

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

January 8, 2014 – 6:09 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Comm. Irving: Just so everyone knows, Dr. Evans had an unfortunate issue at home due to weather so he will not be joining us this evening. The deputy will be acting in the capacity of the Superintendent for this evening.

Present:

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. Alex Mendez
*Comm. Kenneth Simmons

Absent:

Dr. Donnie Evans, State District Superintendent
Comm. Wendy Guzman

Comm. Corey Teague

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

Comm. Cleaves read the Open Public Meetings Act:

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

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

**Workshop Meeting
January 8, 2014 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone this evening and wish everyone a Happy New Year. We're excited to begin the year with our first workshop meeting.

PRESENTATIONS AND COMMUNICATIONS

School Resource Officers

Ms. Shafer: Good evening. As promised when we discussed revising the School Safety Plan the Superintendent had endorsed that some of our security officers go for School Resource Officer training. It's a weeklong training that the state provides. So about two weeks ago or right before the holiday some of our security guards went to this weeklong training. I'm going to call Jim Smith to come forward and give us a brief summary about the training and the individuals that attended.

Captain James Smith: Happy New Year. I had written Dr. Evans a correspondence and I copied everybody here on some of the comments from the police academy instructors and also officials from the New Jersey Department of Education at this training. The Essex County College Police Academy was the location where it took place. You had police academy instructors there. In addition, you had the New Jersey Department of Education. You had instructors also who dealt with the security drills. What I've also done is I included a table of contents of all the things that were covered at that training from juvenile law, search and seizure, understanding the memorandum of agreement, juvenile complaint system, juvenile intake, behavioral threat, risk assessment, counterterrorism, and so on. A lot of these people were well-versed in it. I would like to thank Dr. Evans for allowing us to attend this advanced training because the comments that I got from the officers that attended there were very positive and they did pick up a lot. Some of the comments from the police academy instructors were as follows. I'm not going to go on long. I'm just going to give you four or five comments: "It's the finest class of School Resource Officers collectively that has ever attended this course. The level of experience, particularly in Paterson and Newark, is mind-boggling beyond expectations, and this is to take nothing away from the small towns. This course explains all the textbook answers for a particular problem, but the ability to adapt to emergencies as demonstrated in the lesson plans and presentations by the Paterson contingent and their level of experience is unbelievable. Finally, all the experience in this room has made my holiday because I know this will make our children and our teachers safe." The New Jersey Department of Education who sent academy instructors there said, "We had the pleasure of working with the Paterson Board of Education on security drills since they were part of the NJDOE pilot program on school safety and security drills." I'll skip number two. "When the State DOE team visited Paterson and we observed the schools perform the state-mandated security drills we were amazed on how well prepared they were and how willing to take suggestions to improve their schools." I thank Dr. Evans for allowing us to attend this district training and the state now and the people across the state understand just how seriously Paterson takes it. I also enclosed a copy of the certificate that was awarded from the Essex County College Police Academy to each member that attended. I used Sergeant Pavomanti as one of the examples. Lastly, because I knew there would be some questions on where were the officers assigned, I took the liberty of putting each officer's name that attended the course, their law enforcement experience, where it took place – everyone was from Paterson – and their locations, whether it be JFK, Don Bosco, School 6, School 26, School 8, Silk City Academy, Frank Napier School of Technology, and Destiny Academy. That concluded the training that Dr. Evans had mandated that we go to. After attending it and after going to it, I want to thank him for allowing us to go to it.

Comm. Irving: Thank you, Captain Smith. Are there any questions or comments on the update of the report?

Comm. Kerr: Thank you, Captain Smith, for your work in this area and what our officers were able to accomplish. Outside of the regular police training, I know this had to be a particularized type of training because it has to fit with what is happening within the schools. Can you describe for us what the training was like?

*Comm. Simmons enters the meeting at 6:20 p.m.

Capt. Smith: Yes. If you go to the table of contents you'll see it there. I'll give you a few examples. If you look at the area of law, I took the liberty of taking the actual course outline. Naturally, during the School Resource Officer training they explained the history of the SRO program, how it came to be in New Jersey, the concept of crime prevention, community policing techniques, crime prevention through environment design, meaning the building from video cameras, to whatever panic bars, etc. The detectives will go through bomb threats, emergency evacuations, and school lockdown procedures. As I stated earlier, we had people that were intimately familiar in these areas and we actually served as a model for the SROs there because the retired police officers that I sent there were actually police academy instructors. They instructed people on what to do on SWAT teams and when they were asked to do a presentation, because each officer that attended had to do a presentation, they went beyond the normal presentation because of their expertise, whether it be bomb threats, evacuations, criminal investigation, or juvenile investigation. Whatever that expertise, Paterson was at the forefront there and was able to bring it forth. In addition to that, what also worked very well was that every officer that attended had vast experience working in the schools. They had worked from the beginning when we had started the officers in the schools back when I started in 1995 or 1996 when all the officers came into the schools. They brought a lot to the table. Sergeant Muckle, for instance, at School 6 is well-versed in the community and knows the people. It's invaluable. He knows the parents. He was able to bring that level of expertise when he did his presentation and it helped impart knowledge to people that were from other towns that they could see how they might turn around their schools to follow our example. So those were some of the things that were covered. They went into some fiscal realities, and I'm sure Mr. Kilpatrick will like this, where they explained the importance of fundraising and two sources of funding for schools and how to go about that, developing relationships with school staff, and the identity, roles and responsibilities of the SRO. They were pretty familiar with this, but they were explaining them under the juvenile codes, juvenile delinquency and family crisis. They were also given examples of offenses that don't constitute juvenile delinquency. They explained search and seizure. They went into the juvenile complaint system and county intake, which they were all familiar with. Comm. Kerr, I brought this whole thing because I knew that you were going to be very interested in this and that's why I wanted to make sure that I had this. They explained how to interview juveniles, how to work with school staff on that, processing, and Department of Family Guidance outreach programs. You don't always want to be looking at it as a punitive measure. You want to look at what programs can we offer juveniles that will help them succeed. As an example, we used Detective Olympio, who is now assigned over at Destiny Academy. He takes his job very seriously because he's been working with youth his whole life in Paterson being a product of Paterson himself. He's part of the PAL. He started it out when there were 150 kids and grew it to 1,500 kids. It doesn't fall within his job description many of the things that these officers do. For instance, they deal with a troubled population over at Destiny Academy. He takes his time afterwards to go with these kids on job interviews and helps them obtain jobs on his own time. He goes there after school is out of session. He contacts merchants that he knows from his former job as a police officer and also the Paterson Benevolent Association president and the contacts he made to help these kids who would otherwise not get a chance to get a chance. So he takes a

strong interest in them. There are a lot of things that don't necessarily fall within the confines of this training, but through the give and take of all the people that were there it was a really worthwhile experience.

Comm. Irving: Captain Smith, I have a follow-up to that. So since each officer is going to the training, will they then turnkey what they've learned with the officers in their school? Case in point, we have more than one Board officer at Eastside. How do they share that information with Control and the other Board officers who happen to be in the district?

Capt. Smith: What we do is that we have a pretty good relationship with Control. When we break during the holidays for Christmas we volunteer some of our people to go in there when they do some of their in-service training that is required under statute for them to keep their SORA license, which is the Security Officers Registration Act for private security. They have to be registered for that. So we assist them with that, but more importantly instead of having to pay for outside consultants, instead of having to pay for people to come in and provide in-service training for our own staff, we have our own people come in there and provide it free of charge during in-service training. For example, we do extensive gang training on what to look for as far as whether a child is getting into a gang. How can we help them and their family get out of it? Those types of instances where we have people with that level of expertise that we turnkey it and we bring it to our own. In addition to that, we take each agenda and we provide it to our professional development department here to show what areas in fact we're covering. An area that we covered that's very important and as a matter of fact I'm pleased and sad to report that two of our officers that we took from the community that were introduced here last time because of the training they received here in report writing they're now going to be Paterson police officers. They took them away from us and offered them another career because of the extensive training that we provided them here. But that's the level of expertise and that's what we expect. We don't want to hold our young people back from furthering their career.

Comm. Irving: Just in reference to the conversation we had maybe late November or early December, this is slightly connected to this and the guardhouses at Eastside and Kennedy. I know you and Ms. Shafer were supposed to come up with a plan, and present it to Dr. Evans and the Board for how we're going to staff those. Have we figured that out? I know the issue was funding and being able to afford, but then we discussed is there a hybrid model where we can hire some and then use others. Have you guys figured out that model yet?

Capt. Smith: Somewhat. When we put our heads together here's what we had come up with. I had some cost-savings in some other areas and I was able to provide two additional people for the guard booths there. They were not Board officers, but Control officers because I had saved in another area, with the promise that come this July we would back-fill the other three positions with the school district security officers. Kennedy, however, didn't get any. The reason Kennedy didn't get any is because we didn't really need them at this moment. What happened was we have electrical wires and stuff that has to run underneath and naturally we can't do it when it dips below 32 degrees because we have to run everything to the guard booths there. So when the spring breaks for the remaining, hopefully May or June, depending on when the weather breaks, we'll be able to dig those trenches, and get the guard booths up. And then for the remainder of this fiscal year I'll be able to do the same thing I did for Eastside, giving them an additional two with the promise of getting the other three so we can round out and fill so that both schools will get it.

Comm. Irving: Thanks. I want to commend both you and Ms. Shafer for the security plan and following through on this. I know the SRO piece was a caveat that many of us felt comfortable with when we talked about arming our security officers. You have your experience and that's one thing, but it also allows our officers to get a snapshot into the thought, minds, and lives of what kids go through even more than what they're doing now. So, kudos to you two for making it work! Are there any other comments or questions?

Comm. Mendez: Capt. Smith, I also want to congratulate you for this great step that we've done, giving this type of training to our officers. In terms of Eastside High School, I was not clear about when we're going to fill those positions in the guardhouses.

Capt. Smith: Let me make that clear. Right now we have five guard booths at Eastside High School. I only have enough money to fill two of those positions. That leaves three vacancies. Those vacancies because of whatever fiscal realities we face right now are not filled. Those are going to be with district security officers until hopefully July 1. Then we'll come back and address that again. So we have to make do with what we have right now. Unfortunately, that's the fiscal reality of it all.

Comm. Mendez: Okay. My question comes because I know we have to get those positions filled, but we also have to work with what we have. This is the time when we have to have a very clear plan with the staff that works inside the building. By dismissal we don't need people inside the building. Everybody has to be in the street.

Capt. Smith: We do have that pretty much.

Comm. Mendez: Everybody has to be in the street making sure that everything is running smooth. I'm very pleased with the progress that we have made at Eastside High School. We don't see that nonsense anymore inside the building. The safety plan we have in place is working very well. We're making progress. But now the violence that we have in the street is just out of control.

Capt. Smith: It is.

Comm. Mendez: When it comes to Kennedy High School, what kind of connection do we have with the officers in those buildings and the police department? Do we have communication with the police department?

Capt. Smith: Of all the schools that you could have picked, Kennedy probably has the best connection with the police department. We have three people there. One is Sergeant Monty who was in charge of our criminal investigation bureau. He worked in Paterson his whole life. Detective Palmer, which many of you people know, lives over on East 18th Street. He has a very strong connection with the police and the school. He also worked in our internal affairs division as well as in the chief's office, the patrol division, and the warrant squad, just to name a few. We also have a new star who's Detective Robert Pleasant who worked in Paterson and also in the prosecutor's office and lives on Richmond Avenue in Paterson. He has children in the school himself right now and is a very calm individual. It's a very strong community tie as well as a strong tie with the police department. We have that pretty much covered. In addition to that, which you probably don't know about because it was just recently released a little while ago, last year the PEA had filed a PEOSHA complaint that there was excess violence at Kennedy. They were coming out to investigate. They finished their investigation and they found out that there was none. They found out that the steps we had taken were

above and beyond what other school districts had taken and they actually commended us on it. So I thought that was a very positive outcome.

Comm. Mendez: The violence is not inside the building. It's really outside.

Capt. Smith: The violence outside of the building is crazy.

Comm. Mendez: If you want to get the bottom of the information on this if you go and talk to some of the business owners on Totowa Avenue they will tell you. There is high gang activity on Totowa Avenue and the problem is worse than ever. I think that we're going to have to have a very clear and effective plan with the police department because it's not our responsibility, but those are our children. There have been some very ugly incidents happening right on Totowa Avenue. There are groups of people waiting for our students when they come outside. That's been an ongoing problem very specifically with Kennedy High School. There has to be a very clear plan with the police department to resolve the violence.

Capt. Smith: They are down 140 police officers and it has to impact the streets. From my professional opinion and also having worked there you can't adequately provide the services that you need in this town with 140 less police officers. I just think it's impossible.

Comm. Mendez: I definitely understand that, but also at dismissal time we know that with Eastside and Kennedy we've had that problem for years. There has to be a plan. I know that we don't have those police officers anymore in the streets, but that's not an answer for me. At that time I see police officers and I know that's not our business. I see police officers in other areas of the city when they should be around Kennedy and Eastside patrolling the area with only two police officers patrolling the area around the Second Ward. We know where the problem is. They know where all the gangs are and the places where those incidents happen.

Comm. Kerr: I just want to finish up quickly. This is with regards to the question that was asked at the last Board meeting. This is directed to you, Ms. Shafer, regarding an enlarged discussion regarding security, the level of security that we have in the system and how it's being deployed in view of the shootings that we are hearing happening almost weekly and monthly.

Capt. Smith: Daily.

Comm. Kerr: My recommendation is that we have a larger discussion as to that. I have not gotten any solid answer with regards to when or how we are going to put this together. I'm just letting you know that we still need that meeting.

Comm. Hodges: As you know, Capt. Smith, I'm always a major proponent of training. I will point out that Kennedy has been a problem in terms of violence and misbehavior for a number of years. In fact, we had an unfortunate death result up there in 2003.

Capt. Smith: Are you talking about the homeless guy?

Comm. Hodges: The Robles case.

Capt. Smith: That happened by School 5. It was the kids from Kennedy High School.

Comm. Hodges: It's been an ongoing problem and we still have some problems out on the street. About a month ago we had a parent call and insisted on having her child transferred because he was jumped...

Capt. Smith: On the way home.

Comm. Hodges: On the way home.

Capt. Smith: On Paterson Avenue.

Comm. Hodges: That's a significant problem that we really have to get control of. Councilman Akhtaruzzaman has approached me with those very same concerns from the businessmen in the area who are very concerned around that 3:00 interval when kids are going home. There's just a lot of rowdiness and misbehavior. So something has to be done because if those children get hurt on that way home we still have to answer and account for that in some manner, even though the city is primarily responsible. People are going to come here first and say it. So those are some considerations. That discussion really has to take place and it should be a discussion that includes the city councilmen of that area so that there is something worked out as to how to address that. That's one thing.

Capt. Smith: I concur with Comm. Kerr about having to bring in all facets. I agree with that.

Comm. Hodges: Gun safety. I don't see anything along the lines here of gun safety and the training.

Capt. Smith: The training is under the act that allows you to carry guns. There's an annual training that is mandated by the state police which involves gun safety and qualifications. That is separate and above the training that you receive from School Resource Officers because that really is controlled by the state police. The permit to carry mandates that you have, as you said and correctly so, gun safety courses as well as the qualification to carry it and that's done annually. In order for you to have your permit you have to go through a gun safety course annually as well as the qualification portion of it.

Comm. Hodges: I understand that, but it seems to me that you're in a particular environment in schools which would call for additional understanding to be developed as to how to interact with kids who may for whatever reason decide to challenge. I think that calls for something over and above the standard gun safety.

Capt. Smith: What I could do, if you prefer and the Board is in agreement, is that when we have our in-service training I could have people that work at the range come to provide that extra level of training if that's what you'd like. I have no problem doing that. I'm sure they would do it for us for nothing. So I can have that as part of it.

Comm. Hodges: I'm more concerned about juvenile interaction.

Capt. Smith: That's what I'm talking about.

Comm. Hodges: Those situations become very volatile very quickly.

Capt. Smith: Fortunately, we have some people there that are experts in juvenile safety as well as gun safety having been in charge of the juvenile division and having worked in the schools too. So your point is valid, Dr. Hodges, and I will follow up on that.

Comm. Hodges: I appreciate that. The other issue is when is a fight an arrestable offense?

Capt. Smith: It depends on what it is. There are different levels of fight. If it's a pushing match then it's not a fight. It's not even reportable under EVVRS. If there's an assault on a teacher, security officer, staff member, even a simple assault will elevate to an aggravated assault, although most of them end up being downgraded back down to a simple assault. If you're a juvenile it's not really an arrest. It's really juvenile delinquency where they bring you down, they release you to the custody of a parent, they have the parent come in, and they explain to the parent what the problem was. What I will say is this, and I have to give credit to our staff of teachers as well as security, athletic directors and people involved, we could have students that because of their classification exhibit behaviors that are not normally what other people would. I know what that is firsthand. We are aware of that and we are not ready to pull the trigger on people, for a manner of speech, to bring them down without having some type of child study team member come in, evaluate it, and see if it involved something in his IEP. We do it on an individualized basis.

Comm. Hodges: An altercation between two students...

Capt. Smith: It depends on the level it is. An altercation is two different things. If it's a fight we're not bringing them down on a fight. We're going to refer them for training more or less through the child study team on some positive behavior reinforcements on how they can avoid it and try to settle their problem if it's over a girl or something like that, which is very popular right now. I know it's hard to believe, but sometimes they do fight over them. They come in, we sit down with them, and we even bring the parents in. They're very helpful with us in explaining what it is.

Comm. Hodges: I guess my real concern is there have been students arrested for fighting and I'm trying to find out what the parameters are.

Capt. Smith: There are students arrested for robbery, too.

Comm. Hodges: My point is fighting because students do fight. My concern is, is there an age limit? If a six-year-old fights we're not going to arrest them, but...

Capt. Smith: Not a six-year-old, unless he's pulling out a knife.

Comm. Hodges: But if a sixteen or a seventeen-year-old... What is the...

Capt. Smith: What we do is we evaluate what the intent was. In any law, and being familiar with that, you have to look at what the intent was. If somebody knocks somebody's teeth out then it elevates it to another charge and we'll bring it down for juvenile delinquency. Recently we had a robbery where someone did a strong-arm robbery. They came in, took the phone, and we were able to retrieve the phone back because we had it on video. We were able to contact the parent. We were able to get an ankle bracelet on the individual. We deal with it on an expeditious basis and that's where the level of expertise comes in and we're able to come in and settle these types of things.

Comm. Hodges: I'll have to get back to you because I really want a clearer definition of what is something a child can get arrested for. It's something that should be spelled out to parents, students, as well as to the police officers.

Capt. Smith: You know what we do have, and it might be useful to you, the EVVRS provides us scenarios on what would constitute a simple assault, a fight, or a shoving match. I can provide you with that and then give you all the scenarios because to me it brings it more to life when you see the scenario and you see how applicable it is. It helps not only the teachers, but it helps the principals distinguish between those things that you just pointed out.

Comm. Hodges: Absolutely. I think that's very important to have not only the administration be aware of, but the students as well.

Capt. Smith: I can provide you that.

Comm. Hodges: Thank you very much. I think that will be instructive.

Ms. Shafer: But I think also what you're asking for, Dr. Hodges, is we can give you the definitions. But you're also saying at what point do they bring me downtown? At what point do they release me, suspend me, or whatever the penalty is?

Comm. Hodges: That's exactly right.

Ms. Shafer: So along with the definitions we would also need when a student would be brought downtown or when they would fall into another category and have some type of suspension or other disciplinary action.

Capt. Smith: Here's what I'll be able to provide you. I'll be able to provide you the definitions. I'll be able to provide you scenarios provided by the state which would constitute a simple assault. I'd be able to give you that. What was the last thing you had said, Eileen?

Ms. Shafer: Dr. Hodges' question is...

Capt. Smith: The penalty. We also would bring out how it ties into the student code of conduct, whether it's a prior offense. Believe it or not – not necessarily at the school level – but it depends a lot on the parent. Some parents when they come in if a child was involved in an altercation and we settled it at the school level there and we still made the report they are insisting that they go downtown and that's their right. They go downtown and file whatever complaint they want. That's happens. So a lot of things that we are able to settle at the school level which doesn't elevate to them bringing it downtown are brought the following day by the parent coming down and making the complaint.

Comm. Hodges: My question is simply, when does a police officer make the decision inside the school building to take an individual downtown?

Capt. Smith: When clearly a crime has been committed and what the intent was.

Comm. Hodges: In terms of a simple fight or an altercation. There's the school authority and then there's the police authority.

Capt. Smith: We usually follow the dictates of the principal. What happens is we explain to them the scenario, we say this occurred, and this is the level of injury. What do you want to do or what does the teacher want to do? It depends on what it is, too. And then based on their input a collaborative decision is made.

Comm. Hodges: If we can get that in writing then, I would be very happy.

Capt. Smith: No problem.

Ms. Shafer: We'll get it to you.

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

Capt. Smith: Have a Happy New Year.

Comm. Cleaves: Same to you.

REPORT OF STATE DISTRICT SUPERINTENDENT

Ms. Shafer: I would ask at this time if Chris Sapara-Grant would give us a brief report on our facilities and the heating conditions with the cold weather that we're having.

Mr. Chris Sapara-Grant: Ms. Shafer and Commissioners, good evening. The past two days have been very exacting on us and our facilities. The delta in the temperature has really taken a toll on some of our systems that we have been struggling with. What I'll do this evening is just give you a couple of schools that are having problems currently or we are resolving the issues that we have currently. The information changes as we go along. I have my staff still out there today trying to resolve as many conditions as possible. The challenge has been between night and morning. We have a lot of surprises. Some of the surprises are operator issues. Some of them are mechanical issues. But we try to work with the schools to make sure that the kids are moved into comfortable settings and that instruction is not affected very much. Some challenges are larger than others. At School 1, all the trailers we have are without water because the main line coming into the first trailer that distributes was frozen. For the past two days we've been trying to thaw the system, but with the wind chill and the temperatures it's been very difficult. We've been working with the school and the preschool kids have been absorbed into the building. It's not the optimum because the building is a little bit full, but we are trying to work with the preschool system to handle that. Temperatures seem to be going up and we're very hopeful that after tomorrow we might be able to get the kids back into the buildings. There's heat in the building, but there's no water and these are pre-k students who need the use of the restrooms. At School 4 we have challenges in about nine rooms, mostly on the fourth floor and I think two on the third floor. This has to do with controls and thermostats. At the last meeting the Board approved a vendor who is coming in to work with us to reinstall thermostats. We have one called a BMS system, a Building Management System, which allows us to control and adjust temperatures using a computer. There was a network glitch and we have a vendor coming back to help us with it. They are troubleshooting but they've not gotten to the fourth floor yet and we're hopeful that in the next day or so we'll be able to do that. There is some radiant heat, but it's not enough under these frigid conditions to create a very comfortable setting. At School 6, we have two rooms that have a broken coil and we're working with the administrators to have kids in the other rooms, but those problems still do exist. At School 15, three classrooms and the gymnasium have problems with their univent systems. At School 18, one of the trailers still has problems with the univents blowing cold air and the gym and room 306 have heating challenges.

When I indicate heating challenges sometimes it's not totally cold, but on any particular day it might be iffy. So you start the day and you have a stabilized temperature. By 10:00 the system maybe shuts off and we have to go through a resetting. So I don't want to say we are in a perfect situation and I don't want to misrepresent that we don't have problems in those locations. We do have problems, but on any given day it changes. At School 19 we have one classroom, room 101, where we're having unit blower problems. I'll go back and talk about the category of problems that we have. At School 25 we have two rooms that are currently vacant where we still have power problems. We were doing some construction work in there so the radiators were removed and we don't have students in those rooms currently. At School 26 in two rooms in the basement, B-2 and B-6, we have unit ventilator problems and we're trying to resolve them. At School 27 one room has blower problems in the unit ventilators, G-30. At Madison K Center the rooftop unit is defective so the kids have been moved into the building. It's repairable, but it's very difficult to get somebody to go to the rooftop in this weather to troubleshoot. So we're working with keeping the kids in comfortable locations. Classrooms are fine. It's the multipurpose room, the administrator's office, and the nurse's office. At EWK the art room and the gym we still are struggling with getting optimum temperature in those areas. We have baseboard. We have some heat, but not at the right temperature. We need to be above 68 degrees. At JFK over the past two days we had problems. We resolved the problems yesterday and then we had additional problems. Some of them were operator issues where we were supposed to leave a set number of boilers running overnight so that the dipping temperature does not affect the rooms at the extremes. There was some miscommunication from my staff. Boilers were turned off, so we started the day yesterday very cold and by 9:00 or 10:00 we started getting a lot of heat. About a third of the building was challenged. I was there myself because we had a temperature gun just to tell the temperatures. Today we've not had that problem. We still have underlying issues at JFK with our unit ventilators. With the JFK system you have radiant heat and you have blowers. So the radiant heat keeps the lower area generally cool, but when you have fresh air coming in the fresh air is so cold that the blowers need to circulate the warm air within the system and that's what we're working on right now. At Eastside we have a similar problem in the old building. I have three teams of technicians there as we speak going from classroom to classroom troubleshooting. Also at Eastside we have radiant heat, but it's not optimum. Once we troubleshoot then we'll be able to determine exactly how we can resolve this and it has nothing to do with the boilers. It is unit ventilators. This is an old problem that we are trying to resolve. We have three categories of heating problems. We have boiler issues and currently we have very few boiler issues. Most of our issues have to do with unit ventilators that over the years were not maintained very well and now we are trying to get them in place. Then other problems have to do with the building management system, which is the computerized system, which allows you to detect when you have the potential drop in temperature and to be able to control the various rooms from a central location. We have vendors working with us but they are not working as fast as we can in the rigid temperature. That's just a synopsis of the problems we're having.

Comm. Hodges: What took place at HARP?

Mr. Sapara-Grant: HARP is the mall and there are also tenants in the mall. A sprinkler broke in one of the tenant spaces, not in the area we occupy. The fire department came in and asked that since the sprinkler system for the whole mall was affected they wanted us to vacate. That was fixed last night.

Comm. Hodges: When you say broke, was it water or just malfunctioning?

Mr. Sapara-Grant: It snapped and it was in an optical store which was vacant at that time. So the landlord sent in a team to weld the piping back in place.

Comm. Hodges: Was there water damage there?

Mr. Sapara-Grant: Selfishly enough, I don't know, since I wasn't affected. It did not affect us.

Comm. Irving: Thank you. Are there any other questions for Mr. Sapara-Grant? Thank you. Ms. Shafer, will there be any reports from the State District Superintendent or from the Deputy?

Ms. Shafer: Yes. On behalf of the Superintendent, I just wanted to report out that today Dr. Evans made a presentation to the State Board of Education at Rutgers University along with the Superintendents of Newark, Camden, and Jersey City. I observed that presentation and would say, and I'll let the Board President talk to this as well, that the presentation Dr. Evans gave was a lot of data. It showed where we were, where we are now, and where we intend to go. It was very well received. The other three presentations did not have as much data to show growth nor did they show the growth that Paterson has. In addition to that, the State Board was able to ask some questions. I won't identify any specific district but there were some underlying current as to how the Superintendent works with the community and with the Board. So the Commissioner was very complimentary to Paterson and how Dr. Evans works closely with the Board and the community as a whole. I would just say that Paterson was in the house. It was very well received and received many compliments on the presentation that Dr. Evans did today. You have a copy of it in a gray folder. It was a PowerPoint that he went over, but also in your folder is the actual annual report that you can take a look at.

Comm. Irving: Thank you, Ms. Shafer. I went to the meeting today and I just want to comment that Dr. Evans did a very good job and I want to thank the staff who accompanied him today as well. The Commissioner had nothing but glowing things to say about this Board and about our commitment to working with Dr. Evans to improve student achievement. He had a really great presentation.

Comm. Hodges: One of the concerns that particular district named Newark had is that their Superintendent doesn't seem to be attending many of their Board meetings. I'm hoping that Dr. Evans isn't adopting some of those tendencies.

Comm. Irving: The man's pipe broke tonight in his house, for goodness sake.

Comm. Hodges: I have to ask the question. They're all in proximity. They exchange notes.

Comm. Irving: I know we're joking on that point, but I did say in my opening comments the successes we've had here I believe are a direct result of when you have a Superintendent on board who finds a way to work together and coexist. Unfortunately, I think our colleagues in Newark are just not finding the opportunity. It might be just my personal opinion, but I don't think the Newark superintendent will ever be successful because she has nine people vehemently opposed to her success and can sabotage it in many different ways. As much as we do our thing here I think we are leaps and bounds above the other urban districts for how we govern and how we run things. It's really interesting when you watch the dynamics in other districts.

Comm. Hodges: At the end of the meeting, I have some additional information I need to present to the Board from some additional meetings. One took place today, as a matter of fact, where they in part discussed Newark and what was going on with some of the parents with the Education Law Center. But I'll wait until the end of the meeting to give you that information.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Ms. Linda Reid: Good evening and Happy New Year to everyone that I have not spoken to today. I want to ask you to convey the message to Dr. Evans that from a parents' perspective he did an excellent job on the presentation to the State Board of Education today. We were really pleased and glad to be there. I just have a couple of updates that I want answers to, the updates on the facilities at Hazel/Marshall. I see fall has passed us by and there's no movement over there. We were told that they would start breaking ground in the fall. We were told no later than November. The last time we went to the SDA meeting in August we were told that they were waiting for a constructability review. I'm just curious to find out just how long it takes to do a constructability review so that school can get started. That's number one. Number two, I must have missed the memo for the invitation to the policy meeting on the restructuring of the policies that we had talked about. We were going to call a committee together. I'm sorry. I didn't miss it. I just figured I would say I missed it because...

Comm. Cleaves: She's being facetious.

Ms. Reid: Thank you very much because time is of the essence, especially since today the report came out from the federal government about new guidelines around suspension and the school to prison pipeline that was released today at 3:00. I'll be checking my email for that invitation. The third one that I have to ask the question is I've head the report tonight about the violence. But what are you doing in elementary schools around violence? In all fairness to Mr. Johnson I just spoke to him today about this issue. I have a granddaughter at a school that's constantly being bullied and the teacher is not doing anything about it. I'm putting this Board on notice that if something doesn't change and doesn't happen and someone doesn't do an investigation at that school, which is School 10, I will personally find a lawyer to sue the school. I'm telling you today because this is not the first, second, or third time that this child has been bullied. The first time there's a court case involving another student in court. The second time when the guidance counselor asked the teacher about the incident he told her nothing happened. When she called the children into her office to ask them what happened they told her, Ms. Patterson, that the teacher was in the classroom and knew what had happened. Something is going to happen in that building. I'm going to tell you now if any of my grandchildren get hurt we're going to have a serious problem in this district. The second thing is I thought we requested a moratorium on first offense of out-of-school suspension. What is possession of a toy gun? Bringing a toy gun to school, what offense is that?

Comm. Irving: We'll have somebody get back to you and make sure we accurately have that all together.

Ms. Reid: Because that happened and nothing happened to that child and that can be dangerous.

Comm. Irving: Fair enough.

Ms. Doris Pagan: Good evening and Happy New Year. My name is Doris Pagan from the Paterson Education Fund. I'm excited to tell you that Hedy Chang of Attendance Works will be visiting us on January 23 and 24. She directs Attendance Works, a national state level initiative aimed at advancing student success by addressing chronic absence. A skilled presenter, facilitator, researcher, and writer, she co-authored the seminal report "Present, Engaged, and Accounted For – the Critical Importance of Addressing Chronic Absence in the Early Grades," as well as numerous other articles about student absence. We're having a community forum on January 23 and a breakfast for the community leaders on the 24th, as well as a workshop for the preschool providers later that day. We will then have a debriefing with Dr. Evans and district leaders to close. We want to invite you to attend the community forum on the 23rd from 6:00 p.m. to 8:00 p.m. and it will be at Eastside High School. Specifically, we'd like to invite you to the breakfast on the 24th which will happen here in conference room number three at 8:00 a.m. and invitations will be forthcoming. Thank you.

It was moved by Comm. Mendez, 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 January 7, 2014, beginning with vendor number 400 and ending with vendor number 797087, in the grand sum of \$3,689,341.27, 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. 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: 28
Total Cost: \$31,390.40

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Nancy Wymer	Montclair State University – Theater Day for Teachers	January 10, 2014	\$125.00 (registration)
Teacher/SET @ JFK	Montclair, NJ		
Lisa Bauch	Schillinger Educational Consultants	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
Tonia Cole	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
Anel Hernandez	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
Nicole Lovell	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
LeeAnn Powner	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
Lauren Romer	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Teacher/School No. 1	Atlantic City, NJ		
Marlene Toomey	Schillinger Educational Consultants Wokshop for K-2 Educators	January 14, 2014	\$140.00 (registration)
Principal/School No. 1	Atlantic City, NJ		
Emilio Barca	NJASA TECHSPO	January 30-31, 2014	\$563.67 (registration, transportation, lodging)
Director of Technology	Atlantic City, NJ		
Anthony Cavanna	NJASA TECHSPO	January 30-31, 2014	\$563.67 (registration, transportation, lodging)
Chief Academic Officer	Atlantic City, NJ		
Gregg Festa	NJASA TECHSPO	January 30-31, 2014	\$563.67 (registration, transportation, lodging)
Principal/PANTHER Academy	Atlantic City, NJ		
Christopher Graber	NJASA TECHSPO	January 30-31, 2014	\$563.67 (registration, transportation, lodging)
Supervisor/Learning Network	Atlantic City, NJ		
Michael McGinley	NJASA TECHSPO	January 30-31, 2014	\$563.67 (registration,
Principal/STEM @ JFK	Atlantic City, NJ		

			transportation, lodging)
Gina Johnson	Harvard University School Department of Continuing Education/School Mental Health: Treating Students K-12	January 31- February 1, 2014	\$280.00 (registration
Climate & Culture Teacher/School No. 10	Monroe Township, NJ		
Janice Basilicato	AMTNJ Annual Winter Conference	February 12, 2014	\$208.77
Director of Mathematics	Monroe Township, NJ		(registration, transportation)
Robert Salviano	AMTNJ Annual Winter Conference	February 12, 2014	\$208.77
Supervisor of Mathematics	Monroe Township, NJ		(registration, transportation)
Yasmeen Weems	NASP Annual Convention	February 19-21, 2014	\$188.00
School Psychologist/Special Services	Washington, DC		(registration, transportation)
Jamielee Smith	Be Shore II: 28 th Annual Conference	February 27-28, 2014	\$300.00
Student Assistance Coordinator/School No. 3	Long Branch, NJ		(registration)
Anthony Cavanna	Leaders to Learn From 2014/Education Week	March 31 – April 1, 2014	\$880.00
Chief Academic Officer	Washington, DC		(transportation, lodging, meals)
Chrystal Cleaves	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Vice President	New Orleans, LA		(registration, transportation, lodging, meals)
Wendy Guzman	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Member	New Orleans, LA		(registration, transportation, lodging, meals)
Jonathan Hodges	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Member	New Orleans, LA		(registration, transportation, lodging, meals)
Christopher Irving	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board President	New Orleans, LA		(registration, transportation, lodging, meals)
Errol Kerr	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Member	New Orleans, LA		(registration, transportation, lodging, meals)
Manuel Martinez, Jr.	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Member	New Orleans, LA		(registration, transportation, lodging, meals)
Alex Mendez	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39
Board Member	New Orleans, LA		(registration, transportation, lodging, meals)

Kenneth Simmons	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Corey Teague	NSBA 74 th Annual Conference	April 5-7, 2014	\$2,822.39 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		

TOTAL CONFERENCES: 28
TOTAL AMOUNT: \$31,390.40

**For Ratification*

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 2 be adopted. On roll call all members voted as follows:

Comm. Cleaves: Yes, but I abstain from anything dealing with my name.

Comm. Kerr: Yes, but I abstain from anything that has any reference to my name.

Comm. Martinez: Yes, abstaining from anything pertaining to my name.

Comm. Mendez: Yes, and I'm abstaining from anything that has to do with my name.

Comm. Simmons: Yes, and I'm abstaining from anything having to do with my name.

Comm. Irving: Yes, and I abstain from anything that has to do with my attendance to the National School Boards Association conference.

The motion carried.

Resolution No. 3

WHEREAS, the Paterson Board of Education Policy Manual receives periodic revisions and additions, and

WHEREAS, while most regulations are issued by the Chief School Administrator, there are a number of regulations that must be adopted by the Board of Education according to statute law or administrative code, and

WHEREAS, the Policy Committee submitted policies and regulations to the Board for first reading, and

WHEREAS, a special public comment session was held at the January 8, 2014, workshop meeting, and due to the time sensitive nature of the policies and regulations that have already been enacted by statute, the Policy Committee is recommending the second reading at the January 8, 2014, workshop meeting , now therefore

BE IT RESOLVED, that the Board of Education approves the following policies and regulations for second reading and adoption:

- P1240 Evaluation of Superintendent (M)
- R1240 Evaluation of Superintendent (M)

- R2431.1 Emergency Procedures for Athletic Practices and Competitions (M)
- R2431.2 Medical Examination to Determine Fitness for Participation in Athletics (M)
- P3142 Nonrenewal of Nontenured Teaching Staff Member
- R3142 Nonrenewal of Nontenured Teaching Staff Member
- P3144 Certification of Tenure Charges
- R3144 Certification of Tenure Charges
- P3144.12 Certification of Tenure Charges – Inefficiency (M)
- P3144.3 Suspension Upon Certification of Tenure Charges
- P3372 Teaching Staff Member Tenure Acquisition
- P3373 Tenure Upon Transfer or Promotion
- P3374 Tenure Upon Transfer to an Underperforming School
- P4124 Employment Contract
- P4146 Nonrenewal of Nontenured Support Staff Member
- P5512 Harassment, Intimidation, and Bullying (M)

TEACHNJ Statute and AchieveNJ Administrative Code Policies and Regulations for Teaching Staff Member Evaluations:

- P3221 Evaluation of Teachers (M)
- R3221 Evaluation of Teachers (M)
- P3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)
- R3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)
- P3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)
- R3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)
- P3224 Evaluation of Principals, Vice Principals, and Assistant Principals (M)
- R3224 Evaluation of Principals, Vice Principals, and Assistant Principals (M)

BE IT FURTHER RESOLVED, that in the event any policy, part of a policy or section of the bylaws is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by the State District Superintendent or Board of Education, the remaining bylaws, policies, and parts of policies shall remain in full effect.

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

Resolution No. 4

Whereas, the Strategic Plan for the Paterson Public Schools 2009-2014 Priority II – Save, Caring and Orderly Schools, Goal 3 to Improve Graduation Rate, Reduce Dropout Rate by increasing the participation in extra-curricular activities, including interscholastic sports;

Whereas, the Eastside High School girls basketball team has been invited by Riverdale Baptist High School to participate in an out of state interscholastic athletic competition “Crusader Classic – National Level Showcase”, to be held at 1133 Largo Rd., Upper Marlboro, MD;

Whereas, the District is committed to exposing student-athletes to opportunities that can further their personal, athletic and social development in various areas; therefore, the

team requests that the Board supports the efforts of providing student participation in this trip that takes place during the school day, which will assist in team building and efforts of good sportsmanship;

Whereas, the proposed trip in which students mandatorily participate will include a basketball tournament, visit to The King Memorial Monument and Lincoln Memorial in Washington, DC;

Whereas, we opened the bids for transportation to the following public carriers; Charter Coach & Travel, and Wagner Tours; and as such Charter Coach & Travel was the lowest bid; however, lodging and meals shall be financed by student activities/fund raising efforts;

Now Therefore Be It Resolved, that the Board of Education shall remit payment as part of the District's regular bill list, upon the submission and approval of invoice and proper execution by vendors through district vouchers and other documents which may be required by the proper fiscal management of the public school district; and

1. Transportation cost \$2,200.00 (Charter Coach & Travel LLC)
2. Lodging cost \$890.00 (Financed by team fund raising efforts/team will lodge @ Radisson Inn Hotel
Approximate cost \$3,090.00

Be It Further Resolved, which the Board of Education approves this overnight field trip to be held January 17-18, 2014. It is affirmed that the coaching staff will chaperone and is paid as per P.E.A. contract (2007-2008 Schedule C – Part 2 Athletic Salary Guides, Group B), as this is a part of their regular coaching assignment. They are as follows: Head Coach Ray Lyde, Jr.; Assistants Donald P. Davis, Vionisha Mack and Steven P. Thompson.

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

Comm. Irving: I just want to say, Mr. Glisson, I like the fact that in the midst of this you're taking the young people to see the memorials. Normally you go to these trips and you come back and that's like the typical thing. But this is awesome that you're taking them to see the monuments. It's a really great educational experience.

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

Resolution No. 5

Whereas, the Strategic Plan for the Paterson Public Schools 2009-2014 Priority II – Save, Caring and Orderly Schools, Goal 3 to Improve Graduation Rate, Reduce Dropout Rate by increasing the participation in extra-curricular activities, including interscholastic sports;

Whereas, the Eastside High School girls basketball team has been invited by Baltimore City Public Schools to participate in an out of state interscholastic athletic competition “18th Annual Basketball Academy - Showcase”, to be held at Morgan State University, Baltimore, MD;

Whereas, the District is committed to exposing student-athletes to opportunities that can further their personal, athletic and social development in various areas; therefore, the team requests that the Board supports the efforts of providing student participation in

this trip that takes place during the school day, which will assist in team building and efforts of good sportsmanship;

Whereas, the proposed trip in which students mandatorily participate will include academic workshops (SAT Prep, financial literacy, college admission, NCAA guidelines, etc.) basketball tournament games, college campus and museum tours (The Blacks & Wax Museum, Reginald F. Lewis Museum);

Whereas, we opened the bids for transportation to the following public carriers; Charter Coach & Travel, and Wagner Tours; and as such Charter Coach & Travel was the lowest bid; however, lodging and meals shall be financed by student activities/fund raising efforts;

Now Therefore Be It Resolved, that the Board of Education shall remit payment as part of the District's regular bill list, upon the submission and approval of invoice and proper execution by vendors through district vouchers and other documents which may be required by the proper fiscal management of the public school district; and

1. Transportation cost \$2,700.00 (Charter Coach & Travel LLC)
 2. Lodging cost \$1,780.00 (Financed by team fund raising efforts/team will lodge @Holiday Inn Express
 3. Meal cost Sponsored by the Baltimore City Public Schools
- Approximate cost \$4,480.00

Be It Further Resolved, which the Board of Education approves this overnight field trip to be hld January 23-25, 2014. It is affirmed that the coaching staff will chaperone and is paid as per P.E.A. contract (2007-2008 Schedule C – Part 2 Athletic Salary Guides, Group B), as this is a part of their regular coaching assignment. They are as follows: Head Coach Ray Lyde, Jr.; Assistants Donald P. Davis, Vionisha Mack and Steven P. Thompson.

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

Comm. Irving: Again, Mr. Glisson, great job in preparing these athletes to be scholar athletes. The remaining Board members ought to be giving you props about the change and transition you've done to really put some rigor behind the work our athletes do on and off the court.

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

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met this past Monday, January 6. The meeting began promptly at 6:30 and concluded at approximately 7:48. In attendance were Comm. Martinez, Comm. Irving, Comm. Kerr, and Comm. Cleaves. Also in attendance were Dr. Cavanna, Annalesa Barker, and Tyeshia Hilbert. The meeting began with an update from Dr. Cavanna regarding the new report card format that is now being targeted to be rolled out in September. We discussed the need for the new information to be provided to the families and interested parties by the fourth marking period of the current school year in order to prepare those folks for what's to come next

September. We also discussed providing some reforms to orientate our families on how to read and interpret the new format. Originally we had intended to perhaps have that rolled out at some point during this school year, but we felt it would be a bit rushed and we didn't want to do anything prematurely. So as indicated there we will be targeting September and this way it gives us a long enough runway to get folks orientated with the new format and have it rolled out correctly, as opposed to prematurely. We then moved on to the action items. Below is a list of what we discussed. On A-1, the US Department of Labor is collaborating with the US Department of Education to make available \$100 million for Youth Career Connect Grants to provide high school students with industry relevant education and skills, essentially redesigning high school programs. The Youth Career Connect Program focuses on four areas. Number one is integrated academic and career-focused learning, (2) work-based learning and exposure to the world of work, (3) individualized career and academic counseling, and (4) integration of post-secondary education and training. These grants will be awarded to grantees with a strong public private partnership and the local work force. We are currently in the application process only and anticipate submission by the end of January. If anyone has any further questions or need for clarification you can ask Dr. Cavanna to provide that. Item A-2 is to approve the course guides for the School of Culinary Arts, Hospitality, Tourism, School of Education and Training, School of Information Technology, Destiny Academy, School of Business, Technology, Marketing and Finance for implementation in the 2013-14 school year. Some of the questions asked about A-2 were, do these courses that the students are taking lead to or have any end certification that the students can immediately use to join the workforce? We felt that if they were taking these courses there should be an end result that they can actually take these certifications and be plugged into some type of workforce program immediately thereafter upon graduation. A-3 is to approve the purchase of the Wisconsin Center of Education Research. Some of the questions that were asked pertaining to A-3 were, did this proposal go out for bid? If so, how many others applied? Also, we were hoping to get some clarification on how many ELL students will actually be taking the assessment. Comm. Kerr also asked how it was being implemented, what are the materials that are being provided by the Wisconsin Center for Education Research, and do we receive a report for the services provided. I'll continue to run through the action items and then we can open up for any further questions and get some clarification. A-4 is pertaining to the approval of purchasing for the CICERO Kids' Program, which is a computer-based interactive museum for students in kindergarten through grade 5, to provide the opportunity to learn American history while practicing English Language Arts skills for the 2013-14 school year. Comm. Irving asked how exactly these schools were identified. Collectively we felt and agreed that at first glance the schools that were listed were among some of the better performing schools in the district and would appear to not require these additional services when we certainly know of other schools that could greatly benefit from the additional services. Additionally, we were asking about the maintenance costs that were attached to these licenses thereby allowing us to implement them in other schools. That was A-5. That was my mix-up right there. A-7 is to approve the award of professional development contract to Seton Hall University Academy for Urban School Transformation. We were also inquiring about whom else submitted an RFP for this. There were questions about A-9, but it was pulled so we no longer have to go there. On A-10 at the last Board meeting we were awaiting a report from Ms. Peron regarding some of the findings. We were hoping to get some clarification regarding that report. Out-of-district placement centers, yes. There were no special items discussed. This concludes my report. At this time we'll open the floor up to questions and then we can go back to some of the items.

Comm. Irving: Ms. Person, I just want to clarify we did have a conversation about some of your findings in curriculum after last year, but no formal report was ever given to the Board that detailed what centers were visited, were there any issues identified, and were there any corrective actions. So at the next workshop meeting we'd like to have that presentation or report be provided for the places you've gotten to thus far. I know we haven't finished all of them. Am I correct?

Ms. Susana Peron: Yes.

Comm. Mendez: On A-4, to implement this math program what was the criteria that we used to choose those six different schools?

Comm. Martinez: Also, Dr. Cavanna and I spoke earlier and he did come prepared with a lot of the information that we did ask for. It was a little bit lengthy in language so I asked him to not have to go through all of it. He can provide that to us, we can look it over, and then get back to him with any further questions we may have.

Dr. Anthony Cavanna: What we did is we analyzed all of the New Jersey ASK scores and we did two things. First, we tried to pick schools that many not have a lot of high-impact interventions because the reason why we looked into programs like Math 180 is to have high-impact interventions for those students who need it. So we tried to steer away from the Priority Schools and the Focus Schools that already have several interventions. Then we analyzed all of the New Jersey ASK scores. The reason why we picked these schools is because they had the largest numbers of students that were partially proficient. Not the percentage of students that were partially proficient, but the largest number of students. So we thought that these would be a good candidate for this particular intervention because these schools are all on the cusp. They may be Priority Schools and they may be Focus Schools. So we want to give the schools the opportunity to provide high-impact intervention for students who really need it in the area of mathematics. I have the data, but as was just said, it's a pile of paper. I'll prepare a memo and make it available.

Comm. Martinez: Are there any other questions on A-4?

Comm. Hodges: Is this the only program in the district that does this?

Dr. Cavanna: No, there are several programs. We have the Renaissance Math Program. We have other interventions like Success Maker and other online programs that we use. We have a menu of high-impact interventions that we use in addition to our regular mathematics curriculum.

Comm. Hodges: Why aren't those other programs adequate just to be expandable to this particular issue?

Dr. Cavanna: Some of our students don't need interventions. Some of our students do need interventions. Some of our students need intensive interventions. So if you look at Math 180 like a triangle where the majority of students are at the bottom then some students need some interventions and then the students in the top 10 or 15 percent need intensive interventions. That is Math 180 or the Renaissance Math Program. These are intensive interventions for students that need that extra help.

Comm. Hodges: But you have the Renaissance Math Program. Why not simply implement that and just broaden the number of licenses that you have?

Dr. Cavanna: Because we're all different. Some students may be successful using the Renaissance Program and other students may not. So we have a menu of different interventions and we rely on the teachers, principals, and supervisors to make decisions about what's best for the kids because one size does not fit all.

Comm. Hodges: Okay. I'll wait because I have a lot of questions on tonight's agenda that start at A-1.

Comm. Martinez: You have the floor.

Comm. Hodges: Okay. On A-1, I have to do some work with this because I don't know anything about servers. I have to look this stuff up. We're doing Windows Server 2008, but don't we have Windows Server 2012 in existence?

Dr. Cavanna: A-1 is a grant.

Comm. Hodges: Right. I'm sorry. Wrong one.

Dr. Cavanna: It's not a grant. It's a permission to begin the process to apply for the grant.

Comm. Hodges: That was B-2. The major areas that are being sought after and that we are experiencing shortages are engineering, computer science, and research science fields. You're talking about H1B. Which academies are you anticipating taking advantage of this grant program?

Dr. Cavanna: We're just in the process of sitting down and trying to identify them. But what we think fits into the guidelines of the grant are the academies that fit into either STEM or health services. We might expand that, we might narrow that, but the grant requires that you have a partner so it makes sense for us to partner with the hospital. We need a local business entity. We have to identify that. I've talked to the Paterson Education Fund to see if they would support it. You need partners like that. If we can identify a pharmaceutical company or engineering company and have the local partners. The idea is to encourage students to be part of the business community and then make the leap either into careers or go into college and come back and go into those careers.

Comm. Hodges: I'm sorry Dr. Evans isn't here for this because he knows what's coming. Computer programming is a major problem. It's a category in the H1B group that companies all over the country are struggling with. Might we be encouraged to address our attentions to that glaring deficit in our curriculum?

Dr. Cavanna: The focus of the grant and where we get the most points is if we can show that we're relating technology to the career area. The career area in science and how we relate technology to that and of course programming and computer language is part of that, and it's the same with the health sciences. How do you use technology in the health sciences? If you go into a hospital most of it is related to some science or some technology. That's the purpose of the grant, helping our schools prepare students to go into those careers through the use of technology. If we get the grant it's a lot of money so we'll be able to do a lot of the things that you're talking about.

Comm. Hodges: I'll skip some of these things because at that time I'll discuss this. I imagine that you're going to want to refurbish some of the existing academies if that grant becomes available to us. I would also then say that...

Dr. Cavanna: I'm nodding my head, but I have to read the grant to make sure that we can do that. But I'm assuming we can do that.

Comm. Hodges: Other than STEM, I don't think you have anything that even approaches an engineering focus, except for maybe technology, but that doesn't really do it, and computing you have just one.

Dr. Cavanna: You have STEM, PANTHER, and HARP.

Comm. Hodges: PANTHER does not have anything to do with computing.

Dr. Cavanna: In terms of being eligible for the concept of the grant, going into science careers.

Comm. Hodges: PANTHER as it's currently constituted have very little... I'll leave it at that.

Comm. Martinez: We're getting a little out. At this point this is just strictly to submit the application. The line of questioning is good, but we're not quite there yet.

Comm. Hodges: Okay. The issue is that we have to look at this very differently than we've done in the past. That's the point I'm trying to make. On A-2, the Windows server environment, isn't there an existing Windows Server 2012?

Comm. Martinez: A-2 is about the approval of courses for the Culinary Arts, Hospitality, and Tourism. It's the curriculum. I don't think it really has anything to do...

Comm. Hodges: You're offering Windows Server 2008 in one of the courses. They currently have Windows 2012. I don't know whether it's obsolete or not, but we're offering a course which they've moved on from. That's what I'm trying to get some information about.

Dr. Cavanna: That's the course that they proposed and you're right, we should update it. It's probably a budget issue that we could include in this year's budget.

Comm. Hodges: The Essentials of Microsoft. Who is that course aimed at?

Dr. Cavanna: Can I take a look at it?

Comm. Martinez: I would venture to say they would be made available to all the students.

Comm. Cleaves: What is the question?

Comm. Hodges: You have Windows Server 2008, which is a substantially different level than Microsoft Office. I'm trying to find out who that is aimed at. You essentially learn Windows Office on your own. But when you package it into a course, it isn't the same level as Windows Server. So who is that aimed at?

Ms. Shafer: There's a sequence of courses. That would be the low level, maybe the ninth grade. There's usually a sequence of three courses.

Comm. Martinez: It could be a prerequisite leading up to the next.

Comm. Hodges: That's exactly my question.

Dr. Cavanna: It says there who it's targeted to.

Comm. Hodges: Would the students who are getting Windows Server be required to take Microsoft Essentials and Microsoft Office?

Dr. Cavanna: The students who are getting which course?

Comm. Hodges: Windows Server 2008. You know what? I won't belabor that point. I'll ask the question one-on-one. I won't put you on the spot with that. I have some other questions. Event planning is for whom?

Comm. Martinez: Culinary.

Comm. Hodges: On A-3, why aren't we going out to bid for this particular service?

Dr. Cavanna: A-3 is...

Comm. Martinez: The approval of a purchase to Wisconsin Center for Education Research.

Dr. Cavanna: That's the ACCESS. Do you want to speak to that?

Dr. Laurie Newell: Good evening, Board members. What's your question?

Comm. Hodges: We're not going for a bid on that particular service?

Dr. Newell: No. This is the ACCESS for ELL tests. It's a mandated test. It's a state assessment, just as the HSPA and NJASK assessments are. These are the ACCESS for ELLs and we are mandated that if a child is bilingual/ESL they have to take that assessment. This has been in place since 2007.

Comm. Hodges: So the state has a contract with this particular company?

Dr. Newell: Right. Just as the state has a contract with Measurement, Inc. for the NJASK assessments, so the state has a contract with WIDA for the ACCESS for ELLs.

Comm. Hodges: Okay. Thank you.

Comm. Martinez: Dr. Newell, do we have a rough idea of percentage or pure number of how many students will be taking that test?

Dr. Newell: Jazmin is going to come up because she's doing the ordering now of the test materials and it's due back to the state.

Ms. Jazmin Rotger de Parra: As of the October 15 count it was 3,586 students. Obviously, since we have an influx of students that do come in January and February they still have to be tested. So we estimated for approximately 4,000 students.

Comm. Martinez: Comm. Kerr, you did have some questions. Did you want to address those questions now that we have them here at the podium? Thank you.

Comm. Hodges: On A-5, how does this program work?

Dr. Cavanna: This is a social studies resource and teachers access that. It's aligned to the Common Core. They use it to write their lesson plans. They use it as a resource to enrich their lessons.

Comm. Hodges: The Amistad supplement is also a web-based curriculum which is available online. We had talked about incorporating Amistad, which I will tell you upfront I did not like until I went to Rutgers and saw how it's not just Mr. So-and-so built this or Mr. So-and-so designed that. It actually looks at history and fills in some of the gaps in history by explaining things which we weren't taught. For instance, why does Thomas Jefferson who was this great egalitarian have slaves and still talked about the freedom of men? The understanding is at that particular point in time you had the Haitian revolution where there was, as they called it, the massacre of slave owners and so forth. So the fear was that would happen in America, which they did not want. So the point is you don't understand Thomas Jefferson's position until you know about the Haitian revolution. Filling in those kinds of gaps helps to clarify history and it makes sense. I guess what I'm asking is since we're using this kind of program, why can't we now use this free program which is Amistad?

Dr. Cavanna: That's available through the New Jersey Department of Education.

Comm. Hodges: Right, the very same way CICERO is.

Dr. Cavanna: Right. This is a supplement also. The Amistad is a very valuable resource, but this is a supplement that's aligned to 21st Century skills. We're evaluating this and the committee curriculum asked why we were renewing this and what the results were from the first year. We're in the process of pulling that together for the curriculum committee. But you're absolutely right. This is one resource and the Amistad is another resource.

Comm. Hodges: How do we get that included as part of our curriculum then?

Dr. Cavanna: I believe that is included. I'll check with our director of language arts and humanities and I'll make sure that it is.

Comm. Hodges: Universally?

Dr. Cavanna: I don't believe it's universal.

Comm. Hodges: No, I don't think it is either.

Dr. Cavanna: I think that teachers are given a menu of available resources and when they develop their lessons they access the resources that are available.

Comm. Hodges: The concern that I have with that is that you won't necessarily get universal compliance with that. I'd prefer something more structured be in place as to what is and is not taught in the district so that I can guarantee that students at School 15 were being taught the same thing as students at School 2.

Dr. Cavanna: Right. I understand.

Comm. Hodges: On A-6, are there any programs being contemplated that seek to train parents on how to tutor their own students? The reason behind this is part of the

discussion I'll have at the end of the meeting, but it falls in line with what you're doing here in A-6, the full participation and the partnership with the United Way and bringing those extra services to the students and community schools. One of the issues is particularly a parent who has multiple children. If you were to teach that parent how to help tutor their children in terms of reading you then take care of that first level with the child, but the ones behind her become the parent's assistants, making it easier for us to teach them down the road. So that kind of support to the parents eliminates having the consistent cycle of retraining the students if you can get some assistance from the parents.

Dr. Cavanna: We've had discussions about that. As a matter of fact, we had some yesterday with our family center. We do some of that with the early childhood program with the community schools. It's important to help parents know how to help their students at home. We're aware of that and we're trying to develop ways to do that. We had a discussion about that yesterday.

Comm. Hodges: I'll come back to you with a timetable and a program down the road. On A-7, how many agencies do we have in this district who do this kind of work? That is the approval of the professional development with Seton Hall.

Dr. Cavanna: This particular contract is for district-wide Common Core standards and professional development with follow up in certain schools. This reaches all of our teachers in terms of developing the Common Core and unpacking the Common Core which over the last several years we need to do that, especially for our new teachers that are just coming in. Then it reaches out and works with teachers in their classrooms in developing lessons and instructional practices that will help the students master the assessments that are related to the Common Core and PARCC assessments.

Comm. Hodges: This is just on addressing the Common Core.

Dr. Cavanna: This is on addressing the Common Core. This is instructional leadership capacity. This is planning their lessons. It's general in the Common Core, specific to the subject areas, the math, the language arts, and the social studies. Then they go into the classroom and they work with individual teachers who might have different needs. One classroom may have one need and another classroom teacher might have another need. It really starts out general but gets tailored to the individual teacher's needs.

Comm. Hodges: The reason I'm asking this is because I'm looking at A-8, which addresses professional development for middle and high school students. I'm just wondering how much training our teachers are getting. They have IFL. They have Focal Point. Now we're doing this Seton Hall deal. The real issue I have is how are we capturing this information so that we don't have to go hire Seton Hall or this other group? What kinds of mechanisms are we putting in place to do that?

Dr. Cavanna: One of the things we're getting from the vendors is a mid-term and end-of-year report. That way we'd be able to know where we are and make adjustments midway, but also know how effective their interventions were and whether we want to hire them again for the next year. But there's a difference between A-7 and A-8. A-7 is professional development in the true sense of the word followed up by coaching in the classroom. A-8 is more what we had talked about before. This is more how is your curriculum matching your theme. So at the end of this school year A-8 the work product will be a plan for the school to further develop their curriculum theme and develop the kinds of courses and initiatives they need in order to realize that theme plus a plan for

personalization. How do you make sure that every single student in the school has a plan so that they'll get through the school and get into the college or career of their choice? A-8 is helping them plan to do that. A-7 is professional development.

Comm. Hodges: How many principals are taking part in A-7's training?

Dr. Cavanna: It will be district-wide training, but the schools are listed there for the coaching, School 9, School 14, School 27, and EWK. Those are the schools that will get the coaching, but in A-7 the training will be for the whole district. So it will be open to administrators and teachers for the whole district and then the coaching would be in those schools.

Comm. Hodges: So the training period would go to all of our teachers.

Dr. Cavanna: Right.

Comm. Hodges: Is that after school or during school?

Dr. Cavanna: It would be after school. We might not reach all of our teachers, but it will be open to all the teachers.

Comm. Hodges: Do we have a cost for that 8-hour training? Not the cost of the program, but the cost to have to pay for overtime for the teachers.

Dr. Cavanna: It would be voluntary.

Comm. Hodges: My final question on this would be, is there a way to capture this training so that we don't have to...

Dr. Cavanna: When we give training we usually ask for an evaluation. We usually ask them to fill out the PD pro online that they're going to the training. Then they have to go back and they have to do an evaluation or we give them a paper evaluation. We collect that data. So we not only know who went, we know what the feedback was, whether they thought it was valuable, what they think they need in the future, what they liked about it, what they didn't like about it, and how we can do better the next time.

Comm. Hodges: So if they think that this is crucial, the ones that do show up, and we are in a contract year where they're not being paid so I raise some questions about how successful that going to be, who will teach the next round of people? Do we have to call Seton Hall back again?

Dr. Cavanna: Right now we're not anticipating doing that. We're building our own capacity to do the training.

Comm. Hodges: That's my answer.

Dr. Cavanna: Is that the right answer?

Comm. Hodges: Yes. We are building capacity here to do the training.

Dr. Cavanna: Right. We're all learning how to do this. It's all new. The teacher evaluation is new. The Common Core is new. We're all learning how to do this and we're building our own capacity.

Comm. Hodges: The only reason I'm asking these questions is because we're going to be making some significant choices rather soon in terms of our budget. So if we have training programs that are essential then if we can find a way to capture those programs in-house so we don't have to hire Seton Hall for \$200,000 we should be doing that. That's the crux of the question and that is why I want to know how many principals are being trained and how many teachers are receiving this information. If we pay up to \$215,000 and half of them show up or even less, but it turns out to be excellent training...

Dr. Cavanna: I see your point. Some teachers will show up, but our supervisors will show up. That's how we'll build our capacity. We'll have supervisors and teachers in the audience and they'll choose to be there and we'll build our own capacity to do our own training.

Comm. Hodges: Lastly, I'd like a list of the number of trainings that we have that we have been offering to the teachers over the last two years, professional development opportunities, so that I can just visualize what these teachers are being asked to absorb as we move towards an evaluation system.

Dr. Cavanna: You want a list of all the professional development.

Comm. Hodges: Right. I think that's all for now. I'll send some of these other questions directly to you.

Dr. Cavanna: The question you didn't ask was A-8. It's for all the secondary schools.

Comm. Hodges: It says middle and high schools.

Dr. Cavanna: That's all the secondary schools.

Comm. Hodges: Right. Thank you very much. I appreciate that.

Comm. Martinez: Are there any more questions? I think we've exhausted just about everything there, but if there's anything left to be asked, please. That concludes my report.

Legal

Comm. Simmons: I don't have a report. The legal committee will be meeting along with the policy committee on the 14th. There is item B-1, which is just a settlement that's been the practice to avoid the cost of tenure proceedings. It's just a settlement. As you can see, the letter of resignation has been accepted. Are there any questions? So ends my report.

Facilities

Comm. Mendez: The facilities committee met today at 5:00 p.m. Staff present at the meeting was Chris Sapara-Grant. Members of the Board present were myself, Comm. Irving and Comm. Cleaves. We had an extensive discussion about all the issues that we're facing with this cold weather in all the different schools that we have. Today we received a presentation from Mr. Sapara-Grant about all the schools that are presenting heating problems. It took us almost an hour to go over the extensive list of problems that we're facing in all the different schools. I will have my minutes for the next meeting. The facilities committee has D-1. Are there any questions?

Fiscal

Comm. Kerr: Unfortunately, we did not meet so I do not have a report for you this evening. However, we have action items C-1 through C-12. Are there any questions?

Policy

Comm. Simmons: No report, Madam President. Again, the policy committee will be meeting on the 14th.

Comm. Kerr: We got a ton load of polices. I was just going through some of them. I need to know if there's any difference between policies 3142, which page one of two, two pages, and then the other policy is....

Ms. Pollak: (Comments were made away from the microphone and were not heard on tape.)

Comm. Kerr: I just need some clarification here. Let me read the policy and then we'll go to the regulation. It's the last paragraph of the policy. This has to do with non-renewal of non-tenured teachers. The last paragraph says, "The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a non-tenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the non-tenured teaching staff member reemployment after the non-informal appearance before the Board." According to the regulation it says a non-tenured teaching staff member not recommended for renewal by the Superintendent is deemed not renewed. A Board vote is not required on the Superintendent's recommendation to not renew a non-tenured teaching staff member. However, after informal appearance before the Board, the Superintendent may make a recommendation for reemployment to the voting members of the Board. The voting members of the Board by a majority vote of the full Board in public session must approve the reemployment based on the Superintendents' recommendation. Now, I don't know if I'm reading this incorrectly, but I cannot find the alignment between the policy and the regulation here. In one sense it is saying that the Superintendent can refuse to renew a non-tenured teacher based on a litany of things suggested that the Superintendent can say no. However, it is going back here and saying the Board, after an informal meeting with the non-tenured teacher, can offer reemployment. So if the Superintendent's non-renewal recommendation is final, how come the Board after an informal meeting can recommend reemployment? I cannot find the alignment between the two things.

Ms. Pollak: Mr. Kerr, I'd have to go back and actually track the language. The process generally is that a non-tenured teacher who is not renewed has the right to make an appeal. In a district like this the appeal is to a delegee of the Superintendent. In our case, I believe it is the director of labor relations. They're entitled to what we call a Donaldson Hearing where they make their case that they ought to be renewed. The delegee of the Superintendent, the director of labor relations, may make the recommendation that after hearing from the staff member there should be a change of opinion, in which case he will make that recommendation to the Superintendent. This district will then make it to you so that the staff member will get a contract for another year. That is the way it works. Let me make sure as I go back and carefully read the policy language. As you were reading the regulation language that is the way we work it. The policy language is again sent to us from Strauss Esmay. Let me just make sure.

Comm. Kerr: Okay.

Comm. Cleaves: Are there any more policy questions?

Items Requiring Review and Comments

Personnel

Comm. Cleaves: Personnel met on Monday, January 6 at 5:15 p.m. In attendance were Comm. Cleaves and Comm. Martinez. Staff present was Ms. Murphy. We present this evening for personnel F-1. Are there any questions? My meeting adjourned at 6:30 and that concludes my report.

OTHER BUSINESS

Comm. Irving: We're going to go into executive session in a second. Is there anything else that needs to be discussed before we do that?

Comm. Hodges: I am on a statewide task force on student achievement in association with the New Jersey School Boards Association. What I found startling is that their idea is to close the achievement gap, but in that process they have said that this is important to them because generally School Boards are not looking at student achievement. That was very surprising to me since we're consumed with that here, but they're not looking. They tend to defer to the Superintendent of Schools. The School Boards Association is very interested in changing that. Part of the reason that's happened is because the training for School Board members has changed. When Errol and I were going through School Board training for new Board members it was a two-day session. You went down, you role played, and they went through all the things that a School Board does. That has changed in the last five years and what they're saying is that School Board members have to take a different approach to student achievement since that's more of our responsibility. What they're trying to do is change their policy and they're actually going to revamp their entire training process for new School Board members. But they want to put out best practices for various districts so that we take this seriously and we have some idea as to what we should be doing. One of the things they were saying is Board members don't ask a lot of questions. They don't ask nearly enough questions. That's my position, but that's not coming from me. I was delighted. They are saying that we should be challenging the administration, particularly along the terms of why are you prescribing this remedy for x, y, and z. You say this is going to do it, but why? What is it addressing? That's a thing that we do not do. I know people have complained about my approach, but that was my training. If I wanted to prescribe a medication to a patient I had to defend that medication. We're not doing that. The administration should be defending their approaches to action. They should be able to tell you this is because we want to fix this area. They went through a list of problems that students bring to the table and they looked at, not just the minority students, but these are kids in rural areas that had the same problems with broken homes, drug addiction, poverty, and not necessarily gangs, but different types of clique activities, and bullying. So even though they might not be minority students, those issues are still the same. So what they're saying is if a child comes to school hungry, you have to address that. If a child comes to school unmotivated, you have to address that too. If a child comes to school and it's an environment where education is not being promoted at home, you have to find a way to get at that motivation. That may mean going beyond what we're doing in the classroom. One of the things that was really poignant that was brought to my attention and I really didn't think about was if a child is in a single parent

household with a mother and she has a daughter and a son at home, the mother's boyfriend affects that girl. It also affects the relationship with the boy. When that child comes to school angry for a variety of reasons and we don't pay attention to what that child is going through these issues impact on how these kids are conducting themselves in school. We have got to craft some sort of solution to get those issues off the table when it comes to them trying to study. So there's a lot more coming, but the encouragement is to really get you to ask different questions and tougher questions about why they want to present a grant program or a course or whatever it is to get the administration to explain how this works, what is this aimed at, why are we spending the money to do this, and why will this particular program do what you say it's going to do. If we don't, then we may be missing some of the key interventions that could help improve student achievement. There will be a whole packet letter on. I'll stop there. This morning there was a conference with the Education Law Center and a few other school groups about the situation in Newark. They're up in arms about just about everything. The open enrollment is a major problem there. The whole closing of schools is another issue that they're wrestling with and they actually had parents at this conference talking about a variety of approaches that they are bringing to the table because these things are leading to school closures in very poor neighborhoods. My concern is and I've been looking for a further discussion about the Superintendent's plan to have open enrollment here, which seems to be following what they're doing in Camden, Newark, and down the line. But the problems that are resulting from that are legion. I'm not going to detail them all now, but I'm just going to put it out there to you that it's something you need to look into very carefully. What's going on in Newark is the canary in the coal mine of what could be happening down the road here. We have to be mindful that we don't want those impacts here. The other issue and the one that really shook me up is the testing. In fact, what I'm going to ask is for the Board to consider having either the Education Law Center or Save Our Children come and talk about the testing, not from the district's point of view, but from the parents' point of view as to how these things are going to impact them so we know the questions that the parents are going to ask us as opposed to what the state is going to do. They're going to offer a test next year for one year and then change it again. The test, which is untested, unproven, and untried, the results are going to sit on a child's transcript which may impact how and where they can go to college. When that happens they're going to come to us and say, "Why don't you do this? Why didn't you tell us?" We need to be better versed in what's happening in the area of testing, what needs to be done, and what kinds of questions. So I would like to have them come here to present soon before all these things happen and I will get with you.

Comm. Irving: We'll schedule it with Cheryl for the next available workshop meeting. I think that's fine.

Comm. Hodges: Down the road as soon as possible. Thank you.

Comm. Irving: The only thing I do want to clarify is I got a phone call today from Cheryl to contact the Council President about the joint committee meeting that's scheduled for next week. Andre and I spoke before the holiday and we scheduled this and we agreed to hold the meeting here. I'd like to continue to hold the meeting here. We get the first meeting here and the second meeting at City Council chambers. I told Andre it's only fair that we be back here. I told him my intention and my request was to keep it here. I'm waiting to hear back from him. Cheryl, did we hear back from Andre at all?

Mrs. Jones: I've relayed the message to the city clerk and if there's an issue they will share it with the Board and get back to us.

Comm. Cleaves: So leaving out of here today we're going to say that the meeting is here?

Comm. Irving: Absolutely.

It was moved by Comm. Martinez, seconded by Comm. Mendez that the Board go into executive session to discuss potential litigation. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 8:11 p.m.

The Board reconvened the meeting at 9:10 p.m.

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

The meeting was adjourned at 9:11 p.m.