

MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE

August 7, 2013 – 6:25 p.m.
Administrative Offices

Presiding: Comm. Chrystal Cleaves, Vice President

Present:

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

Comm. Jonathan Hodges

Comm. Corey Teague

Absent:

*Comm. Wendy Guzman
Comm. Errol Kerr
Comm. Manuel Martinez

*Comm. Alex Mendez
Comm. Kenneth Simmons
Comm. Christopher Irving, President

Dr. Evans: Before I begin, I've asked Ms. Shafer if she could update those who are present on a couple of unfortunate incidents involving our students, incidents that resulted in their death.

Ms. Shafer: Good evening. Unfortunately, last night and this morning we had two untimely deaths of two of our students. The first student is Jaquil Johnson. He was a student at Silk City Academy and he was attending Eastside High School summer school. He's 17 years old in grade 10. He was shot and killed on Auburn Street last night close to midnight. Later on today, we heard that Derek Phipps, a senior and member of the Eastside High School football team in grade 12 and 17 years old, was shot in the head near the Fifth Avenue projects. He was also killed. We did have a crisis team at Eastside High School today for the summer school session and then we had a couple of reverends from the community as well as counselors at football practice because both the coaches and the team took this very badly. So we will have the counselors back in the school tomorrow and Friday and then when school opens in September if needed.

Dr. Evans: Thank you, Ms. Shafer. Needless today, our thoughts and prayers are with the families and friends of these young men.

PRESENTATIONS AND COMMUNICATIONS

Report of Violence, Vandalism, and Harassment, Intimidation, or Bullying (HIB) Data and Review of HIB Self-Assessment Grading

Dr. Evans: The first presentation tonight is our annual Report of Violence, Vandalism, and Harassment, Intimidation, or Bullying (HIB) Data that we collect and display and report on, and a Review of HIB Self-Assessment Grading.

Captain James Smith: We can't do this in committee. We have to do it with a quorum. This has to be reported to the state, so we can't do this report.

Dr. Evans: That's a state requirement?

Capt. Smith: Yes.

Dr. Evans: Okay. We'll move on to the next item which does not require that we report it to the state, and that is an update on the Central Registration process.

Update on Central Registration

Ms. Terry Corallo: Good evening Board Commissioners, Dr. Evans, and everyone else who's here this evening. I was going to just make a joke, but since most of the Board wasn't here I was going to say my central registration update is that everything is going really great. Are there any questions? But since we're in committee mode, let me just first share with you what Mr. Teague is passing around. It is the flyer that is now available on our website and in many other vehicles that is promoting the next round of central registration, which is the big push for the August/September timeframe. As many of you know, April through June we registered close to 1,700 kindergarteners and a few hundred pre-k children right here at 90 Delaware as well as at St. Mary's and the MLK Rutland Center. That went exceptionally well. I'm very pleased that the process that we put into place has proven to be effective and that brings me to the first item that you have as a handout. I'm happy to give copies to anyone else who is interested. It's a survey that we've done. One of the things that is really important to me is to know how our customers, which really ultimately in this case are our parents and our students, are feeling about the registration process. So we do a post-call survey to parents after they've registered their child, something similar to what a car dealership might do after you've had service at the car dealership. We're calling and we're asking them these five questions. As you can see, the results are very strong. Every time I'm downstairs in the central registration area, which I'm down there at least once a day, I can tell that the system is working very well because the flow is going nicely, the parents seem to be in a very good mood, I'm not seeing any issues, and what speaks absolute volumes to me is that the Board Commissioners are not calling me and the Superintendent is not calling me and saying, "Terry, we have an issue." So I think things are going very well. Clearly we have issues that are beyond our control that we will be facing in the August/September timeframe. Those include the fact that we have schools that are already at capacity. So one of the issues that we will have to continue to address, and we're already addressing with our Assistant Superintendents Ms. Santa and Mr. Johnson and Deputy Superintendent Ms. Shafer, is an overflow plan. So we've already put in place an overflow plan, which means that if a specific grade is at capacity – for instance School 9 we know traditionally is a challenge for us especially at the kindergarten level – we end up busing to another school. But the busing takes place from the original school and goes directly to the other location so parents do not have to worry about having to provide transportation. That transportation is provided for them. We also know that we still have parents who are not pleased with their neighborhood school and would like to have a choice available to them. We try to accommodate where we can. However, with limited capacity I know something that the Superintendent is looking to explore very deeply this coming year is a plan for School Choice to expand the options of choice beyond our high schools into the elementary schools and I look forward to working with him on that. We're ready. The staff is ready. We're well-trained. We are going to be here at three locations again. This time instead of at St. Mary's we're going to be at School 27. We will even be here on the Saturday prior to school starting and have a team of about 30 people here to take registrations. Unlike last year we are fully prepared and ready for whoever wants to come and register their child for the school year. I truly look forward to just seeing it all come together. It came together very nicely for kindergarten and I have no reason to believe it won't come

together just as well for the upcoming pre-k through 12. We still have some spots open for pre-k for the coming year. I'm happy to take questions, but that's my update.

Dr. Evans: Thank you, Ms. Corallo. The Board is aware of the challenges we've faced in recent years with our registration process and how aggressively we've been working to address those challenges and get us to where we are. I'm very pleased with what I'm seeing and I want to credit Ms. Corallo for leading the changes that took place to ultimately get us to where we are. We think we've finally conquered this one and our fingers are crossed because school isn't open yet. We still have another month, but so far it looks extremely good. It's a tremendous improvement. Thank you.

Ms. Corallo: Thank you. Are there any questions? Thank you. Have a good night.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: The only other item I was going to comment on under the Report of the State District Superintendent was to note that for the next televised Board meeting two weeks from today I will have a complete status report on our readiness to open school dealing with personnel, facilities, and all those things I know the Board is anxious to know about. It will be a written report, but I'll also deliver it orally. I purposefully want to do it on camera so that the public can hear what we've done and hopefully by that time will have completed in preparation for the opening of school.

Comm. Hodges: Will we get that report ahead of time?

Dr. Evans: Yes, you will. I will be reviewing it with cabinet next Thursday to make sure everything is in it and then it will immediately go to the Board.

Comm. Hodges: Of particular interest to me are the questions that I asked inside about the science labs where we've had a number of challenges. So I'm really interested. I know that they've had a long-standing problem at Kennedy with some of their classrooms. But the elementary labs and what we're doing there looms increasingly important given some of our scores recently. That's a major focus and I think that was going to be looked into over and above the normal process. Also, part of the public portion was supposed to be a response.

Comm. Cleaves: Are you finished, Dr. Evans?

Dr. Evans: Yes.

Comm. Cleaves: Because we still are working in committee the public comments are supposed to be now on the presentation which we can't have yet. But if there are guests in the audience that have public comments that they'd like to make at this time not regarding that presentation you can do so at this time. Cheryl, do we have anyone for comments? If they have public comments that have nothing to do with the presentation we can do those and get them out of the way. Comm. Hodges, I know that you had some comments that you wanted to make at this time.

Comm. Hodges: Yes. This is to allay the fears of Dr. Evans thinking I was bringing him more work. I actually spent the day on the telephone. I called Wayne to find out about their situation with their subs. I called Englewood as well and I called a company. Wayne was extraordinarily helpful. They said that they actually had worked with a company – Source for Teachers I believe was the name – with substitute teachers, not with the classroom professionals. The problem that they had with them was that it was

hard to fill all the positions. They couldn't get the company to give them all the people that they needed. They also had some difficulties with language with some of the people that they did have. They were from Europe and all over. They had degrees, but they didn't come equipped to deal with the students there. One of the biggest issues was one of them struck a child. Apparently it was described more as a tap but it got blown out of proportion. DYFS wasn't even interested in the case because it wasn't that demonstrative of a problem, but it was a problem in Wayne. Actually, the company decided not to renew as opposed to Wayne. They've decided at this point that they weren't going to pursue anything further with the substitutes. They would go head and enlist as many as they could on their own and just maintain this large base, but more on them in a second. Then I called Englewood and they had outsourced their secretaries and what they call their classroom paraprofessionals to great turmoil in their community. They were going to go after their substitute teachers, but because of what happened with just those two other areas they have held off. They had some cost-savings of at least \$1 million at their level, but what they said was their classroom paraprofessionals, meaning the instructional assistants and personal assistants, only 20% of them actually live in town. It was a similar number with the secretaries, whereas I think our numbers are substantially higher. So while there was the usual tumult, because the people didn't really live in town it wasn't that big of an issue. The people that they went to you could in fact request that they give the people first rights of refusal on the jobs. Wayne said to me that to assist them with the subs there's a program called ASOP by the company of Frontline Tech. I know this is a bad word in this district, but they use a database, sort of like our non-existent compendium. You fill in the substitute teachers that they have and then when you have someone call in the program will reach out to them. As I understood it, one of the major issues was that you couldn't monitor the 30 hours max. They jumped on that three months ago and as part of their platform you can set a maximum number of hours and it will not allow the person to be contracted that day if they've reached those hours. In addition to that, there's a look back period of sometime over three or four months or whatever it is where they check that that's hasn't been over-exceeded. You can also make sure that that's in place. That's all part of their package. I called that company and information will be mailed here to the district. I'll just pass that on to you.

*Comm. Guzman enters the meeting at 6:37 p.m.

Dr. Evans: I think we have a similar system already we're using from what you just described, but I don't know that we can set the capacity or the limits.

Comm. Hodges: That's what we were led to believe was the major stumbling block. If that's in fact the case then that's a way to address it, at least in terms of the subs are concerned. So that's just a couple of hours of work.

Dr. Evans: I appreciate it.

Comm. Hodges: I'll be submitting a voucher for that. I thought it will help us to inform the conversation that we have moving forward, particularly in terms of the substitute teachers. There are other entities out there that could be investigated and I suggest that happens before the Board is asked to come to a vote on these issues.

Dr. Evans: Thank you for doing that, Dr. Hodges.

Comm. Hodges: I do live here.

Comm. Cleaves: This is all new to me. I don't know where to go from here. We still don't have quorum that we need. We'll go into general business.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Cleaves: I have the curriculum report here from Comm. Martinez. He had an emergency on his way here. He's going to try to make the meeting, but if not his report is here. Does anyone have any questions for the curriculum committee? The curriculum committee did meet on August 5. The start time was 6:40 p.m. and the end time was 7:56 p.m. You can see who was in attendance. There were some discussions around particular line items here. Does anyone have any questions regarding A-1 through A-31? If you look at the report maybe something was asked and answered in committee that you might have also.

Comm. Hodges: I didn't have a chance to go through all that, but I'll ask the question anyway. On page 6 of the resolution, on A-1, do we have a specific set of retention policies that we are developing?

Dr. Evans: Student retention?

Comm. Hodges: I think it was teachers.

Dr. Evans: Recently we revised our recruitment and retention procedures for teachers. That was the presentation that Dr. Newell did in an open Board meeting last winter. Beyond that I don't know that policy followed. In fact, I'm fairly certain policy didn't follow.

Comm. Hodges: That's basically the gist of my question. On A-2, it mentioned formative assessments in addition to the assessment that was being examined. Are these assessments going to be over and above what we currently do with our summative assessments now?

Dr. Evans: We're talking student assessments.

Comm. Hodges: Yes. You're talking about a brand new set of formative assessments that are going to be brought to bear in A-2.

Ms. Shafer: It looks like from the resolution it's for reading analysis and technical writing.

Comm. Cleaves: Excuse me. Can you wait one second? We're going to now formally open the meeting.

*Comm. Mendez enters the meeting at 6:49 p.m.

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

August 7, 2013 – 6:50 p.m.
Administrative Offices

Presiding: Comm. Chrystal Cleaves, Vice President

Present:

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

Comm. Wendy Guzman
Comm. Jonathan Hodges

Comm. Alex Mendez
Comm. Corey Teague

Absent:

Comm. Christopher Irving, President
Comm. Errol Kerr
Comm. Manuel Martinez
Comm. Kenneth Simmons

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

Comm. Teague 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
August 7, 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.

Ms. Shafer: It looks like it's for reading analysis and technical writing specifically to develop formative assessments and using that to guide intervention strategies.

Dr. Evans: I would say actually that if you look at the second 'whereas' under that particular title, using formative assessments to improve teaching and learning, I think the emphasis is on 'using.' It's not necessarily developing. If more are needed, developed, but we're in a mode of reducing the number of formative assessments as opposed to improving them. The big need for us is helping teachers to better utilize the data that we get from the formative assessments to inform instruction.

Comm. Hodges: So we're not going to be instituting new or additional. That's my question.

Dr. Evans: I won't say not for a particular reason and it has to do with the teacher evaluation system and the requirement for us to create SGOs, Student Growth Objectives. If in a content area there isn't an assessment that gives us the growth data that we need for that subject to be able to be used in an SGO, then it's possible that one or more may be developed exclusively for that purpose. But that would be the extent of it. We already feel we're giving more than enough of formative assessments across the board in the district, but there is a need obviously to make sure we have in each area. If we don't there are some circumstances in which we can do something differently, like having two SGOs and things like that, but the first course of action is to develop an end-of-course test or an interim assessment to be able to fill that gap to use as a part of the teacher evaluation system.

Comm. Hodges: I think this was asked before by one of the Board members. I'd kind of like to have a sense of just how many exams our children are being subjected to.

Dr. Evans: The interim assessments and the end-of-year. We have that list because we just had a huge discussion in cabinet over it and that discussion is going to continue next week as we determine what can be removed from that list. Mrs. Jones, if you would make sure Dr. Hodges gets that list. I have it on my desk.

Comm. Hodges: I don't necessarily object to formative assessments. From the point of view of the students and unfortunately the parents it tends to get oppressive. As I recall when our dear Governor came here that was one of the first questions that were asked by one of our students. They were complaining about the number of tests that they had. The tendency on the part of teachers is to try to prepare the students just for the test as opposed to having them master the skills. That's what I'm really concerned about. We really want to focus on mastery of material as opposed to just being responsive to a test.

Dr. Evans: I think what's missing there for some of our teachers is how they can use that interim data to inform the teaching, identifying where kids are not getting it yet, the skills they're not mastering, as they progress throughout the year. The only way you can do that is to give a test. Teacher-made tests are designed for that purpose and assessments are a higher level of a teacher-made test, testing the skills that they should be acquiring throughout the year, not wait until the end of the year to determine if they got it. Helping our teachers to understand that and how to use it is a big problem for us.

Comm. Hodges: These two schools were singled out. Is there any particular reason?

Dr. Evans: I'm guessing now. This is driven by William Paterson. It's a grant opportunity through them. Typically when we have an entity such as a university wanting to work with us in a particular area they will make it available to us as a district and to our schools and ask if there are schools interested. Those volunteer schools then participate.

Comm. Hodges: On A-3, this application is supposed to be submitted by June 28, according to the application. This is August 7 now, so at the very least we should have a form that says this is why it's not in place.

Dr. Evans: You're absolutely right, Dr. Hodges.

Comm. Hodges: So if we can get that to the Board so that we can get that signed and have that attached before the vote. Generally, Dr. Evans, there's a large number of

businesses that we are contracting with here throughout the course of all these. I'm just wondering the balance between the benefit that we're receiving and the money that's being taken out of the direct classroom. I'm very worried about that. I'm seeing it more and more and I'm wondering at one point have we reached the marginal utility where we've gone too far. I know that this Governor believes in this stuff, which is wonderful, but I do think that at some point we have to decide that we can teach our people. Our staff is being paid, and quite well, to provide these services and to provide some of this information. It seems to me that we're farming it out way too much.

Dr. Evans: Dr. Hodges, I agree with you, but I think the high profile interventions that we were using in large measure district-wide and driven by the district office have actually gone down. After some analysis, and there's a lot of monitoring to make sure there's no abuse there either, the schools on their own contract and a lot of the contracts you see are with a particular school. But we've actually cut back. We're not using, for example, APQC this year, which was one of the high profile entities that we've used. We've reduced the work that Focal Point was doing significantly. That along with some others that we've either reduced or cut out is in lieu of building capacity ourselves. That's the mode we're in. Focal Point's job this year is to help us to train trainers so that we won't need them at all. We've cut back probably half to two-thirds of what they did and when they leave us at the end of this year the intent is not to renew their contract, but to have our own people prepare a core of trainers to go in and keep new people trained and do refresher training. That's the mode we're in, which is consistent with what you're saying. We ought to be building capacity to either do it ourselves or we fulfill the need with our teachers or whoever was the focus to be able to perform in the ways that we want them to.

Comm. Hodges: Looking at this we're actually a subdivision of William Paterson University.

Dr. Evans: You're looking at the professor-in-residence.

Comm. Hodges: Not just that. There are two or three of those, and then to come back again on A-18. It just reaches a point where is there some central information that these schools are in need of that we should be developing so that we can make sure everybody has it?

Dr. Evans: Let me use as an example what you're seeing there. One of our major objectives is building capacity among our teachers, helping our teachers to be stronger teachers, to teach with more rigor associated with the curriculum they're delivering, and developing critical thinking skills among our students. That's not something that's an automatic for teachers. They have to be taught to do that. You either bring in Institute for Learning, because that's part of what they do. That's what they're doing, but they're not doing it with all teachers. They're only working with Priority and Focus school teachers right now. I think we just added one or two non-Priority schools to them, but they're working with a subgroup of our teachers to do just that. In the meantime, we have other schools that want to benefit from that as well and we have non-English language arts and math teachers who also need a similar intervention that the IFL is not working with. One way to do that is to bring in somebody else to do it or bring in a faculty member with the expertise to work with a particular school to develop that capacity to do it. The schools that do it use their own professional development money to do it. It's not paid for by us at the district office per se. The schools are using money they have control over and can spend to be able to build capacity in that way. So that's what you're seeing there. It really is professional development in that particular example. There are other ways and other entities that can do that.

Comm. Hodges: The only concern that I have is that there should be a central repository of this information. What I'm afraid of is I don't see us developing that. These schools should be coming to us and saying, "I need help with that," and we should be able to send people out there as opposed to William Paterson, University of Pittsburgh or wherever. That's the concern that I have. At some point we have to be able to address their needs. Those teachers are not all going to stay in the same building. But we spend money with William Paterson and they get RIF'd, shifted, transferred, or whatever, and that information is then gone. The school then goes, "I'm out these people again. I need new services from the University of Whomever." That's the concern I have. As opposed to "I have a problem. I can go call downtown and arrange for these sorts of teachers to be trained additionally."

Dr. Evans: Some of that is happening, by the way.

Comm. Hodges: But all I'm saying is I'm hoping we'll see more of that. The University of William Paterson is doing quite well with their solar system we don't have. I'm just hoping that we... You get the point.

Dr. Evans: I get the point, but they've got to show data to show that it's working and the schools you see there we've gone back and looked at the data and student achievement has gone up as a result of them having a professor-in-residence. If not, we wouldn't have approved it once it got to our level. Again, I want to emphasize we're talking about a principal with a budget independent of our budget deciding that's how they want to spend their money. So part of what you're saying is we should micromanage that.

Comm. Hodges: No. I'm saying that if we had those services here that money could be saved and spent on something else, like a computer teacher or a programmer, and have other areas of expertise developed within their building. We should be able to provide those services. That's what I'm saying. That money is going to William Paterson so they can expand their campus and not here.

Dr. Evans: I understand.

Comm. Teague: I guess it's pretty much like a comment. I've been getting a lot of calls from some teachers and some parents as well about Tech. They're questioning whether the students are being creamed who are selected to go there. They want answers from me and I don't have answers for them. I graduated from Tech myself.

Comm. Cleaves: Is that one of the items?

Comm. Teague: A-31. How is the process now when they're selecting students?

Dr. Evans: We're not involved in that process.

Comm. Teague: That has nothing to do with us at all?

Dr. Evans: If it's up to me, they'd all be in our buildings. We're not involved in that. We find out when they get accepted and we take them off our rolls.

Comm. Hodges: We have had some discussions with Tech, as you recall, and it was left that the superintendents were going to get together to try to work out...

Comm. Cleaves: We requested that.

Comm. Hodges: Yes. It went to the freeholders, they had a big meeting, and the superintendent of Tech said that they never sent any kids back here against their will. They said they didn't take any of our teachers but they won't do it again and a few other things which were very bizarre. It wasn't just us. It was Manchester Regional and Hawthorne. They were very upset with how Tech was taking their students and the worst thing was they were duplicating the academic programs that they had. For instance, Manchester Regional has a strong computing program and Tech opened up a brand new system there which sort of repeats what they're doing and then draws those students away from Manchester Regional. So they were very upset about that. They wanted to somehow make sure that their vocational students, which was what the regional charter was supposed to be about, were given the opportunity to go to this school. But Tech's position is that they're no longer a vocational school. They're an academic institute of technology. They've transcended the vocational consideration. The problem with that is there's nowhere for our vocational students to go. We don't perform those same services in the district anymore. We don't do that and Tech won't do it. They duplicate our service. They're now becoming essentially another school that we're competing with in our county and paying with our tax monies and the kids who have those other needs aren't being addressed at all. That was the major conversation and they charge us on top of all that. It comes right off the top. We wanted to try to mitigate some of those concerns and come together. After that discussion the freeholders said that they would allow the superintendents to meet with Diane Lobasco and then try to work out an arrangement. I know that hasn't happened yet, but I'm hoping that can be pursued because this is a major concern. It is a major concern. They take those kids up and then when those kids don't academically work out they ship them right back here even though they say that they don't. They're basically creaming our students.

Dr. Evans: To my knowledge a meeting has not occurred, but I have to tell you that my approach is different. Unfortunately or fortunately, depending on whether or not you support choice, parents do have choice, whether it's intra-district choice or district to district. Statewide there's a choice program where if districts agree to participate youngsters can choose to go from one school district to another school district. Then most districts have some form of choice internally, whether it's magnet or some other form. My approach to this, Dr. Hodges, is to make our schools so desirable and so inviting and our outcomes so good that our kids won't want to go anywhere else. I need to tell you if you look at the numbers of youngsters who have left us to go to Tech they've gone down recently. Over the past two years they've gone down, which means we're doing something right. Over time if we continue to see the kinds of improvements that we've seen in our high schools they're going to continue to go down. I realize there will still be some kids who will want to go for whatever reason because they want to take advantage of those choices, but my frontline approach is to make our schools as desirable and inviting for them to come to us and then we give them the very best education they can get.

Comm. Hodges: Dr. Evans, I agree, but I'm also aware that there is a larger percentage of those kids from other districts that are going to Tech now as opposed to Paterson. So they're not accepting our students at the rate that they used to before because they can get money from other places. That's one thing. The other thing is that there's still the issue of the vocational services that they were designed to provide. So we either have to rebuild that program within our system or those kids are not going to be serviced appropriately and given those same opportunities that we should be able to provide for them. That's the concern. If we manage to reach some sort of accord I

don't disagree with you. That's why I'm here - to try to make this the best district we can possibly make it, but at the same time in the short-term there are some outstanding needs which have to be addressed and they haven't been. They merit a discussion.

Dr. Evans: I concur.

Comm. Mendez: Dr. Evans, I think that we should take a look at the data a little bit closer in terms of the first choice that our students take in terms of high school. I have a little problem with the work that they're taking from Comm. Hodges. The reality is that Tech right now is one of the number one priorities for 80% of the students in the Paterson School District or maybe more. I'll be nice and I'll say 80%. I will look at the number and you will be surprised. That's the number one choice for all the kids that are going to high school. The second choice is International High School, PANTHER Academy, and a few other academies. I strongly agree with you that our challenge is how we're going to make our schools better. That's the reason why I've been so persistent in talking about how we're going to change the perception of our school district. I agree that we're making progress, but the perception that our community has about Eastside High School and Kennedy is still the same. That's the reason why we need to have an aggressive conversation about how we're going to clean up that area and how we're going to change the perception of those two schools to let the community know that we're making progress, not only inside, but outside the school. I know that the city has to get involved, but I also think that we need to have a conversation with Captain Smith. Everybody has to get on board on this because this is unacceptable that we don't do anything about what's going on outside Kennedy and Eastside High School. We all know the problem. We don't have to go over it. In the beginning of the school year we have to come up with a plan to change that with zero tolerance about what happens around Eastside High School. What the community says is they don't care. What are they doing about it? They see that the problem is there and they understand that we have the power to make the changes, but we don't do it because we don't care. That's the first thing. Trust me and believe me, if we start changing that we will see how people start believing a little bit more in what happens inside the school. But going back with the data, I think that we should take a look at it because it will be easy for us. We have those numbers. We can take a look at the first choice for all our students district-wide when they go into high school. Tech is number one, International High School, and then Garrett Morgan and other academies. After that, they don't choose Eastside and Kennedy. I'll tell you that we receive maybe hundreds of phone calls and all my colleagues as well because they think that we have the power to help them get into one of the academies because we're elected by the community. We know that because we get those calls all the time. I definitely know what I'm telling you. That's something that we have to look into. I can't wait. I know Captain Smith is here and I know that you can put a great plan together to make a change around that area. Eastside High School is out of control. When we have kids selling drugs outside the school and a bunch of kids at 10:00 outside smoking and everybody is seeing that...

Dr. Evans: Is this occurring on the campus?

Comm. Mendez: Just across the street.

Dr. Evans: I just want to be clear about that.

Comm. Mendez: Exactly. Now we've put the fence and I know that we're going to do a good job with the fence by keeping all the students inside the building. When the school starts everything is closed and I'm assuming that's the plan that we have for the beginning of the school year and not having everything open allowing the kids to go

outside very easily. With the fence I know that's going to help a lot, but outside we have to get in contact with the city and the safety committee. I just sent an e-mail personally myself to the safety committee to see what they're going to do about it because I know that's a serious responsibility. But when I get a phone call from a mother telling me that she's afraid to go through the park to go to School 15 because of what happens in the area I feel a huge frustration by not being able to help her or have an answer for her. She has to drop her kid off at School 15, but she cannot go through the park. She's afraid. You know what happened at School 15 recently at 10:00 in the morning. What have we done about that? Nothing! The idea that I presented to you, and I tell you because they have done this in other districts, Union City was one of the worst gang-infested school districts in the United States. They put a plan together and they had police officers constantly going around the schools. They had a great plan and they cleaned up the whole city. Union City is one of the best school districts in the State of New Jersey. We can make that happen, but we have to start doing some work. I would like to hear a very specific plan on how we're going to start cleaning that up. If we don't have an answer the city has to provide us with an answer with Captain Smith working in collaboration with them. Enough is enough with the nonsense outside Eastside High School and Kennedy High School. If we don't do that you're never going to see kids feeling the motivation to go to Eastside and Kennedy because they don't have the motivation. If you check the report, I will say maybe 5% of them choose Eastside and Kennedy. I just want you to take a look at the numbers because you have that data.

Dr. Evans: We actually have the numbers.

Comm. Mendez: It's a little higher, but let's say 10%. I want you to look at it because you have those numbers. I think we have to look a little deeper into the data. To conclude talking about data, I have a report about customer service in the district.

Comm. Cleaves: We're off of that.

Comm. Mendez: I'll come back with that later.

Comm. Hodges: He mentioned something happening at School 15 at 10:00 in the morning. We're not aware of it.

Comm. Mendez: A couple of months ago a lunch monitor was mugged right in front of the school at 10:00 a.m. She was going to work. There are no cameras outside. She was an easy victim. That's a rough area and people are complaining. The community is complaining and we're not doing what we're supposed to do.

Comm. Cleaves: It was in the parking lot?

Comm. Mendez: It was in front of the door by that area. It could be a child. It could be a mother with a child. That's on school grounds. We have to have a serious conversation about how we're going to approach that. There are a lot of issues that happen outside the school that they're not helping us moving forward. That's what the community sees. They don't see what happens inside the school. They don't see the changes that are happening inside the school. What they see is what's going on outside.

Comm. Cleaves: Are there any more questions for curriculum?

Comm. Hodges: Just regarding A-8 and A-9, this is the Fairleigh Dickinson program. Dr. Evans, I'm afraid to go over there and ask them now. I was hoping to get you to

meet with Dr. Tan because they wanted to do so many other things with our district because of this program. There were a number of opportunities. We were thinking about bringing sixth graders onto their campus during the summer. They wanted to come and train our math teachers. We actually had started a summer program. We were able to fund one week of it. It was a two-week program. We funded it for a week but we had our students stay on campus for two weeks. They took them out to events and everything else and I think the last week because we ran out of money they did it for nothing. They volunteered and their staff just showed up for no money whatsoever because we didn't have the funds to keep it going. We had our seniors on their campus getting pre-engineering training and they had a lot of other ideas that we just didn't follow through on. This is so disturbing because we are the ones who did not. We had changes in our administration. I'm hoping we can get you over there to meet with them. I can't arrange your schedule for you. I can't plan, but we need to reach out to this school and see what's still possible if anything at this particular point. The opportunities that we let slip through our fingers were significant.

Dr. Evans: Let me ask Mrs. Jones to work with Maria and see if we can work out something. My schedule is a huge problem and that can be an obstacle, but you and I have had this conversation several times and I really do want to meet with them and do whatever we can do to help our kids.

Comm. Cleaves: Are there any more questions for curriculum?

PRESENTATIONS AND COMMUNICATIONS

Report of Violence, Vandalism, and Harassment, Intimidation, and Bullying (HIB) Data and Review of HIB Self-Assessment Grading

Ms. Kathy Lepore: Good evening, Dr. Evans and Board Commissioners. My name is Kathy Lepore. I'm the Supervisor of Student Assistance Programs in the district. I'll start with the violence and vandalism presentation. I'll go over the substance abuse section. Then Captain Smith will follow up as well as T.J. Best with the harassment, intimidation, and bullying. The Student Assistance Department works on proven school-based practices. We have 11 Student Assistance Coordinators that provide prevention, intervention, and support services, which address mental health and substance abuse within the schools. On the slide and on the handouts you'll see the highlighted items in red for you. I'm not going to read them all. They are some school-sponsored activities that SACs conduct within your buildings, such as the cyber-bullying and Lunch Buddies Program, where 10 certificated volunteers and staff in the building meet with students during their lunchtime. SACs are required by code to follow the School Violence Awareness Week. It's the third week in October. We conduct various activities during that time. SACs also infuse classroom lessons into the academic curriculum upon request from the building administrator with a classroom teacher or health teacher. Such topics as alcohol, tobacco, and other drugs are presented to students. Some community initiatives – we've had a SAC over at School 6 conduct some honor roll assemblies, a youth build a career day, and positive peer culture and star students of the month. Some collaborative partners that we work with in the district, in Paterson, and in the county are such as the probation department, the sheriff's department, the police department, local treatment facilities such as Options Counseling, MNS Counseling, and Straight and Narrow. We work with the Passaic County Traumatic Loss Coalition for Youth within the county and also the Association of Student Assistance Professionals of New Jersey. Some related interventions to reduce violence and vandalism and substance abuse such as the Comfort Zone Camp, which is a grief

and bereavement camp for students, and group counseling by SACs. We work with the ImmediCenter conducting the evaluations for drug and alcohol screenings, assessments, and treatment referrals. When necessary we contact Perform Care and have in-home therapy and parents must request that. We work with the parents for them to make that contact for them to come into the home. Some parent outreach we do is internet safety. We've had SACs conduct parent presentations on hookah pens. On page 8 of the handout you'll find the drug and alcohol cases for the 2012-13 school year. Students have been found positive in this order – the majority of them for marijuana, alcohol, possession of alcohol, positive for codeine, morphine, and prescription drugs. The students can be positive in these categories such as under the influence, use, substance type, possession, refusal, and sale and distribution. Some findings also you'll see on page 8 is we have more positives than negatives. We had students in possession of marijuana, alcohol, codeine, and prescription drugs, which is more than we had in the previous years. We have poly-substance abusers. That means they're dual users. Usually it's marijuana and alcohol. We've had students in possession of controlled dangerous substances and they are positive and in some cases there have been negative urine. We have several out-of-district students found to be positive. We've had a student distributing several controlled dangerous substances in the building. In the 2011-12 school year, we were second in the state in the number of positives. In October 2013 there will be a new ranking by the state for the 2012-13 school year. That will appear and we'll know then where we rank. We also still have...(end of tape) (Beginning of new tape)...K-2 Spice, the new drug that's out even though it's against the law. So any student that's sent out for medical evaluation drug screening will be tested for K-2 Spice. Do you want to add something?

Capt. Smith: The only thing we'd like to add to that is on the K-2 Spice that was a test that was a little more expensive we had to add because there was an influx in other districts and the Superintendent was good enough to provide us the funds that we needed to get that extra testing. We thank him for that.

Ms. Lepore: On page 9 of your packet you'll see the 13-year comparison of the substance abuse cases in which we still have more positives than negatives. You'll see above the red July 2012 to December 2013 was the first reporting period that we're required by the state to report on. Then January 2013 to June 2013 was the second reporting period. The red indicates the adding of these two reporting periods. I've included a graphic on page 10 which is something that was not done in the past and submitted in the report. If you notice on the far left you'll see in the years from 2000 to 2001 we had at that time more positives than negatives and we had less SACs. That's when the program started and we only had 9 and 10. Soon after that we hired more SACs and you can see up until 2008-2009 we had 24 SACs. But you'll notice in 2008-2009 we had closer positives than we had before, but we had more SACs out on leave. In the last several years we've had incidents happen and this happened again this year, two SACs out on leave. From 2009-2012 and 2013 the number has increased with the number of positives. I also did a comparison with the number of interventions and referrals on page 11. It was as high as 10,638 for interventions conducted by SACs to now only 3,680, which have gone down. At that point, I have finished my substance abuse section of the violence and vandalism report. Are there any questions?

Capt. Smith: Good evening. I'm here to report on the second portion of the year from January 2013 to June 2013 on the violence and vandalism and weapons. As you noticed from July to December the area of violence went from 28 to 52, but there's a logical explanation for that. For the July through December there are only 63 days that you have student involvement. In the second period you have 117 days. So you have double the amount of days from January through June. Those two figures together add

up to the 80 similar to what Kathy had in the area of substance abuse. The red total on the bottom is the total of both July through June and the 6-month periods are the ones that are in white and are highlighted for the appropriate categories. To answer some of the questions before they become questions, there were 20 weapons in the second half of this year. The majority of those are pocket knives and two of them are lighters because lighters are classified as weapons under the EVVRS. There are no physical handguns or anything of that nature. But anything that comes in, even a pocket knife, and is in possession of a child or student we have to classify as a weapon, which it is. We didn't want you to think there were 20 handguns. That's my slide. I worked with Kathy on it. After this now is T.J. Best. We now have a category for harassment, intimidation, and bullying, and he'll be talking about confirmed and unconfirmed cases of bullying.

Mr. T.J. Best: Good evening everyone. As you all know, HIB is one of the district's top priorities and we take it extremely serious. After 2001 the State of New Jersey created a new Anti-Bullying Bill of Rights for students which made New Jersey the toughest regulations around bullying and bullying prevention. Here's a definition of bullying and you can really see that the scope of the definition has been expanded over time. I just wanted to point out a couple of things. One, HIB is any gesture or any written, verbal, or physical act, electronic communication, whether a single incident or a series of incidents. One of the biggest differences in the current definition of HIB from the previous one is the fact that it can be one single incident. It doesn't have to be a series or an ongoing type of event to make it HIB. At the end of the day if you just bring your attention down to the last two bullets, it has the effect of assaulting or demeaning any student or groups of students, or creates a hostile educational environment for students by interfering with their education or by severely or perversely causing physical or emotional harm to that student. Again, it's very broad. Almost anything that you can think about is bullying. So when a student comes to a teacher and says they feel they were bullied a teacher has to take that case seriously and must go about filling out a written anti-bullying form, a report, and do an investigation. The Anti-Bullying Bill of Rights provides a very detailed procedure and timeline on how reporting is supposed to work with HIB. All school employees and contracted service providers are required to report such incidents. As a result, every person in the district, whether they be a full-time employee, part-time employee, volunteer, or vendor has to have training on our district policy. In addition to that, teachers are required to have at least two hours of professional development training within a five-year cycle and principals of our schools as well as our anti-bullying specialists and our school specialist teams at each individual school are required to at least have a full day of training to really understand this since they're the main ones dealing with HIB investigations. As an act occurs, no matter who witnesses it, whether it's a teacher or janitor, they have to make a verbal report to the principal of the school. After the verbal report they have to then do a written report, which is a short form that they give to the principal within two days which begins the investigation. The principal then turns over the report to the anti-bullying specialist at the school and the anti-bullying specialist does the actual investigation. Once the investigation has begun it has to be completed within 10 days. In that timeframe the parent has to be notified that an investigation has been started, both with the student that has been alleged as well as the victim. The principal can also designate other people. It doesn't have to necessarily be the anti-bullying specialist to do it. But we do encourage that the anti-bullying specialist be a vice principal or a guidance counselor at the school. After the completion of the investigation it has to be submitted to the assistant superintendents. The assistant superintendents then confirm the ruling of it and submit it to the Board of Education. The entire process should take about 14 days from the time the incident is reported to the time it's concluded and reported to the superintendent with the finding. As you know, for the last year you've been receiving

monthly anti-bullying reports that give you details of where the incidents occurred, what schools they were, as well as various demographic data to track whether or not this was a repeat incident, if the students were identified or protected underneath a certain classification, and what were some of the types of ramifications of the actual investigation. I just wanted to point out that it doesn't necessarily have to be disciplinary. A lot of times you will see that a suspension comes as a result of a bullying investigation, but that does not have to happen. In many cases it could be counseling, peer mediation, and there are other forms that we want to encourage them to use as opposed to just suspending a student. Here we have the actual numbers for the HIB report that was submitted to the Board of Education and conducted. You can see that there was a major increase from the first half of the year to the second half of the year. As Capt. Smith said, that was partially because there are more days in the second half of the year than there are at the first half of the year. But I do want to point out that in December we had a comprehensive training for our principals as well as our anti-bullying specialists that was led by our assistant superintendents where we really drilled down the importance of reporting everything. What we were finding was that if a bullying case was reported to a principal and the principal began an investigation if the principal deemed that it was not in fact bullying they stopped the investigation and never submitted it to the assistant superintendent. That's where you can see there's a big difference between the confirmed cases of bullying and the non-bullying incidents. Now we're just really drilling down and informing principals that they have to report everything. If a parent, student, or teacher says that they were bullied an investigation is done and it goes through all of the proper channels so that we make sure to dot our Is and cross our Ts. So there's reporting that has to be done in addition to the Board of Education. There are two biannual reports that have to be done to the state in addition to a self-assessment that is new. The self-assessment was just recently finished and in the next presentation right after we finish this tonight will serve as a hearing to go over the self-assessment in which each school conducted their own review of what they've been doing to prevent bullying at their individual schools. Thank you. Are there any questions?

Comm. Cleaves: You said on page 14 if a bullying act occurs the principal is notified. Is the parent notified once the investigation starts? Or is the parent notified prior to the investigation starting?

Mr. Best: It's both. The parent has to be notified within five days of an investigation beginning. You can begin the investigation right away. The state gives us up to two days to start the investigation, but in many cases a good building principal will start the investigation right away. While it's still fresh in people's minds the principal will give it to the anti-bullying specialist and they will go right ahead and investigate. Also, it has a lot of carryover. It may be listed as HIB, but it also impacts other things. Before the law was as stringent as it is principals were responsible for governing their building and certain discipline actions had to be followed. So, in many cases, if it was a blatant incident of a physical nature, then that happens right away. If a principal feels the need to suspend a child or something they still continue with that process. So the HIB investigation essentially runs parallel to whatever processes are currently going on as a result of the Student Code of Conduct.

Comm. Cleaves: Have you found that there has been some backlash by parents? For instance, if the investigation has started and the parent didn't know but then the child ends up getting suspended and the parent says, "When did this all take place?" Do you know what I mean?

Mr. Best: It says that the parent has to be notified that the investigation has begun. A notification in many cases is a phone call. We prefer that it's a letter. Most of our principals will do both. They will contact the parent and let them know that their child has been involved in an alleged bullying incident and we're going to begin the investigation. That's sufficient enough. In addition to that, most principals submit a formal written letter to let them know that the investigation has begun. When the investigation is concluded and the ruling has already been found there has to be a written letter that goes to the parent after it's all over with. Once that's all over with if the parent is unsatisfied with the ruling coming from the Superintendent and affirmed by the Board of Education they have the ability to request a special hearing in an executive session. Thankfully, we haven't had any requests so far where a parent felt the need to have a special hearing to challenge the ruling of the Superintendent and the Board of Education.

Comm. Cleaves: I understand we have some bad numbers when it comes to contacting parents at times. Are children suspended without actually physically getting their parent on the phone or knowing for sure that the parent received the written notification that was sent?

Mr. Best: I'm going to let Capt. Smith handle that one.

Capt. Smith: Just to add to what T.J. said, in every case this year with the HIB the parent was notified on the same day that the alleged incident occurred. Although we have the flexibility we notify them as a matter of protocol the same day to let them know what's happening. We involve them in the process, too. So as they're going through the investigation and at the end when a decision is made they're not left in the dark in anything. As such you haven't had any appeals here directly to the Board because we try to keep the parent involved and let them know, the victim as well as the suspected suspect.

Comm. Cleaves: So the answer to my question is no?

Capt. Smith: No.

Comm. Mendez: T.J., thank you for your presentation. I'm very concerned about this topic. We had this conversation before on the personal side.

Comm. Cleaves: Let's stay on track.

Comm. Mendez: Sure. I will. Thank you for keeping me on point. I just recently sent an e-mail about a case that happened in the beginning of the school year and the parent never received a letter. He's still waiting for the letter about a serious accident that happened at School 21. In terms of informing the parents, we're dropping the ball there. I know cases where we're just dropping the ball and not letting the parents know. We're talking about in 14 days they should be notified with an explanation of investigation. That's not happening in cases that I know. I found out and I just reported it to the district. My point is that what I see is that we're having a lot of out-of-school suspensions. Do we have any in-school suspension program at this point in the district? I see the increase of the number. Do we have any type of in-school suspension program to keep those kids inside the school at this time?

Dr. Evans: There are some schools that on their own have created an in-school suspension program using resources they have in the school. I can't give you the exact numbers. That's a figure we can find out and get to you.

Comm. Mendez: Okay. I think we should look deep into that because as you see when we check the out-of-school suspensions they're extremely high and that troubles me. We have to look into some type of in-school suspension program to keep those kids inside the school. All we're doing now is just sending those kids home and that creates a bigger problem in our community and in our district.

Mr. Best: To go back to the first question that you asked, we have a very large school district and the state when they came up with this regulation was kind of like a one size fits all. There are over 600 school districts in the state, Paterson being a very large, very diverse, and very complex school district. So we along with all the other 600 school districts are going through growing pains. Part of the reason why we've done this self-assessment is not so much as a compliance aspect, but to also take a real serious look at what are some of the things that we're doing good and what are some of the things that we're doing bad. The state will then have an opportunity to take all of these 600 self-assessments and determine the best practices that each school district is doing. In some cases Paterson is very strong on some of our reporting areas, depending on what school you're on. In other areas we're kind of weak. One of the things that we addressed that we need to do in this upcoming year is make sure that everyone has a full comprehensive training and understanding. We have according to the law three to five years to figure that out. We're currently going into our third year so we're taking that extremely serious and at the end of the month all of our principals and anti-bullying specialists will be trained for a full day for HIB. In addition to that reporting, the HIB report itself is about 10 pages long in addition to a two-page written report. It's a lot of paper that has to happen and a lot of reporting that has to happen. We're looking to streamline that process and make it all digital so that way it's an automatic change which happens. So you don't have to actually worry about somebody reviewing the report, signing it, and then having it go from a school to the building. It would all happen behind the scenes digitally where you can click a button and it automatically goes to the principal, to myself as the anti-bullying coordinator, and to the assistant superintendent. That way along every process we can ensure that each timeline is being met. We're examining which service to use right now. I think you actually have something on the agenda for another form that we're looking to adopt for our HIB use. So we are seriously considering and looking at that.

Comm. Hodges: Just on the comment that Mr. Mendez made, this could be an area where you could write a policy and bring it to the Board suggesting that it's the sense of the Board that we prefer to have wherever possible one of the major steps the consideration of in-school suspension in all our buildings. You can do that. They can scream and yell about it, but you can do that. I would suggest that you start there and go ahead and use the policy format to try to push in-school suspension that way. The question that I really had is about guidance.

Comm. Cleaves: Does it pertain to this?

Comm. Hodges: I can make it pertain to this, Madam Chair.

Comm. Cleaves: Let me see you tweak this.

Comm. Hodges: Not a problem for me. I'm concerned about the role that guidance has played and is going to be playing in this increasingly moving forward. I know we have West Hudson Associates for the assessment and evaluation of the guidance department. What is the scope of their responsibilities? The reason I'm asking this is I think we have to spend a great deal of time talking about some of these issues and

keeping our kids out of the police department, the police records. We don't go far enough with that. In fact, I'm watching the news lately and I'm hearing that younger and younger kids are being arrested for behavior that years ago would not bring them into conflict with the police. So they don't know what those boundaries are. I don't know who else would do this other than the guidance as part of their encouraging the academic success of the students to bring some of these issues to the fore. Is that Librera's carpet bagging machine that he's using? You may quote me on that. We have got to develop programs or at least an effort and approach to teaching our kids how to negotiate this in a way that's beneficial to them. That's the first thing I want to say. I'm very concerned about these numbers, the investigation, and the reporting to the police department. I have a problem with that, as you know. Our kids should not be in their system. I'm seeing these numbers and they're increasingly troubling. As they get larger and larger they become a statistic. That's a problem for me and I'd like to see something done in the guidance department about that. The other thing was we know there's a week of training every year that has to occur and we had asked for some sort of complementary time – it could be the same time – to be focused on college training and the students' ability to go to college. If we're going to spend a week talking about bullying we can at least spend the same amount of time talking about that. I know it's not required by law, but that's the reason we're supposed to be here. That's our whole point, to get kids be the best that they can be and I haven't seen anything done in that area.

Dr. Evans: I seem to be missing from my packet A-19. In a nutshell, the intent of the RFP was to bring in an entity to do an evaluation of guidance services, particularly at the high school level. The greater concern was at the high school, though obviously I and all of us are concerned district-wide in terms of guidance services, and then do a deeper probe into one of our high schools to go beyond guidance services actually. Then they can tell us what they found in their evaluation and make some recommendations for improving our guidance services.

Comm. Hodges: This issue with bullying, could that be part of that guidance?

Dr. Evans: A research question driving their inquiry could be the extent to which guidance counselors are involved in that whole process, whether it's upfront in a proactive way to try and minimize or help improve the culture to where it's minimized. On the other end once it happens are they involved in the resolve in a situation involving an act of bullying? So we can ask both of those.

Comm. Hodges: I would like to see that done. I think we really have to work to minimize those numbers, more importantly increase the students' understanding of what the bullying law means, and certainly reduce the number of kids who get referred to the police even in the report. It's growing across the country where students are now becoming part of the criminal system at earlier and earlier ages for silly things. A child told a teacher that he loved her at six or seven years old and that child was arrested. I forget what they called it, but that's what happened. It's a problem. That's not a normal reaction for a child to his or her teacher. I went through it myself, but they were arrested because it was considered to be some sort of abnormal sexual expression. That's what they charged this child with and he was taken out and arrested for it. People are afraid. It's exploding around the country where a lot of these laws are making people not think. There's just zero tolerance and they're just going, "I'm going to call the police and I'm out of it."

Dr. Evans: If I can offer a brief commentary to actually echo some of what you're saying and go beyond that. There's that extreme. And you're right, that is happening more

and more. But then the other extreme is when what some might refer to as child's play is over-amplified or taken as bullying by a youngster and then ultimately they are saying, "I was bullied" to their parents or teachers. And a kid who by the definition of some was not necessarily bullying but was doing what was best characterized as child's play is now an act of bullying and then a series of responses, procedures, and processes are immediately engaged. So we have both ends of that continuum and finding a balance is difficult. It's extremely difficult.

Comm. Hodges: Yes. That's why I really want the guidance department to focus and Mr. Librera doesn't have anything else to do anyway.

Ms. Shafer: I just wanted to comment that A-20 is also the Naviance Program, which is career planning and college readiness. In addition to that, we did have this year a college week program in the elementary schools.

Comm. Hodges: I'm far more interested, as you can imagine, in the elementary schools. I think there should be a district-wide approach to this where we commit at least the same amount of time and where you're suddenly immersed in a college environment or at least discussions about college. So when you go through this district you are introduced to the mindset that there's an expectation for you. It becomes demystified at least for that week. This is not beyond you. It is not too expensive. It is not far away. You get to know that I went to this college as your teacher. This is just up the hill. They can wear their college jerseys or anything to get kids to identify with going to college. You can have discussions. You can have college fairs. In colleges we have GM week where you had school but you still had a different type of atmosphere for a week. You have all kinds of things going on and events and festivities that went on. If you did it at this level it would be around what it means to be a college student, what it means to go, do you see yourself going, and just the whole week dedicated in addition to the school work or tying the school work to it. That's just as important as this is and I'll be asking that again later on.

Comm. Teague: I have one question about the HIB incidents. Are all of these student-related? Or are there some incidents that were staff-to-student?

Mr. Best: Yes, there were a couple of incidents that were staff-to-student. All HIB incidents have to have the student as the victim as long as the student is involved in it. If it's a staff-to-staff issue then it's affirmative action. Also, one of the reasons why we decided to make all of our anti-bullying specialists at the school vice principals is because they kind of have more of a supervisory level and would be able to do an investigation if it's a staff-on-student incident as opposed to one of their peers or colleagues. But we are looking and hopefully there are not too many incidents. Where possible we would like to have myself or someone from the district office do that investigation at a school where it's a staff-to-student.

Ms. Corallo: Sorry to interrupt, but I just want to be clear. I think as a cabinet we have decided that we're going to look to Dr. Hodges' point to bringing the guidance counselors in to have either a tap or anyone else at a certain level to be the anti-bullying specialist. We have a lot of schools that don't have vice principals. It very well would be the vice principal if they have a vice principal, but some schools do not have vice principals. I just wanted to clarify that.

Capt. Smith: I'd like to clarify one last thing in reference to Comm. Mendez' comments before. I appreciate you bringing it to the fact, but I just want to make it perfectly clear that the incidents you're referring to we were contacted by the Public Safety Committee

through the council people if we could sit on them and assist the city in identifying some of those areas such as Roberto Clemente park which kids have to pass through and offer our suggestions. We cross both boundaries. We cross the boundary of being prior law enforcement and also the boundary of working in the school here. We will assist them. We will assist you and the city in arriving at a conclusion. But the schools themselves, as Dr. Evans has said many times, are some of the safest places in the entire city. So the outside areas, the curtilage around the school, don't really technically fall within the scope of our jurisdiction. But we will work with the city, yourself, and the council people in arriving at a solution that would be beneficial to all parties. I just wanted to thank you for that.

Comm. Mendez: I thank you for that response and I'm going to be consistent on this. If it's affecting us we have to take action. If it's affecting the district we have to take action. We have to make sure that we change the perception of the school district. Thank you.

Mr. Best: What we're getting ready to do now is a Public Hearing on the Paterson Public Schools NJDOE Self-Assessment for determining grades under the Anti-Bullying Bill of Rights. Essentially, when they created the Anti-Bullying Bill of Rights there was a provision that stated that the state would create guidelines. You guys don't have a copy. I'll be sure to get you one. Sorry, I had a little problem in the back there. The state put a provision in to require that they would actually create provisions for schools to assess themselves and come up with best practices around doing it. This is the first year that the state's actually gone forward with this. In subsequent years it would include not just school level, but also what we're doing on the district level. One of the things I just want to point out is that the rubric that we're using assesses the school's effort for determining the requirements under the Anti-Bullying Bill of Rights and determining what the best practices are. The state is very loose when it comes to what are some of the types of things that you can do to create a culture to promote positive behavior and to limit bullying at the schools. This is to really determine what each school is doing on their level and again there are tons of different things out there that schools could be doing. The self-assessment must be made available to the public for comments and approved by the district Board of Education. Here we have a binder that's actually been on display at the Board of Education since July 26. A public notice went out allowing people if they were interested to come in and review each individual school's self-assessment. When we go over the rubric you can see what each school was doing towards providing that positive culture to promote good behavior and limit bullying. The self-assessment tool includes eight core elements. Those elements are HIB program and approaches, or other initiatives, training on the Board of Education-approved HIB policy. Again, I mentioned before that all staff members as well as volunteers have to be trained on a policy. Other staff instruction and training programs could be cyber-bullying programs at the school or school specialized training. One of the purposes of the school safety team is to see what are the trends in bullying or to see what are the trends happening at the school. Then they would determine on the school level what types of training is needed if they need to bring in a special speaker, a sheriff or a prosecutor, or if they need to bring in additional counseling. Also, there's curriculum and instruction on HIB and related information and skills. The state said that we also need to include components in our curriculum that address HIB, but hasn't given all of the guidelines around those as of yet. Paterson has actually taken an initiative or a first step with the creation of the PBSIS in which 10 schools would actually be piloted to promote this positive behavior and it will have a curriculum component. We're looking for the same members of the school safety team to also be the same members of the school who are responsible for implementing the positive behavior program at those 20 schools. All districts are required to have an anti-bullying

coordinator who serves on the district level. That would be me. Each school is responsible for having an anti-bullying specialist, one individual to handle the investigations and to chair the school safety team, as well as have school safety teams at each school that must include a parent and a teacher. School-level HIB incident reporting procedures were covered in the previous slide. We're looking to actually digitalize HIB investigation procedures and HIB reporting. As I said before, there's a biannual report that has to be done to both the Board and the state, as well as a full self-assessment in grading system. Here's the grading system out of each one of those eight categories. After we assess ourselves the state will go ahead and confirm the scores. The maximum score that you can receive is 75. I know it's kind of small for you to read, but here we have all of our school self-assessment scores. This was conducted by the school safety teams, the anti-bullying specialists and the principals. Again, tonight's meeting covers the requirements if anybody wants to speak about either the district overall or the individual schools. We can see a variation in some of the types of scores that were given. Our highest score comes from School 7, which is 70 out of 75. Our lowest score is John F. Kennedy ACT, which is 27 out of 75. When you see the low scores, you have to take it with a little bit of a grain of salt. This is a self-evaluation. When you see a school who evaluated themselves as low it means that they are brutally honest and know that they need to improve. It's actually a good thing that the schools aren't lying. It's actually a good thing that we don't have all 75's. It's showing that the people on the ground are taking it serious and know that they need to do a better job addressing bullying at the schools. After tonight's public hearing the Board of Education at the upcoming regular meeting will have an opportunity to vote on the self-assessment scores at which time we will submit it to the state and the state will give a grade depending on that. We don't know exactly how the grading system will work out. We just know that the maximum score you can receive is 75. The state is going to be sending out an ABCDF grading system. Once we've received those grades we have to display all of the individual school grades on the school's website. There will be a comprehensive grade for the school district, which is an average of all the individual schools. Here you see the rubric that the state will be using. This is what we will have at each one of the schools on their website that will be displayed that talks about each one of the eight core elements and how they scored in each one of those elements. I just wanted to point out that the school grade and the district grade must be posted on the home page of the school's website and on the district website. It's kind of a good thing that we're with communications. We've been working to update all of the school websites. In the past we had a lot of schools who had outdated websites. One of the requirements under HIB is that they also have the anti-bullying specialist listed on the home page as well. In doing our review of the websites we noticed that in many cases it wasn't even the right principal. So the fact that we're in the process of updating all of the individual school websites will make sure that we're in compliance with having the HIB anti-bullying specialist on the website as well as the school's self-assessment. That was it. I don't know if anyone had any questions.

Comm. Teague: Will the results of the grade that the district gets be welded into the QSAC scores? Or is that totally separate from it?

Mr. Best: It will be. As it relates to QSAC, the main question that they ask you as it relates to HIB is whether or not you're in compliance, whether or not you conducted the self-assessment, whether or not you have it on the website not actually the grade itself. So it's more of the process as opposed to what the result was.

Capt. Smith: To also jump on what T.J. said, you can have a disgruntled employee in a contract negotiation artificially put a low score and then it affects. But as T.J. pointed

out, it's more a process. Have they given themselves a grade, as opposed to what the grade is?

Ms. Lepore: I'd just like to add something to my presentation. I did say that K-2 Spice would be added to the drug panel when students are sent out for medical evaluations drug screening. I forgot to add in September we will have professional development for SACs as well as security personnel from a retired DEA agent who now works with the attorney general's office who will come in and provide staff development on K-2 Spice, bath salts, and heroin to the SACs and security personnel. The head nurse from the ImmediCenter will indicate and explain what the drug panel will look like when the results are submitted on each student.

Comm. Cleaves: Did you say bath salts?

Ms. Lepore: Yes.

Comm. Hodges: Madam Chair, you need to look into bath salts. It's an extremely dangerous drug. It's angel dust on steroids, which is bad enough. It's really bad in terms of people becoming very violent and aggressive. The strength seems to increase. As a matter of fact, it's becoming an epidemic around the country. It's really bad. I wanted to ask you about these statistics. I'm looking at the drug and alcohol statistics. I'm not quite sure how to read the dates. I'm concerned about Garrett Morgan for one, which is troubling, Kennedy's ACT, and even Great Falls. Is there some sort of concentrated effort going to address these high incidents? These are small schools. They don't have a lot of students there, yet you see this significantly large number of positives. Do we then having seen this data go to those schools and say let's enhance our efforts somehow? How is that handled?

Ms. Lepore: In this case starting next year there is another SAC that will be hired in the district in regards to the numbers that we have right now. Garrett Morgan will be addressed by having a SAC there another date. She's there one day a week and she'll now be there two days. She's in the building at Garrett Morgan two days and then she's in International one day. So she's in the building to address any issues on that case.

Comm. Hodges: But that will be more after the fact. My concern is addressing the issue in more of a preventative measure.

Ms. Lepore: She's also going in to do classroom lessons on the problems that they've had in regards to certain students bringing drugs into the building.

Comm. Hodges: There's also Don Bosco.

Ms. Lepore: Unfortunately, the SAC there is on leave.

Comm. Hodges: And Great Falls, which I really don't understand. I'm just hoping that we somehow address...

Ms. Lepore: Just like we had the problem with the hookah pens, as soon as something shows that SAC assigned to that building knows to go in and do classroom lessons. They're not waiting until being asked or requested to go in. They know they're required and should be addressing that topic, especially before parents start questioning and asking are there problems. So they most definitely go in and do a classroom lesson on tobacco, hookah pens, and the problems we have. That stops in that particular grade, but they always go on and do above and below grades. So if it happened in the fifth

grade they'll go in the sixth, seventh, and eighth grades and address the issue, as well into third and fourth if it's a k-8 building.

Comm. Hodges: I take it our numbers are dropping, but do we see a noticeable decline in the incidents? Or is every year a new year?

Ms. Lepore: It depends. This year we had more possessions of alcohol than we've had in the past. But alcohol is the number two drug in most school districts and sometimes it's the number one drug. Marijuana is number one within the schools.

Comm. Hodges: New Roberto Clemente is another one.

Ms. Lepore: Kids were bringing water bottles and they had alcohol in them coming from the home. It could be vodka. It could be mixed with liquor and it looks like iced tea. They bring them into the cafeteria. We had a student actually bring a can of beer and open it up in the cafeteria.

Comm. Hodges: These are elementary school students.

Ms. Lepore: That was a high school. At the elementary school they feel it's a rite of passage.

Comm. Hodges: You have a drug screening panel. What drugs in particular are being...

Ms. Lepore: We have a 10-panel drug screening, then we have to do an extended opiate panel, and then we do a breathalyzer test. Every student has to submit to all those three.

Comm. Hodges: If you could I'd like to know the list of those.

Ms. Lepore: Sure, I can give you a blank one so you can see what it looks like.

PUBLIC COMMENTS AND HEARING ON VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, OR BULLYING SELF-ASSESSMENT DATA, AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

No speakers.

It was moved by Comm. 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.

Dr. Evans: I think this is a good opportunity for me to depart. I need to be in Florida first thing in the morning to perform a fatherly function, if you will, very early in the morning. That means I need to go home and get at least a couple of hours of sleep. You're in very capable hands with Ms. Shafer. The assistant superintendents or chiefs or executive directors who are responsible for the remaining sections on the agenda are here and can answer any questions you might have. I'm going to just quietly take my leave.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

BE IT RESOLVED, that the list of bills dated June 30, 2013 in the grand sum of \$10,365,826.82, Funds 10-40, beginning with Check number 182216 and ending with Check number 182591, and include void Check number 182110 Fund 60 beginning with Check number 182592 and ending with Check number 182619 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. Mendez, seconded by Comm. Teague that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

Resolution No. 2

BE IT RESOLVED, that the list of bills dated July 3, 2013 in the grand sum of \$723,236.76 beginning with Check number 182625 and ending with Check number 182634 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. Mendez, seconded by Comm. Guzman that Resolution No. 2 be adopted.

Comm. Hodges: Maybe I can preempt all this. I just want to know if the compendium has been completed yet. That will allow me to vote yes on some of these things.

Comm. Cleaves: We saw the prelim. It was sent to us. That was a couple of weeks ago.

Ms. Shafer: That was sent about two weeks ago.

Comm. Hodges: No, I didn't see that. I'll abstain on these then.

On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.

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.

Total Number of Conferences: 30
Total Cost: \$21,450.46

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Moloney, Laureen	Lorman Educational Seminars: Workplace Investigations	July 25, 2013	\$329.00 (registration)
Risk Management Officer	Somerset, NJ		
*Smeltzer, Carol	Lorman Educational Seminars: Workplace Investigations	July 25, 2013	\$229.00 (registration)
Assistant Legal Counsel	Somerset, NJ		
Smeltzer, Carol	NJICLE: Health Law (HIPPA)	August 12, 2013	\$160.00 (registration)
Assistant Legal Counsel	New Brunswick, NJ		
Santana, Wilkin	AP Summer Institute in Spanish Language & Culture	August 12-15, 2013	\$2,151.06 (registration, transportation, stipend)
Teacher/Government & Public Administration	New Brunswick, NJ		
Moloney, Laureen	NJICLE: Bullying, the Law and Your Clients 2013	August 15, 2013	\$200.00 (registration)
Risk Management Officer	New Brunswick, NJ		
Pollak, Lisa	NJICLE: Bullying, the Law and Your Clients 2013	August 15, 2013	\$200.00 (registration)
General Counsel	New Brunswick, NJ		
Smeltzer, Carol	NJICLE: Bullying, the Law and Your Clients 2013	August 15, 2013	\$200.00 (registration)
Assistant Legal Counsel	New Brunswick, NJ		
Berkowitz, Lisa	Handle With Care: 1-Day Instructor Certification Program	August 22, 2013	\$400.00 (registration)
Behaviorist/STARS & School No. 1	Jersey City, NJ		
Brooks, Barbara	Handle With Care: 1-Day Instructor Certification Program	August 22, 2013	\$400.00 (registration)
Behaviorist/MLK	Jersey City, NJ		
Vasan, Shuba	Handle With Care: 1-Day Instructor Certification Program	August 22, 2013	\$400.00 (registration)
Behaviorist/School No. 2	Jersey City, NJ		
Moloney, Laureen	NJICLE: Workers' Compensation	September 10, 2013	\$100.00 (registration)
Risk Management Officer	ONLINE WEBINAR		
Ronga, Susan	The Garden State Employment & Training Association	September 18-19, 2013	\$89.98 (transportation)
Lead Teacher/Adult School	Atlantic City, NJ		
Vilas, Jacinta	The Garden State Employment &	September 18-19,	\$161.20

	Training Association	2013	(transportation)
Teacher/Adult School	Atlantic City, NJ		
Best, Theodore	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$547.84 (registration, transportation, lodging, meals)
Supervisor/Special Programs	Atlantic City, NJ		
Cleaves, Chrystal	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$544.81 (registration, transportation, lodging, meals)
Board Vice President	Atlantic City, NJ		
Corallo, Terry	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$555.19 (registration, transportation, lodging, meals)
Executive Director/Information Services	Atlantic City, NJ		
Guzman, Wendy	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$545.27 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Hodges, Jonathan	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$545.27 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Irving, Christopher	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$544.03 (registration, transportation, lodging, meals)
Board President	Atlantic City, NJ		
Kerr, Errol	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$545.89 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Kilpatrick, Richard	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$542.17 (registration, transportation, lodging, meals)
Business Administrator	Atlantic City, NJ		
Martinez, Manuel	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$544.65 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Mendez, Alex	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$560.08 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Shafer, Eileen	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$540.93 (registration, transportation, lodging, meals)
Deputy Superintendent	Atlantic City, NJ		
Simmons, Kenneth	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$547.44 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		

Teague, Corey	NJSBA/NJASA/NJASBO 2013 Annual Workshop	October 22-24, 2013	\$544.65 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Cleaves, Chrystal	NABSE Conference	November 12-17, 2013	\$2,330.50 (registration, transportation, lodging, meals)
Board Vice President	Detroit, MI		
Irving, Christopher	NABSE Conference	November 12-17, 2013	\$2,330.50 (registration, transportation, lodging, meals)
Board President	Detroit, MI		
Simmons, Kenneth	NABSE Conference	November 12-17, 2013	\$2,330.50 (registration, transportation, lodging, meals)
Board Member	Detroit, MI		
Teague, Corey	NABSE Conference	November 12-17, 2013	\$2,330.50 (registration, transportation, lodging, meals)
Risk Management Officer	ONLINE WEBINAR		

***For Ratification**

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

Comm. Guzman: Yes, but I abstain on anything including my name.

Comm. Hodges: I abstain across the board.

Comm. Mendez: Yes, but I abstain on anything that has to do with my name.

Comm. Teague: Yes, but I abstain on anything including my name.

Comm. Cleaves: Yes, but I abstain on anything containing my name.

The motion carried.

Resolution No. 4

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

WHEREAS, the District is committed to exposing student-athletes to opportunities that can further their personal, athletic and social development in various areas: therefore, the inclusion in allowing the Eastside cheerleading squad to attend an overnight training camp sponsored by the National Cheerleading Association (NCA) on the campus of Rowan University, 201 Mullica Hill Rd., Glassboro, NJ 08028, which will be instrumental in implementing core principles to fundamentally mold and shape each participating athlete,

WHEREAS, the National Cheerleading Association (NCA) has served many generations of high school cheerleaders around the world, and continues to move forward each year with enthusiasm and dedication to teams and coaches in developing, strong support to school athletic teams, pursuit of skills excellence and safety, and the importance of building teamwork;

NOW THEREFORE, BE IT RESOLVED, that the Board of Education shall remit payment as part of the District's regular bill list, upon the submission and approval of invoice and proper execution by NCA summer Camps and Trans Ed through district vouchers and other documents which may be required by the proper fiscal management of the public school district; and

1. Camp cost, \$ 4,262.00 / Account # 15-402-100-500-063-0000-000
2. Transportation cost, \$322.00 (round trip) / Account # 15-000-270-512-063-154-0000-000

BE IT RESOLVED, which the Board of Education approves cheerleading camp to be held July 20, 2013 through July 23, 2013. It is affirmed that the coaching staff is paid as per P.E.A contract (2007-2008 Schedule c – Part 2 Athletic Salary Guides, Group D), as this is a part of their regular coaching assignment.

They are as follows: Francine Smart and S'jockia Jones

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

Resolution No. 5

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

WHEREAS, the Paterson Public School District is committed to providing student enrichment through various programs and initiatives and, wishes to provide students with the opportunity to learn beyond the traditional school atmosphere; and

WHEREAS, the District is committed to exposing student-athletes to opportunities that can further their personal, athletic and social development in various areas; therefore, the inclusion in allowing the Eastside High School football team to conduct an overnight training camp at Camp Kweebec, 157 Game Farm Rd., Schwenksville, PA 19473, which will assist in the efforts of the promoting safety and good sportsmanship,

WHEREAS, we opened the bids for transportation to and from Camp Kweebec to the following public carriers: Charter Coach & Tours, A-1 Elegant Tours, Wagner Tours; and **Wagner Tours was the lowest bid,**

NOW THEREFORE, BE IT RESOLVED, that the Board of Education shall remit payment as part of the District's regular bill list, upon the submission and approval of invoice and proper execution by Camp Kweebec and Wagner Tours through district vouchers and other documents which may be required by the proper fiscal management of the public school district; and

1. Camp cost, \$9,100.00 (\$130.00 Cost per Pupil – 70 athletes)/Account # 15-402-100-500-063-0000-000

2. Transportation cost, \$2,800.00 (2 buses/ round trip) / Account # 15-000-270-512-063-154-0000-000

BE IT FURTHER RESOLVED, which the Board of Education approves football training camp to be held August 18, 2013 through August 21, 2013. It is affirmed that the coaching staff is paid as per P.E.A. contract (2007-2008 Schedule C – Part 2 Athletic Salary Guides, Group A), as this is a part of their regular coaching assignment.

They are as follows: Joseph Stinson, Head Coach
James Magazine, 1st Assistant
William Clark, Assistant Coach
Roger Alexander, Assistant Coach
William Ford, Athletic Trainer

It was moved by Comm. Teague, seconded by Comm. Mendez that Resolution No. 5 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Legal

Ms. Pollak: The legal committee's meeting was postponed.

Ms. Williams: It's scheduled to meet on the 15th.

Comm. Mendez: I see that we're getting into a contract, but I would like to know what type of lease agreement we have. We're talking about only for the 2013-2014 school year for \$75,516 a month. I would like to know the terms of the lease. Is it a year-to-year lease or a two-year lease? What type of annual percentage increase is there on both leases?

Ms. Pollak: To be perfectly honest, I don't remember what those breakdowns are. I can get those agreements and tell you or maybe Anna Adams will be here next time.

Comm. Cleaves: Is that the same question for B-3 also?

Comm. Mendez: Yes. They're both lease agreements with YMCA and the Boys' and Girls' Club.

Ms. Pollak: I can get that and send it to you.

Comm. Mendez: Okay. I'll be fine with that.

Ms. Pollak: We can get that to you even before the legal committee. We can give that information to you.

Fiscal

Comm. Cleaves: Fiscal is presenting C-1 through C-46. Are there any questions?

Comm. Hodges: On C-21, I'm bringing this up using a peripheral measure. We are supposed to update our long-range facilities plan. Are these people going to be involved in that process? Normally we go out and hire someone for that.

Ms. Shafer: Chris, can you just give an update on where you are with the facilities plan?

Mr. Chris Sapara-Grant: These are just the architects of record. They don't have anything to do with the LRFP. We're going to be going out for RFQ for the long range facilities plan shortly.

Comm. Hodges: Shortly being...

Mr. Sapara-Grant: Maybe in September. We are getting documents ready.

Comm. Hodges: Okay. I'm going to be pushing on that because as per the discussion we had yesterday in terms of the construction we may, as a Board, want to pursue the construction efforts and in order to do that we need to have all our requirements in place. The long range facilities plan is past due and that's a major process which has to involve the community and a bunch of other components to it.

Mr. Sapara-Grant: Yes, there are two things that are going to happen. We are going to primarily go for an amendment to the existing long range facilities plan which allows us to do what we need to do while we go through the processes of the long range facilities plan which involves committee meetings, all sorts of committees, enrollment projections, demographics, and maybe some discussions around the academic alignment of our schools. So we'll go in for the amendment first. I've had discussions with the Department of Education and we are scheduled to have a meeting with the Ed Law Center. I believe David was here yesterday and we're going to be having conversations with them. I've actually met with him once, but Rich Kilpatrick and I will be meeting with him shortly.

Comm. Hodges: Okay. The reason I'm raising the issue is because the Education Law Center is looking at a pattern of behavior on the part of the SDA statewide that they're considering as detrimental to the educational welfare of children regarding the constructions and how they've approached the repair of buildings across the state. This may necessitate them taking other actions and the concern is whether or not this district will participate in that. However, the Board has another set of options available to it that the district may not avail itself of. The point I'm simply making is that in talking to David we may need to make sure that everything that has to be done is in place. So I'd like to really firm up when that amendment is going to be concluded and when we're going to pursue the long range facilities plan. It was two years ago we had talked about getting that in place and it hasn't happened yet. So I really want that process. It means reaching out to the Mayor's office and all these other groups because they send representatives and things. It's an extensive process because it involves a lot of planning and then you have to go out and send RFPs for an architect group for the engineering.

Mr. Sapara-Grant: The RFQ is the first step with the long range facilities plan. Once we get the firm in they'll work with us on the various components that are required by the state.

Comm. Hodges: Would you send that out for this person? Will the amendment be done separately? Or will you need that architectural firm in place to do the amendment?

Mr. Sapara-Grant: No, the amendment will be done separately. The amendment has less requirements. It's just asks for a projection enrollment and any new changes that may have occurred. That can be done easily and we're going to do it ourselves.

Comm. Hodges: Mr. Chair, I'm going to look to you to stay on top of developing the timeline to make sure that gets done. We need to push that more than the district does.

Comm. Mendez: Definitely. I think that's going to be one of the topics at the next facilities meeting. Also, I will wait for my report to ask you some questions about School 21 and other issues.

Mr. Sapara-Grant: Sure.

Comm. Hodges: I do have one issue in regards to transportation. I received a phone call from an individual who has listed a number of allegations about a transportation company. The concern is their drivers not being certified, drivers not having background checks, aides not having appropriate certifications on this particular company. The question then remains what about the rest of them that we use. So while the district is looking into the allegations on this particular company, something needs to be done to make sure that all the others are in compliance as well. So I'm hoping that we will branch out and make it very clear to these companies that we expect them to comply with every tenet or every part of the contract that we give them. It does appear that might not be the case. Particularly around the aides and the bus drivers we need to make sure that all that information is in place.

Comm. Mendez: I just want to add to your comment, Comm. Hodges. I don't know if we do this, but when we're getting into a contract with a company I think it's important that the company should provide us with a list of the amount of drivers they have and with their licenses. That way we can verify if they're certified and if they have the licenses that they should have to drive those buses. We could get into a big problem if they get into an accident and the drivers don't have the CDL license. For example, my company is getting into a contract with the Federal Reserve Bank and in order for us to get that contract I need to send them all the drivers' names, licenses, and everything. They go over the driver licenses making sure that the drivers are eligible to drive. We should be doing that. I think it will be a good idea. That's something that the transportation department could easily get. They could ask all the companies that are doing business with the Board of Education for the whole list of drivers in their company and we could verify that with DMV.

Comm. Hodges: There's something called a fuel list. I'll get you the actual terminology, but apparently when you're driving the person who drives fills out this paperwork and that gives you an indication of who's actually doing the driving versus who they say are doing the driving. We should be reviewing that list and requesting those for a period of time looking backwards so that we know that these things are taking place and compare it to the records that we have. I'm afraid there are some questionable practices out there and in view of this recent problem that we've had I think it's prudent for us to go the extra mile in tightening up this area. And make it very clear to all of the companies that we intend to go through and check. That will be one of the better ways to safeguard ourselves in the future.

Capt. Smith: In response to Dr. Hodges' inquiry, which I believe is correct, I've been working with the Business Administrator and the Deputy Superintendent on improving the skill set and working on getting an individual who has that skill set to do the license check, the fuel check, the safety checks on the bus, to make sure that if its required to

have one personal aide that they in fact have that aide, or the amount of people assigned to it. It was part of the corrective action plan and we're actively working to get it done. We're in the middle of it right now. I just want to let you know it hasn't been forgotten. We take it very seriously, especially in light of the tragedy that occurred, as Comm. Mendez alluded to.

Comm. Hodges: I'll be pressing this issue again in the finance committee, but I think that we really have to pay a great deal of attention to this to safeguard the safety of our students.

Facilities

Comm. Mendez: The facilities committee meeting will be rescheduled and we'll have the date for the meeting tomorrow. I would also like to receive some information from Mr. Sapara-Grant about School 21. I would like to know if he has any comments about the leaking on the roof since that's a big project and that's a safety problem. I don't know if he has any information on that.

Mr. Sapara-Grant: The drawings are currently being reviewed by the city and the contractor has already fabricated the elements he's going to be working with. We're waiting for the permit approvals for them to start the work.

Comm. Mendez: That will be done by the beginning of the school year?

Mr. Sapara-Grant: Most of the work will be done. The contract actually calls for a tarp to be around for any work that has to be done that opens up any areas of the school. The work will be done when the kids are not in school if they have not completed the heavy construction before school starts. It's a skylight that is going to be put over the existing courtyards that would stop the water from leaking into the building. Then the contractor will come in and do some remedial work on the inside of the building.

Comm. Mendez: There's no deadline in terms of the whole project at this time?

Mr. Sapara-Grant: Not really. The contract indicates that portions of the time the school may be occupied. So they will be doing their work outside the occupancy periods while the students are in school.

Comm. Hodges: We were looking at solar energy. Have we had any more discussions about that?

Comm. Mendez: The last discussion we had was that we were trying to fix a problem that you brought to the attention of the facilities committee. It was PSEG not reading the meters. I don't know if we have any update on that or if we corrected the problem. Before we get into the solar energy business we have to conduct an energy audit and we haven't done that. We cannot do it if we continue getting estimates from PSEG and if they don't get into the building and check the meters to see how much we're using. I think we have to correct that problem. I don't know if we corrected it already, but that's where we are.

Mr. Sapara-Grant: I believe what Comm. Mendez is trying to say is that we need to have a good grasp as to our energy consumption through correct readings through PSEG. We're working with PSEG on that right now. It's been a task. After we're able to resolve that we would have the energy audit. Based on the energy audit we are now going to go in and start looking at an energy efficiency program.

Comm. Hodges: Are we paying them money?

Mr. Sapara-Grant: PSEG?

Comm. Hodges: Yes.

Mr. Sapara-Grant: For the consumption?

Comm. Hodges: Yes.

Mr. Sapara-Grant: Yes, we are.

Comm. Hodges: Then it shouldn't be a task. If we stop paying them money, I'm sure they'll come over here and ask why.

Mr. Sapara-Grant: They're asking us why already.

Comm. Hodges: They're not reading the meter because the meter is locked in a room and they don't have the key.

Mr. Sapara-Grant: It goes beyond that. It goes way beyond that. For the past year or so their billing has been inconsistent because it's not just PSEG. Through the ASIS Program we have three providers and every year it is bid out, so we have supply being provided by PSEG. Then we have Champion, Hess, and some other providers. It's not just one supplier that we are trying to get that information from. It's inconsistent and sometimes we've actually been put on notice because their billings and invoices do not necessarily reflect what the consumption is. So we are trying to get a hold of that and it's not just PSEG.

Comm. Hodges: The concern that I have is there are grants for solar energy which other people are taking advantage of and we're not. They don't last forever. So we have to really move this forward and put pressure on them to come to the table because we're missing out on some significant opportunities. I'm here reading about homes and districts that are applying for this grant money. That's why I'm so hot on this issue.

Mr. Sapara-Grant: We have explored solar energy options with and without the city. With the city it went nowhere. We in discussions at maintenance decided we were going to do it on our own. We've explored, but in many cases we are still trying to get a good grasp on our energy audit. There are so many energy programs we want to get involved with and many of them require the energy audit so that it's measurable.

Comm. Hodges: Can the city help you in getting them to come to the table in a meaningful manner?

Mr. Sapara-Grant: We're already at the table with them. We've had a couple of meetings and it's just a matter of time.

Comm. Mendez: Mr. Sapara-Grant, that topic has been on the facilities agenda last year for the whole year. I think that's something that we have to work on and a deadline for some of the projects. We had this conversation before. Solar energy is a great business. There are a lot of people bidding out there and especially in a district like Paterson, which is the largest district in the State of New Jersey with 52 schools we could save a lot of money. For example, we have School 21. There are companies that

even fix the roof in order for them to get into the business and that's money that we will not be spending out of the facilities budget. We will have a solid company that will repair the roof in order for them to get in there. There is a lot of money there. I think we have to look into the deadline that we have because there are a lot of topics that we have on the facilities committee with no deadline.

Mr. Sapara-Grant: I'll be able to provide you with a lot more details when we have the meetings. Unfortunately, we've not been having the meetings. Let me talk very briefly about solar energy and roof situations. I'll give you details during our meeting. Not every company coming in is willing to provide what we need. The solar marketplace is full of all sorts of...

Comm. Hodges: Charlatans.

Mr. Sapara-Grant: Good word. I didn't want to use that word. We've explored these things and in many cases after 15 years they want to give you the project when the solar energy has no value or when the roof maintenance becomes an issue. So we've explored some of those things. It's easy to indicate that they'll come in to fix your roof, but at what price? I can bring you some documentation at our meeting.

Comm. Mendez: That's just an example to let you know that it's time for us to move forward with that because it's been on the table for a whole year and we haven't moved forward. That's from my perception. We haven't moved forward. We're still in the same place.

Mr. Sapara-Grant: If I may, if you go down to our meeting minutes you'd realize that we were supposed to go into consortium with the city, the Parking Authority, and the Housing Authority. There were six groups in town and my report indicated we were waiting to be able to do that. A couple of months ago after speaking with the Superintendent we decided to go on our own. So if you go back to the meeting minutes you'd realize it's reflected in the discussions, but it had also reflected where we were in the cooperation with the city. We're trying to go in shared services agreements. So now we have decided to take it upon ourselves, but even there we need to be able to provide certain things.

Comm. Hodges: The price of solar equipment is dropping significantly, so the opportunities are there. We're the third largest district in the State of New Jersey. This would be a tremendous opportunity if we were able to get in now when it's reasonably priced. If we could somehow lure the city into the effort the rates would be phenomenal for us. So this is an opportunity for the Government Committee to reach out to the city because the current chair of the council is a major proponent of green energy and environmental processes. This could be something that we could push the city a little bit further on because Andre Sayegh is a major proponent of this. It's not necessarily tying us to them, but if they manage to wake up over there it's an opportunity for them to catch up and we can move forward.

Mr. Sapara-Grant: One of the things that came up in our discussions with the city in trying to go solar is if we provided 'x' amount of roof space we wanted the return prorated based on our roof space. The consultants who came in could not provide that so it didn't make sense for the district with all our roofs to go into the consortium and not get as much as we were putting into it. A lot of that fizzled. That's why we never did anything in the past year.

Comm. Hodges: Thank you, Mr. Chair.

Comm. Teague: When he mentioned about it being a matter of time, Christmas is also a matter of time if they keep stretching everything.

Policy

Comm. Cleaves: Policy is presenting E-1. Policy hasn't met. They will be meeting on the 15th.

Comm. Hodges: What is the definition of School Leadership Council?

Ms. Shafer: The SLC. Those were the folks that had to go through training, they had input with interviewing administrators at the building, and then making recommendations. It was the School Leadership Council.

Comm. Hodges: That's not the former School Management Teams?

Ms. Shafer: No.

Comm. Hodges: It's a different group.

Ms. Shafer: Yes.

Comm. Hodges: We no longer have them now.

Ms. Shafer: That's correct.

Personnel

Comm. Cleaves: Personnel committee is presenting F-1 for review and comments. The personnel committee did meet on Monday and one of our major topics of conversation was the presentation that we received last night. There was a presentation last night regarding the outsourcing and Dr. Hodges also gave us some food for thought information today.

OTHER BUSINESS

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

The Board went into executive session at 9:03 p.m.

The Board reconvened the meeting at 9:29 p.m.

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

The meeting was adjourned at 9:30 p.m.