evans was so outraged at the conditions that he has said that he wants to establish a plan to fix the auditorium there to replace all those lights and to put a modern projection system back where it used to be. He also thought

about putting monitors along the sides of the walls so that you could actually see things and you actually have a modern up-to-date auditorium for our parents to enjoy and learn something. I don't know whether he has communicated that with you, but his forethought and leadership was wonderful in this area. So I really want to commend him here for that.

Dr. Evans: Needless to say, I had some help generating those ideas. They were great ideas.

Comm. Hodges: I'm hoping to obtain a timetable of when that's going to happen. I'm particularly concerned about the heating because even though there was heat coming from the vents it didn't warm the entire evening.

Mr. Sapara-Grant: There was perimeter heating that just keeps you up to a certain temperature, but it was not sufficient to heat the whole space. We just put in a new boiler and we are working on the classrooms. The next thing we're going to be doing is working on the auditorium. We also have a plan to replace all the existing piping. That is one of the items that we're looking at budge-wise. We think it's very necessary because the piping underneath Eastside is in very bad shape.

Comm. Hodges: We haven't done the acid washing that's required.

Mr. Sapara-Grant: It's not going to take the acid washing at this point. So we're looking at replacing and we are waiting just to clear the season. We have funds in the next fiscal year so by July 1 we should be able to do that once I confirm my budget placements.

Comm. Hodges: How long will that take you to do?

Mr. Sapara-Grant: We're doing a couple of things. We're replacing univents. We're putting in a new chiller. The new chiller will then take away all the window units that we have currently. The draft that comes in from the window units would then go away. Even when we have the heat in the building some of the cold situations we had this year it was so cold that a draft came in and neutralized the heat we had. That is a move. These things would then get designed and be committed after July 1.

Comm. Hodges: It would take a year to do that?

Mr. Sapara-Grant: No. It would not take a year. It would be done over the summer.

Comm. Hodges: I'm hoping that the facilities committee will also establish a timeline for that and monitor that process so we can get that done.

Mr. Sapara-Grant: I gave a description of the work of the facilities committee and once we bid the project we would be able to give a timeline.

Comm. Hodges: I'm hoping that those lights will be part of that process. We actually held an event this past Friday in the auditorium and the people had to actually bring a spotlight because they were trying to tape the show. They actually had to bring a physical spotlight to light the stage. It was way off to the one side so everything else was in the shadow. It was really an embarrassment. You had people coming here from television shows, the guy out of the Apollo. They were here and our presentation was in a cold room and inappropriate lighting. It was embarrassing. It really was. So I'm hoping that we can do something to address poor Dr. Evans' hurt and the pain he

suffered by getting those lights fixed and beginning to make some inroads into making that the first-class auditorium that he wants it to be.

Mr. Sapara-Grant: I'll be able to speak to the heat and to the lighting, but I cannot speak to the monitors. We'll see what we can do.

Comm. Hodges: Thank you.

Comm. Cleaves: Can you tell me how often we test the water fountains for lead in the schools?

Mr. Sapara-Grant: There is a program done once a year. I can confirm and report to...

Comm. Cleaves: Can we get a report on that?

Mr. Sapara-Grant: Yes.

Comm. Hodges: Mr. Irving, can you also give us a timeline for that auditorium repair? We established that in the curriculum committee. Timelines are wonderful things.

Policy

Comm. Irving: I don't know if policy has met yet, but the policy resolution is E-1, which is the telephone usage for support staff members. Are there any questions on policy?

Comm. Kerr: Each employee is expected to respond to voicemail messages in a timely manner. When we talk about timely manner, what does that really mean? Timely manner is kind of vague. Would that be spelled out in the regulation? It would not be. So what does it mean here?

Ms. Pollak: What page is it on?

Comm. Kerr: The second page.

Ms. Pollak: There's no definition. I think it's situational. I think that's a professional responsibility for responsiveness in customer service depending on who it is and what the situation is. If you're in the middle of an emergency a timeline manner might be different than if you're in the middle of a class and you need to finish a class or you're in the middle of some other phone call. I think it's dependent. These things I don't think actually can be defined.

Comm. Kerr: It cannot be defined. Okay.

Dr. Evans: Do you have a recommendation, Mr. Kerr?

Comm. Kerr: I think it should be by the next day. If I make a call today I think a voice mail message by the next day you should at least be able to get back to me. But timely is just open wide. It could be next week. It could be next year. That's my understanding of timely. I was pressured. I didn't have the time. I'll get back to you when I can. I don't like that. I think in a work environment you have to be a little bit more specific if you're going to hold people accountable.

Comm. Irving: If you're going to do that you just want to make sure you take an account of mitigating circumstances provided. You never know if there's a conference or somebody loses their voicemail.

Ms. Pollak: I take your point, Mr. Kerr. I just think that this is applicable to all employees. So there's an awful broad range.

Comm. Irving: Of responsibilities, roles, jobs.

Ms. Pollak: The hope would be that timely is a shorter period of time than 24 hours.

Dr. Evans: I think it's relevant to the situation and the organization. I once worked for a school system that didn't allow voicemail during the regular working hours. If someone called and the person wasn't at their station the phone was automatically transferred to a station where somebody was. Voicemail kicked in at 5:00 p.m. when the office closed. The next morning we were required to answer voicemails. It's relevant to the expectations for that particular situation or district. We need to look at that and determine what is necessary for us, answer the question that way, and then get back with Mr. Kerr.

Comm. Hodges: It's part of the face that you present to the public. That's one of the things that woman with the chess set faced. She got referred and nobody got back to her. There were other people that were the same. You want people to think that you are concerned and anxious to address whatever their issues are. I don't know if 24 hours is okay, but at least within two days seems reasonable. Or have somebody else say, "Mr. So-and-so isn't available. He'll get back to you by such a time." Even that gives them a sense that someone is paying attention to what they're doing.

Ms. Pollak: I would just mention this is not something that we've changed. This was not a change in the policy. At any point we can look at that if people have a feeling about it.

Comm. Teague: On the flip side, if someone calls you and leaves a message with you, you call them back in two days and they don't answer. Are you required to just keep on calling them until they answer?

Dr. Evans: Again, that's an expectation we'd have to establish and there are some good examples. These aren't rules we have to make up. There are some models out there we can use. I know where one of them is.

Comm. Kerr: On page 7, cellular telephone service provided to an employee is for the district business. This item and other items listed in the IRC are considered listed property. Because the nature of the property lends itself to personal use strict substantiation requirements are in place. Any personal use shall be of diminutive nature. I don't understand what that is saying. Can you explain to me what that is saying?

Ms. Pollak: To be perfectly honest, I don't know how the folks in telecom monitor usage. One possibility is we have a service plan and as long as people are within a service plan maybe then nobody cares. Or if they see that some employee is going way over or making calls that add charges they might follow up on it. I actually don't know.

Comm. Kerr: The problem is this policy is saying if somebody abuses it the result is very...

Ms. Pollak: I'm not saying that. I'm just saying I don't know how we do it.

Comm. Kerr: I'm just saying that's what the policy reflects. I just need to know what it is saying and how it's applied. This is a policy. How do I support it if I'm not getting the full understanding of it?

Ms. Pollak: Again, I don't think this is a piece of the policy that has changed. I think there are people in the organization that monitor or who are in charge of cell phone usage for employees. I don't know what that is.

Dr. Evans: It is monitored. When someone abuses it, it is called to my attention and we do react.

Comm. Kerr: But it says strict substantiation requirements are in place. It's there, but the other part says any personal use. So if you abuse it there's no problem. It's diminutive in nature so it's not a problem. That's what this is saying?

Ms. Pollak: No. What it means is that any personal use has to be small. It has to be diminutive in nature. So if you abuse it that is when it comes to people's attention. They don't expect you to never use your business phone for any personal usage. It just has to be very small.

Comm. Kerr: Okay. If that's the understanding, it's fair.

Comm. Irving: Is there anything else?

Items Requiring Review and Comments

Personnel

Comm. Cleaves: The personnel committee did not meet. We will be meeting next week. I was snowed in Virginia so we did not meet. We will meet on Monday.

Comm. Irving: Please note that I've made one change to the personnel committee structure. I have removed Comm. Guzman from the personnel committee and put myself on it just in an effort to make sure we have at least a minimum of three Board members at every personnel committee meeting.

Comm. Hodges: I would request of the administration that before a personnel move is made or finalized that that be shared with at least the personnel committee along with reasons for those changes so that we can minimize some of the...

Comm. Irving: Fallout?

Comm. Hodges: Confusion that has reigned recently. We shouldn't see such-and-such has happened already. It should say such-and-such is contemplated and then the discussion. That's how personnel is supposed to act. Like everything else personnel should be defended. We don't have a vote on it, but at least it should be presented to people so that we can raise questions that perhaps the administration hadn't thought of before they hit our community. So I'm going to insist that the personnel committee adhere to that.

Comm. Kerr: Yes, Mr. President, and the strict job descriptions and salary guides surrounding those job descriptions.

Comm. Irving: Okay. Are there any other comments before we adjourn? I'll make sure that we reach out to the committee chairs, specifically Mendez and Simmons, and get their committee reports ready for the next Board meeting.

OTHER BUSINESS

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 9:42 p.m.