

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

October 2, 2013 – 6:15 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

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

Comm. Manuel Martinez
*Comm. Alex Mendez
Comm. Kenneth Simmons
Comm. Corey Teague

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
October 2, 2013 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 to tonight's meeting. There are quite a few items that we need to discuss for tonight. I want to try to move through the agenda expeditiously, but also give the Board an opportunity to discuss. There is one item that I did not include in the agenda for tonight but should be here and that is the resolution on the proposed moratorium by the PEOC. I haphazardly did not tell Cheryl early enough, so I want to add that under Presentations and Communications if that's okay by consensus. Everybody can give me a nod. That will be item 'C' after Security Update. So we'll go Test Updates, Update on Security, and then we'll indulge and discuss the resolution for support. At that time, I'll ask Ms. Linda Reid and the folks from PEOC to come up and share that recommendation.

PRESENTATIONS AND COMMUNICATIONS

Test Updates

Dr. Evans: The first presentation is an update of our test scores, particularly NJASK and HSPA, but there are some other test scores that were included as well, including the AP information and other kinds of tests that we give. I would caution that at this point this report really is a draft. It's not the final report yet, but moving forward it gives you a sense of where we are. Probably the major item that is new information to the Board has to do with NJASK scores. Jasmin Parra will be doing the presentation. She is the Director for Assessment. As she moves through the presentation, particularly around NJASK, I want to suggest to you for the first time Common Core Standards have been represented in NJASK. A lot of folks, including myself, were not aware of the extent to which they have been included. But in essence now we are in a cycle that does include those Common Core Standards. Jasmin will talk more about that and the possible impact on the scores.

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

Ms. Jasmin Parra: Good morning everyone. My name is Jasmin Parra and I will be presenting on the state assessments. The copies are on the way down so I would like to apologize. If you look to your right for the individuals behind me you will be able to see the PowerPoint presentation. The purpose of the state assessments is to provide a fair and equitable assessment system that measures the state's learning standards. The state assessments are designed to test students in grades 3-8 and 11. They are designed to demonstrate if the students have actually met or mastered the skills and standards set forth by the New Jersey Department of Education, which are the Common Core Standards as well as the New Jersey Core Curriculum Content Standards. The transition timeline - in the spring of 2012 the NJASK was aligned to the New Jersey Core Curriculum Content Standards. They did field test Common Core questions which do not count towards the students' scale score. In spring of 2013 the ELA for grades 3-8 consistent from the Common Core. For mathematics it was only for k-5. 6-8 did not test Common Core but did have field test items. In spring of 2014 all of the assessments for mathematics and language arts for grades 3-8 will be aligned to the Common Core. Finally, in the 2014-15 school year it will be the implementation of the PARCC assessments. In the following slide you will see in regards to the English language arts, which I just covered, the first year that the Common Core was tested. So you will see a dip in scores because last year it was just a field test for language arts students. For this year it was strictly Common Core. For the mathematics the 3-5 was Common Core, 6-8 only field test items, and it did not count towards the students' scores. Keep that in mind please. Here you will see the overall proficiency through the 3 years, 2011, 2012, and 2013, for grades 3-8. You will see the increase that we have overall in language arts. Though there is a dip in grade 4 there was minimal increase.

*Comm. Hodges enters the meeting at 6: 25 p.m.

Ms. Parra: Again, this is due to the fact that it was the first time that they were testing Common Core. For mathematics you will see a dip in grades 3 and 5 due to Common Core. You will see an increase in grade 8 which they're still testing New Jersey Common Core. It was an increase of 5.7%. Overall the district aggregate data for grade 3-8 there was an increase overall in the literacy for both the middle school and the grade levels overall. For mathematics you will see that there was an increase in the middle school level. For our total student population you will see longitudinal data for the students. You will see the two-year comparison for language arts. On here you will

see the increase over the years. You can see how well the students have been performing. On here you will see this is the longitudinal data for grade 3 for last year, which they're in grade 4 now, and grades 4 to 5. Granted, you will see a dip in grades 3 to 4 because Common Core testing is a first time around and you will always see lower dip on certain scores. We had a tremendous increase in grades 7 to 8. The students that were in grade 7 last year and currently are in grade 8 now had an increase of 30.5%. For mathematics grades 3-5 in Common Core testing you will see a dip in grade 3 as well as in grade 5. At the middle school level there was a great increase in grade 8. It went up by 5.7%. When you look at your HSPA there was an increase of 3.1%.

*Comm. Kerr enters the meeting at 6:27 p.m.

Ms. Parra: For 3-8 mathematics you will see that it's going up and down. You have increases and decreases. On here you will see 3-5 had the Common Core. Our grade 5 students that currently tested in grade 6 bear in mind in grade 5 they were being taught to the Common Core Standards. So when they tested in grade 6 though they introduced Common Core this year they still were tested on New Jersey Core Curriculum Content Standards curriculum. For language arts our general education population shows increases. Again, you will see grade 4 has been where we're having a slight dip due to Common Core. You will see major increases longitudinally. For example, our 7th graders last year in 2012 compared to 2013 there was an increase of 35.7%, though we do see that our 3rd graders going into 4th did have a dip of 8.9%. General education mathematics – looking at the longitudinal trend you will see that there is an increase of 9.5% in grades 4 to 5 as well as our 7th graders that were 8th graders last year went to 11.8%, though we do show a decrease in 6 to 7, 5-6, and 3-4. Our special education population – 3rd graders had an increase of 10.9%. We see an increase there. We also see an increase at the 5th and 8th grade levels, though we do see decreases at the 4th, 6th, 7th, and 11th grades for our students. On their two-year comparison for mathematics here we see that special education students are increasing over time. Our 3rd graders went up as well as our 4th, though we are seeing at the middle school level there is a slight dip with our middle school students. In the 8th grade they did show a 2.9% increase. Our LEP population at the 3rd grade level showed an increase of 5%. In the 4th grade you'll see a dip of 9.7%, in the 5th grade an increase of 1%, and in the 6th, 8th, and 11th grades a dip as well, and in grade 7 a .5% increase. For our two-year comparison you will see that though our 3rd graders showed a dip our 4th graders are going up slowly. On 5th grade there was no increase. There was no gain at our 7th grade level and there was minimal gain in our 8th, though our 11th graders went up by 3%. NJASK 4-year comparison – total students for grades 3-5, 6-8, and 3-8. On this particular slide you will see our grades 3-5 there were gains between 2010 and 2013. We have gone up and down. Keep in mind for 2013 at the elementary level the language arts is testing Common Core. With new standards you will see the decrease on their scores.

*Comm. Guzman enters the meeting at 6:30 p.m.

Ms. Parra: For our middle school population for this year 2013 we see that there is an increase of 45.4% from 41.1% the previous year, though in 2012 they were higher it went down in 2011 but slowly they are going back up. They're increasing. For our total population we'll see the same trend. In 2010 they were at 36.7%. In 2011 there was a slight shift downward. In 2012-13 they're climbing back up. For mathematics at 3-8 you will see an increase from 2010 all the way through 2013. Our 3-5 population is showing increase, though there was a .2% decrease in 2013. For our middle school students for mathematics you will see an increase going from 2010 all the way through 2013. The

access scores for ELL students - on here you will see the number of valid scores, how many students scored a 4.5% and above, and their percentage. So they were at 19.8% last year, they went up the previous year, and in 2013 they're at 20.9%. 2013 HSPA grade year to year language arts, literacy and mathematics - here you will see 3-year percent proficient for students. You have total students, general education, SPED, and LEP. Here you will see the increase for our total student population in language arts is 5.4%, general education is 8.6%, though we see a decrease with our special education and our LEP population. For mathematics you will see an increase in total students, general education, and LEP with a decrease with our special education population. Here you will see the HSPA from 2003-2013 data. You will see that slowly we have been increasing once again. For example, our total population in 2009 was at 49.7%. In 2010 there was an increase of 51.7%, 59.5%, 66.4%, and total population is currently at 71.8%. If you look at our general education population they are at 88.6%. With mathematics from 2009 looking forward it's at 31.9%. We had an increase in 2010 for total population, though there was a decrease in 2011. You will see a 15.4% increase in 2012. Then looking at 2013 there is another increase. If you look at total population we went from 41.2% in 2011 to 58.1% and currently at 60.7% for our general education population. You will also see minor increases and decreases between our SPED and our LEP population. The New Jersey Biology Competency Test – please bear in mind with the NJBCT we are still currently analyzing the data and we will be working with curriculum and instruction with the science department to find out exactly what we can do to make sure that these scores are increased. Currently our total student population went from 18% to 15.4%, general education 23.9% to 20.5%, SPED 7% to 1.8% and our LEP population from 4.5% to 4%. With our Advanced Placement exam, our AP students here you will see that in 2012 229 students were tested. Compared to this year 243 were tested. There were a total of 22 students that scored 3 and above versus 11 students this current year. So 9.6% to 4.5%. The preliminary SAT national merit scholarship qualifying test, PSAT – in 2012 we had 3,842 students that were tested. In 2013 we had 3,854 students. We are looking at only 25 students that were college-ready last year compared to 70 students that are college-ready this year. Scholastics Assessment Test, SAT for college admissions in the United States, was administered to our high school students in 2013. Approximately 598 students were tested in critical reading, writing, and mathematics. The number of students tested is up by 7 students as compared to 2012 where only 591 students were tested. It has increased by 85 students as compared to 2011 where only 513 students were tested. In 2011 you will see the number of students tested compared to the number of students that were college-ready. In 2011 we had 21 students that were college-ready. In 2012-2013 we were at 26 students being college-ready with a difference of only 7 students taking the test in 2013. The highest achievable score on the SAT is 2,400 which is a score of 800 in each area of critical reading, writing, and math. Here you will see Paterson compared to the state and you will see here that we were at 0% and a 1% increase in writing. Our graduation rate in 2009 was at 45.6%. It has increased from 2009 to 2013. We have gone to 50.4%, 64%, 66.4%, up to 71.9% in 2013. Intervention strategies...

Dr. Evans: At this point, Dr. Cavanna and Ms. Peron I think are going to join Jasmin at the podium to talk about intervention strategies.

Ms. Susana Peron: Good evening. As mentioned before in several other presentations that we have made in collaboration with the department of academic services, early childhood, special education, and bilingual education we have been working since last year to develop interventions for various levels. I'm going to speak to you about the pre-k through 3 initiative in literacy and the kinds of things that we have been doing in those grades. We have been redesigning the language arts classroom, standardizing

resources, schedules, monitor instruction, and we have added Phonics First training to all the lower grades in grades k-2. In the preschool we are adding the professional development component for Phonics First as well. That will be currently happening this year as is the Phonics First program in the lower grades. All of the new resources, the novels, the textbooks, the programs for Phonics First, are also being incorporated into our special education and bilingual classrooms. To the best possible extent we are looking at novels that are currently at the same text level in bilingual education. We are working on restructuring bilingual education. We have piloted this year a program designed at School 15 with the intent to go full district-wide program design in 2014-15. For students coming in with lower levels of student proficiency we are going to emphasize instruction in the native language with different doses and time components of ESL instruction at every level. We are continuing our work with Institute for Learning and incorporating all of the professional development for our special education population and our bilingual population. Special education has just gone through restructuring. We have gone through redesigning all of the grade levels and we have taken classrooms where children were sitting in a program or in a classroom in say a room where there were grade 4 students all the way through 6. So what we have done is we have broken up that model and we have now grade specific programs for children so that they will have grade specific instruction delivered to them. Same curriculum, same resources, nothing is at a lower level. Everything is modified and accommodated according to the needs of the children. We are incorporating a response to intervention model and schools now have different schedules to align to the structure. There is a strategic intervention period in addition to the literacy block. In our lower grades for special education we have incorporated professional development for our teachers in multi-sensory reading strategies. It's different than the phonics training. It will help teachers have a resource and an array of instructional techniques and strategies to present to students who need instruction in a different modality. That's new and that's been ongoing. Teachers are attending that training. They did last year and through the summer. That training is important because it encompasses embedded training. So the coaches and the trainers that work with these teachers are working in the classroom with the teachers to ensure and monitor implementation of the strategies and the techniques that are learned. That's what's been happening in the early childhood classrooms. We will continue to monitor those intervention periods and that professional development so that we assure that these programs are being implemented with fidelity. I think that's really the key to the new initiatives and the new professional development.

Dr. Anthony Cavanna: I won't spend a whole lot of time because you listened to me at the last workshop. I think I went over a lot of the interventions in my PowerPoint when I spoke to you at the last workshop meeting. What I do want to talk about is the English language arts program, the mathematics program, and touch a little bit on the high school. Then I'd be glad to answer any questions that you have. As you know, we're implementing a 3-year plan to move to the Common Core and really focus on English language instruction k-5 and k-8. Ms. Peron spoke a little bit about the phonics initiative at the early grades k-2, the Imagine Phonics program which we're implementing this year in the early grades, the Writing Workshop, and of course the IFL. In grades 3-5 and 6-8 we're introducing novels. The IFL philosophy gives us the structure in which to present the Common Core. So we're moving for that 3-year plan and we're introducing those initiatives and providing the training and support that the teachers need in order to be successful. A big piece of this is what we're doing around the teacher evaluation program. We're providing a lot of support for teachers to write rigorous goals for their classes and for individual students in their classes. Around that we're providing professional development to help them really focus and target the interventions so that the students will be successful. The Writing Workshop is really an important initiative

because when students can write about what they're learning that means that they really understand it and they're better able to comprehend. We talked about the Common Core and how we're moving more into concepts in mathematics and the ability for students to write and be able to understand rather than we throw content at the students and expect them to do well in school. In mathematics we're aligned to the Common Core standards. Of course, our curriculum is divided into five units. The interventions we use are Success Maker and from the feedback we get from the schools and what we see in the scores are that has been very successful initiative. We've also implemented the Accelerated Math through the Renaissance program. Of course, the IFL is the thread that brings this all together. In the high schools we talked at the last workshop meeting about the need to have a plan for students which may start in the middle school. As you know, we're looking at our guidance program so that we'll be able to start fully focusing on what students need right from the middle school and then be able to follow that with the families, the teachers, and the counselors through grade 12. So we won't be surprised in grade 12 about the things that we need to graduate and the things that we need to go on to college. We'll start students to be college-ready at an early age and then follow that through. A big part of that is the Naviance program which we have been piloting in certain schools. I have been talking to our new interim director of guidance and we'd really like to implement that at a faster rate because that's an important part of keeping kids and families on track so that they know what they have to do in order to graduate college-ready. We've been working with some of the small theme schools to try to improve the curriculum there. I think that we've been providing many interventions and we've also instituted supervisors at the elementary schools in the major subject areas. The feedback we get there is that the teachers now have a lot of support in the areas of English language arts, mathematics, special education, and bilingual education.

Dr. Evans: Let me conclude and summarize what you've seen particularly as it relates to the performance on our NJASK, HSPA, and other tests. Starting with the elementary you've seen growth in most grades in English language arts and/or math. However, in some cases there are some declines. 3-5 is of particular concern to us and if you remember the first slide you saw this year was the first year of testing in late April and early May when we administered NJASK. That test included for the first time the new Common Core standards. Any time you introduce new Common Core standards, or any new standards, you can expect a dip. I'll say more about that in just a moment. With the middle school we still saw rather significant gains for grades 6-8 with some anomalies here and there. In fact, one of the items that was pointed out on that first slide also was the fact that with the expectation of grades 6-8 math all of the grades in elementary were tested on the new Common Core. 6-8 math was not. That's the only cluster that did not include the new Common Core. Secondly, you see appreciable gains in high school. We were doing exceptionally well with the kind of growth that we're seeing among our HSPA for high schools. Where the challenge lies, though, is in biology SAT and PSAT and in my opinion I think there is a common thread that runs through those three and the Common Core standards that are introduced in the elementary. They all represent higher order thinking skills. They represent more rigor. Even in biology we're talking about more rigor necessary to be successful there. We're talking about application and analysis being a part of the standards or critical thinking skills. I think that's where we have to concentrate our efforts as it relates to helping all our students either to continue to excel if they already are or to excel if they're not growing to where we are. So if you ask my opinion, and I know that's a question on some of your minds, what can we do with the biology scores to increase them? The same focus on higher order thinking skills that we must apply to the grades that are now inclusive of the new Common Core at the elementary level we need to take the same approach. That's going to involve obviously helping our teachers to continue to grow,

helping our leaders in our schools continue to focus on the right kinds of areas with their teachers to improve, but also make sure we have interventions for lower performing students in all of those areas. There is going to have to be a combination of all of those. But I found it interesting that we were looking at these scores and analyzing them and that common thread is obvious in terms of critical thinking skills or rigor that has to be present in our curriculum and in our teaching. Was there something else?

Ms. Peron: No, sir. We just stayed to ask if there were any questions of the Board.

Comm. Cleaves: I just need clarity. Under the PSAT and SAT the numbers that you gave us of the number of students that actually took the test, under PSAT you gave us college-ready 70 students. Is that 70% or 70 students?

Dr. Evans: It's 70 students.

Comm. Cleaves: On the SAT on page 43 it's the same. So we have in 2013 26 students that are college ready?

Ms. Parra: Correct.

Comm. Irving: When we say college-ready, define that please.

Dr. Evans: That's a standard applied by the College Board as a function of the scores on the SAT.

Comm. Irving: So based on the scores they reach a threshold that indicates that they're "college-ready" as per the standards.

Dr. Evans: Correct. What's the standard? We'd have to research that, unless you know, Dr. Cavanna.

Dr. Cavanna: I don't know what the standard is, but when our students take the PSAT we get a picture of what AP courses we should be offering the students. From all the data that the College Board has collected from the PSAT one of the courses that we should be offering, which we will make a proposal about, is AP psychology. That seems to be the direction that the scores are telling us about the ability level of the students. More students would be able to take that course and do well on it than other courses.

Dr. Evans: We'll get that information for you. It is available. I can't remember what it is. It's representative of students scoring at or above a certain point on each of those three areas.

Comm. Hodges: Did you say AP psychology?

Dr. Cavanna: Yes.

Comm. Irving: Is the thought that AP psychology may in some way affect the SAT scores or the critical thinking aspect?

Dr. Cavanna: When they take the PSAT the College Board analyzes it as part of what they do because we're offering the test and they judge the potential of every student to be successful in certain AP courses. Most of our students would be successful in AP psychology. It's not that they wouldn't be successful in other AP courses. But in that particular course many more students would score a 3 and above which would make

them eligible for college credit. So we need to offer that, in other words, in addition to other courses that we offer like AP physics and calculus and courses like that.

Comm. Irving: Just as a follow-up to the question asked by Comm. Cleaves, Ms. Shafer, help me out. In a given year how many high school seniors do we have? About 1,000. So roughly a little more than half of our kids are taking the SAT every single year. Of that half, do we have an understanding of the percentile of where our students are scoring on the SAT? Do they aggregate what's the mean average? What we're looking at is pretty much an even plateau of how our students score when it comes to critical reading and math versus the state average. So what is our plan to substantially increase the level of growth with regard to critical reading and mathematics? If you look at this, this is counterintuitive to everything else the data says our students score on NJASK. In NJASK it's the math that is the challenge and it's the reading comprehension that students excel in. For some reason we're finding that students are doing much better on the mathematics piece but they're not doing as well on critical reading. I would argue and say some of that probably has something to do with how students learn how to take this test and their ability to apply that knowledge to take a test and use the knowledge they know. What is our plan to improve these numbers on the SAT?

Dr. Cavanna: Ms. Peron, myself, Alexandra Gina, and the coordinator of Gifted & Talented have been working together to develop a plan to first work with the teachers of AP and also work to develop a program that's introduced in the earlier grades, perhaps in the middle school, so that we'll be preparing students to take AP courses at an earlier age. We've been working on this proposal for a few months now and we've been talking to people that can work with our teachers and we've been talking about how we can structure the courses so that we'll be able to do things at the middle school level and carry them through into the high school. But a big part of this is the same thing that we've been talking about all along tonight, moving from where we are to the Common Core to the PARCC. The Common Core will better prepare our students to be critical thinkers and better prepare our students to understand concepts in science and mathematics. One of the things on the Board agenda tonight, and we talked about it in the curriculum committee meeting, is we're asking the Board to adopt Option 2. That is basically to prepare students to demonstrate competencies and understanding and application of content knowledge which will help them in life getting ready for college and also doing better on tests like the ACT and SAT. So there might be opportunities for students to learn online and outside of the school day.

Comm. Irving: That reflects a small percentage of our total student population. The AP program will affect maybe 10% of our student population even at the implementation levels that you're talking about. I'm talking more specifically about how students learn how to take these tests. That's one thing that the Common Core doesn't do. It doesn't tell our students how to be successful test takers under the SAT format.

Ms. Peron: There has been discussion about an SAT prep course.

Comm. Irving: We've been discussing it since I got on the Board.

Ms. Peron: It's on the table now and we're looking at planning to begin that as early as the winter months to get ready for the SAT for next year. There are two different plans. One is prep so the child goes to classes and learns how to take the test. You have to scan this and eliminate certain options. Then there's a course to prep them in vocabulary and writing because that's really the essence of the SAT. As part of their critical reading their vocabulary has to be at a certain level for them to write and express

whatever it is that they are going to write about. It's mostly about writing, reading, and understanding different Lexile and all of that. So we have been talking about that. When we speak to Credit Recovery and Plato we're also looking at test prep courses as well.

Comm. Irving: So just tell me firmly so we can know for the record. I want to make sure I follow up with you guys and ask when things are done. When can the Board expect some type of proposal and/or layout for what this program will look like? We have discussed and tossed this idea back time and time again about an SAT prep program. I'm glad to hear that it's in the works, but I've heard it's in the works in curriculum for the last two to three years. Seeing it in front of me to me there's no time like the present to at least put a pilot together and really see if an SAT prep program can help with these respective scores.

Dr. Cavanna: At the Superintendent's and the Deputy Superintendent's suggestion we met with Princeton Review and we've also met with College Board. We'll talk to the Superintendent and perhaps have a proposal for you shortly so that we can implement it perhaps in the spring in the new semester.

Comm. Irving: I'll put the follow-up on the next curriculum committee agenda item. How about that? Mr. Chair, is that okay with you? Can we make sure we have that for the next agenda?

Comm. Hodges: There's been a shift in the way our committees operate. You don't report out what you actually discussed at length. You report out that you have discussed things, but you don't discuss in detail what you have discussed, which is a problem for the rest of us because we don't get the benefit. The point of the committee meeting was so that you could delve into areas and bring that information back to the entire Board. That has not been happening. So while that discussion may take place in a committee it's not bringing it back to the Board in workshop for the benefit of the entire Board so we don't have to rehash the same issues. This is a particular area of concern. So if you're going to have a discussion I would request that there be a very thorough report of what you've discussed and you be prepared to come back and tell the entire Board so that we're not left in the dark. I'm devastated by this, quite frankly. I'll have some questions shortly, but I need to know precisely what's going to be done to address this.

Comm. Irving: I would argue that many times the explanation you're looking for is in written form in the reports. If the explanations are not in the reports then it's up to us as Board members to ask for that additional information during the actual reports that are done from the committees that happen to be here.

Comm. Hodges: With all due respect, the reports are coming back with three or four lines on them. I can show them to you.

Comm. Irving: That might be some, but I know curriculum hasn't. Curriculum has been pretty thorough recently. That's something that we will just take into account and if it's not there, especially during the reporting time, say it then. There might be Board members that can give that narrative if it's not thoroughly explained in the report.

Comm. Hodges: The concern is we don't know the breadth of the things that you cover.

Comm. Irving: That's fair. Are there other questions?

Comm. Simmons: Is there a reason we want to establish more AP courses as opposed to maybe establishing an articulation agreement with PCCC? Those are actually college courses?

Dr. Cavanna: I think we want to do both. We do have a dual enrollment program with Passaic County Community College and we're looking at other opportunities for that. I think we want to do both at the same time. If you go to Passaic County Community College you actually get college credit. If you take an AP course you may get college credit. We're looking at both of those avenues. I think our students deserve no less.

Comm. Teague: Ms. Peron, in my daughter's classroom there is one teacher and three other teachers, assistants I'm guessing. Is that setup part of the initiative that you talked about earlier? There are four.

Ms. Peron: I'm not quite sure. I would probably have to speak to you in reference to what classroom it is or what type of program it is. Sometimes there are instructional assistants in a classroom with the teachers. Sometimes there is a co-teacher in the classroom. For instance, there will be a general education teacher and a bilingual teacher or there will be a general education teacher and there will be a special education teacher who pushes in modifications in instruction and works collaboratively with the general education teacher. I'm not quite sure. We have different arrangements for specific needs of children and then sometimes in content area.

Comm. Teague: So then in one class you could have both special needs and general education?

Ms. Peron: Absolutely. In most of our classes throughout the district beginning in preschool we have inclusion. That's just simply to say that we have special education children, children with IEPs, individual needs, in a general education setting so that they can learn with their typical peers and they are receptive to the general curriculum. They need extra help. They have special needs. They need modifications. They need different teaching strategies and that's when the expert teacher, the specialized teacher, such as the special education, a bilingual, or an ESL teacher, a teacher of English as a second language, will be in that same room with those children. So it's really according to the children, the level, the need, and the classification. If it is a typical program sometimes you will see all programs have an instructional aide depending on the program and then some children will have personal aides that work with them specifically.

Comm. Teague: My next question is with regards to the packet that we received about the assessment grades. Is there a way that we'll be able to get the numbers for the special needs children to go up? Compared to the general education it's like...

Ms. Peron: That's the reason for the study that we did, the review of the special education programs, and that's one of the reasons through the restructuring we have aligned and we have reconfigured grade levels and programs. We're working with teachers to build capacity in the areas of teaching reading and we're also working in specific schools and specific areas on inclusion co-teaching models. That way both teachers are in a room. They share instruction. They share lesson plans. They get to align their assessments and their curriculum together. It is in the works. It is part of the restructuring plan. I think that to reconfigure the programs the way we did and breaking apart the grade levels the way we did it was to ensure that children are receiving grade level instruction and that they're up to par with the standards. In the past that wasn't so obvious. In a classroom with children with special needs and in a regular classroom,

children develop differently so differentiated instruction is important. In a classroom you have different levels of children and in a classroom with special needs you double that because of the grade levels and because of their specific disability. So it is a part of the restructuring in bilingual education as well. As you can see we're lagging behind in the area of bilingual education and our English language learners. That's why we're working on restructuring that type of instruction in that area as well.

Dr. Evans: If I may add to Ms. Peron's comments, and I concur with everything that she said, I think the general thought and understanding as it relates to special education students and special education classes is that they're going to get the same level of content expertise from the teacher as a math class with a math teacher or language arts class with a language arts teacher. That's a myth. Traditionally special education teachers are not taught to be content experts. They are taught instructional strategies. Or if they are teachers who are trained in the area of BD then it's classroom management. It's behavior management strategies, not "here's how you teach math or here's how you teach language arts." There's an exception to that and it's typically for teachers who are trained in learning disabilities. You'll find that they most often are experts in speech and other content areas, but with that exception most aren't. So if we're going to improve the achievement levels of our special education students, and this is also applicable to ELL students as well, we have to get them in the classroom with the content expert and the strategies expert at the same time. That's what co-teaching is about. You're benefitting from those two areas. Not only will the students who are disabled or have language issues learn at higher levels, so will other students in that class who are predisposed to some at-risk factor but aren't in or classified as special education. That's the major strategy for changing that and that's what's on the drawing board.

Comm. Irving: Are there any other questions?

Comm. Kerr: I just have a quick observation regarding the SAT. While I share your view that we should in curriculum look at how we can better prepare our students to take the SAT, I don't believe that in itself is the real problem. I believe our kids in Paterson are also failing because of the content aspect of the test. They are not fully prepared to take a test based on their content knowledge of the information and as a result they're failing. So if we are going to address that issue I suppose that we would be better served if we take into consideration not only teaching them how to take the test, but strengthen the content component of how they receive that information.

Comm. Hodges: I think what Mr. Kerr is saying is that he's looking for our students to master the material and none of this demonstrates that they have, which is disturbing. I'm particularly repulsed by the notion that we have 70 kids who are determined to be college-ready. We have a 71% increase or rate of graduation. What that says to me is that... I think it's clear what it says.

Dr. Evans: If I may comment on that graphic and ask Ms. Parra a question. Does that include 9th, 10th, and all of the students who take PSAT? I don't know if it's realistic to expect that our 9th graders are college-ready. Don't over-interpret those results. We introduced PSAT two or three years ago because we wanted to get our students ready to do better on SAT and in fact over time that's what's going to happen. But don't over-interpret those results because it's inclusive. We require all our ninth graders to take PSAT.

Comm. Hodges: I applaud that, but I actually misspoke. It was not 70. It was 26 students that were college-ready on the SAT. It was not the PSAT. It was the SAT, which is even more concerning.

Dr. Evans: Yes, it is.

Comm. Hodges: That's the point. 26 students who we're calling college-ready and what we're calling a 71% graduation rate. This means we're pushing them out the door and they're not ready to go anywhere else. This town is 8% to 10% post-graduate-degree rate in the City of Paterson.

Dr. Evans: We are partially at fault because of the SAT scores. Our focus starting four years ago was on improving HSPA and doing everything we can because that was the yardstick by which we were measured.

Comm. Irving: That's the gateway for how we get kids out.

Dr. Evans: It was a gateway, but it was also the standard to which we were held accountable. Get HSPA up. Get NJASK up. As a result there was not the focus on getting SAT up or getting some of the other indicators up. That was wrong. We should've done both at the same time.

Comm. Hodges: That's the point that he was speaking to.

Comm. Kerr: That's the point I was making.

Dr. Evans: I understood that and I agree with you.

Comm. Hodges: I'm not interested in the tests giving us better numbers. I'm interested in our students being able to perform better overall by having mastered the material. I didn't go to school to do well on the SAT. I went to school to master the material so that I would do well regardless of what the test was and our kids are clearly not doing that.

Dr. Evans: We're not disagreeing.

Comm. Hodges: That's my point. My question to you is, are there a set of reasons that you have identified for this failure? Or does it vary?

Dr. Cavanna: I think Dr. Evans was on point. We haven't been focusing on that, but over the last couple of months we have been focusing on the scores. We haven't been focusing on the SAT scores. So now what we're talking about is basically a three-prong approach.

Comm. Hodges: I've not gotten to the approach yet. I'm talking about the reasons. I'm not looking at the reasons for the test scores because I'm sure you don't want to say to us that the reasons our kids aren't doing well is because we've not focused on doing well on a particular test. I don't think you meant to say that. My overall question is educationally, looking at how our students are performing, is there some particular area or a set of areas that you've identified that cause problems for our kids overall? If you don't have those areas then I don't see how you can provide a strategy to fix them. That's my question.

Dr. Evans: I think my comment earlier was getting at the answer to your question. It's for the same reason the dip that we see in elementary for those grades for whom

NJASK included the new Common Core state standards is also a reason for the SAT, PSAT, and biology scores. We have not focused in our classrooms to the extent that we should over time on those higher order thinking skills. It has not been there. They've been teaching the curriculum. Don't get me wrong. They have a curriculum and they have been following the curriculum. But the curriculum needed revision. Just as we are to develop new curriculum to align with the new Common Core, we have to do the same in focusing in biology, for example, and other courses to make sure we're teaching higher order thinking skills, not the basics in terms of biology or algebra II, but higher level skills. That's what we have to do.

Comm. Hodges: I suggest to you, Dr. Evans, if you get a 15% you haven't gotten to the higher order or the basics. That's a pretty fair statement. If you're saying that critical thinking and problem-solving are two major components of this difficulty then I'll put those on this table. Other than just implementing the Common Core standards, which I don't think is going to be adequate enough – I could be wrong - how in particular do you plan to address this deficit and getting to Mr. Kerr's point about mastering the material?

Dr. Cavanna: I think what we're doing here and what you are helping us do is raise expectations. We've identified some training for teachers. We've identified some preparation for students and now we have to work on the curriculum. We really have to focus on improving the curriculum. The other piece of that is the teacher evaluation process and the goals that they set. Right now we're going through the student growth objective process, so we have to make sure that those objectives that the teachers have for those students are high-quality and they're rigorous enough. Then through the evaluation process we have to hold the teachers, principals, and supervisors accountable. I think what we're hearing is you're holding us accountable, but it has to evolve itself and we have to provide the teachers the tools and then we have to hold them accountable and we have to raise our expectations of what we're expecting from the students.

Comm. Hodges: This is going to require a longer discussion and I won't entertain it here. For the kindergartens we were aiming at 75% proficiency. How did they do?

Ms. Peron: Was it the kindergarten or preschool?

Comm. Hodges: The preschoolers entering kindergarten.

Ms. Peron: I do have those numbers. We did not make the mark of 75%. We were just a little bit below it. I can have those numbers to you and I can show you the standards that we were touching upon. I do have those numbers, yes.

Comm. Hodges: At some point, I would just like an outline of what you consider to be the primary problems and then the strategies that you want to assign to address those problems so that I can look at them and digest that moving forward. Then we can have some conversations at a different level. Thank you very much.

Comm. Mendez: Dr. Evans, I heard that you spoke about creating a new curriculum. I truly believe that depending on the curriculum most of this is going to depend on the type of curriculum that we have for our students. According to your knowledge, how can we connect the type of student we have with the creation of the curriculum?

Dr. Evans: In this particular case it's informing the community not involving the community. The standards we have to meet are driven by the new state Common Core standards that the 46 states across the U.S. have adopted. Every district is required to

align its curriculum with those standards. So when we talk about new curriculum that's what we're talking about. That curriculum does include more rigor and all of the skills that we talked about that are missing in too many cases from our high level courses or even from the curriculum in our lower grades. That process is underway and in fact for the time being in the grades for which we were required to introduce the new state Common Core in curriculum either we're using our curriculum, particularly in math that we've developed for the lower grades, or we're using a state model curriculum that we are required to use. In the meantime we have to develop our own.

Comm. Hodges: Part of the way you improve critical thinking and analysis is problem-solving. So I'm waiting to hear a different approach on how we ask students to problem-solve. Again, this is taken right back to computer languages. This is why languages like Scratch are so important in elementary school, not to be given to high school students in their junior years. It's a tool that helps you work through problems and approach the process of analyzing a problem and then working out a variety of approaches to fixing it. We're not giving our kids that and this is precisely the area that we're struggling with. So at some point you do it.

Dr. Evans: I do. In fact, I'm not sure when Patty McGrudder or the other principal players or leaders with the Institute for Learning are going to be in town. Actually, we have experts that they've trained here locally who can illustrate to you the kinds of questions that our teachers are being taught through the Institute for Learning. It's still a relatively small number of teachers, though it's growing and we want to take it to scale as quickly as possible. But there are very clear examples in their work of the kinds of higher order skills, whether it's through analysis, problem-solving, or application it requires them to literally think and analyze. More credit is given for the process than it is for the final answer. Now, the final answer counts a lot obviously, but the thought process that goes into it. Accountable talk is one of their primary mechanisms for making that happen. But having a presentation done so you can see the kinds of exercises and the kinds of engagement between teacher and student, and then the kinds of problems they have to solve. Many of them require that they have to work together and many of them they can do individually. But we can arrange that. We have a couple of people in particular and one in language arts is Lauren Kazmark. She can come and do it tonight if we wanted her to. I think Virginia Lagos can do it in math. So we have a couple of experts who can do that for you at any time.

Comm. Hodges: It would be helpful to have that kind of demonstration. In the face of this you need something urgent to help me.

Comm. Irving: I'd also encourage you if you're free when the folks from IFL come to go on a walk-through. I did that last year and it was very helpful for me. It's one thing when I hear Dr. Evans talking about. It doesn't connect or resonate for me. But when I go through the walk-through with Mr. Johnson and I see the rubric and the standards that are used and there were a few classes I felt like I was in a college course. The teacher was asking professorial questions such as "Why," "How did you come up with that answer," "What made you think that?" So that's what I was refreshed to see. I'd encourage you to reach out to Mr. Johnson because I know the IFL started in the Priority Schools but I know we're expanding beyond that. For all Board members I think it would be a really good experience to go on a walk-through with the IFL.

Comm. Hodges: I certainly will take that suggestion, but I'd also like to see that demonstration brought forth.

Comm. Irving: Sure. We'll put that on the next agenda.

Update on Security

Comm. Irving: Let's keep moving because we have two more presentations. Just so you guys know, we have to add in because it wasn't on the agenda the resolution for the moratorium on out of school suspension. It just wasn't put on the agenda. It is here and we're going to talk about it after the security update. Captain Smith, welcome. We asked Captain Smith at the behest of some of the Board members who had questions with regard to some of the new hires and the budgeting process in particular how we went about some of the new hires. Captain Smith then sent a report to the Board. If you can just explain the report you sent and then if any Board members specifically have any questions about either the new hiring or the questions around security that were asked. It was e-mailed to the Board.

Captain James Smith: Good evening. I'd like to say good evening to the Board Commissioners, our Superintendent, Deputy Superintendent, cabinet, colleagues, and residents of the City of Paterson. I've been asked to come here tonight to explain some of our security needs, some of the security hires, and also some of the security actions we have taken in light of what transpired last year. I welcome this opportunity. What I wanted to do before I start is take this opportunity to introduce you to each hire. I brought them with me. I will give you a little bit about them and then I'll go into the budgeting process. The first person I'd like to come up is Robert Pleasant. Robert Pleasant is a retired detective who worked for the Paterson Police Department and the prosecutor's office. He is a resident of the City of Paterson. He comes with a wealth of knowledge. He is a teacher in the police academy. What this also does is increase the capacity of our people that are non-retired law enforcement officers and better equip them in what to look for. What I pride myself on when we go through the hiring process is that we mix not only retired police officers, but people who have earned and worked their way up the ranks and we mix youth with experience. We combine that experience to increase the capacity of the youth. I'd like to have Kim McLauren come up. Kim McLauren is a security officer at School 13. She has gone above and beyond. She is a product of the Paterson School System. She has six years of experience. She's in charge of all the security at School 13. She's taken that active role. She's actively involved with the parents. They know her. The principal gave rave reviews and I'm proud to have hired her. Thank you, Kim. I'd like to bring up Sergeant Willie Owens, also a resident of Paterson. Sergeant Owens was a Paterson police officer for over 25 years. He also taught in the academy. I have him located at School 26 and School 1. There were complaints by parents there and traffic problems, which Sergeant Owens seems to have cleared up. He's taken charge of the building. He has increased the capacity of the security officers there. I'm also proud not to just have him on the security force but to also call him my friend. I'd like to call up Mohamran Martinaja. Please come up. As you can tell, not many people know Martin. Martin comes with six years of experience. I've placed him in Don Bosco Tech with retired security officer who was director of security in another district. They're working well together as a team. Principal Natalie Hackett is extremely pleased, especially with the increase of students there. We've had an increase of almost 1,000 students that we've added to sixth grade trailers. We're also working to increase the facility aspects of it. I must thank Chris Sapara-Grant for working hand-in-hand because you can only achieve what our needs are if we work together as a team and Chris Sapara-Grant is a team member. I know a lot of you know Martin. He's picked a few of you up at the airport. Martin, thank you very much. One of my absolute favorite hires is Detective Gloria McMillan. Detective Gloria McMillan is a 27-year veteran of the Paterson Police Department. She's taken over School 28. They're in crisis shock right now since she has taken over. She has a loving way of letting them know what's expected. She makes sure that the security drills are done. I've known Gloria for many years. I'm proud to also call her my friend and

proud also to have hired her. I'd like to call somebody a little different. I'd like to call up Shawn Moore. Shawn Moore comes to us with being an executive supervisor at New Jersey Transit. He also has worked in the Paterson School System. He is highly intelligent and highly articulate. I make sure that the people I hire are well-vetted, well-versed, they know what they're doing and are capable of running the school themselves. We've assigned Shawn Moore to the Alexander Hamilton Academy at the request of principals and assistant superintendents who have asked the business administrator, the deputy, and also our Superintendent because of increased needs of traffic. Officer Moore has come in, has done a yeoman's job already, and has a very good rapport with the parents. I'm proud to also have hired Shawn Moore. I don't want to leave the Spanish contingent out so I'm going to call Eladio Lugo, well-known in the City of Paterson. Eladio Lugo is a 25-year veteran of the Paterson Police Department. He is a major crimes criminal investigator. He has shared many jobs within the Paterson Police Department, including narcotics, community policing, detective bureau, patrol division. He's assigned to Rosa Parks right now and is well-received there. He's increasing the capacity of all the security up there. I think that what you have to realize is when the State of New Jersey last year put in requirements for the security drills in light of Newtown and Columbine they required us to make sure that we performed these drills in an exemplary fashion. As a matter of fact, they've asked me to be on their panel down in Trenton on this because of this way we run our drills here. We are 100% compliant in every school with every drill. That's one of this few in the State of New Jersey. We are 100% compliant. Also, last year we were a select district for a pilot program for these drills. We were one of the few districts that were selected. This year we're going to be doing the table top exercise and we have representatives of the Paterson Police, St. Joseph's Hospital and the sheriff's department and we're going to conduct at a yet-to-be-announced school a training disaster. We're going to all work together to see how all the agencies interact. It's essential that we have people that are heading these agencies and that are heading the security to work in conjunction with our principals to make sure that Paterson comes out on top. Detective Lugo comes with a wealth of experience and he's a welcomed addition to Rosa Parks. I think you all know Johan Suarez. He is one of our younger members that were hired. He has six years of experience. This was really an economic type of hire. Food services, under risk management, were told that our contract security wasn't going to be covered under our auto insurance. So there was money left in the food service budget. We talked to food service. We hired a person here. We've bonded Johan and now made him an employee of the district. He makes all the money pick-ups for all the schools for lunch and makes all the deposits. As he gets more acclimated to that we're also going to weave him into some of the schools too. We're going to give him a wealth of experience. He has the ability to learn. This is his third time that he interviewed for the job. He didn't take it personally each time he didn't make it. He came back stronger and I'm proud to now have hired him and let him start in his career path. The next guy is working out to become as big as me one day. I'd like James Watkins to come up. As James keeps working out he aspires to be as big as me one day. He comes as a 25-year veteran of the Paterson Police Department. As you know, we had a rash of burglaries last year at HARP. We needed somebody to come in. He was also involved as a detective in the juvenile bureau. He knows many of our students. He's actively involved in the community. He has a way of talking with kids where for some unknown reason they don't seem to give him a problem. He has just a nice way about him. So I'm proud he's part of our security force. I'm glad he's come to work with us. Thanks Jim for coming. I'd like to call up Michael Recca. Michael Recca was a lieutenant in charge of our narcotics bureau in Paterson. He comes with a wealth of experience. He was an academy instructor. He's had jobs too many to mention. He's been a product of the Paterson School System himself. He comes with a wealth of experience. He's assigned to Silk City Academy. He filled the retirement of the person who went there.

He's a welcomed addition there. He works with a lot of the adults and also a lot of the students there. Mike thanks for coming aboard. The last guy I might embarrass a little bit because of all the people I've introduced so far he's probably my proudest hire. Shantain Ingram, could you come up please? Shantain has been with the Paterson School System for 11 years. A little known fact about Shantain, and I don't want to embarrass him but I want to tell you why I admire him, he lost his mother and father when he was seven or eight years old. He didn't use that as an excuse to fail. He proceeded and went through high school. He did whatever he had to do to achieve. He interviewed for a security position many times. I told him what he had to do to improve his skill set. He didn't take it as a criticism. He took it as an opportunity to improve. He comes here. He's been working at Eastside for 11 years. He comes highly recommended by the principals at Eastside. I considered their recommendation and I admire Shantain and am proud to have him on the security force. In addition to that, some things were asked about how we arrived at these hires. Why so many all at once? We've had three retirements, one resignation, and one vacancy to fill. That's five already. I hired seven people. I've introduced you to the people here. These were at the request of problems that we were having at the schools where the schools had allocated money for these position controls at each of the schools. In addition to that, as many of you know, I was the chief financial officer before I came over here with the Paterson Police Department, budget director, director of purchasing, along with head of community policing, chief of staff for the chief of police, head of the warrant squad, patrol division, and various agencies throughout the city. I'm a good steward of public funds. I know how to operate a budget and I just don't accept what's given to me. I manage that budget. That's why this year I was able to return \$274,000 to the business department at the end of the fiscal year because of the way we were able to utilize grants. We don't let grants expire. I was able to get reimbursements from the state when it involved the fire watch. I stayed on top of it. I made sure that we got every bit of money we were entitled to. When we had private providers the things that you passed in relationship to FS Direct to make sure that we get reimbursed from the people who can afford it and we work in conjunction if anything else benefits our students with the department of recreation with our partnership with them. So we make sure that we have every conceivable bit of money that we can. In addition to that – and I'm sure you don't want to hear this – but I delayed the hire until September 1. I could have hired them July 1, but that's why you'll see in the report that I gave you that we had a prorated basis. That saved us over \$100,000 in the hires because we only paid for 10 months instead of 12 months even though I had allocated 12 months in salary for them. So we were able to save that money and at the same time hire quality individuals. I'm also proud to say, and I guess probably that's why I was called here because you want to emulate my hiring process, is that 85% of the security force is minority. I would challenge any department to have that type of cultural diversity. I don't hire them because they're Black, Hispanic, or Arabic. I hire them because they're the most qualified. If I get some idiot coming across I don't care what they are. I'm going to hire the most qualified person and I want you to know that. I'm prepared for any questions that the Board may have, but the main focus is that we just didn't haphazardly select these people. We had discussions with the cabinet. We had discussions with the principals. We discussed their needs. There are many places that didn't get a guard because of cost restraints. Even though in my professional opinion, and I am a professional at this, I felt that they could have used it. Let me give you an example. Let's take Eastside High School for instance. When the security report was given to you we had told you at the time that we were installing five guard booths. Alex, I think you've been up there to see that and how nice that's been coming along. We had gates put in there. We had the latest in technology. We improved the camera system. We have a principal up there that is really ahead of their game. That's why I brought Zatiti Moody here tonight. The only complaint we had is that we had three contractors to deal

with instead of one to work with the electricians. We're working that through. We're making it work. Dr. Evans said he wants it to work and so we'll make it work. I'd like Zatiti to come up for a minute and explain what's going on as far as the security with the gates at Eastside.

Comm. Irving: After he comes up, Captain Smith, we can go right into questions because we have another report after yours.

Mr. Zatiti Moody: I'll try to be brief with this. This gate system has actually been in the works since 2004. We have finally got it up and running with the electric to the booths and all the components to make it work. We have put the gates on a timer system to allow the gates to open up. We have two vehicular entrances into the facility, two vehicular exits out of the facility, along with two pedestrian walk-through areas. All of those areas are manned by a booth and we had to have a guard work those booths in order to make sure that visitors from the outside are allowed in. We actually now call in to the person they're going to see to make sure that their business is proper on the campus. In the past we had the gates but it was still an open facility and people walked in and out as they pleased. Yesterday we exactly put the gates into full operation where the gates open up for teachers to come in at 7:00. It closes at 8:20 when the students are supposed to be in the class and from there we have people that address anyone who comes on our campus from 8:30 to 3:00. At 3:00 the gates open back up for dismissal to allow the students and the staff to leave. They remain open until 11:00 and close automatically at 11:00. Currently that system is totally operational aside from one gate which we needed to keep on a manual basis due to the fact that the fire department does not have the access or the keys to the school. In case of an emergency in the evenings we're installing a lock box for the fire department to use their IDs to enter. All staff members at Eastside High School have been programmed into the system where they can swipe their cards at the gate to enter and exit the facility. There are units on each one of the booths in which the person outside can communicate with the person inside the booth. So it is a state-of-the-art system. I want to thank Dr. Evans and the administration for making this happen for us along with Chris Sapara-Grant. It was a lot of work. It was three to four contractors we were working with. Like I said, this original plan went into effect in 2004 and we're now in 2013. We're not complaining. It's slow but it's steady and it's definitely worthwhile. We're seeing some of the results of securing our facility trying to keep some of the students in the building. I noticed we talked about some of those issues with scores and what have you. Some of these improvements happened because we were able to keep kids in the classroom, in school, as opposed to leaving and cutting.

Comm. Mendez: Capt. Smith, I see that you have a full army. It's a great selection. I really want to congratulate Zatiti Moody for the great job that you have done at Eastside High School. I was really excited today, and also Capt. Smith. Finally, I will take the fence project out of the facilities punch-list. I want to take it out because now it's up and running. I was there today and somebody approached me at the door and when I identified myself they opened the gate. That's the way it's supposed to be. I'm excited and that proves that when we decide to make changes we make them. Not only outside, but inside the school everything is very organized and in place. All our students are with uniforms. Everybody is organized. For me safety and discipline is the number one priority in the district. If we don't have safety and discipline in any building the learning environment is not going to be there. I really thank you for the great job. Do we have the four security persons that we need? In those four guardhouses that we built I want to make sure that we have one person in each guardhouse to have total control outside.

Capt. Smith: The answer to that question is no. We have five guard booths there. We're doing our best to operate them, but we haven't hired them additional people for that because we have enough problems when we hired the people that we have now. There will be a request coming very shortly and I'll be talking with Dr. Evans and the cabinet. We're doing our best to man them, but as we are right now we are short and we need people for those. That was part of the safety and security plan that was approved by this Board. We're very aware of the fiscal restraints that you have, but we do need to man some of those booths.

Mr. Moody: That was layup for me and I want to just slam dunk it. When we got the five guard booths they are about \$30,000 apiece. We got those guard booths with the notion that you have to have a guard in the booth. We know the financial restraints that we have and we're pulling from posts in the building, robbing Peter to pay Paul, to put out there. They must remain out there and they can't leave their post, but now we took them off posts from the inside of the building. So we kind of have a skeleton crew because we wanted to get started immediately. In the meantime we're willing to work with half of that number that was originally agreed upon, but we definitely need that full-time staff to man those booths daily.

Comm. Mendez: We definitely need that, Dr. Evans. If we complete the project we need to have that security in each place. We almost have control. You can notice the difference at this time if you go to Eastside High School and I invite my colleagues to stop by there. You will see the difference now from what it was before. I think we have to talk about that and make sure that we have those people in place there so we now have control inside and we make sure that we clean the outside as well.

Capt. Smith: As Dr. Evans has said many times in the main part of his presentation, he wants a safe, caring, and orderly environment. There's a reason why our schools are one of the safest in the State of New Jersey – because of astute hiring. We make sure that we follow the plans that we set forth. When we work with the Deputy Superintendent, the Superintendent, and the Board on the plan and we put plans in motion we have to execute them. That's where we are right now. We're at the point of execution and we'll be coming to you. Whatever hand you deal us we'll deal with it. However, we want to let you know what we do need.

Comm. Kerr: Before I ask any question tonight regarding the security, I just want to preface whatever I may ask and let everybody know that I'm a professional and I believe as a School Board Commissioner I have a fiduciary responsibility to make sure that every dollar of the scarce resources that come into this district is properly used for the betterment of our kids and the development of the educational offering that we put on the table here in this district. I'm not here to displace anybody, but I believe that in the course of our function we need to make sure that the Ts are crossed and the Is are all dotted. My question in this area I'd like everybody to understand has nothing to do with personality. I'm not trying to displace anybody. I'm not giving anybody a job. That's not my mission. My mission is simply to get answers and to be comfortable with what we do here in this district. Regarding our security budget, what does that look like right now?

Capt. Smith: The Board officers...

Comm. Kerr: Give me the Board officers.

Capt. Smith: I'm sure you know I wouldn't want to insult your intelligence, but the individual security officers are part of each individual school's budget. Just as they

allocate PCs for teachers, therapists, or whatever that might be in that school, the PC is contained in that school budget. It's not the security budget, but the PC for the individual schools. So each district security officer is part of the school budget. The principal at that location makes the determination on if they can afford to have a security officer. I let them know what to expect and how much it would be. They allocate the funds that they need for it to address the problems they may have at that particular school. That's how we arrive at it. So it's in each individual school's budget.

Comm. Kerr: Let me ask the BA, because I don't recall looking at that budget and seeing that line item for security in every one of our schools.

Mr. Richard Kilpatrick: Is the question is there a security officer in every school?

Comm. Kerr: No. In the school-based budget is there a line for security?

Mr. Kilpatrick: Yes. If there is security provided there, there is.

Comm. Kerr: What would that be in terms of an amount?

Mr. Kilpatrick: The total amount?

Comm. Kerr: Per school.

Mr. Kilpatrick: It depends on the school. Each school's is different. It depends on the size of the school. It depends upon what the...

Comm. Kerr: Give me the school that you have the least problems at. What would be the security budget for that school?

Comm. Irving: Capt. Smith, maybe you can give a mean average for what the cost is.

Capt. Smith: The answer is to two questions here. What would be the one where we have the least problems with? That security budget would be zero. The one that we have on the average, you'll average anywhere from about \$45,000 to \$50,000 including benefits for an individual security officer.

Comm. Kerr: An individual security officer?

Capt. Smith: Yes.

Comm. Kerr: That doesn't include the Board security.

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

Comm. Kerr: So in conjunction with the Board security that we have on top of that we have this new security plan that we have here.

Capt. Smith: It's not on top of. It's incorporated in the budget. When the budgets were formed and before they went out to the principals, we notified each principal that if they had money available and they had a need and I determined there was a need for that Board officer in that individual school then we would sit down, I would tell them what would be expected and if they could afford it they would include that amount in their budget.

Comm. Kerr: I'm not going to prolong that. What I'm going to ask the BA is I need to see every school-based budget. You show me the line item in that budget that speaks to that question of security. I also need to know where we are presently regarding costs as it relates to security in that school.

Capt. Smith: That's an easy question. We can do that for you.

Comm. Kerr: That's very easy. Overall, Capt. Smith, what is the total sum for the security of the district?

Capt. Smith: There are three entities that make the...

Comm. Kerr: Combine everything. Just give me a number.

Capt. Smith: I'm going to give you an idea and I'll go through each one. The one is the Paterson police and the Prospect Park police because we now have St. Paul's in Prospect Park. The one for Prospect Park I can give you off the top of my head. It's \$52,000. That would be the cost of having a security officer during the days of school in Prospect Park. We were able to get a reduced rate from them that they match the Paterson Police Department. They only give us a reduced rate because we know them over there. Those officers are working for \$27.50 an hour. Actually, no. I'm lying. It's \$31 an hour plus \$5 administration fee. The towns surrounding here are getting \$70 or \$80 an hour, but we were able to work out a deal with them because they know that we have limits within our budget. So that approximate cost is probably around \$870,000 for the year for the Paterson police. Let's take a look at the contract security guards. That's a different entity. That composes approximately 206 people at a budget that is allocated for about \$7.5 million but in actuality I spend about \$6.5 million. Even though I'm allocated more we make good use of our resources and we plan accordingly. The reason it's so high, which in the contract we put up to, is because if someone doesn't show up to work that day we have it written in our contract because I was part of making the specs for our contract that we don't pay them. If they don't show up they don't get paid. They don't get vacation days from us. We don't pay it. We have purchases of radio equipment, which at one time was costing in the area of probably \$150,000 to \$200,000 a year. We don't pay. That's included in the cost of the bid specs that I put in there. As you say, I'm a wise steward of public funds too and I have an accounting background myself. In addition to that is the drug testing and psychological testing. All of that which is required for the contract security is borne by the company because we wrote it in the specs that they would bear the cost of it, not the Paterson School District. So we have background checks, urine analysis, SORA licenses, and all of those hidden expenses that other school districts have to pay we don't pay because we wrote as part of the contract that that would be included in their costs there.

Comm. Irving: Are there benefits included as well?

Capt. Smith: Yes. That's a good question, Chris. Not only are their benefits included, we found out years ago when Dr. Hodges was here that the contract security was shortchanging the security guards their health insurance. So we decided to tell them the level of benefit we want and to bid on it accordingly. So now we guarantee that they have a minimal health benefit that is guaranteed in their contract. In addition to that, in addition to them guaranteeing health benefits all those other perks that I have are also incorporated in the bid specs. I can't say every other division incorporates that. Some have copied me after it, but I made sure that we've done it to make sure that everywhere where we could save a dollar for the district we would save it and then pass that over to additional hiring, as Comm. Kerr says. I respect his opinion. I know that

he's only doing his job and fiduciary duty as I am too. Let me give you a rough figure. If you were to say we had 59 Board officers and we averaged with benefits \$49,000 that would be 59 times \$49,000. I include salaries and benefits. I don't give you a cost that is not realistic. Most people will come to you here and tell you what the salary is, but that's not a realistic cost. You have to include the cost of the benefits. So when you include the cost of the benefits and you put that in there, that's with benefits. I don't know how many other divisions do that, but I know mine does that. I want a clear picture. I want transparency. I want you to be able to understand that when I give you something it's truthful and that it reflects what it is. You've been at many committee meetings with me. You know how I am. I'm straightforward with it, as are you and that's why I respect you.

Comm. Kerr: So from the numbers you gave our security costs I think would be about \$10 million.

Capt. Smith: Probably, in that area. \$10 million for 52 buildings, 30,000 kids, and 5,000 staff members - you're correct.

Comm. Kerr: That's a big piece of the budget.

Capt. Smith: It's a big piece of a \$500 million budget. You're right. It is.

Comm. Kerr: When you look at all the other areas that are placing demand upon the budget we're going to say it's a big piece. With all the competing areas that need to be serviced in this area that is pretty significant.

Capt. Smith: Comm. Kerr, there's one question you failed to ask though. How have my costs gone up in the last five years? That would be zero. Compare that to other divisions too.

Comm. Kerr: My concern is the rapid increase in the Board officers by over 60% from 11 to 17.

Capt. Smith: No. You're talking about retired officers? What are you talking about?

Comm. Kerr: The retired officers.

Capt. Smith: No. We have 15 retired officers right now.

Comm. Kerr: It's not 17?

Capt. Smith: No. It's 15. Of those, 13 are assigned to the schools.

Dr. Evans: I don't know that this is a productive conversation. I know what you're asking for, Mr. Kerr, and a lot of us have concerns, particularly with regards to the costs as well as process. I would suggest that you allow me the opportunity to do my own analysis with regards to budgets, comparative costs between this year, last year, and going back four years and come back to you with a report. I know what your questions are.

Comm. Kerr: The last point is in a situation like this I believe that at least the Board should be given an opportunity. We never had a discussion as to the increase and how many Board officers we would finally end up with. I think the Board should be given that courtesy to just have a say.

Dr. Evans: In light of the fact that we committed to do that with you in advance about six months ago we owe you that. You're absolutely right.

Comm. Guzman: Capt. Smith, I just want to commend you and thank you for bringing your report forward, especially when there are topics that are of importance to our Board members. I want to thank you for the work that you do and our security department handling our district. It's not an easy task on a daily basis. I also have a question for Mr. Moody. My question is in regards to Eastside High School. I think they call me the Eastside High School complainer because I'm always complaining, not about the school, but about the outside area of the school. Since I have not been by the school this year yet, the issue that happens with Market Street and our students actually leaving the school and hanging out outside the block in the corner, is that changing right now? Has it changed? Do we look forward to seeing a change to that?

Mr. Moody: It has definitely changed. It has not ceased. I wish I had some jurisdiction outside. Even without it we go out and confront those kids and rally those kids. But with this new process the students are not allowed to leave. However, in the past two days they're now jumping the fences, crawling under the gates, hopping over to Old Roberto Clemente, and running from school. We're running after them and pulling them back in. This is just the nature of the beast. A lot of our students have become accustomed to checking in, just signing in for the day, leaving and going out for lunch and never coming back. We believe that they belong in the classroom and we go and get them. In those instances where the kids then break the law or violate a serious school rule we may suspend them. Some of these students that you're seeing are actually suspended students from school. They tell their mother and parents that they weren't suspended, that it was a mistake. They wear their uniform and leave out and hang out on Market Street. Then the truancy bus comes and picks them up and brings them to this school, but they're already suspended. We work with that because our goal is to have them in school. Even in that case we at least keep them in in-school suspension, but it's like we're chasing our tails. As Comm. Mendez can attest to, that has changed drastically. With the presence of folks that we have outside it's just not enough. Then what you start to do is put your resources out. We went as far as chasing students all the way up to School 15, but then we had to ask ourselves what we are doing. If something then happens in that chase and we find them and something ensues parents now sue us and say, "What are you doing? You have no jurisdiction to even be out here?" But we do it because we know it's in the best interest of students. So this is a dilemma that we're faced with. If you guys under the direction of Dr. Evans give us that authority we'll run and chase kids. But what we do now is we leave those students who do want to be in school and we give all our attention to that negative element and not focus on what's in the building. To be totally honest with you, this is a community issue and a problem that the community needs to help us to address. We've had conversations with the Mayor and the police department. The kids are breaking the law. They are loitering in front of businesses, cutting school, and being truant. That's a police issue at that time once they're there, but we work with the police to take our kids so that the interaction is not negative between police and those students running from school. We're constantly working. That's an issue that's not only happening at Eastside but at some other schools. But it has drastically decreased.

Comm. Teague: I just want to commend you for the presentation. I just want to say that the group that's in here right now is an elite group of people for one reason. It's not because of the years of experience, but because they were hired by James Smith. Believe me. It's not easy getting hired by him. I've tried. I went to his office. I put on the security badge and a military outfit and I just knew he was going to say, "Wow, you

look good. Come on in.” He said, “Please. I’ve been a police officer for 30 years. That’s not impressive to me.” I had to walk out with my tail between my legs. I don’t mind saying that. Anybody just can’t walk in there and get a job. He vets the people that come in there. Do you understand what I’m saying? He drills you. He has a team of people that ask you questions. The point I’m making is it’s not just anybody that we have sitting here. The people that we have here you can leave them here by themselves all night and trust that when you come back the next day nothing will be wrong with this building. They are trustworthy because this man hired them and specifically for that reason.

Comm. Hodges: Actually, in view of Dr. Evans’ promise, what concerned me was discovering this information in the press. I didn’t appreciate that. We’re losing \$16 million in funding because of attendance. There are other changes that are occurring in our budget, but we’re maintaining our security budget and we’re restricting educational improvements. That’s a problem when we’re sitting in our fiscal committee and Mr. Kerr is chair of the fiscal committee and he sees these numbers running across and we know what’s happening financially. Then we look at these test results you may have a strong rationale for what you’re doing, but our real goal and responsibility is to have this not happen. So what he’s concerned about is how we correct this given the fiscal realities that we’re confronting and balancing that with the security needs of the district. So I share his concerns and you know that over the years I have shared his concerns and my own on a whole different level. That’s what’s going on here. These numbers are getting actually more and more difficult to reconcile.

Capt. Smith: The poignant response that I have for you, Dr. Hodges, is this. I do respect your opinion and I have the utmost respect for you. The only thing I will say is that when Dr. Evans does the analysis in which I will assist you’ll see that our security costs are not skyrocketing but the incidents are. Those test results that you talk about, they don’t take place unless there is a safe, caring, and orderly environment. None of them take place. So that’s my opinion. I respect yours and I’m sure you respect mine as a professional.

Comm. Irving: Let me finish up by echoing some of the comments that were made here. I think it’s important to note that the request for the additional Board officers don’t come from Capt. Smith. They come from the teachers and principals themselves. So I think that when we do this analysis there has to be some documentation in the principals’ budget that indicates that request. I’m sure there is. I just think that it’s easy to look at you and say you hired 15 new officers as opposed to looking at the principals and asking the principals what is their justification for wanting these officers to be in their school budgets and asking principals to justify that need to the Board. It’s not just to you, Capt. Smith, or to the cabinet itself, but to the Board. When you take on these expenses, I can’t say they’re additional expenses because the principals can find the money within their budget to do so. But there is something to say about having someone who’s trained at a higher level, from my perspective, in each school. Personally, I’d love to see a Board-related officer in very single school so that we have somebody who is on a professional grade overseeing the operations in each school with the USA Security officers, but budgets don’t allow that. So Dr. Evans, I guess when we get that comprehensive report I think it would be very helpful to hear or at least to know the rationale for these principals who all saw the need to add in a higher level. It’s not to discount the level and quality of service we get from our USA Security officers, but clearly they identified that there was a need. How does that need coincide with the overall need for safety and instruction in the schools? That point is one that I just don’t want to miss in the conversation. It’s easy to look here and at the budget, but the root issue is the principals themselves and their reason for wanting this justified.

Capt. Smith: The one last thing I'd like to just put in on that is we hired seven new people. The other ones were replacements for retirements and resignations. There was money that was long in there. So we're looking at seven people here, just so you know understand that. Two of them were for 1,000 kids that you have now at Don Bosco because you added 6th, 7th, and 8th grade and they had not one Board officer. You can't have 1,000 kids without any Board officers. I agreed with that principal and I'm not passing the buck and saying it's the principal's fault because I agreed with them. I don't mind accepting responsibility with the buck stopping with me. I have no problem with that. The only thing that I'm trying to tell you is that every request... These were the only ones that were approved. There were many that were denied. But the point is that there is a justification for each one and I have no problem justifying each one. One last thing, every person that I hire I personally vet. I want to apologize for not hiring Comm. Teague. I didn't realize you would become a Commissioner. You might have been hired by then, but I'm sorry I didn't hire you at that time. Thank you.

Comm. Hodges: Mr. President, I echo those concerns. If we have hired a security force and they're not addressing our needs then we need to take a look at that security force. That to me is a concern. We don't want to duplicate the function because financially we can't do this much longer. That has been made abundantly clear to us.

Comm. Irving: Or something has got to give. You have to move some...

Comm. Hodges: Something somewhere, because that was the basis for my concern after reading this in the paper and sitting in the fiscal committee and hearing what they're telling me. Then tonight I see this.

Comm. Irving: I think it's worthwhile, but I think the root cause is going to the schools, looking at the need, seeing how the principals justify that need within each school, and why that need exists, especially if there's already other security force in the building. Good point. Thank you very much, Capt. Smith and everyone who came this evening. Welcome to the Paterson Public School District. We look forward to your service and your great work here.

Resolution to Support A Moratorium on Out-of-School Suspensions

Comm. Irving: I'm going to ask Ms. Linda Reid to come forward and any other representatives from the PEOC to join her to introduce this resolution and give some background to it. This document was sent to the Board for your review. I don't want to get into the issue of folks saying they didn't have it beforehand and couldn't read it.

Comm. Hodges: Nice change of pace. Since you brought it up, I'm giving you a compliment.

Comm. Irving: Thanks. Ms. Reid, I do thank you for your diligence. Everything that happens on this Board is always a process. I know at times we don't work as fast as you want us to, but I'm glad we were able to get this on the agenda and I just wanted to bring you forth to at least introduce it and for the Board to have a discussion on it.

Ms. Linda Reid: The only thing I'm going to say is that in writing this resolution for Paterson we wanted to follow the National School Boards Association and the Dignity in Schools Campaign examples of finding solutions to the growing problems of out-of-school suspensions. School Boards across the country have voted to adopt the

resolution to prevent the overuse of out-of-school suspensions. Dignity in Schools has developed a model code and they're in over 22 states right now. These model codes can be adapted to each district and we have an opportunity to bring someone in from Dignity in Schools to give a workshop to administrators, principals, and whoever at no cost. These are resolutions that have been proven statewide. This resolution tonight that I'm going to read has been designed with Paterson in mind. It's a Resolution to Support a Moratorium on Out-of-School Suspensions for K-8 Students and Category I Infractions.

A RESOLUTION TO SUPPORT A MORATORIUM ON OUT-OF-SCHOOL SUSPENSIONS FOR K-8 STUDENTS AND CATEGORY I INFRACTIONS

WHEREAS, the Paterson Public Schools Student Code of Conduct states that "A positive school environment is safe and encourages student engagement in learning, family and community engagement in school and supports a professional work environment";

WHEREAS, Dr. Donnie Evans, the State District Superintendent is committed to an "Effective Schools Model" that includes "specific indicators to create healthy school cultures in which there is an emphasis on prevention as well as management";

WHEREAS, studies indicate that out-of-school suspensions do not effectively prevent or reduce misbehavior, and can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students;

WHEREAS, studies found that students are six times more likely to repeat a grade, five times more likely to dropout, and three times more likely to have contact with the juvenile justice system if suspended;

WHEREAS, positive, evidence-based approaches to school discipline that use counseling, mediation, school-wide positive behavior supports and restorative practices are shown to reduce misbehavior and improve school climate and educational outcomes;

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education shall prioritize keeping students in classrooms in safe and healthy environments and responding to student behavior with age appropriate and effective interventions; and

BE IT FURTHER RESOLVED that the Paterson Board of Education shall adopt a moratorium on the practice of out-of-school suspensions for K-8 students and for Category I infractions to develop and implement, within a year, positive approaches to addressing student behaviors rather than sending them home without access to educational services.

Ms. Reid: Thank you, Commissioners and Dr. Evans, for considering the resolution on calling for a moratorium on out-of-school suspensions. This means a lot to our parents and community. The bottom line is that if students are not in the classroom they are not going to learn. So let's work together to implement alternatives to keeping kids in school.

Comm. Irving: I thank you and PEOC for bringing forth this resolution. This will be on the agenda at the regular meeting. I want to have general comments and questions from folks now, but I want to invite Ms. Reid to the policy committee meeting so that any language that we need clarified or strengthened we can do collaboratively between

PEOC and the Board in policy so that the resolution presented at the regular meeting on the 16th will be the final version and that gets sent to the Board preferably before the meeting happens. Is there any feedback, questions, or comments for Ms. Reid or thoughts on the resolution itself?

Comm. Martinez: First of all, I commend you for championing this. This is well-needed. Just for clarification, what exactly are Category I infractions? I'm unclear.

Ms. Reid: Those are the small insubordination - the rolling of the eyes, not wearing uniforms, small things. We're not talking about fighting, drugs in school and things like that. We're talking about those little things that can be managed by peer mediation or some Saturday detentions. I'm not sure if you all know Mr. Smallwood who has a program. He's willing to come on board. I've spoken to some of the assistant superintendents and different folks are on board to get something in place to develop plans to have alternative to kids going home. There is nothing positive about a child being suspended because they roll their eyes at a teacher or they walked away when a teacher said come back. It's small things like that. There needs to be something positive in school that can help them to stay in school and learn. It will also help with the attendance.

Comm. Mendez: Good evening, Ms. Reid. Thank you for being here and leading this idea. This was one of the first topics that I addressed when I was elected in 2010. I always had a big concern about out-of-school suspensions. I know for all the different reasons a kid has been suspended - two or three days of out-of-school suspension for running in the hallways. What impressed me was the lack of communication between teachers and the parents. Sometimes they suspend a student but the parent doesn't know that the kid is suspended. This has been going on and that has been affecting us big time. What I really want to see with the in-school suspension is a clear plan about Category I and II, depending on the level of suspension. That's what I want to see in the school. I just want to make sure that every school has an in-school suspension plan in place for those students. That's the direction that I'm going at this time when I see this. I think there is a lot more information that we need on this. This is the beginning. I understand that. But we have to work on it and we have to put some type of plan in place. How are we going to keep the students inside the school?

Comm. Irving: In my conversation with the Superintendent we did discuss this in our weekly meeting. I think it's practical to put this in place. My only suggestion is going to be in the final comments or in the 'be it resolved' section of the resolution that we outline what are going to be the next few steps taken. I think the Board will agree that if we take on this resolution that we need to do another review of the student code of conduct to include the community members, families, and parents to review that student code of conduct, make recommendations for alternative programs, and give it some teeth. I think we need to be very specific at the end of it. Besides the intention, what are going to be our next few steps? In policy that's my biggest recommendation. For the most part the wording is actually in line with what I personally feel comfortable with. But I just want to make sure that if we're giving this to principals and saying they can't suspend kids for Category I infractions, I think we also owe it to principals to say what their options are and to be able to give recommendations.

Comm. Teague: I just wanted to put my support to this resolution. I've been to several events and several marches that they've had in regards to this. I've been there and I'm one who truly supports the idea that if a student is not in school or if they're discouraged to come to school it's impossible for them to learn. So I definitely support this resolution and when it comes up I'll definitely give my full support to it.

Comm. Hodges: You're inviting Ms. Reid to the policy committee. Is it your intent to turn this into a policy? That would be, to my way of thinking, the most appropriate step. This is simply a statement of position as opposed to being an actual policy regarding that level. This is a discussion me and Ms. Reid had today. The resolution is simply a statement of the Board's position, whereas a policy is something that you can actually put teeth into and hold the Superintendent and the staff accountable for. That's the thing that should take place.

Comm. Irving: In my opinion, I think the policy comes after you take the time to evaluate the current process, look at the current student code of conduct, and provide measures and mechanisms for alternatives. So to me it makes sense to do the resolution first to clearly state the Board's position and then to work towards putting in place a policy that reflects what the resolution speaks of. That's just in my mind.

Comm. Hodges: I have no problem with that, simply as long as the ultimate goal is to get to that point of a policy being put in place. Otherwise, a resolution doesn't have any weight at all. Dr. Evans is in possession of some materials and I think the whole Board should have been... It's something they did in Boston and you may have received that via e-mail. That's a resource that can be looked into to find out what kinds of approaches were taken. It gives some other materials too that came from Fernando. There are a number of possibilities here. I'm just hoping that we can move past the moratorium and find a more comprehensive approach to addressing this issue.

Dr. Evans: I support and invite a discussion around other alternatives to suspension, but I need to be very clear and let you know that I'm not going to allow kids who are disruptive to remain in the classroom or in the school. There has to be something else. I'm the first to say if we can find an alternative in the school or some other setting I'm all for it. Just be cautious also that if there are costs involved then that brings about another set of considerations. But I don't want anyone walking away, any principal or teacher that hears this to think tomorrow a kid does something really egregious that's a Category I, and some of those offenses are really egregious offenses. Insubordination is more than sometimes what we think it is. They're not following the teacher's directives or they're doing things that sometimes we don't necessarily think is insubordination when it really is. I can't allow a teacher to remain in that circumstance when they're just grossly insubordinate or they don't go to detention, which is an alternative in some of our schools. So when they refuse to go, then what? I really invite the opportunity to explore and see what other alternatives are out there that we can employ.

Comm. Hodges: Dr. Evans, there have been some incidents – as a matter of fact there was one recently that happened on the national stage – where a child simply pointed his finger and motioned like a gun.

Dr. Evans: I recall that.

Comm. Hodges: He got out-of-school suspension for it. At School 10 a child handled a friend's water gun and he received several days of suspension. It wasn't even his gun. That's the kind of thing where the child is not known to be disruptive. It was on the playground and this was a six-year-old. It's that kind of thing which lends itself to this kind of approach, as opposed to the more serious. I think that's what you were aiming at.

Ms. Reid: Yes, or a five-year-old who can't sit in their sit and got suspended for a day. It's things like that.

Comm. Hodges: It may require us to re-categorize the levels and create a category that we can more adequately address.

Comm. Irving: I think that's why the moratorium sounds like a good idea for the purpose. Maybe that's what the language should say, that the moratorium is done for the purpose of reviewing the district code of conduct and suspension policy and that it be done by a collaborative committee of the Board, committee members, and district staff - something to that effect.

Comm. Hodges: Mr. President, his objection is Category I is too broad.

Comm. Irving: I think we need to be a little specific. The Superintendent's office can...

Comm. Hodges: More particularly give you a... right. That has to be put in place.

Comm. Irving: I share the same concern. I shared it with Ms. Reid when we first talked. I made it very clear my concern was we did not want young people thinking that it was open season for anything wrong they do. But we also need to sit back and reassess. I think that's the other part too.

Comm. Mendez: I would like to be on the committee with this conversation because I've been talking about this for quite a few years. I've been doing some research into some of the suspension policies that we have. My idea was to introduce a resolution about an in-school suspension program. What I have in mind is that that's going to bring us costs. If we're going to implement an in-school suspension program we have to talk about cost. So I'm looking forward to having a conversation. To conclude with this, I think that the lack of communication between teachers, staff, and the parents is causing us a big problem. We could start reinforcing this right now. I don't really understand how a kid can be suspended and the parent doesn't know. In this community a letter is not enough. They might just hide it and not give it to the parent. We have to follow up with a phone call. We need to see you at the school. We have to hold parents accountable. This is not an easy letter to home. We're not resolving the problem like that. We need to hold parents accountable and let them know what's going on with their children at the school, not suspending them and sending them home with a letter because that's not going to work.

Comm. Irving: Thank you, Ms. Reid. Comm. Simmons, I'm going to ask you to please reach out to Ms. Reid and the members of the PEOC. You did it already. Sorry, sir. You're always on point.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have three brief items. The first is a recognition item and the schools that I'm going to identify I'm going to ask to come to the Board meeting in two weeks to be recognized as well. Three of our elementary schools have earned spots in various top ten rankings according to a report by the New Jersey Campaign for Achievement Now, or NJCAN. They are Alexander Hamilton Academy, which made the top ten in four categories and I'll explain the categories in just a moment, Norman S. Weir in three categories, and Roberto Clemente in two. As many of you know, these three elementary schools are consistently strong performing schools in our district and we commend their leadership. Alexander Hamilton was ranked fifth. I'm assuming these

are fifth in terms of the state. They ranked fifth in Black student performance at the middle school level according to NJCAN. At the elementary level Alexander Hamilton was ranked third in the Black student performance, seventh in low-income student performance, and tenth in Latino student performance. Norman S. Weir finished fifth in low-income student performance, fourth in Black student performance at the middle school level, and tenth in Black student performance at the elementary level. Roberto Clemente was eighth in low-income students and tenth for Latino students. These rankings are the result of these schools' performance on NJASK in the various categories. Again, I've invited the principal and faculty for each school to come to the Board meeting two weeks from tonight and be recognized. The second item I wish to mention is QSAC. There have been questions asked about the QSAC visit and when it is going to occur. We've received some tentative dates, if I read the email correctly. It's tentatively scheduled for November 19-22. Is that correct? The third item that I want to mention is that in the upcoming joint conference sponsored by the state's School Boards Association by the state affiliate for ASSA and the York Group we have been accepted to present on our work in high school reform. Ms. Shafer and I will be the co-presenters on October 23 from 1:30 to 2:30 at the School Board's conference. So we invite everyone to come and listen to what we have to say, though what we'll have to say won't be news to anyone here. That concludes my comments.

Comm. Hodges: Dr. Evans, by mentioning the awards you're actually causing me to remember one of my requests. I'd like to see this data disaggregated because obviously we have to do some things in terms of closing the gap. We need to know what that progress looks like.

Dr. Evans: If you don't mind, Dr. Hodges, would you mind meeting with Ms. Parra and Dr. Newell and indicate specifically how you'd like to see it disaggregated? We'd be happy to do that.

Comm. Hodges: Sure. Thank you.

Comm. Irving: I just had a death in the family so I'm going to leave. My godmother's husband just passed away. Comm. Cleaves is going to finish the meeting and she'll take over now to move us over into public comments.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening, Commissioners, Dr. Evans, members of the staff, and audience. I'm here to support Linda Reid's request for a moratorium on out-of-school suspension for Level I infractions and I just want to say this is just Level I infractions. It's a win/win for everybody really. The child gets to stay in school. Kids can't learn when they're not in school. So we get to improve student achievement, we get better outcomes on test scorers, we get better graduation rates, and if the Governor gets his way and ties funding to attendance we get better funding also. So do consider the resolution and then some work towards the policy around a moratorium on Level I infractions for out-of-school suspensions. Paterson Education Fund would be happy to serve on this committee as we're also a member of the National Dignity in Schools Campaign. Dr. Evans, I want to say to you that the positive behavior model that's being implemented is one of those alternatives that is suggested under the suspension moratorium. Thank you.

*Comm. Irving leaves the meeting at 8:50 p.m.

Ms. Reid: What you are getting is a copy from ACNJ, their report on feeding the children breakfast. I just wanted to bring this sheet of paper to let you see the headline. It says "School Breakfast Underachievers." Everywhere we go Paterson is always an underachiever when it comes to serving breakfast in the classroom. We are third from the bottom. Out of 20,821 eligible students for free and reduced breakfast we are serving, according to the statistics, 30%. There are 14,593 students that are eligible for free and reduced lunches that are not getting breakfast. We have been talking about this for a year. I have heard all the arguments that anyone from this district can tell me. Parents should feed their children at home. They don't want food in the classroom because there are going to be mice. I'm here to say what about those parents that can't feed those children at home? Do we tell the children that we don't care enough about you to feed you? You can't say that serving children breakfast in the classroom is going to bring more mice because most of the schools have mice already. They're there, so that should not be a hindrance. We have given presentations before and it seems like everyone was on board. I'm just trying to figure out why it is still being stalled. I was told the money was there. We know that there are grants to help the districts to provide this. You see the bottom line of how many additional monies could come into the district if this was fully implemented, and we're not even talking district-wide. We're just trying to help the k-8 students with this program. There are so many more benefits from them receiving the breakfast than all the complaints or arguments that anyone can bring out why it should not be happening in this district. We were told that it was going to be into all of the Full Service Community Schools. I now understand that some principals were given the option of backing out. Up to 18 schools were supposed to be implementing this year. I'm just concerned that this is going to be another stall from the district. I just want to know what the difference is between serving snacks in the classroom in the afternoon and breakfast in the classroom in the morning. That's my question tonight.

Dr. Evans: I don't have an answer to that question, but in the last meeting I indicated that there was a grievance that still needed to be resolved. I actually learned after that meeting that the grievance has been resolved. That is no longer an obstacle and some schools have been identified by our food service director. The challenge is going ahead and following through with those principals. I don't know all the details. I know some of the details. I was briefed very briefly on some of what had been done. So I'm really not prepared to give extensive answers other than the fact that it is an initiative that we continue to support. The one big obstacle that I thought was still in place is no longer in place. So internally we're going to have to meet and determine the extent to which we can make this work. I can tell you though, as much as we want it to work, and we will make it work, the challenges right now in our district are very great. The implementation of this teacher and principal evaluation system has become an all-consuming process for principals and teachers and everybody is preoccupied with it. So adding that in with HIB training and all of the other training that they're required is a challenge. But if there is a will there is a way and we'll find a way.

Comm. Teague: Any more discussion?

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated September 25, 2013 in the grand sum of \$2,324,368.07 beginning with vendor number 515 and ending with vendor number 3799531 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.

Resolution No. 2

BE IT RESOLVED, that the list of bills and claims dated September 25, 2013 in the grand sum of \$3,918,281.68 beginning with vendor number 797069 and ending with vendor number 798054 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.

Resolution No. 3

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

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

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Daisy Ayala	Weidenhammer alio@CIMS® National Users' Conference	October 15-16, 2013	\$1,909.54 (registration, transportation, lodging, meals)
Assistant Business Administrator	Tempe, Arizona		
Jaime Cangialosi-Murphy	Weidenhammer alio@CIMS® National Users' Conference	October 15-16, 2013	\$1,909.54 (registration, transportation, lodging, meals)
Director of Human Resources	Tempe, Arizona		
Chris Lewis	Weidenhammer alio@CIMS® National Users' Conference	October 15-16, 2013	\$1,909.54 (registration, transportation, lodging, meals)
Sr. Systems Programmer	Tempe, Arizona		

Alicia Walton	Weidenhammer alio@CIMS® National Users' Conference	October 15-16, 2013	\$1,909.54 (registration, transportation, lodging, meals)
Supervisor of Payroll	Tempe, Arizona		
Anita West	Weidenhammer alio@CIMS® National Users' Conference	October 15-16, 2013	\$1,909.54 (registration, transportation, lodging, meals)
Interim Director of MIS	Tempe, Arizona		
Carol Smeltzer	NJICLE: Hot Topics in Special Education Law in 2013/2014	October 16, 2013	\$180.00 (registration)
Assistant General Counsel	New Brunswick, New Jersey		
Daisy Ayala	NJASBO Fund 20 Audit: How to Read the Board's Secretary & Treasurer's Report	October 17, 2013	\$71.12 (registration, transportation)
Assistant Business Administrator	Rockaway, New Jersey		
Richard Kilpatrick	NJASBO Fund 20 Audit: How to Read the Board's Secretary & Treasurer's Report	October 17, 2013	\$62.12 (registration, transportation)
Business Administrator	Rockaway, New Jersey		
Marissa Blakely	Service Delivery and Common Core Standards – Connections for Speech Language Pathologist	October 18, 2013	\$179.00 (registration)
Speech Language Specialist/ School No. 2	Fort Lee, New Jersey		
Celeste Mancinelli	Service Delivery and Common Core Standards – Connections for Speech Language Pathologist	October 18, 2013	\$179.00 (registration)
Speech Language Specialist/ School No. 2	Fort Lee, New Jersey		

Carol Smeltzer	NJSBA Annual Workshop: School Law Forum	October 24, 2013	\$274.45 (registration, transportation)
Asst. Legal Counsel	Atlantic City, New Jersey		
Barbara Kiel	NJ Division of Early Childhood Annual Conference	October 25, 2013	\$90.00 (registration)
Master Teacher/Early Childhood	Union, New Jersey		
Gloria Bodker	Foundation for Education Administration: SGO's for Special Education	October 28, 2013	\$149.00 (registration)
Executive Director for Special Education	Monroe Township, NJ		
Susana Peron	Foundation for Education Administration: SGO's for Special Education	October 28, 2013	\$149.00 (registration)
Assistant Superintendent for DECE & Special Programs	Monroe Township, NJ		
Janice Basilicato	Quest Education Systems Understanding the Common Core Standards	October 29, 2013	\$179.00 (registration)
Director of Mathematics & Science	Wayne, New Jersey		

JoAnn Cardillo	Quest Education Systems Understanding the Common Core Standards	October 29, 2013	\$179.00 (registration)
Executive Director of Principal Coaching & Evaluation	Wayne, New Jersey		
Anthony Cavanna	Quest Education Systems Understanding the Common Core Standards	October 29, 2013	\$199.06 (registration, transportation)
Chief Academic Officer	Wayne, New Jersey		
Lauren Kazmark	Quest Education Systems Understanding the Common Core Standards	October 29, 2013	\$179.00 (registration)
Director of Humanities	Wayne, New Jersey		
Richard Kilpatrick	NJASBO	October 31, 2013 December 6, 2013 February 27, 2013 April 30, 2014 May 21, 2014	\$295.30 (registration & transportation)
Business Administrator	Robbinsville, New Jersey		
Lisa Pollak	NJICLE: Labor and Employment Issues for the Corporate and In- House Attorney		
General Counsel	Morristown, New Jersey		
Carol Smeltzer	NJICLE: Representing School Employees and Boards of Education in Employment Law Cases	December 5, 2013	\$170.00 (registration)
Assistant General Counsel	New Brunswick, New Jersey		

Total Number of Conferences: 21

Total Cost: \$12,262.75

Resolution No. 4

WHEREAS, the Paterson Public School District shall enter into a contract with LTS Education Systems to provide the “Kid’s College” educational program at P.S. 4, P.S. 5, P.S. 6, P.S. 15, New Roberto Clemente and International High School; and

WHEREAS, pursuant to 18A:18A-5a(19) the provision or performance of goods or services for the support or maintenance of proprietary computer hardware and software is exempt from public advertising for bids or bidding if the contract amount exceeds the bid threshold; and

WHEREAS, The “Kid’s College” program is an online educational solution that incorporates Common Core standards-based curriculum in Math, Literacy and Science with Adaptive Technology to create an individualized, effective learning experience for every student at each of the four (4) P.S. locations; and

WHEREAS, the program shall also provide for 24/7 access, GAP assessments and progress monitoring assessments, with LTS providing for on-site consultant training for PPS staff that will focus on implementation best practices, analyzing data, driving usage, and implementation for special groups(SPED, ESL); and

WHEREAS, The license to use and implement Kid's College at 6 locations shall remain valid for three (3) years; and

WHEREAS, The Department of Academic Programs recommends that LTS Education Systems be awarded the contract respectively according to the attached quotation; now

WHEREAS, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority I: Increase Student Achievement, Goal 1: Aligned instructional system;

THEREFORE, BE IT RESOLVED that the State District Superintendent supports the above mentioned recommendation that LTS Education Systems be awarded a contract for the 2013-2014 school year.

NOT TO EXCEED \$73,200.00 ANNUALLY

Resolution No. 5

Introduction: Hands Help Hands - Fundacion Manos A La Ayuda, Inc. is a 501 C 3 non-profit organization dedicated to help provide services for students who potentially may have physical and learning disabilities, their families, and other non-profit organizations. They help those individuals with artistic talents, and promote their work. Their service ranges from reconditioning Durable Medical Equipment to be used for institutions and individuals who encounter financial challenges and more. In addition, it helps them navigate the intricate channels of medical and educational system here in New Jersey, and

Whereas, Hands Help Hands is a group of volunteers, who one way or another has had to deal with, first hand, the same or similar challenges, the families and individuals we help, on the daily basis. Their organization is located in West New York, New Jersey and we are funded by private donations, and

Whereas, the Hands Help Hands' mission: "We are committed to provide and develop programs for developing communities to maximize their potential," and

Whereas, the Hands Help Hands' vision: "A world where families in our communities improve their quality of life for the better," and

Whereas, the Hands Help Hands' educational purpose: "To provide scholarships to low income students who may potentially have learning disabilities or physical disabilities," and

Whereas, to fulfill the Hands Help Hands' mission, they will:

- Develop mentoring programs that will help improve our communities' youth.
- Work with non-profit organizations, schools, and health officials to reach out to physical and learning disabled individuals and their families with information and services, all the elements of advocating for their needs, and

Whereas, The Coalition for Community Schools, describes the work of a community school as both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers

of the community and are open to everyone – all day, every day, evenings and weekends. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities, and

Whereas, the Paterson Public Schools Strategic Plan 2009-2014 Priority III.G5, reflects the systematic integration of community schools within the existing network of schools, each school identified school will be able to offer services that will address the need of the “whole child”, thus, placing greater emphasis on the needed supports relative to teaching and learning, and

Whereas, the partnership with Hands Help Hands will begin through the Full Service Community Schools initiative with New Roberto Clemente (grades 6-8) and PS 11 (grades 4-8)), and

Whereas, some of Hands Help Hands services/policies include, but are not limited to the following:

- Expand network of joint ventures with other organizations to be able to help a majority of people
- Creating an exchange of services and referrals
- Develop financial venues that can benefit the target and the organization or organizations working in common grounds, and

Whereas, some of the Hands Help Hands goals and measurable objectives include, but are not limited to the following:

- Transparency needs to be carefully monitored
- Target population serve, needs to be closely monitored
- Logs need to be kept and every interaction of specific project with targets needs to be documented, and

Be It Therefore Resolved, that the Paterson Public School District Board of Education approves the partnership between the Paterson Public Schools District, and Hands Help Hands, in accordance to the PPS Standard Contract to begin and execute the foundational and long-term work impacted by the Full Service Community Schools initiative; in the amount not to exceed \$15,000.00 (based on available funds) for the period beginning September 1, 2013 through August 31, 2014.

Resolution No. 6

Introduction: The Coalition for Community Schools, describes the work of a community school as both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter. All students learn and achieve to high standards.

- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning, and

Whereas, the Paterson Public Schools Strategic Plan 2009-2014, reflects the systematic integration of full service community schools within the existing network of schools, each school identified will be able to offer services that will address the need of the “whole child”, thus, placing greater emphasis on the needed supports relative to teaching and learning; and

Whereas, the process of implementing the Full Service Community Schools approach will be an incremental process, School #6 will be implemented in 2013-2014 School Year; and

Whereas, Full Service Community Schools in Paterson are a joint effort among the Paterson Public Schools Board of Education and community resources, including non-profit organizations, private philanthropy and the business community. Through joint planning, careful implementation and ongoing assessment, these partners will engage community resources to offer a range of programming and services that support the success of students and their families; and

Public-Private Partnership – PS #6 shall have a partnership with New Destiny Family Success Centers, Inc./William Paterson University: Center for Continuing and Professional Education (NDFSC/WPU), a community-based organization and an institution of higher education that have been jointly selected as the lead agency of the PS #6 Full Service Community School, NDFSC/WPU, in accordance with the priorities outlined in the needs assessment, will coordinate the delivery of services and programs,

Community School Coordinator – NDFSC/WPU will have a full-time Community School Coordinator who will work with PS #6 school staff to develop a comprehensive approach for full service community school services, aligning all school-sponsored and funded programs. This position will be funded by NDFSC/WPU contributing at least \$25,000.00 and Paterson Public Schools contributing up to \$30,000.00,

Services – NDFSC/WPU shall be responsible for the delivery of after-school and extended-year programming, and support programming that is fully integrated into one coherent delivery model in alignment with the academic needs of the school and in compliance with the District Policy. Based on the needs assessment that was completed June 30, 2013, the priorities of programs/services offered at the PS #6 Full Service Community School are as follows:

When:

1. After-School
2. Saturdays

Family Academics:

1. ESL Classes
2. Parent Leadership
3. Educational/GED/Financial Literacy

4. Job Training
5. Community Outreach/Development

Student Academics:

1. Study Hall
2. Study Group
3. Tutor (by subject matter)

Family Recreation:

1. Movie Night
2. Field Trips

Student Recreation:

1. Field trips
2. Swimming
3. Computers/Technology/Gaming
4. Music (Appreciation/Playing/Singing)
5. Painting
6. Skating
7. Cooking (Healthy Meals)
8. Soccer
9. Arts & Crafts
10. Volley Ball
11. Camping

Health Services:

1. Mental Health (Counseling/Anger Management/Support Groups/Family-Marital)
2. Vision
3. Physical Health (Vaccinations/Physicals/Asthma/Drug Abuse)
4. Hearing
5. Dental

Social Services:

1. Welfare Services/Medicaid
2. Immigration Services
3. Community Police Training

Evaluation – In partnership with the PS #6 Principal, PS #6 School Leadership Team, Paterson Public Schools Board of Education, and partnering organizations, the Supervisor of Full Service Community Schools will be responsible for creating a clearly developed evaluative component to be implemented by a third-party evaluator, as approved by the Paterson Public Schools Board of Education; and

Whereas, Full Service Community Schools will focus on the whole child, addressing the academic, physical, social, and emotional needs of students and fostering the active involvement of their families. The specific services, supports and opportunities available at individual community schools will vary, depending on local needs and resources; and

Whereas, the office of Full Service Community Schools (or assigned designee) will provide the Paterson Public Schools Board of Education with a status report on the PS #6 Full Service Community School that includes, but may not be limited to an evaluation rubric, data, implementation information, development plans, and the

development of new community schools on a quarterly basis, beginning November 4, 2013 and thereafter according to a schedule mutually agreed to by the Paterson Public Schools Board of Education, PS #6's Principal, the Lead Agency, the Full Service Community School Steering Committee, the office of Full Service Community Schools, and the third-party evaluator; and

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the partnership between Paterson Public Schools, PS #6's Principal, NDFSC/WPU, and the Full Service Community Schools Steering Committee in accordance to the Memorandum of Understanding to begin and execute the foundational and long-term work regarding the Full Service Community Schools' endeavor within PS #6 for Phase III implementation for the 2013-2014 School Year. Additionally that Paterson Public Schools Board of Education contributes up to \$30,000.00 to NDFSC/WPU for the purpose of the Community School Coordinator position as outlined in the Memorandum of Understanding.

Resolution No. 7

Introduction: The Coalition for Community Schools, describes the work of a community school as both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter. All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning, and

Whereas, the Paterson Public Schools Strategic Plan 2009-2014, reflects the systematic integration of full service community schools within the existing network of schools, each school identified will be able to offer services that will address the need of the “whole child”, thus, placing greater emphasis on the needed supports relative to teaching and learning; and

Whereas, the process of implementing the Full Service Community Schools approach will be an incremental process, School #15 will be implemented in 2013-2014 School Year; and

Whereas, Full Service Community Schools in Paterson are a joint effort among the Paterson Public Schools Board of Education and community resources, including non-profit organizations, private philanthropy and the business community. Through joint planning, careful implementation and ongoing assessment, these partners will engage community resources to offer a range of programming and services that support the success of students and their families; and

Public-Private Partnership – PS #15 shall have a partnership with Saint Paul's Community Development Corporation (SPCDC), a community-based organization and an institution of higher education that has been selected as the lead agency of the PS #15 Full Service Community School, SPCDC, in accordance with the priorities outlined in the needs assessment, will coordinate the delivery of services and programs,

Community School Coordinator – SPCDC will have a full-time Community School Coordinator who will work with PS #15 school staff to develop a comprehensive approach for full service community school services, aligning all school-sponsored and funded programs. This position will be funded by SPCDC contributing at least \$25,000.00 and Paterson Public Schools contributing up to \$30,000.00,

Services – SPCDC shall be responsible for the delivery of after-school and extended-year programming, and support programming that is fully integrated into one coherent delivery model in alignment with the academic needs of the school and in compliance with the District Policy. Based on the needs assessment that was completed June 30, 2013, the priorities of programs/services offered at the PS #15 Full Service Community School are as follows:

When:

3. After-School
4. Saturdays

Family Academics:

6. ESL Classes
7. Parent Leadership
8. Educational/GED/Financial Literacy
9. Job Training
10. Community Outreach/Development

Student Academics:

4. Study Hall
5. Study Group
6. Tutor (by subject matter)

Family Recreation:

3. Movie Night
4. Field Trips

Student Recreation:

12. Field trips
13. Swimming
14. Computers/Technology/Gaming
15. Music (Appreciation/Playing/Singing)
16. Painting
17. Skating
18. Cooking (Healthy Meals)
19. Soccer
20. Arts & Crafts
21. Volley Ball
22. Camping

Health Services:

6. Mental Health (Counseling/Anger Management/Support Groups/Family-Marital)
7. Vision
8. Physical Health (Vaccinations/Physicals/Asthma/Drug Abuse)
9. Hearing
10. Dental

Social Services:

4. Welfare Services/Medicaid
5. Immigration Services
6. Community Police Training

Evaluation – In partnership with the PS #15 Principal, PS #15 School Leadership Team, Paterson Public Schools Board of Education, and partnering organizations, the Supervisor of Full Service Community Schools will be responsible for creating a clearly developed evaluative component to be implemented by a third-party evaluator, as approved by the Paterson Public Schools Board of Education; and

Whereas, Full Service Community Schools will focus on the whole child, addressing the academic, physical, social, and emotional needs of students and fostering the active involvement of their families. The specific services, supports and opportunities available at individual community schools will vary, depending on local needs and resources; and

Whereas, the office of Full Service Community Schools (or assigned designee) will provide the Paterson Public Schools Board of Education with a status report on the PS #15 Full Service Community School that includes, but may not be limited to an evaluation rubric, data, implementation information, development plans, and the development of new community schools on a quarterly basis, beginning November 4, 2013 and thereafter according to a schedule mutually agreed to by the Paterson Public Schools Board of Education, PS #15's Principal, the Lead Agency, the Full Service Community School Steering Committee, the office of Full Service Community Schools, and the third-party evaluator; and

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the partnership between Paterson Public Schools, PS #15's Principal, SPCDC, and the Full Service Community Schools Steering Committee in accordance to the Memorandum of Understanding to begin and execute the foundational and long-term work regarding the Full Service Community Schools' endeavor within PS #15 for Phase III implementation for the 2013-2014 School Year. Additionally that Paterson Public Schools Board of Education contributes up to \$30,000.00 to SPCDC for the purpose of the Community School Coordinator position as outlined in the Memorandum of Understanding.

Resolution No. 8

Introduction, the mission of the Corporation for National and Community Service is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. AmeriCorps, the national service initiative created by Congress and President Clinton to "get things done" in communities throughout America, was NJCDC's first program upon its founding in 1994. Nearly 15 years and 350 graduates later, AmeriCorps has left its mark on Paterson and on NJCDC. The ethic of service and

community which lies at the heart of AmeriCorps also lies at the heart of NJCDC and the work that we do, and

Whereas, through the NJCDC AmeriCorps program, they recruit current college students and recent college graduates to commit a year to helping others in exchange for a modest living allowance and help with college costs. Their current AmeriCorps members' emphasis is on helping empower low-income families and students. NJCDC AmeriCorps members engage in activities throughout our different program areas and with our many community partners, ranging from helping operate much-needed afterschool programs to mobilizing the community to engage more actively in neighborhood planning and volunteering efforts. Each year, AmeriCorps members recruit over 300 volunteers to serve over 3,000 children and community residents, and

Whereas, beyond providing countless hours of direct service for the betterment of our community, AmeriCorps members fulfill an even deeper and more meaningful role. They serve as living examples of change and the spirit of service. Others in our community are often inspired to action after benefiting from AmeriCorps members' service and witnessing their seemingly endless energy and commitment, and

Whereas, AmeriCorps members work in many NJCDC programs, including PS 5 FSCS Extended Day Program, YouthBuild Academy, Garrett Morgan Academy, and School Based Youth Services, working at high school teen centers throughout the area, and

Whereas, the AmeriCorps program will be in operation from September 1, 2013 through August 31, 2014 for a total of 205 days. Members' hours will be roughly Monday through Friday 10:00am to 6:00pm and as needed on Saturdays and other time frames, and

Whereas, the AmeriCorps members will be serving students at PS #5, International High School, Garrett Morgan Academy, and the Paterson Family Center pre-school. The targeted population for this program is students in pre-school through 12th grade who attend one of the schools listed above, including their parents and families. NJCDC will work closely with the principals and leadership at each school in order to identify the students most in need of support services being offered by AmeriCorps members. Each site will serve a minimum of 100 students in the program, reflective of the racial and ethnic population of each identified school, and

Whereas, NJCDC has proposed the following Performance Measures in order to track progress during the school year:

Performance Measure 1: A minimum of 550 students will benefit from direct and targeted support by AmeriCorps Members on a regular basis, with a minimum of 65% of these students exhibiting improved grades in math or language arts, as evidenced by report cards, teacher observations, and/or other relevant pre & post-assessments during the course of the year, and

Performance Measure 2: At least 1,000 students will partake in youth developmental/character education workshops and activities, with at least 80% of these students demonstrating improved life and social skills, as evidenced by pre and post-assessments/tests/surveys, and

Performance Measure 3: At least 375 families will participate in parent/family training workshops and activities coordinated by AmeriCorps members, with at least 80% of these families demonstrating improved skills in parenting or other relevant skill areas, as evidenced by pre and post-assessments/surveys, and

Whereas, NJCDC's AmeriCorps Program is primarily funded by the New Jersey Commission on National and Community Service, which is an office of the New Jersey Secretary of the State's Office. The total budget for the AmeriCorps project is \$612,500.00, comprised of \$332,500.00 in Commission funding, \$208,000.00 in match from various partners, and a proposed \$90,000.00 in match funding from Paterson Public Schools. The \$90,000.00 represents 9 AmeriCorps members at \$10,000.00 per member between July 1, 2013 and June 30, 2014, and

Be It Therefore Resolved, that Paterson Public Schools partner with New Jersey Community Development Corporation to provide NJCDC's AmeriCorps Fellows program with up to \$90,000.00 match funding that covers \$10,000.00 per 9 AmeriCorps members. These AmeriCorps member will be placed at PS #5, International High School, Garrett Morgan Academy, and the Paterson Family Center pre-school. The targeted population for this program is students in pre-school through 12th grade who attend one of the schools listed above, including their parents and families. NJCDC will work closely with the principals and leadership at each school in order to identify the students most in need of support services being offered by AmeriCorps members. The AmeriCorps Fellows program will be in operation from September 1, 2011 through August 31, 2012 for a total of 205 days. Members' hours will be roughly Monday through Friday 10:00am to 6:00pm and as needed on Saturdays and other time frames.

Resolution No. 9

Introduction, the Great Falls Teen Center, facilitated by New Jersey Community Development Corporation, is a comprehensive youth services program that strives to help students succeed in high school and beyond. Operated by a caring and capable staff, the Great Falls Teen Center provides teens with tutoring, mentoring, counseling, volunteer opportunities, and recreational activities, and

Whereas, open year round and free to teens and their families, the Great Falls Teen Center provides a safe, open, and confidential environment to ask questions and talk about important issues. Workshops serve as conversation starters and are led by staff, guests, and outside partnering agencies to educate youth participants on various topics. These include current events, conflict resolution, stress and sexual health, and

Whereas, the most impressive aspect of the Great Falls Teen Center remains the connection between the staff and the teens that spend time there. Modeling healthy relationships and interactions, the staff greets everyone who comes through the door with a warm hello and handshake; they encourage the participating youths to do the same. From that first interaction of the day to the last, teens are treated with respect and are provided opportunities for fun and growth, and

Whereas, to date, NJCDC has ran the Great Falls Teen Center through a \$100,000.00 recurring grant from the NJ Department of Children and Families (DCF) and it has been located in NJCDC's 32 Spruce Street headquarters. The Teen Center has worked closely with International High School and Garrett Morgan Academy students and leaders, and

Whereas, the Teen Center has become a true comprehensive "School Based Youth Services" model. The total budget is \$200,000.00, with NJCDC contributing \$100,000.00 and PPS contributing \$100,000.00 in Purchased Professional Services to be used for personnel (mental health clinician & support staff), materials & supplies

(consumables, furniture, media lab, etc.), consultants (drug, alcohol, violence, & gang prevention) , bus tickets (for students living 1.5+ miles from building), and field trips, and

Whereas, the Teen Center will be in operation through June 30, 2014 and will be open all days which the school is open and, in a number of cases, it will be open days in which the school is not open to ensure that students have a safe, positive place to be. Hours of operation, at minimum, will be 8:30am-6:30pm, Monday-Friday, and

Be it therefore resolved, NJCDC continue to operate the Great Falls Teen Center, serving Garrett Morgan Academy and International High School students beginning September 1, 2014, the Teen Center will be in operation through June 30, 2014 and will be open all days which the school is open and, in a number of cases, it will be open days in which the school is not open to ensure that students have a safe, positive place to be. Hours of operation, at minimum, will be 8:30am-6:30pm, Monday-Friday. With the relocation of the Teen Center, comes an expansion of services that will allow the center to become a true comprehensive "School Based Youth Services" model. The total budget is \$200,000.00, with NJCDC contributing \$100,000.00 PPS will contribute no more than \$100,000.00 in Purchased Professional Services to be used for personnel (mental health clinician & support staff), materials & supplies (consumables, furniture, media lab, etc.), consultants (drug, alcohol, violence, & gang prevention) and field trips.

Resolution No. 10

BE IT RESOLVED, that the list of bills and claims dated September 27, 2013 in the grand sum of \$2,144,594.19 for vendor number 516753 for the TPAF Reimbursement Pension payment 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. Simmons, seconded by Comm. Martinez that Resolution Nos. 1 through 10 be adopted.

Comm. Martinez: I'm going to recuse myself from Nos. 8 and 9. Just for point of clarity, I see that they're coming to us in an untimely fashion. They're dated from the end of September. Why are they coming so late? That's my only question. I'm not sure who can address that.

Dr. Evans: The individuals responsible for the area. For example, the first one deals with payment of bills. Mr. Kilpatrick will need to address that. But they're going to have to be addressed item by item depending on the unit that generated them.

Comm. Martinez: I'm recusing myself from Nos. 8 and 9. I guess it doesn't apply to the first two. Those are payment of bills.

Comm. Cleaves: Like No. 5?

Comm. Martinez: Yes, the Community School Endeavors and so forth. They're backdated.

Dr. Evans: They start on August 31 or September 25. Like I said, the individual units will need to address why they're late. In fact, here are two who are willing to address some of them.

Ms. Tobi Knehr: Good evening Commissioners. How are you tonight? Each of these actions was delayed because budgeting was being reworked so that we could accommodate all of these programs and be able to bring these services to all of our schools. In particular, the most important are two new lead agencies that are here tonight. We had committed to getting School 6 and School 15 up and running by October 1. Right now we're two days late. So in order to put those priorities here and to get us going and to keep our word they're in front of you tonight.

Dr. Evans: A key point that you've made though is that there is a form that we have that should be a cover for each item.

Comm. Martinez: Yes, indicating why.

Ms. Peron: All of those actions did have that form.

Dr. Evans: They did have that form?

Ms. Peron: Yes, sir.

Comm. Hodges: Regarding the LTS Education System the "Kid's College" is an online program, from my understanding of that. It treats math, literacy, and science. Is that a unique program?

Ms. Knehr: I believe it is unique.

Comm. Hodges: When I say unique, I mean is it proprietary just to this particular organization.

Ms. Knehr: Yes, it is.

Comm. Hodges: Okay. So there are no other companies that do this kind of thing?

Ms. Knehr: No.

Comm. Hodges: There's a whole new world of virtual education which is unfortunately dawning upon us and I'm very leery because their performance numbers have been absolutely abysmal. When I see this approach I certainly don't want to discourage any usage of the computer because we don't seem to like that here in this district. But I am concerned about the practice of virtual learning because that's just not been proven to be effective across the country.

Ms. Knehr: This is not independent learning. This is actually just a piece of the after-school program. When this is taking place it's down time. It's after any of our intervention services have been done as well as homework services. The piece that Ms. Peron is pointing out that is one of my personal favorite pieces is that this can be done anytime. It can be accessed from home. It can be accessed at the computer. It can be accessed during the school day. It can be accessed anywhere there is a computer with internet connection. The children will have their one sign-in code. That's one of the pieces we are pushing.

Comm. Hodges: And we have not tried this out yet?

Ms. Knehr: Actually, last year one of our partners did try it out at School 4 on a smaller basis. It was very successful and we're bringing it larger. It is covered for International as well. So we're going to be using it with our 21st Century program at International.

Comm. Hodges: So this represents an expansion of this program? My question obviously was going to be if it's so good then why isn't it being used...

Ms. Knehr: That's an expansion. Last year was the beginning and we're expanding.

Comm. Hodges: What is a GAP assessment?

Ms. Knehr: It's to see where the baseline is and where we need to get them to go - baseline and movement.

Comm. Hodges: Are you handling all nine?

Ms. Knehr: 1, 2, and 3 are somebody else's.

Comm. Hodges: Is No. 5 an after-school program?

Ms. Knehr: Yes, it is.

Comm. Hodges: Will this primarily be about the arts?

Ms. Knehr: Yes.

Comm. Hodges: I find that interesting. On Items 6-7, how many partnerships do we have now in the district?

Dr. Evans: Full Service Community Schools, or in general?

Comm. Hodges: In general.

Dr. Evans: That's a good question. I don't know the total. We have lots of partnerships.

Comm. Hodges: I'd like to know what that total is. It just seems to be blossoming all over the place here. It's rather extensive and at some point we need actually train our staff to do some of these things so that we can channel that money back into the classroom instead of sending it off to a variety of these well-heeled schools. I would like to know that total number. So you could pick it out of your compendium because I'm sure you have it in there.

Comm. Cleaves: Read it. You have the compendium.

Comm. Hodges: No. What you have is a 60-page list. It's not a searchable database which would make the task infinitely easier. On page 2 there is mention of a needs-assessment. Who did this needs-assessment?

Ms. Knehr: This assessment was conducted by Acknowledge, Paterson Education Fund, and us.

Comm. Hodges: Okay. Was this done on the school students?

Ms. Knehr: The community as a whole – students, parents, neighborhood, teachers, and support staff.

Comm. Hodges: Okay. Many of our parents don't read to their children at an early age which, as Ms. Peron will tell you, leads to a significant challenge with reading because they can't decode. They may know the word, but they can't decode it. They also put their children in front of televisions as a substitute babysitter, which has been known to be very damaging. So where will issues like this be addressed in this process? That's one of the strategies I'm hoping to hear from Dr. Cavanna. Particularly in School 6 that's a major problem. So if you're going to use the Community School model that's an area that you could work on to help parents understand some of the things that cause them to come to school with a deficit.

Ms. Knehr: One of the things we've already been doing is addressing those exact issues at the existing Full Service Community Schools. So we will continue that. It's done in this evening. It's done during the school day, depending on when that class is arranged. It's done through a bit of adult education. We also do family education. We've done it with the health center. Our doctors are part of our reading program so they introduce family literacy when they give a physical. Also through our partnerships they will be instituting those at the two new schools. We'll have to see how it unfolds at School 6, but it will be tailored to School 6. Now that we also have the early childhood centers right there we are now really making that cradle connection. So it's the beginning and moving on through. We're looking to expand that partnership within the district.

Comm. Hodges: I sincerely hope that that's aggressively addressed, as opposed to just being part of the process. I think that needs to be targeted given some of the challenges with reading that we have over there. I could be wrong, but it's just a suggestion. It was mentioned there will be at least quarterly reports given to the Board. What form will that take?

Ms. Knehr: Our report to the federal government is due on the 31st for here. That one is always available. I know Dr. Evans had mentioned a couple of meetings ago that he wanted me to have that ready to prepare for you all. I can't give it yet. It's not due until the 31st. We're in the middle of creating that. As soon as it's done I will make it public to you. When you would like me to present our evaluator would like to also be here for that because they haven't been a part of any of those presentations yet and Acknowledge is very anxious to share the results.

Comm. Hodges: I'm hoping some sort of formal structure is put in place. What will happen is we will get one report and then we'll forget about it down the line. I think that there's a lot of potential in the Community School approach if a number of areas are addressed. So I'm hoping that we can formalize that in a systematic way. Who will be hiring this Community School coordinator?

Ms. Knehr: It's actually jointly funded. We pay half and the lead agency partner will pay half. When it comes to the hiring process they do the posting and then the final interviews are done with the team from the lead agency as well as the school building. The principal is in on there, the lead agency's executive director, and the Full Service Community School supervisor.

Comm. Kerr: Comm. Hodges, the question you just asked has to do with No. 7?

Comm. Hodges: Yes.

Comm. Kerr: Regarding No. 7, School 15 is a school with special needs. It's a peculiar school. They have certain issues up there. Regarding this new Community School structure, has it been established there already? Are we just about ready to...

Ms. Peron: We're ready to go, but it hasn't been official yet until after tonight.

Comm. Kerr: Can you delve a little deeper into what the structure will be and what we hope to accomplish in this new effort up there?

Ms. Knehr: We are very lucky because many of our families at School 15 actually are also families at NRC. Because of that they became accustomed to being a part of a Full Service Community School at NRC. So now we're going to be able to bring them back in with their younger children and create a nice synthesis across those two schools. Through the partnership with St. Paul's they will have an arts program. The traditional after-school programs that fit what the needs assessment has been asking for, many of which are very standard, but there will also be a school-based health center there so that physicals and...

Comm. Kerr: How extensive will the after-school program be?

Ms. Knehr: I'd like to say extensive. A lot of it is budget constraints, so how far we can make a budget stretch.

Comm. Kerr: What's the size of the budget?

Ms. Knehr: Their budget will be approximately with all the different pieces \$116,000. We have to get to that point. We have to get through this piece first and then we'll proceed. But there will also be adult education programs there. We've already been meeting with Paterson Adult School to get the parents registered. Then there will also be nutrition classes for families, cooking, and sports.

Comm. Kerr: And that goes for Nos. 8 and 9 also. It's the same process.

Ms. Knehr: Yes.

Comm. Kerr: Thank you.

On roll call all members voted as follows:

Comm. Guzman: Yes, but I abstain on anything dealing with the City of Paterson.

Comm. Kerr: I'm going to vote yes and abstain on 6. Yes to the rest.

Comm. Martinez: My vote is yes on all items, with the exception of 8 and 9 for which I will recuse myself.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Cleaves: Yes.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met yesterday. The meeting began at 7:10. In attendance were Comm. Irving, Dr. Anthony Cavanna, Dr. Kazmark, Joanne Cardillo, Nicholas Vancheri, Brenda Patterson, Burnie Bristow, Lori Kelly, Gloria Bodker, Maria Santa, and Aubrey Johnson. I was actually not in attendance at yesterday's meeting. I had a family situation that I needed to attend to. You can read through it. If you have any questions, we'll open up the floor for questions.

Comm. Hodges: Since I haven't had a chance to read it now, I will review it and ask additional questions at the appropriate time. I can't now obviously.

Legal

Comm. Simmons: I think we're meeting next week. I thought we had. It's not scheduled yet.

Fiscal

Comm. Kerr: Fiscal met on September 25. Present at our meeting were Comm. Hodges, Comm. Irving by phone, and myself. Absent was Comm. Teague. Staff we had Mr. Richard Kilpatrick, the BA. Our meeting started with a transportation update report by Mr. Kilpatrick. This was done as a continuation and follow-up on some outstanding issues that were discussed in the prior meeting regarding breakdown related to transportation at the beginning of this school year earlier this month. The B.A. shared with us that since the closing of the regular registration period in mid-August or somewhere thereabout the process for getting children with transportation needs now is taking approximately three days to get students assigned to a bus. Comm. Irving asked if we are seeing an increase or decrease in bus routes as a result of the late registration. To the question the B.A. replied that there is definitely an increase, which means greater expenditure in our operation in this area. We also had a brief discussion on the matter of one vendor proposing to install cameras on his school buses. For us the matter then becomes one of policy and therefore something that the Board should examine and look at the likely ramifications of this action. Staff continues to be trained in the ALIO system and there will be a user conference in Arizona starting October 15-17. The focus of this conference will be training in the areas of payroll and human resources. There were some concerns expressed at the meeting regarding the decision to house the special education population in two schools, MLK School 30 and School 20. The consensus at our meeting was that this is not working out as well as we first thought it would be and therefore the matter should be further examined and corrective steps be taken to repair the breach. A major area of concern for us during our discussion was the inadequacy of the instructional quality of the program in these schools. We then looked at the bills list. A revision of the bills list was done with all questions satisfactorily answered by the B.A. We took adjournment approximately at 8:45. Tonight the fiscal committee is presenting for the Board's consideration C-1 through C-9. Are there any questions?

Comm. Mendez: I have a question in regards to the ALIO system. At what capacity are we using that system? What is the technical support that we're receiving? At what level are we with the ALIO system in the district?

Comm. Kerr: I can tell you that right now we are up in terms of purchasing. I will ask the B.A. to answer the question, but I think we are kind of using the ALIO right now for purchasing which is just about where we are in financial accounting.

Mr. Kilpatrick: The financial accounting system is up and running using it with purchasing. All requisitions are going through the system, budget transfer requests, online management reporting, or whatever you need to manage your operations. Human resources and payroll is going to be implemented as we move forward beginning in mid-October when we start the discovery phase. Basically when the people come back from their training they're going to really start moving forward with the HR and payroll modules. HR is really first and payroll in conjunction.

Comm. Mendez: How is the technical support that we're receiving with where we are right now?

Mr. Kilpatrick: The technical support, they know what they're doing. Getting their time is sometimes tough, but giving our time is sometimes tough too. We've had many a meeting addressing that issue where conflicts with our time constraints and conflicts with their time constraints had to be worked out. We're at a point now where we're very comfortable moving forward and getting what we need from them.

Comm. Kerr: Are there any other questions? That concludes my report.

Facilities

Comm. Mendez: The facilities committee met last night. Staff present was Mr. Chris Sapara-Grant. Board member present was myself. I will have the minutes for the regular meeting. Are there any questions?

Comm. Hodges: The PEOC and I went down to Trenton today at a very inappropriate hour to speak to Mark Larkins and their board chair. I primarily bring it up because we asked them for a timetable on Hazel/Marshall and School 16. We also asked about the remaining steps in their process for producing these schools and were there any outstanding issues that needed to be resolved. Regarding Hazel/Marshall, there's a process they've instituted called constructability where they're looking at the building with the contractor and they're asking the contractor to ferret out any possible problems with the design in front of them. What they don't want is for the contractor to come back and say they need hundreds of thousands of dollars in change orders. So this current process has a three-month timetable and they're estimating that it should be completed in November. If there are additional change order requests then there will be a month to resolve that and somewhere in December to January they will give them the notice to proceed. That was what they said today. Regarding School 16, they don't have to go through this constructability approach because they're hiring an architect and a contractor and together they're going to ferret out these issues. That hasn't occurred yet. There's a bid going out and they're still waiting for the responses to that bid. That process should be completed by December and then they'll look to move forward again possibly in January with those buildings. The interesting part of this was Mr. Larkins took the time to talk to us after the meeting, which he hasn't done before. But the chairperson of the SDA was concerned because he wanted to know what was going on, particularly with Hazel/Marshall. He actually stayed to hear Mr. Larkins' explanation as

to why this was taking so long. For whatever it's worth he didn't seem to understand it and he's getting these reports on a regular basis. In fact, he and I talked about this after we left the meeting. He's going to follow up to make sure that these things are in fact occurring because this in particular has been dragging on for quite some time. So that's the latest information that we're receiving. Certainly on November 1 he should be receiving some sort of phone call from somebody wanting to know where we are at least with Hazel/Marshall just to make sure they're on point.

Comm. Mendez: Are there any other questions?

Policy

Comm. Simmons: The policy committee will be meeting on Tuesday at 5:00.

Items Requiring Review and Comments

Personnel

Comm. Cleaves: The personnel committee did meet on Monday, September 30 at 5:15 p.m. In attendance were myself and Jamie Murphy. We discussed a few things. She stated to me that we have 40 vacancies at this present time in the district, the majority of those being bilingual and ESL special education positions. We also have one science position open at PANTHER Academy and one chemistry position at Sports Business Academy. That contributes to our vacancies. In the month of September we had 35 resignations so you see why we have the vacancies. As quickly as she fills those vacancies we get another resignation. This is why our vacancies are up to around 40 at this present time. She is proactively seeking to fill those special education and bilingual positions. There is a two-day job fair that is going to be held on Wednesday, October 9 from 5:30 to 8:30 p.m. right here at 90 Delaware and again on Saturday, October 12 from 9:00 to 1:00. Specifically that's what her job fair is for. She's looking for bilingual and ESL special education. We also talked about the personal aides. She got approval to hire five personal aides out of that 70 that we needed and she said that number has gone down because it's not 70 that we need. There are 34. Right now in the district we have roughly 30 students that are being serviced by substitutes. That is my report and we concluded at 5:45.

Comm. Hodges: I'm not quite sure that this is the venue for this question. I was sitting in the City Council Tuesday night and a reporter came up to me and asked me about the situation that's evolving at School 18. What I found disturbing...

Comm. Cleaves: I think we should go into executive session.

Comm. Hodges: I'm just talking about in general. I'm not going to go into the issues. I'm just saying that he had details that this Board did not have and I am extremely concerned about that. I don't know when you want to call that, but that would be fine. That to me is a problem.

Comm. Cleaves: Okay. We're moving on to Information Items.

Information Items

Comm. Kerr: Dr. Evans, at the last regular meeting we had a discussion on Renaissance Learning and I believe when we put it to a vote the vote was 4-4. The next day you decided to veto our votes. I don't know if you had spoken with the

President of the Board or any other members of the Board. I just got a letter that it was vetoed without a clear explanation as to the merits of the arguments that were made at the meeting. I come here not being paid for my time and I think if the Board had that discussion and we had that vote at least we are entitled because every time I come here I come to do business. I just don't come to waste my time. So if it's a matter of us coming, casting a vote, and you're going to veto it without an explanation you can tell me and I don't need to come to the meetings. I think it's unfair and unreasonable to ask me to do something and then you cast it aside without an explanation. So I felt very troubled by that decision. It's not the fact that it was vetoed, but it was vetoed without a reason. I just think I should bring that to your attention and let you know that that didn't sit too well with me.

Comm. Hodges: I'm not quite sure whether this Board is aware of this, or even if the Christie administration is following through on it, but we fought very hard to get the right to explain why we voted down something. So if we were facing an impending veto the Superintendent would let us know he has to consider this to veto our position. Then the Board President would write a letter stating this is the reason the Board voted in this particular position and submit that along with the Superintendent's veto to the Commissioner of Education, who would then make a determination. In the absence of the rationale Mr. Kerr was asking for and perhaps the knowledge that that option is available to us – I think we did use it before on something else that took place here – that should be a practice that we don't surrender. If you don't use it, it will just disappear. But we have in the past had the right to submit a letter of explanation and this Board is the one that demanded that, which they adopted.

Dr. Evans: I'll be happy to provide that. That's a good question and it did happen once before. I believe I gave an explanation and I didn't in this case. I'll be happy to give the explanation now as far as that's concerned, but I'll also be happy to put it in writing. The explanation now is that a cornerstone of the teacher and principal evaluation system is predicated on the development of SGOs, Student Growth Objectives. Many of those Growth Objectives, particularly for English language arts and math, are based on the results of Renaissance STAR math and Renaissance STAR English language arts. What you voted was to remove a big part of that, which means starting from scratch and we couldn't afford to do that. That would throw us dramatically behind. So I will put that in writing for you because that's a good question. It really is.

Comm. Hodges: I don't think that the Board in a 4-4 vote had a strong opinion either way. It simply demonstrated a lack of support as opposed to opposition. But there are cases when the Board is in opposition and the Board should exercise its right to explain its opposition. I don't want to see that lost.

Dr. Evans: Okay.

Comm. Cleaves: Any more discussion on Information Items?

OTHER BUSINESS

It was moved by Comm. Martinez, seconded by Comm. Mendez that the Board go into executive session on Wednesday, October 16, 2013 at 6:00 p.m., in the principal's conference room at John F. Kennedy High School, to receive an update on negotiations. On roll call all members voted in the affirmative. The motion carried.

It was moved by Comm. Mendez, seconded by Comm. Simmons that the Board go into executive session to discuss personnel immediately following tonight's meeting. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 9:40 p.m.

The Board reconvened the meeting at 10:20 p.m.

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

The meeting was adjourned at 10:21 p.m.