

**MINUTES OF THE PATERSON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE**

June 5, 2013 – 6:24 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

Absent:

Comm. Errol Kerr  
Comm. Manuel Martinez  
Comm. Alex Mendez  
President

Comm. Kenneth Simmons  
Comm. Corey Teague  
Comm. Christopher Irving,

**PRESENTATIONS AND COMMUNICATIONS**

**Discussion on Internal Audit Report Findings on  
Early Childhood Providers La Vida Too and Calvary  
Baptist Preschool for the 2011-2012 Fiscal Year**

Ms. Susana Peron: Good evening everyone. Good evening Commissioners. I'm going to call to the microphone Nancy Aguado-Holtje, the Director of Early Childhood, and she will go through both of the audit reports for you.

Ms. Nancy Aguado-Holtje: Good afternoon everyone. The Paterson Internal Audit conducted an audit of La Vida Too, a provider participating in the New Jersey Department of Education Preschool Education Program, for compliance with the terms of the contract for the 2011-2012 fiscal year. La Vida Too is a childcare center providing services to the children of Paterson, New Jersey. It is part of Straight & Narrow Incorporated, which is a public not-for-profit organization that operates under the auspices of Catholic Charities of the Diocese of Paterson. The center is located at 116 Jackson Street in Paterson and was budgeted to serve a total of 225 New Jersey DOE children. The approved budget for 2011-2012 totaled \$2,837,551. As a result of the audit two deficiencies were noted, which I will identify and provide our corrective action and method of implementation. Finding number one was the budget was underspent. The corrective action is the district will recover \$182,037.49. The method of implementation is to reduce the monthly tuition payments to the provider, and the date of completion will be June 2013. The second finding was the auditors noted several unallowable expenditures and the corrective action is the district will direct the provider to charge only allowable costs. The district will also direct the provider to improve the financial management system by utilizing the self-review program to find and correct errors in a timely manner. We will continue to review provider expenditures to eliminate errors and non-allowable expenditures. That's the presentation for La Vida Too. Does anyone have any questions? Then I'm going to move on to my second presentation on Calvary Baptist. Calvary Baptist Preschool is a nonprofit childcare center providing services to the children of Paterson. The center is part of Calvary

Baptist Community Center. It is located at 575 East 18<sup>th</sup> Street in Paterson and was budgeted to serve a total of 135 New Jersey Department of Education children. The 2011-2012 approved budget totaled \$1,606,616. As a result of the audit three deficiencies were noted, which I will identify. Finding number one was the provider underspent their budget and the district will recover \$60,898.50. The method of implementation is by reducing the monthly tuition payments to the provider. The date of completion for that will be January 2014. Finding number two was the auditors noted minor accounting irregularities. The corrective action is that the district will direct the provider to improve its financial system to provide accurate financial data and not to charge expenses unless items are purchased and delivered. The provider will be directed to charge only allowable costs and to the correct line item. The method of implementation is we will continue to review expenditures to actual billing invoices and the date of completion will be January 2014. On finding number three the auditors noted several minor irregularities with the lease agreement. The district will ensure that the provider will execute the lease in a timely and correct manner. Future lease agreements will specify any shared costs and applicable percentages charged. The district will direct the provider to execute a lease agreement that specifies shared costs and applicable percentages. That would be a completion date of January 2014. That concludes my presentation on Calvary Baptist. Are there any questions?

Comm. Hodges: I actually have questions regarding both. What was the nature of the lack of expenditures?

Ms. Aguado-Holtje: The under-spending of the budget?

Comm. Hodges: Right. More importantly, was it educationally related?

Ms. Aguado-Holtje: It's mostly with salaries, teachers, and substitute lines that they didn't use. So the money gets taken back. It's detailed in here. I know I highlighted it. Most of it is under the educational program costs. The return for the teacher and teacher assistant salaries was very high. There could have been an opening that wasn't filled so that money comes back. It could have been a leave where the benefits then are affected. A large amount came back on that. There are substitute assistant teacher stipends. It's mostly on those.

Comm. Hodges: Okay - on personnel items. Thank you.

### **Summer School and Social Promotion**

Dr. Evans: The next item on the agenda is a review of the summer school program that we developed to address and make sure that our youngsters are meeting our standards for promotion from year to year. You may recall that last year we instituted a requirement that youngsters demonstrate a minimum growth on the STAR assessment in reading and math before they can be promoted to the next grade and having not accomplished that they will be required then to attend a summer program. That program was very successful. Those youngsters came and ultimately completed the program. A very small number of them didn't make the growth and as a result were retained for summer. We're repeating that program with some slight modifications reflecting some things that we learned last spring as we move into this summer. Cheryl Coy is going to present to you an overview of the program for this summer.

Ms. Cheryl Coy: Good evening everyone. The presentation on summer school and ending social promotion is a continuation from last year and it continues to follow the district's vision of being a leader in educating New Jersey's urban youth. Our mission is

to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career. In 2011 the district decided to end social promotion when they identified two-thirds of our third through eighth grade students as being not proficient or below proficient in English language arts and half of those students also being below proficient in math. In 2011 as well 40% of eleventh grade students who took HSPA for the first time scored below proficient with 66% of those students scoring below proficient in math. It became clear to the district that there was one contributing factor that led to our students in their low proficiency – their limited ability to read and to enumerate at or above grade level. Therefore, the district implemented a mandatory four-week summer school program for students who continue to score below proficiency in English language arts and mathematics on our district and state assessments. Per the district policy 5410, and in your packet there is also a copy of it as well, a pupil in the elementary grades will be promoted to the next succeeding grade level when he or she has completed the course requirements at the presently assigned grade, has achieved the instructional objectives set for the present grade, has demonstrated the proficiencies required for movement into the educational program of the next grade, and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade. The guidelines for retention – in August all principals were advised to notify parents in their student and parent handbooks for September of the retention policies. Parents are notified throughout the year through academic progress reports, report cards, and quarterly notices received on their student's achievement with the STAR assessment results. In February the Superintendent notified parents again as a reminder of our district's need to end social promotion. Students who did not meet the benchmark for the winter assessment, which means they fell below the 40 percentile, were identified as a potential candidate for the mandatory summer school program. The STAR assessment results from April's screening window were reviewed and students who still remained below the 40 percentile were identified as mandatory summer school candidates. Assessment results from June will be used to identify students who will continue to be retained and who have to attend summer school as well as identify students who have achieved benchmark and will be promoted. Any student who has failed two core subject areas will not be entitled to promotion to the next grade level. In the packet you have samples of the August notice that went out, the January notice that went out in February, the April notice that went out to parents letting them know that their child was now a potential candidate for summer school, a copy of what the notice looks like to the parents giving them full description of the district policy and where their child was academically in the STAR assessment. In May parents were notified that based on the April assessment their child was required to attend a four-week mandatory summer school program. We also reinforced the promotion procedures to parents on report card night. A pupil failing in two subject areas is not entitled to promotion and is identified on each report card. The goal for summer school – all students will engage in a minimum of 60 hours of instruction in the area of reading or math based on their lowest area of proficiency on their April STAR assessment. If a student makes benchmark or demonstrates sufficient growth they will be promoted. Results from the 2012 summer school program show that 77% of students who attended did demonstrate adequate growth on the STAR assessment and were promoted. Thank you. Does anyone have any questions?

Comm. Hodges: I'd kind of like to know how many students entered the summer program last year and how many graduated.

Ms. Coy: 1,766 entered the program last year and 1,286 were promoted.

Comm. Hodges: This year what do we anticipate?

Ms. Coy: Tentatively we have 2,186, but once the June assessment is done we are assuming that numbers will go down.

Comm. Hodges: When is the June assessment?

Ms. Coy: The June assessment is in place now.

Comm. Hodges: I have a list here which detailed what you have to do in order to be promoted. Those are all 'and' statements, which mean that you must do all three to be promoted. Is that correct?

Ms. Coy: Do you mean for summer school?

Comm. Hodges: To be promoted.

Ms. Coy: To be promoted they have to have academic achievement and they have to pass STAR assessment. Those are the main two components.

Comm. Hodges: Okay. Dr. Evans, we had talked about possibly putting that on the expectation guides which we really aren't using.

Dr. Evans: Yes, we did. I spoke to someone about that. I can't remember who it was now. What we need to do is actually change those expectations to reflect these expectations. That was your point.

Comm. Hodges: Yes. People are asking what you need vis-à-vis last year's performance and they don't have a clear understanding and neither did I until you detailed it. What is required? That's why you want it on the expectation guides so you can give it to parents and they can say they have to do all of this. The expectation guides, which we aren't using, will show them approximately what that means in terms of course work.

Dr. Evans: The expectations guide will be changed to reflect that. I'm not sure where we are between Ms. Coy and Mr. Johnson.

Ms. Coy: Are there any more questions for me?

Dr. Evans: There may be.

Ms. Terry Corallo: Just to answer that specific question, Ms. Riviello mentioned that because of the change to the Common Core the entire expectations guide needs to be changed. Her team is working on changing the expectations guide so that will be included, but the way the guide is currently it needs to be revised to reflect the Common Core requirements. I'm not from curriculum. I'm just sharing the information that I know.

Comm. Hodges: So we don't have an approximate date. The reason I'm asking is because it's like a year. There's no reason why we can't at least give an approximately idea of what is expected of people in the meantime and then when the new guides are completed you just change them.

Dr. Evans: It should not take a year, Dr. Hodges. What I don't want to do is commit the next 30-60 days because we are feverishly preparing to implement a new teacher and

principal evaluation system that's requiring 110% of our time and effort. After we get past that initial work which would probably be early August, and we'll still be training people during then, then we need to go back and make sure that the guide is revised.

Comm. Hodges: The problem I have with that is the expectation guide should be given in September when the parents come back to school. They should be given that so that you begin to formulate an understanding that there are expectations for you and this is what they are. If you only are then beginning to start to correct them, then it's way into the year because other things are going to come up as well know.

Dr. Evans: I believe we can accomplish that, Dr. Hodges. It's not like we're starting from new. We have the guide. It's a matter of revising it to reflect the Common Core Standards and the information that Ms. Coy just shared in terms of expectations for promotional retention. So when you're revising versus creating it from the beginning it can be done in less time. I'm going to commit to you that we'll have it ready for distribution when school opens next fall.

Comm. Hodges: Be very careful, doctor. The only concern I have is because there are going to be some changes in the curriculum I understand and I don't want there to be that clash.

Dr. Evans: We know the changes in curriculum.

Comm. Hodges: Okay. I'll take your word for it.

Ms. Coy: Dr. Hodges, the STAR Renaissance guidelines are introduced to parents in September in the student handbook as well as each back-to-school night that they come out there is a conversation and conference. Parents have to sign off on the protocol. So they are made aware of what's required for STAR assessment as far as what they have to achieve in collaboration with the academics. So there's continuous reinforcement to the parents to make them aware.

Comm. Hodges: Okay. I'm just going to tell you that I get phone calls about what this means and there are discussions on Facebook about what are the requirements. That's why I want to make sure we can put something not just in the handbook. I don't want to say our parents aren't going to read the handbook. I'm sure that they are. But it may slip past them in the handbook, whereas when they're given a guide and it says clearly this is what it is, it's right there in front of them. That's the only thing. That's why I'm pushing it.

Comm. Guzman: I have two brief comments. I do agree with you. My daughter is in kindergarten, which doesn't really apply, but I do get the information from my daughter's teacher on where she should be within the next marking period and what she should be learning. So I know what I should be expecting from my child and what I need to be helping her with. Also, I want to commend you and thank you for this presentation. I think it was very well put together and specific. From my years on the Board, I've had some parents come to me in June asking me they don't know why their child has to go to summer school. I think that now we have the specifics here and we can definitely let them know that there were steps taken and they should be aware of them because you have here every notification that would have possibly gone out to each parent. I just want to thank you for that.

Ms. Coy: I thank Mr. Johnson and Ms. Corallo for their assistance on the presentation as well.

## **Special Education Restructuring**

Dr. Evans: The next item on the program is Special Education Restructuring. You may recall that a little more than a year ago we engaged the Montclair State University Department of Special Education to come in to do a comprehensive evaluative study of our special education services district-wide, every aspect of the services. We wanted them to highlight strengths associated with our programs as well as areas of concern or weaknesses, and then make some recommendations for upgrading our programs. I'll make it even a little more personal on our behalf. We knew and felt very strongly that we had challenges in special education that we need to be very aggressive about in addressing. This strategy in engaging Montclair was one of the aggressive moves we took to address our special education needs. One does not need to look very far at our previous academic performance of our special education students and in a number of other indicators to see support for the need for change in special education. That process involving Montclair did evolve. They completed the study and in fact we received it last spring. We received it, reviewed it, and I charged Ms. Peron with leading the activities necessary to implement the changes that Montclair was recommending – and we had additional changes in our minds we wanted to make also – but to lead the change process for that to occur. That has evolved over the past school year and some substantive changes are now going to be made in special education programs. I asked Ms. Peron to come tonight and provide an overview of what those changes are. The timing of this is such that before we go to the public and the community forums that are scheduled to begin next week we wanted the Board to have the opportunity to hear the information and comment and give us feedback as well.

\*Comm. Mendez enters the meeting at 6:45 p.m.

Ms. Peron: Thank you, Dr. Evans. You took most of the beginning of my opening presentation. That's always welcomed. One of the recommendations – and Montclair provided a summary of recommendations for the district – was to take a look at program placement. We did just that. We've been doing that for a year now and we're looking to provide cohesiveness to our programs to increase student achievement. That's only going to be done if we take a look at all the programs that we have out in our schools and we lace them and place similar programs in categories together. So the proposal that you see here tonight is a proposal that has been vetted with several groups in the district. I say several groups because we have been talking to principals, parents, and community stakeholders. We have an advisory group that we work with. We have also been working with PEA staff. I will explain to you this funny chart that I have handed out and I'm also going to call up the Executive Director for Special Education, Ms. Gloria Bodker. This proposal and all of the recommendations and the changes that are happening in special education are not a sole effort. They are not only my effort or Dr. Evans' effort. It takes a community and it takes a village to assure that change will happen. So I just want to take the opportunity right now to thank Dr. Evans, Ms. Shafer, my cabinet colleagues, and my special education staff. When I say staff I mean central office and school staff and all of them involved. They have been intricately involved and this could not have happened with one person alone. So I just wanted to take that time out. I'm going to just get into this chart because it is a little confusing. We've lived with this chart. It's been in many forms and it's been in a form across the walls. We have covered the walls of 90 Delaware with Post-Its and charts for each school. So I want to explain a little bit to you of what this looks like.

\*Comm. Kerr enters the meeting at 6:50 p.m.

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

June 5, 2013 – 6:52 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. Errol Kerr  
Comm. Alex Mendez

Absent:

Comm. Manuel Martinez  
Comm. Kenneth Simmons

Comm. Corey Teague  
Comm. Christopher Irving, President

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

Comm. Guzman 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  
June 5, 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. Peron: Before I continue with my presentation, I do want to thank HRS because they're an intricate part of this, too. There's going to be some reorganization and re-shifting of staff, and so they have helped us with that as well. I'm going to direct you to look at this chart which is double-sided. Each page has in the back more charts and this reflects all of our current organization for our classes. On the left-hand side as you can see that is the classification of the classes and the program and the current organization. What you will see is a list of schools and the grade span that's serviced in

those schools for that category. On the right-hand side we're continuing with the same classification and the proposed organization for the school year. What you will see is the school listed and on the other pages there are not specific schools listed yet because we are still working on logistics. But more importantly you will see the grade span serviced. It's color-coded so that it's just easier to follow. For some of us we're visual. I don't happen to be a visual learner, but we just felt as the team worked on these charts that we would color-code them. The first page is autism. The current organization in classes in the district for autism is going to pretty much stay the same. With the change of two classes at the end, which are lower grade classes, which will be moved to the specific school you see listed on the right-hand side, School 15 and School 16. Are you following me? I just want to make sure everyone is following because it's hard to follow sometimes.

Comm. Hodges: In other words, the TCU units from School 1, kindergarten and first grade, will be shifting to School 20.

Ms. Peron: Yes.

Comm. Hodges: Okay.

Dr. Evans: In the building.

Ms. Peron: In the building. And I will explain to you why.

Comm. Hodges: The color-coding is just...

Ms. Peron: It was just to make it easier to read.

Comm. Cleaves: She stated it was for visual people.

Comm. Hodges: I'm very visual. That's why I was paying attention to it.

Ms. Peron: You're looking for a trend.

Comm. Hodges: Yes.

Ms. Gloria Bodker: Those are the new proposed places.

Comm. Hodges: Okay. I'm fine now.

Ms. Peron: The reason we kept autism the same with the exception of those two classes is because we have a good system in place. We have strong resources already located at these specific schools for that specific program. We have the sufficient staff and included with that are behaviorists. We have all of the staff and all of the supports that are needed for that program there. So we have a good thing. If we have a good thing we are not going to touch that. We're going to keep it in place and we going to strengthen it to make it better.

Dr. Evans: If I might add, our programs for students with autism are generally recognized as being exceptional programs. They really are very good. They can get better, and that's part of what Ms. Peron is alluding to, but they are very strong programs.



Ms. Peron: So let's flip the page and on the back of that page you will see our severe LLD classes and they stayed the same. With the exception of number six we don't have any of the kindergarteners going into the Rutland Center. They've moved up to grade 1 so it's actually less of a grade span and it's going to be grades 1 and 2 at Rutland and not kindergarten, 1, and 2. That pretty much stays the same. Moving on to the third page we have our MD classes. Our current organization is on the left-hand side. Those are the existing schools with the existing grade span serviced in each class. As you can see on the right hand we don't have a specific school yet. We have an idea. We have them listed. However, we were working with HRS late today and we are continuing that work tomorrow because all of this is contingent upon moving people and having the teachers in the right place, the principal movements, and their reorganization with their staff because these teachers need to move with their children in some instances. In other instances we are finding the strength of the staff and are moving them to the most appropriate program. So what the difference here is if you notice we have on the left-hand side grade spans. For number one we have kindergarten, 1, and 2 in one classroom. What we propose to do is to separate the grade levels. So now we will have the new MD class with just first graders, with just second graders in a different classroom, and in the third classroom with just third grade. Why are we doing this? We're doing this so that we can provide grade level learning and instruction. Teachers can now have a cohesive and work on the model curriculum and the Common Core on grade level rather than having within one grade level many levels of children. We're now separating the different age categories and you have less of a span and you can concentrate and make instruction dense.

Comm. Hodges: Going back to the severe LLD, what does that stand for?

Ms. Bodker: Severe language learning disabilities.

Comm. Hodges: There's no kindergarten anymore because you said they have all moved on to the next grade. Do you anticipate any kindergarteners coming up?

Ms. Bodker: No.

Ms. Peron: They haven't come across the evaluations...

Ms. Bodker: We may have.

Ms. Peron: Not severe.

Ms. Bodker: I don't think we have any severe. We use the severe LLD program for those students who are on the autistic spectrum, who have higher functioning skills in language, social skills, and academic skills. But they're not quite ready to be mainstreamed with their typical peers or still need the added support before going into a language learning disabilities class. The number of students in the severe LLD class is 12. The maximum at LLD is 16 and then your general education typically can be from 18 to 25 or whatever it is. That's why that class is really created, to give them another year of support before moving them on the continuum.

Comm. Hodges: What concerns me are the kids coming in who sign up to be enrolled in September. You're saying we don't have any kids in that classification at this particular point in time, but what happens...

Ms. Bodker: There is extra space. We looked at all the currently enrolled students and all of the students that the teams were evaluating through June and we got numbers

from them. That's how we were able to organize and see in this class of 12 we're going to have 8 first-graders and 12 second-graders. So there is some room.

Ms. Peron: But severe LLD does cover all the grade spans. We do have from k-8. At that specific location where you saw it is 1 and 2, but there is a severe LLD for the kindergarten level.

Comm. Hodges: One of the TCUs.

Ms. Peron: Yes. So we have covered all the grade levels. Getting back to MD, we looked at all the reorganization and one of the reasonings behind just isolating a grade level would be that now these teachers are going to be housed in the proximity of early elementary grades or middle grades within a specific school. They now will have the opportunity to have grade level meetings with general education teachers so that now they have the opportunity to have vertical and horizontal articulation between the grade levels. The children will have typical peers that we hope in some instances will be mainstreamed into specials and things like that. We thought that having the categories together would strengthen the collaboration between the general education and the special education instructors. Are there any questions on MD? Right behind that page you will see the BD classes. We have nine classes in the district currently. We are moving from nine to eight and currently we have BD classes everywhere throughout the district. As you can see they're in School 6, School 7, School 8, School 13, School 15, School 18, two at School 28, and one at MLK. To provide resources and to provide support is difficult. We're proposing to hire behaviorists for this program. We want to actually move them into one school for early elementary and one school for upper elementary. So 5 through 8 will be in School D and then 1 through 4 will be in School E. Those two schools are close in proximity and the reason we want to do this is to create a density between instruction and services. We have proposed to hire a behaviorist, a coach, and a counselor so that we can provide a system for our BD students so that they can become successful in regulating their behavior so that they can attend to academics and instruction. This is a huge difference in BD now because they are going to be together in one school for a grade span and together for the lower grades. We propose to have a dedicated supervisor for the BD programs so that they can oversee the services, the scheduling, and the system that we are going to implement in these classes. Are there any questions about that?

Comm. Mendez: What is the definition of LLD?

Ms. Peron: Language learning disabilities.

Comm. Mendez: My question is on the hiring process. This plan is for the 2013-2014 school year. When are we going to be able to see this plan again when the hiring process is done?

Ms. Peron: So you want the specific schools.

Comm. Mendez: The staff. Before the end of the school year because...

Ms. Peron: Oh, most definitely before. We're actually working on that today and tomorrow. We have been working on that, but we're in our final stages. We probably will complete that work tomorrow.

Comm. Mendez: My concern is that the plan looks great but at the beginning of the school year I want to make sure that we have the staff in place and we're going to start

with the right people in place, not making changes and not having the staff in the classrooms.

Ms. Peron: More importantly we have to assure that the staff is in place because the children need to be in place and transportation needs to be set up. So we have to take care of all of that now.

Comm. Mendez: So before the beginning of the school year we will have the whole plan including all the parts together.

Ms. Peron: We have to have the plan because it just would not be fair for parents either not knowing where their children are going or where they're going to be housed. This is some movement for them as well.

Comm. Hodges: I don't know how to ask this question. I'm struggling. Where do you anticipate this group of students going? What school? That has some significant implications given the state's Focus and Priority school designations. That's a concern. I'm just wondering where you plan to put these groups of students.

Dr. Evans: Let me just be frank. Focus and Priority is not a consideration. If we have space in a particular school and it is located in a central location for a group of students then that's the school we're going to. The Focus and Priority considerations are at the bottom of my list. It's what's more convenient for the kids in terms of getting there. We're transporting youngsters from this part of the city all the way across the city to the far western part of the city, which I think is ridiculous for a BD kid. We're doing that right now. We have classes with grade spans that go far beyond reason. Having second, third, fourth, and fifth graders – I'm exaggerating, but I'm not – in a class, BD or any other exceptionality, is a huge problem. That's why you see a focus on bringing together age appropriate, which often equates to grade level, groups of kids instead of having multiple grades housed together and creating an impossible situation for a teacher. That's what we're trying to fix. So whether or not a school is a Priority or Focus school is at the bottom of my list of considerations. Where can we get the class configuration that's closets to a group of students? That means in some cases having multiple classes across the city because we may have some in the western part of the city and some in the southern part of the city or the eastern part of the city. And the size of the population may require multiple locations, but in some cases it doesn't. So if we can collapse them into one school that's good. I'm not asking and looking to see if it's a Priority or Focus school.

Comm. Hodges: I don't want to deprive Mr. Kerr of his comment.

Comm. Kerr: I do like that type of approach. However, it has a down side to it in terms of how we are looking at the schools and the productivity within those schools. If you have a large student population of BD kids and other areas that need the kind of attention it means that it's almost guaranteed that those schools won't give you the numerical results that you need to move that school out of that designation that is placed upon it. So I agree it should be about how best to accommodate the kids. But when you look at the existing structure we can damage ourselves with that. How do we balance both ends?

Comm. Hodges: The concern that I have, which he very nicely voiced but I will no longer hide behind, those Focus and Priority schools have a unique set of challenges that we're trying to address and heretofore have not been able to adequately address those challenges. Now these other students that are here are going to need a

particularized set of attentions to be devoted to them. So you're increasing the burden on whatever school. You create a concentration, particularly in one of those schools that is struggling, and it may be harder to give either group the attention that they need as we try to elevate them to a higher level. That's the question if there's a concentration that gets developed in one of these three areas.

Dr. Evans: Let me select two groups in particular and talk about them because they may end up helping the school and not hurting the school, BD and LLD. You're talking about students who have learning disabilities, LLD language learning disabilities, but disabilities that go beyond language in many cases. They have average and above average IQs. They have the potential for outperforming most of our kids if we are educating them properly and the same is true for the BD population. There are a disproportionate number of those kids who are on the high end of the IQ spectrum if we educate them properly. They will help a school, not hurt a school.

Comm. Hodges: I agree with that, but the problem is we have not demonstrated that ability yet.

Dr. Evans: That's why we're making these changes.

Comm. Hodges: That's my issue. I'm trying to make sure that we've gotten to the point where we have solutions to whatever problem. If you have solutions, you're absolutely right. In fact, there are some adults who struggled in school, Bill Gates being one and Ron Kuby was the other one who was thrown out of school, but that have done very well. So you're absolutely right. However, they were thrown out of school and they left school because school did not provide them those extra attentions they needed.

Ms. Peron: Hence this is why we want to concentrate them to two different schools and not put them in one school. Two different schools in close proximity so that the resources are specific to them, close to them, and are available to them. I think what has happened in the past is that to get a behaviorist to go to eight different schools is almost impossible. So we want to have that person there onsite to create this system so that they are available to these children when they need that focus, when they need that counseling, when they need that place to go to so that they can cool off and then come back and be ready to learn. I also want to make a point that we are not adding to any schools. What we've done is when we went into and we looked into current organization, if they had three special education self-contained rooms we are giving them three special education self-contained programs. So we're swapping programs, but we're not adding more to any school. We try to be fair and equitable in the way that the rooms and the children are placed.

Dr. Evans: Let me also add we're talking the logistics of movement and reassignment. A different conversation needs to follow at some point in time in terms of the instruction. Susie touched on some of the interventions and supports, but there is an instructional piece that needs to be talked about because that's a part of this change as well.

Comm. Hodges: That's what we're not hearing. All I hear right now is we're going to move kids and we're going to provide this, that, or the other. I'm not seeing that.

Ms. Bodker: We looked at how students with disabilities are being educated currently and we looked closely at how we have students with three different grade levels in one classroom and we recognized that our general education students are in classrooms where there's one grade level. Even though there is a continuum of learning styles and abilities, a teacher is an expert in fourth grade curriculum. A teacher has the

opportunity to learn deeply the Common Core Standards and strategies that are most effective for a particular grade level. In our special education classes that really was not happening. So while we looked at consolidating services and how we could make the most effective use of personnel and materials, and that is one part of this reorg plan, the other part is the achievement part. That was really the priority. So here when we can group students by a particular grade, not only are they more with their own peers but the actual instruction becomes deeper, concentrated, and much more like their general education peers. We met with a few principals during the course of this reorg and interestingly enough one of our principals said, "I really like this plan." He was already thinking ahead and said, "I will be able to house my fifth grade special education self-contained class on the same floor with my other fifth graders." When you think of the opportunities that that provides for our students and our teachers, you only get growth in both areas. So that's really how we looked at the plan and that was our thinking in reorganizing programs.

Dr. Evans: One additional piece, to get more directly at the instructional strategies, is that traditionally special education teachers are trained to be interventionists or learning strategists. That's what learning disabled teachers are taught to do. They aren't taught to be the math specialist or the English language arts specialist. Though they may have a special interest in it and may have training in it that's not typically a part of the special education training. So part of what we have to do and are doing is creating situations to facilitate either co-teaching where you do have a content expert as well as the special education strategist and over time they learn from one another and both become pretty proficient at the strategies as well as the academics. Or through professional development work with the self-contained teachers and help them to acquire the content expertise to be able to teach to the extent that we develop kids academically as we want and we get the performance. But the first step is the logistics, create the groupings and the locations where then you can go ahead and intervene academically after making sure you have trained the teachers or you have models that facilitate the content expert versus the strategist expert, or interventionist if you will, coming together to be able to benefit the kids. So that is a big piece. But tonight that wasn't necessarily the focus. I see one of the areas of our thinking in terms of the presentation tonight was not to bring that piece out in front earlier in the conversation.

Ms. Peron: But we did mention the fact that we're condensing the grade levels because we want to make instruction dense and teachers for the first time now will have the opportunity to be with their peer teachers in general education, talk instruction, and have on the schedule a grade level meeting so that they're talking about grade level instruction. It stands out when you see the differences in the grade spans on the left and to the right. That was the thinking all along and the thinking behind that number one reason for moving our program and condensing the grade spans is student achievement. So finally we are at par with resources, with instructional materials, with being at the table when we talk about Common Core and expectations. It is the same expectation. It's just specialized. It's modified. It's scaffold. But it's the same expectation. So if you go to the next page on cog mild you will see that we moved from seven classes to eleven in order to separate the grade levels. As you can see on the left, there was a class of cog mild students from fifth through eighth grade sitting in one room. So that is a huge variation. That is a huge developmental span and one that I don't care how great of a specialist you are is very difficult. It's very challenging to achieve a certain level of instruction and the level of rigor that we want to see in our classrooms today. Again, you will see that we separated the grade levels and then we placed them in a specific school. So the early grades go into one school and the middle to upper go into the second school. I want you to also know that these two schools that you see here we call them sister schools. They're close in proximity so that the child

now doesn't attend in the lower grades a school on the eastside and when he gets to fourth grade he goes all the way to the other side of town. They're staying in the area and hopefully, but it's not perfect, that would be their neighborhood area. They're not traveling within, without, and throughout the city. It's been quite a challenge to get that. I know that this is not a perfect plan. We will certainly live through this plan and tweak it because logistics are difficult and the population is immense and the city is so big. But all of those logistical factors came into play when we actually sat in the room and planned this whole thing out. As we were planning things like that were obvious and important to us to keep. You can see on the page behind it these were shifted. We still have a grade span here, but we're working on functional level in these classes because of the classification. Then we get to our biggest organization in classes, which are our self-contained LLD classes, and we tried to do the same exact thing. We tried to keep them according to grade level in the same schools and then moving them from school to school. As you can see, they are coded with the schools. That means that the same letter school is the same number school and thereby grade level as well. We had spans anywhere from 6-8 and 3-7, which have not resulted in good outcomes. So we are again breaking up the grade span and providing grade level instruction for our LLD classes and children. Are there any other questions?

Comm. Hodges: I want to thank you. This is part of the reason why I ask so many questions. Can we just have a list of the classifications that we service and a brief discussion of what constitutes each classification? I'm out of practice now and I don't remember all these classifications. I will wait until the curricular discussions in the future to examine some of the strategies that you intend to employ with each. That would be very helpful.

Ms. Peron: Yes. Thank you.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Dr. Evans: I do have a couple of additional items to report on. Consistent with our practice, I've committed them to print. Two items are represented there, one of which we have already alluded to, and that has to do with the upcoming community forums. The first is scheduled for Tuesday, June 11 at Reverend Dr. Martin Luther King, Jr. School and that's from 6:00 p.m. to 8:00 p.m. The second is on Thursday, June 13 at School 5 from 6:00 p.m. to 8:00 p.m. The third is on June 17 and that's a corrected date. The original date that we looked at was June 18, but we ran into some challenges and conflicts with that date. So it's now scheduled for June 17 at School 18. The focus is on some of what you heard tonight, the special education restructuring, the English language learner programs because there is similar activity underway with that program, and an update as to where we are with both the safety and security plan and our overall transformation effort just to update the community. The second item that I wish to mention is that Ms. Santa has been serving as Interim Assistant Superintendent for how long?

Ms. Maria Santa: Six months.

Dr. Evans: I'm sure it seems like six years because she's been very busy in helping us and as we committed we did advertise the position. We interviewed for the position and it goes without saying that Ms. Santa was without question the best candidate. So she's now officially the Assistant Superintendent for Unit II schools. Attached to the handout is a copy of the flyer for the community forums and a brief memo to you regarding Ms. Santa's appointment in that process. Then the last item has to do with a request for consideration for an additional workshop meeting between mid-June and June 30. One

of the items that we had on tonight's agenda that we pulled was the 4-8 curriculum update. After talking with Dr. Hodges in particular today there's still a strong desire to get the information that we were going to present in that session before we go into the summer. Of course, the only opportunity is either in the middle of the summer, and we typically don't meet during the month of July, or during late June. So I'm asking that consideration be given for scheduling another workshop to that end. If the majority of the Board members concur, then Cheryl will poll the Board to find a date for that to occur.

Comm. Hodges: The concern that I have is that's a significant portion of our curriculum, grades 3-8. It's pivotal because as we all know that's when our kids begin to drop off in their performance levels. So I think that we should clear the agenda of any other presentations and just spend some time looking at what the plans are and asking questions about where we're going and just taking a look at what we plan to do. That's my thinking and I'm hoping that makes sense to the rest.

Comm. Cleaves: If that is the consensus of the group then Cheryl, could you formulate this additional workshop meeting for us?

Comm. Mendez: I also agree with that comment.

Comm. Cleaves: Thank you, Dr. Hodges.

Comm. Mendez: I definitely want to congratulate you for hosting this forum for the community because there are a lot of questions, especially on the safety plan that we plan to have in place for the next school year. Dr. Evans, I believe that we should consider for the next school year having our regular meetings in different schools. I believe that will be very helpful for the community to get more involved. I think that we should look at Rosa Parks and different schools around the city and not only having the regular meeting at Kennedy High School. I don't know if that's possible, but we have to start thinking about that and we have to get that done for the next school year. That will help with those other areas to get involved and go to the regular meeting. For example, you're going to have a forum at School 18 which is on the other side of town. Having a regular meeting there will give those residents the opportunity to go to the regular meeting and express their concerns. I think that we should consider that.

Dr. Evans: Cheryl, are the meeting dates and times included in the Board bylaws? They're not.

Comm. Hodges: We used to do that. We used to go to Rosa Parks, Eastside, and Kennedy and rotate them. I think one of the largest concerns was taping the meetings is a problem. In fact, previously we had students as part of the crew who did the taping, which I hope to have again. It was kind of a problem because then they had to go from Rosa Parks after a midnight meeting up to Kennedy to deposit the equipment and so forth and it became laborious. So that was the consideration that caused us to just tape at one location. It was easier to have equipment set up at one place as opposed to moving the equipment to other places. And the other concern was you would hope that there would be more of a turnout, but maybe that will evolve in the future. I will tell you that people do come out if there are hot button issues that they are aware of and that they feel involved in. To the degree that we as a Board and a district bring them the information ahead of time and engage them they will come out. They'll come even to one location. In fact, we've had meetings that we're packed and long lines to discuss issues at the public portion. That has changed for a number of reasons. I just want to have you understand that was the consideration in the past and why it changed.

Dr. Evans: My recommendation is first that we study feasibility and some of the issues that Dr. Hodges has raised in terms of moving the equipment. That equipment may not look like much, but there's electrical capacity and those kinds of things and the potential meeting areas. We know we have the capacity in the building, but in a particular room that's large enough is there capacity to house some of that equipment? And that's just some of the equipment you see there. When you start adding cameras and all other kinds of equipment then all of a sudden it becomes more demanding on the electrical circuits. So capacity has to be looked at and I'm really interested in the desire of the Board in terms of how they feel. If we can reach consensus and deal with the equipment issues it's something I could support. But I'd want to go through that process to make sure everyone is on board with it and feels good about it before we do it. I've been in situations where that has occurred and it worked well, but the meetings weren't televised. In fact, remember this meeting is not televised. One of our meetings is not. So it could be the non-televised meeting, the workshop meeting, versus the televised meeting. There are options but I think we can study it and in fact it might be wise to relegate it to a small committee of Board members and key members of my staff to do the research and then come back to the Board as a whole for an open discussion about it.

Comm. Mendez: I think that this is a great opportunity for us to improve the type of technology that we're using at the Board for the meetings. I see that we're still taping with those small tapes. That technology is way back, with all due respect. Dr. Evans, I believe that we have enough issues in the community to get the community involved. I always see this as an opportunity to inform the community because there is a lot of misinformation. We're doing things that the community has no idea we're moving in that direction and this is an opportunity for us to let them know what we're doing and if we're doing this wrong or right. I definitely agree with the committee that we should go over and start the possibility and also take a look at the technology that we're using and start making some changes that way we can have the meetings around the city.

Dr. Evans: Then I will work with the President and Vice President to put together a small group and we'll begin researching it.

## **PUBLIC COMMENTS**

**It was moved by Comm. Hodges, 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.**

Ms. Irene Sterling: Good evening. Before I bring you the comments that I planned on tonight, I would simply like to say with attendance, and I know that I'm preaching to the choir here, but Board members might try to get their own members here. The last few meetings have not had full attendance by all of your Board members and that is a concerning situation because this Board has paid strict attention because it has wanted local control back to good practice behavior. Board members are there to govern at their meetings and you need to do some work with your colleagues on that issue. Otherwise, you're going to end up not happy with several outcomes. The public will not be the only people who don't have the proper information. I'll just leave that there. This is a very interesting day in the history of the public schools in the state takeovers and local control in this state. Yesterday we began to see that public pressure and public engagement on issues of governance and on issues around the public schools and their delivery of services is malleable to public opinion. So yesterday for the Commissioner to decide that he would halt the two virtual charter schools in response to significant



pressure by a variety of communities across New Jersey I think was a significant act and there's more of that that we need to do as we look at some of the offerings that the Commissioner is pushing on districts. Can I say collegiate charter again? Secondly, I think the other thing that is of significant concern is the hearing that the Newark Public Schools had in Newark before the appellate judges on their status of QSAC. If you read the New Jersey Spotlight issue the judges asked some very pointed questions about who was responsible for the things that the attorney general alleged about things not happening in Newark. While the question wasn't exactly, "but aren't they the Commissioner's people," that was the underlying understanding of what the judge was asking. If this isn't happening, aren't you in takeover? Aren't you running the schools? So I think that is a very interesting inflection point that we're at here. So the question I have for the Board as I leave tonight, and I'm sorry that President Irving isn't here to talk about it, is what's the progress of the three takeover district meetings that you've had. You proposed a task force the last time you met. You said you were going to put together some responses to proposals that were made that evening and you said this would happen in June. So I'm looking to see if those meetings are scheduled and whether we can look forward to further action over this month. Thank you.

**It was moved by Comm. Mendez, seconded by Comm. Kerr that the public comments portion of the meeting be closed. On roll call all members voted in the affirmative. The motion carried.**

## **BOARD COMMENTS**

Comm. Hodges: I don't have any questions tonight. I really think that needs to be discussed a little bit. I'm only sorry that more of our members aren't here because this is in fact a very significant development given some of the things that have gone on here locally. You may or may not be aware that the Council President has stated publicly last week or two weeks ago that he was going to be meeting with the Commissioner of Education and the School Board was going to be present at this meeting and he anticipated something evolving from that conversation. It turns out that the Department of Education doesn't seem to be where they were in the past in terms of holding all the cards. Ms. Sterling just mentioned what was stated by one of the judges and I'm going to read that statement because it's really important. One of the attorney generals arguing for the state was suggesting that the reason they weren't going to give Newark its local control back was because there were things that weren't in place. They hadn't developed policies. They hadn't fulfilled a number of obligations that should have been put in place in the district. What was said was the Commissioner has ongoing information coming to him about Newark and their performance, but having a one-time score of over 80 certainly does not meet the standard to go back. That was their argument in court. The judge, however, asked if it was the Commissioner's job to put in place those functions and systems that the state now criticizes Newark for not having. She further said isn't it the Commissioner who is responsible to make sure that things are built into the institution, in essence saying, "You're in charge, not the advisory board." This is one of the few times that I will call myself an advisory board because that argument is in fact quite right. It raises the question as to who is responsible for those QSAC results or the validity of QSAC itself. So I mailed this to Cheryl to ask her to distribute it to everybody. You can read the entire article. But given our discussions at the joint meetings this takes on new relevance. I'm not talking about strategies here, but there are some different approaches and opportunities that may result from this that the Board needs to be thinking about which we can discuss at a later time. Thank you, Madam Chair, for that indulgence.

Comm. Mendez: I believe that we cannot lose the momentum. We have a great momentum. The three largest districts in the state are meeting and we're going to have our third meeting. I'm not sure if the committees are in place yet, but I think that's a conversation that we should start having. But with the situation with Newark I notice that they are pushing academic achievement. They just complained that Newark is horrible in their numbers in terms of graduation rates and academic achievement and Paterson as well. Basically that was one of the topics of conversation.

Comm. Hodges: That was the Commissioner's bottom line. However, remember, that's only one of the five categories. What they were arguing against giving them governance is because policies weren't in place and some other things weren't there. The question is if you are Commissioner of Education and you are in charge and the superintendents all report to you and you know these things aren't in a place, why don't you order those things to be put in place? As opposed to the advisory board advising you that they be put in place? That's the question that the judges are finally asking. I don't know how they answered that. There's nothing that you or I can do or this Board in combination can do that can move Dr. Evans stronger than what the Commissioner can do with a letter or a phone call. He has to respond to that. They sign his check. We don't. That was the point that the judge was making. As to the other meetings, I'm no longer on the Urban Boards Committee. I think Comm. Irving is. I did go to the last meeting this past Friday to announce that I was no longer, but in speaking to the President of the School Boards Association they asked me to come down to at least discuss where we were. We didn't get to that at this last meeting. Unfortunately, Mr. Irving was not in attendance at Friday's meeting so I don't know what's going to happen at this particular point in time.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING**

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills dated May 24, 2013 in the grand sum of \$9,929,405.93 starting with vendor number 149 and ending with vendor number 3799459 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.

Grand Sum: \$9,929,405.93

**It was moved by Comm. Guzman, seconded by Comm. Mendez 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**

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

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

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this

section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

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

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

**Total Number of Conferences: 8**

**Total Cost: \$4,181.00**

### **CONFERENCE/WORKSHOP REQUESTS June 5, 2013 Workshop Meeting**

<b>STAFF MEMBER</b>	<b>CONFERENCE</b>	<b>DATE</b>	<b>AMOUNT</b>
Moloney, Laureen	NJSBA/NJ Law Center 2013 Workers' Compensation College – Webinar	N/A	\$245.00 (registration)
Risk Management Officer	On-Site (Webinar)		
Moloney, Laureen	NJSBA/NJ Law Center Firearms School Law – Webinar	June 13, 2013	\$100.00 (registration)
Risk Management Officer	On-Site (Webinar)		
Moloney, Laureen	NJSBA/NJ Law Center – Hot Tips in Labor Law and Employment Law	June 14, 2013	\$180.00 (registration)
Risk Management Officer	New Brunswick, NJ		
Pollak, Lisa J.	NJSBA/NJ Law Center – Hot Tips in Labor Law and Employment Law	June 14, 2013	\$180.00 (registration)
General Counsel	New Brunswick, NJ		
Smeltzer, Carol	NJSBA/NJ Law Center – Hot Tips in Labor Law and Employment Law	June 14, 2013	\$170.00 (registration)
Assistant General Counsel	New Brunswick, NJ		
Moloney, Laureen	NJSBA/NJ Law Center – Gain the Edge: Negotiation Strategies for Lawyers	June 28, 2013	\$250.00 (registration)
Risk Management Officer	West Orange, NJ		
Oettinger, Joseph	AP Annual Conference, College Board	July 17-21, 2013	\$1,528.00 (transportation, lodging, meals)
Teacher/PANTHER Academy	Las Vegas, NV		
Salama, Ahmed	AP Annual Conference, College Board	July 17-21, 2013	\$1,528.00 (transportation, lodging, meals)
Teacher/PANTHER Academy	Las Vegas, NV		

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

### **Resolution No. 3**

INTRODUCTION; the Comprehensive Maintenance Plan supports the Bright Futures Strategic Plan 2009-2014 in that it addresses Priority 2- Safe, Caring and Orderly Schools-Goal 7- Facilities that are clean and meet 21<sup>st</sup> Century Learning Standards; and

WHEREAS, the Department of Education N.J.A.C 6A:26-12.1 requires New Jersey School Districts to submit a three-year maintenance plan documenting "required" maintenance activities for each year of its public school facilities; and

WHEREAS: the required maintenance activities as listed in the attached documents for various school facilities of the Paterson Public Schools are consistent with these requirements; and

WHEREAS: all the past and planned activities are reasonable to keep school facilities open and safe for use or in their original conditions, and to keep their system warranties valid; and now therefore

WHERE AS: the total cost for the comprehensive maintenance plan for the 2012-2013 school year shall not exceed \$19,785,143.00.

BE IT RESOLVED, that the Paterson Public School District hereby authorizes the School Business Administrator to submit the Comprehensive Maintenance Plan for the Paterson Public School District in compliance with the Department of Education requirements to the County Superintendent's Office.

**It was moved by Comm. Mendez, seconded by Comm. Guzman that Resolution No. 3 be adopted.**

Comm. Hodges: I'm sorry. I may have been derelict. Did this go home? Are we just receiving this now?

Dr. Evans: You're right, Dr. Hodges. I know exactly where you're going and you're right. I know that there were some delays that probably Mr. Sapara-Grant would be happy to come forward and explain, but there was an effort to get it done sooner. In fact, I'm going to invite Mr. Sapara-Grant to come to the mike and explain.

Mr. Chris Sapara-Grant: Good evening Board members. The Comprehensive Maintenance Plan was part of the county review and was sent over to the county, but inadvertently I realized that it did not come to the Board for approval even though it had gone to the county. It was discussed at facilities, but then it did not make it to the package that came out for this meeting.

Comm. Hodges: You had the full committee engaged in this discussion?

Mr. Sapara-Grant: At facilities? No. We had a limited number of participants.

Comm. Cleaves: I think you had one participant because Dr. Hodges has the same look on his face that I have. Apparently we weren't at that meeting.

Comm. Hodges: I'm not on facilities.

Mr. Sapara-Grant: Dr. Hodges is not part of the facilities committee anymore.

Comm. Hodges: Obviously my issue is I haven't read it. I don't know whether I agree with any of this or not. I don't know why we can't postpone it, unless it is date-sensitive.

Dr. Evans: Is there urgency around getting it done today versus June 19?

Mr. Sapara-Grant: No, there isn't. I can ask that it get deferred until June 19.

Dr. Evans: Then that's what we'll do, Dr. Hodges.

Comm. Hodges: Enough said.

Comm. Kerr: I just have a general question.

Comm. Cleaves: For Mr. Sapara-Grant?

Comm. Kerr: Yes. This is a point that I've made many times here. I'm just curious about this \$20 million maintenance. It's staggering. I just need to know if we can appeal to the SDA because I know a lot of this money is not just routine maintenance. It's money created here to address major facilities problems in the district. I just need to know if there is any part of this that we can shuffle back to the SDA. I've not looked at it. I don't know what's in it, but what struck me was the \$20 million.

Mr. Sapara-Grant: The monies that are identified there are a not-to-exceed value that reflects back to the maintenance reserve. So it's not physical money that we can shuffle back to the SDA to help us provide facilities. Unfortunately, our business administrator is not here today. He'd be able to explain that a little bit better.

Comm. Kerr: I'll wait.

Comm. Hodges: Comm. Guzman just pointed this out. Is this for last year?

Mr. Sapara-Grant: For this current year.

Comm. Hodges: It says fiscal year 2012-2013.

Dr. Evans: That's this year.

Mr. Sapara-Grant: Yes, and the budget year next year. So it's current. We are in fiscal year 2012-2013.

Comm. Hodges: The planning year...

Dr. Evans: Correct me if I'm wrong, but we planned this year. The plan developed this year is for next year, the \$20 million.

Mr. Sapara-Grant: The plan that is being approved right now is for this year with budget reflections for next year. So if you look at the cover it says fiscal 2012-2013, budget year 2013-2014.

Comm. Hodges: So that means that some of the expenditures already occurred in fiscal year 2012-2013?

Mr. Sapara-Grant: That's correct.

Comm. Hodges: And there are some budget implications for next year as well.

Mr. Sapara-Grant: That's correct.

Comm. Hodges: So it's coming both.

Mr. Sapara-Grant: This is a document that comes out every year based on planning and projections.

Comm. Hodges: Okay. So that states it came back to the county late.

Mr. Sapara-Grant: No. It was submitted to the county, but concurrently it was supposed to be submitted to the Board for approval.

Comm. Hodges: That's my only concern, that we get a chance to read it.

Mr. Sapara-Grant: It is part of the QSAC process.

Comm. Hodges: Yes.

Comm. Mendez: That's where I'm going right now. I know that we have a deadline to approve this Comprehensive Maintenance Plan because it's part of QSAC. So what is the deadline to approve this document?

Mr. Sapara-Grant: It would be preferable if it was approved at this meeting. But if the Board members have some hesitation, then I will ask that it gets deferred.

Comm. Mendez: We have that time window where we can come back and vote and approve it? Is it going to reflect on QSAC that we didn't do it?

Mr. Sapara-Grant: It may have some negative implications.

Dr. Evans: In what DPR area?

Mr. Sapara-Grant: In governance.

Dr. Evans: In light of that piece of information, I think you need answers to your questions, Dr. Hodges and Mr. Kerr, no question about it, but there are deadlines with regards to QSAC and credit for QSAC scoring. So I'm going to encourage you to consider voting for it tonight. But we still owe you the opportunity to review it and get your questions answered by Mr. Sapara-Grant. That can still occur, but I'm still asking that you vote for it tonight.

Mr. Sapara-Grant: I may be able to lend you some synopsis of the contents.

Comm. Kerr: We are put in a box right now. That's how the state functions. I'm not giving them any excuses not to give us the score that we truly deserve. As much as I would love to query this further if it's expedient that we do it now I think we should. But this is not good. I don't like being forced into situations like this.

Mr. Sapara-Grant: If I may, we can at a later date amend the Comprehensive Maintenance Plan and reflect that in the Board minutes also if necessary.

Comm. Hodges: There may be a page here that says if you vote for this you are signing over your house. I have not read that. I'm certain that's not in here, but I can't swear to that. I'm being very serious. Voting for something that you have not read is just as bad as not voting for it, particularly since this is on record. I promise you there aren't any questions that I have on tonight's agenda. I would insist that we have a 10-minute recess to give me a chance to look over a good portion of this and scan it so that

I can at least say I have some idea of what's in here. I'm never going to vote for it without having read it.

Comm. Cleaves: Cheryl, we can go into a 10-minute recess? Do we have to motion?

Dr. Evans: May I suggest an alternative? It's not that long. An alternative might be for Mr. Sapara-Grant to just briefly go through it. Would you prefer reading it?

Comm. Hodges: He can tell me what's in it, but that's not as good as me being able to say that I read it.

The Board took recess at 8:05 p.m.

The Board reconvened the meeting at 8:19 p.m.

Comm. Mendez: I have a question for Mr. Sapara-Grant. We submitted to the county way back. What was the reason why we didn't submit to the Board at that time?

Mr. Sapara-Grant: It was inadvertent. When we submitted it as part of the QSAC review, I should have done that at the same time. I somehow missed that. When the county was coming for the QSAC review and we looked at the records I realized it wasn't here. That's why we're putting it in now.

Comm. Cleaves: I have a question so we'll go around the table. In Exhibit L, the school aging, we have 12 schools that are listed over 100 years old and at the end of this year we will have 13 schools that will be 100 plus years old. What are our plans? I'm sure some of these schools have to be out of compliance in building codes, housing the children and the air quality that the children are breathing. What are our plans to get these schools functioning as though they're newer schools?

Mr. Sapara-Grant: That is why this document is very important. When I was in front of the legislature last year, I emphasized how old our stock of schools is. When we met with the Commissioner and the head of the SDA, Exhibit L was the most important document that we had. It tells you that our buildings are aging and if you go through the narrative it's saying the buildings are aging, we have less staff, and the state has not kept up to their promises through the last three long-range facilities plans to provide the district with new stock. It also tells us that it's going to take 11 years for the state to provide the Hazel/Marshall School and it's going to take 7 years to provide the new School 16. At that rate we're going to end up with additional schools that are more than 100 years old. One of the things that is also mentioned in the narrative is that if the promises are not kept then it's very difficult for us to work with deferred maintenance. For instance, School 17 which is on the list and is 121 years old was slated to be torn down many years ago. So it's not really advisable to go in and start putting in new power systems or replacing roofs. But then our kids are the ones who end up with the short end of the stick. So this document is a commentary of where we stand and where we go every year. One of the clarifications on the question that Comm. Kerr asked, the \$19,000 is a not-to-exceed number for the maintenance reserve. It's not a physical number that we have, but based on the calculations your maintenance reserve cannot exceed that amount of money.

Comm. Kerr: I'm just looking at the SDA-funded projects on pages 11 and 12. We have these here in this maintenance plan. Do we actually get resources from the SDA to address these issues that are here in this plan?

Mr. Sapara-Grant: Yes, we have. The 13A grants are given to the district for projects to be executed by the district. I believe a couple of meetings ago School 21 for instance came to the Board for approval. It's been bid and we are getting ready to do the replacements. Some of the other projects are in the design phase. In addition to that, there are projects that are called emergent projects. These are projects that are funded and executed by the SDA. For instance, the roof at Silk City that was completed, the library roof at Early Learning Center that was completed, and the issues we currently have at New Roberto Clemente with the ventilation. Those are identified here and they are projects that are still in progress.

Comm. Hodges: I have a few questions having looked this over. Regarding School Dude, it was mentioned here that they were making some upgrades to maximize its efficiency. What kinds of additional capabilities are being brought to this software?

Mr. Sapara-Grant: We currently use School Dude to address our work orders, but we have Utility Direct that helps us track the efficiency of utilities. That's the module that we just put in place that we're using now as we do our energy assessments. It also helps us with reducing labor manpower issues because the information is in a database.

Comm. Hodges: There were some questions about long-range energy plans, but nothing specifically mentioned about solar.

Mr. Sapara-Grant: The solar idea falls under the energy efficiency plan. We are currently about to go out for a bid to get a consultant to come in and give us a master plan on energy efficiency rather than picking portions. So the solar initiative will be one of the areas that is going to be considered.

Comm. Hodges: Has the joint consideration with the city fallen through completely?

Mr. Sapara-Grant: Yes, it has.

Comm. Hodges: Enough said. Have we embarked a preventative maintenance program yet?

Mr. Sapara-Grant: Yes. I'm glad you asked that question. School Dude software assists us with the preventative maintenance program. We have just taken that up so that all our facility rooftop units and boilers are being put into a database that helps us with regulated periods of inspection and maintenance.

Comm. Hodges: You also mention in here that we had to let go of two plumbers. I know that's an important category. Have they been replaced yet?

Mr. Sapara-Grant: We're just about to have a posting for the replacement of the two plumbers.

Comm. Hodges: Okay. You discuss here installed numerous interactive whiteboards throughout the district. I know that School 24 had an issue with just the plain blackboards. Did we replace those finally?

Mr. Sapara-Grant: We have not replaced those yet because we actually engaged the SDA in the replacement and it became a tussle. I have been able to find a vendor who does an efficient job and he's been into School 15 and some other schools. So in our next fiscal year we're going to go back to School 24 and we will do a better job



ourselves using that vendor. These are not interactive whiteboards. These are overlays on existing blackboards and other boards like that.

Comm. Hodges: So you're not going to put just a whiteboard there. You're going to put another film-type overlay on it?

Mr. Sapara-Grant: It's a film over the existing. I think most of those classrooms already have interactive whiteboards from technology, but it's an additional asset.

Comm. Hodges: It was mentioned on page 8 closed all 2011 fire violations. Does that include International?

Mr. Sapara-Grant: No. It's the buildings that the district currently owns or leases under separate agreements. International still remains a facility owned by the SDA, but they are in the process of completing that replacement or refurbishment of the smoke evacuation system. So part of the main stairs on the third floor have been closed and they are working on that right now.

Comm. Hodges: It also says in here that you started new science labs and it didn't complete where the locations of those are. That's of particular concern to me for obvious reasons. I asked for a comprehensive list of all the science labs that are operational and an indication that they're being used. Even though they are operational, I have information that may suggest that they have not been utilized appropriately.

Mr. Sapara-Grant: I welcome you back to the facilities committee because that was a request and it's something I'm going to bring back to the facilities committee, a stock of all the science labs. What we're doing in planning for our budget year is to start looking at especially the high schools and working on getting the science labs to a form so that they are effective for instruction.

Comm. Hodges: It said started the new science labs at... On page 8 it says work will continue at Eastside but it doesn't say where the science labs are started.

Mr. Sapara-Grant: That was JFK.

Comm. Hodges: You're rekeying JFK and Eastside. The reason I'm asking these questions is because this was submitted in December.

Mr. Sapara-Grant: We have completed the rekeying of JFK and Eastside, and we are just about to start School 5 and some of Boris Kroll as part of our safety and security plan. This predates the safety and security plan.

Comm. Hodges: On page 12 it talked about the replacement of boilers at Eastside High School. Have those been completed?

Mr. Sapara-Grant: No. Those were just started. We had the opportunity of submitting those as emergent projects to the state. They were rejected, but we had funds for them in our budget. They consider that as regular repair maintenance so over the summer break we are going to be replacing the boilers in Eastside for this year and then we're going to do JFK next year.

Comm. Hodges: When did they decide replacing the boilers was a regular maintenance item? That's never been the case. The reason I'm reacting so strongly to that is because we had Governor Corzine here and when he came to the college, we were

struggling to get replacement boilers for Eastside. We put him on the spot and within short order they were replaced by the SDA, not by us.

Mr. Sapara-Grant: Let me draw attention to the replacement of the boilers at Don Bosco. I think that's accurate. But Don Bosco is owned by the state so they were able to do it. Two years ago the boilers at Don Bosco failed. We have two sets of boilers. The second set failed and they were going to have us do it, but we drew their attention to the lease document even though we pay them a dollar a year and it was done. However, items like boilers, if they are not emergent, are to be replaced by the school district within its operating budget.

Comm. Hodges: Emergent means if they go down before October.

Mr. Sapara-Grant: You could say so.

Comm. Hodges: We didn't turn them on yet so we don't know. Okay. I won't belabor the point. The last thing I have to ask is about the concession stand at Bauerle Field.

Mr. Sapara-Grant: We are in the process of doing some rehabilitation. This is not an all-inclusive list. The concession stand at Bauerle Field is one of the things we are working on this summer. We are renovating the field house within our budget constraints because as you all know the budgets were cut but we have certain funds that are available as part of the shared services agreement with the city that we would use to rehab the field house at Bauerle Field and try and see whether we can get the concession stand by School 15 looked at.

Comm. Kerr: Is the heating system part of the upgrade at Bauerle Field? I remember coaches were complaining that the field house was very cold.

Mr. Sapara-Grant: We had a very detailed walk-through with the athletic directors on what can be done at Bauerle Field. It includes the heating system. In fact, they just approached us because they had funding to put in air conditioning, but we're going to suggest we have a split system that can do the heat and air conditioning. They have locker rooms that need to be rehabbed. So it's cooperation between the facilities department and the athletic department because they have certain funds they can spend.

Comm. Hodges: The building of our facilities is not a request. It's an obligation by the state. This is an obligation by the Supreme Court. We're not begging them to do us a favor. I know that they take that attitude, but the law requires this, not being nice to us. That's something I have a problem with the Commissioner. When he comes here and talks about facilities it's as if, "Look what we've done for you." They are required to do this and the reason they are required is because we are denied the opportunity to do it ourselves. We shouldn't have to wait for our kids while they are shivering at School 6 to replace windows. We were denied the ability to do that. We're denied the ability to build Hazel/Marshall so our kids are piled up at School 25 and School 9. It is an attitude that they're doing us a favor and it's completely wrong. The Supreme Court said you will do this construction and we have let them get off the hook with this for way too long and have allowed them to tell us what they will and won't do. I know this is a difficult thing for you to do, but at some point they may need to be sued because you can't have this new PARK system coming online and you have 13 schools that are over 100 years old. The wiring will not handle the computer systems, the testing which occurs in June, and the air conditioning. Those kids sit there for four or five hours taking a test. You can't put fans and computers on at the same time in some of those buildings. You can't

do it. So those kids are going to be experiencing different environments when they are taking those tests, which is unacceptable. We had the discussion of School 14. It got over 107 degrees on the second floor in that building. So you can't ask these kids to do these things with these kinds of conditions if they're not going to do what they have to do to get those buildings up to where they're supposed to be. That chart is extremely important and that should be impressed upon them. No, they're not doing us a favor. If you're asking us to do PARK, then by all means give us the facilities so we can give these kids an environment where they can be successful.

Comm. Mendez: I just want to piggyback on Dr. Hodges' comment. Yesterday we took School 21 as an example because I had the opportunity to visit it and that building is 107 years old. I refuse to think that it's okay and we're going to have to allow the students to be in that condition. I spoke to someone at School 21 and yesterday you told me that is not the facilities responsibility to provide from their budget air conditioning or fans for the school. That's on the school budget. If they don't have the budget, what's going to happen? We're going to have our kids being in those classrooms with over 100 degrees. We have to have a plan for these 13 buildings. I know that you spoke yesterday, Mr. Sapara-Grant, about relocating the students, but I believe that's unrealistic. How are we going to make that happen? I believe we have to go and take a look at the electrical situation they have in the building. We have to take a certain amount of classrooms and put fans or air conditioning, but that's something that has to come out from the facilities side, not from the school. If they don't have it in their budget, what's going to happen? This happens every year. Every year you go to a classroom at School 20 or School 21 and you see those kids sweating. There's no way that they're going to be able to learn like that. We always blame the SDA. We have to stop blaming the SDA. We have to do what we have to do. We have to work simultaneously. We have to continue the fight with them, but there is something that we have to do to address this problem. We have to put fans inside. If we have problems with the electricity let's go in there and work on that side and let's rehabilitate the classroom until we continue with the fight. We need new buildings. We all know we need new schools. We definitely know that. But this is something that we have to address because it's a problem we have on our hands. We always say we need new buildings, but the problem is we have 13 buildings over 100 years old that are unacceptable. I don't know how they can be there for five hours with no heat, no fan, or anything. Mr. Sapara-Grant, I definitely want to go back on facilities with this and see if there is a possibility to go there to see what the electrical problem is that they have in the building and rehabilitate enough classrooms to relocate those students. That's the least we can do.

Mr. Sapara-Grant: Commissioner, I will gladly have that conversation with you at facilities. Just a few clarifications, one of the things I said, and I think we're talking about heat for summer school, what we're doing now is we're using the schools that have either central air conditioning or window units in the school as the priority for summer school planning. It's not advisable to keep all the schools open when you may be using one or two classrooms in each school. So the summer school programs are being consolidated into the other schools. I appreciate your concern about funding and we can have that conversation.

Comm. Kerr: This is an issue that we have beaten over the years. Every single person down in Trenton in the Department of Education knows about the facilities in Paterson. When we as a district take resources to ameliorate the existing issues that we have in our buildings we only accommodate the SDA and we remove them from responsibility for those issues. What we need to do to address some of these problems is we need to have a class action suit – I'm serious – by those students who have to subject

themselves to some inhumane conditions because they are forced to. So if you get three or four parents and hit them with a series of lawsuits it will be settled. But if we keep talking about the issues and finding money to address some of those issues we're not going to get anything done. We have to think about another way of addressing it and I believe the easiest and most responsive way to address some of these problems is to get two or three parents suing the district for the conditions in which those kids have to get their education during the winter and summer.

Comm. Hodges: This is extremely important because of the PARK. Those kids are going to have to take tests at relatively the same time on computers. Kilpatrick is 142 years old. I don't know when the tests are, but if they're in May or June it's going to be very hot in those buildings. So those kids are going to be sweltering. They're all going to be on computers someplace taking tests and they don't have the sockets and electrical power to do fans or air conditioning at the same time with computers. They don't have them. I know they don't have them. At School 20 we had Comm. Vergara with his camera going over there and photographing the extension cords they were using to bring fans into the classrooms, which is of course a trip hazard. So I wouldn't be opposed to actually soliciting parents to come in for a series of lawsuits, at least these 13 schools, and let them file suits one after the other until they get the message that you are obligated to do this. Again, you're not doing us a favor. You're obligated because you've taken away from us the ability to do what Comm. Mendez is asking us to do. If we take educational funding and pay for facilities, what happens to our educational funding? You're absolutely right. I agree with you 100%, only then we're in another bind. But these people need to be made to do what they're supposed to do. For three years we sat there with Hazel/Marshall. I don't want to go on and on, but I just want to say I may invite parents at the next regular meeting or at the City Council meeting who feel that they are grieved to go out there and consider getting a lawyer to sue. Your child is going to be disadvantaged both physically and academically because you can't ask a child to perform when they're dripping in sweat - 107 degrees in a building. We have 13 candidates for that come next year.

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

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Curriculum and Instruction***

Comm. Cleaves: The curriculum committee did meet on Monday, June 3 and the curriculum committee will be presenting at the regular meeting items A-1 through A-64. Does anyone have any questions?

Comm. Kerr: I just need to say I did not get an opportunity to vet the...

Comm. Cleaves: The tree you received.

Comm. Kerr: Yes, so I might just have to defer any questions that I may have for the regular meeting.

Comm. Cleaves: That's fine.

Comm. Hodges: Apparently, I misspoke earlier and I do apologize for that. I do have some questions about the technology plan and I may have some later. So I'm only

going to focus very narrowly at this particular point in time. In reviewing the software used for curricular support and filtering...

Dr. Evans: Dr. Hodges, let me call Dennis Vroegindewey to come to the mike.

Mr. Dennis Vroegindewey: Good evening Board members, Dr. Evans and Eileen Shafer.

Comm. Hodges: This is not an area that I have any expertise in whatsoever, but I do read things every now and then. Are you familiar with the computer program Scratch?

Mr. Vroegindewey: No.

Comm. Hodges: Mr. Barca, are you familiar with it?

Mr. Ralph Barca: I am slightly familiar with it. I'm not a programmer, but yes I am familiar with the application.

Comm. Hodges: For the people who don't know, Scratch is a free program developed by MIT to teach students how to program. I was looking for that here and I didn't see that, which is of great concern to me. The reason is we have an Information Technology academy, a STEM academy, a PANTHER academy, which is space and science – and as far as I know they use computers over there at NASA – and we've not made any provisions to utilize that. And it's free. It's not an expense to the district except to teach it. I'm not really asking people to teach a curriculum in Scratch, but the idea that we should be spending some time learning computer programming is a whole different matter. The reason I'm so exorcised over this – and Dr. Evans and I discussed this – is that there is a school in New York where the eighth graders used Scratch to teach the elementary school younger kids how to do math. So they wrote a program in Scratch. They wrote it using Scratch to teach their elementary school students how to do math. That upsets me immensely.

Mr. Barca: Actually, we are using Scratch in the high school as part of their pathways. It is being done.

Comm. Hodges: My question was do we have it here?

Mr. Barca: In SOIT yes at Eastside academy.

Comm. Hodges: SOIT?

Mr. Barca: School of Information Technology, as part of one of their programming pathways.

Comm. Hodges: But that doesn't occur until 11<sup>th</sup> grade, right?

Mr. Barca: I'm not sure. I believe it's 10<sup>th</sup> grade. They're building up their programming languages. Scratch is one of the more elementary types. It's MIT, it's free, and it's a great way of programming to the next level.

Comm. Hodges: My idea is to actually move it out of the high school level into the elementary level because then it's something that you can build on so by the time they get to high school they'll have some facility in programming. That's what I'm pushing for and my primary issue tonight was about that, finding some way to inject that. I see

those other things that we're using, but most of these things here are somebody else's software and we're teaching kids how to use somebody else's software as opposed to teaching kids how to program themselves. I think that's a more useful tool and it's an argument that I've had before. So I'm just bringing that because I'd like to see a lot more focus on doing some of these things because our local competitors are doing that and they're way ahead of us.

Mr. Barca: Our concentration on this plan was to really work on the core, the English and the math and things of that nature, and try to really build that piece of it up to get these kids grounded to where they can start getting the math, the science, and the literacy. We strengthen those components so they have a strong foundation as they grow through the system.

Comm. Hodges: I would suggest to you that you can do that using some of these other ideas – for instance science and the other things – to actually intrigue them about literacy and math when you provide these other tools that they have to go back and read about in order to become proficient. What troubles me is that we used to have the Paradigm Program whose primary focus was just to give them literature and math. It killed music and art and the other things and it actually didn't work. That's why I ask people to broaden their approach and I'm going to keep on hammering that until that occurs.

Dr. Evans: As you have challenged us to deepen our curriculum and our focus on the themes in our high schools, I have worked with our curriculum folk and one of the items we talked about is Scratch. The individuals that I've worked with weren't aware that Scratch was being used and they were going to look into it. So I'm going to refer them to Ralph so that he can redirect them as to what to look at, what to look for, and where it is in the district. But there is work underway to do just as you've indicated because you're right, we do need to deepen our focus in the School of Information Technology and expand and deepen the offerings for the applications such as Scratch. Not only that, but the programming itself.

Comm. Hodges: As he rightly mentioned, Scratch is a very elementary program. It could be introduced way earlier than at the high school level. The fact that we are introducing it there troubles me immensely. That's my point.

Comm. Mendez: I also have a question on A-1. There's no budget for the technology plan. There's no budget in the resolution I was looking at. I haven't seen that.

Mr. Vroegindewey: There is a budget included in the book on your right there if you take a look.

Comm. Mendez: I was looking at the resolution directly.

Mr. Vroegindewey: This doesn't come with a budget attached. It's just a plan. Starting on page 37 it will show the funding plan in terms of infrastructure and then there's a section for some of the curriculum resources.

Comm. Hodges: We have STEM and Garrett Morgan. Is there any thought about getting a 3-D printer as an engineering function?

Mr. Barca: Don Bosco and Napier School of Technology both have 3-D printers. If it comes to me, I'll remember the program that they're using it with. We're working with a university that provided 3-D printers and we're doing some engineering work with them.

Comm. Hodges: So Don Bosco is eighth grade?

Mr. Barca: Yes.

Comm. Hodges: And Napier is elementary. So what about our engineering high school academies?

Mr. Vroegindewey: The approach we took with this plan was broad goals that supported implementation of the Common Core and PARK readiness. For example, you asked earlier that you wanted a separate meeting with regards to curricular reform. That's where we paid attention with this plan. How are we going to implement the Common Core? Hopefully the Common Core will come and address some of the special areas that you mentioned and when that happens this plan is adoptive. As a matter of fact, written in the plan is that we're supposed to revisit it. It's not a three-year plan that's going to sit on a shelf and then another three years we'll come and make adjustments down the road. As the Common Core rolls out and these expectations are put upon us we'll revise the plan, meet with the Board, make adjustments, and so forth. It will go before the Superintendent's cabinet. One example, we met with the Superintendent and we talked about getting more digital tools and curriculum into language arts and social studies. The Superintendent said he wanted to see digitization in all our curriculum areas so we made adjustments. This is a growing plan and it's so much happening in this district. I'm telling you right now there are so many ways that technology is being integrated into what we're doing that thank god the Superintendent in preparation for this plan invited me to some of these implementation meetings that he has on a weekly basis. I found out various things that are happening in this district such as the student information system. That's going to touch everybody in the district so we made sure that we included it in the plan. Learning management systems are in the plan. We said we were going to take a look at this plan. Lauren Kazmark and the Social Studies Supervisor, Chris Graver, are bringing Blackboard into the district so that the students can have a forum along with the teachers that they're using in colleges. That's another example. That's the approach we took. In the last plan that we developed in 2010, if you remember, we had a broad plan and you were on the Board at that time. We had a \$2.3 million grant and we went to seven schools and we had a one-to-one computing thing. What happened in 2010 was they took \$30 million away, we had to RIF our technology coordinators, which was our support base in the schools, and it was quite devastating. But the district has not forsaken technology, as I said. There is so much happening here and you go to the budget page and we are spending a lot of money on technology. Again, to get back to the original question, not to be repetitive, but as the Common Core rolls out we're going to make sure that technology is integrated, especially as they take a look at the sciences. That's the next thing they're looking at. I'm sure we'll address and be progressive as we move on.

Comm. Hodges: The only thing I'm concerned about is that we are facing significant budget constraints increasingly each year and I'm worried that we're not going to have the ability to do some of the things that we finally recognize we should have been doing a while ago. That's my concern. So I'm hoping that we will be expansive in what we think is possible now. Down the line I'm not so sure once we've made a decision that we're going to have the funds to follow through. That's a real concern. That's why I want to be greedy. I want as much as we can get now and I also want to be as competitive with the people out there and the people just three miles down the road who are doing a lot of things that we're not doing here. Our kids have to go and apply for the same jobs and the same colleges as those people and they have programming and

those skills. So when they go to college they are able to just walk up and do things as opposed to being put in remedial courses and saying, "What is this?"

Mr. Vroegindewey: Dr. Evans has been hiring people that are very progressive with technology, the recent hires I've seen. I'm a 63-year-old guy and I'm impressed with the young people he's bringing on and their savvy. I think you will see progress down the road with this plan.

Dr. Evans: Dr. Hodges, if I may add, I don't want you to lose sight of one thing that Dennis said earlier. I know you're there. I just want to regroup us, if you will. He made the point that curriculum drives ultimately what we do with technology. To buy a 3-D printer and it sits on the shelf because we don't have a curriculum for a program to take advantage of it is a waste of money. So the place to start is curriculum. I know that's where you started because we've had enough conversations about it. But we've got to get off the stick, so to speak, with regards to curriculum as we implement the Common Core and make sure that our program reflects all the things it's supposed to, to make sure that our kids develop high order thinking skills or critical thinking. That takes on new meaning, but that's where this new technology comes in and we've got to make sure we have that in place first. It's rapidly coming together. It's not all together yet, but enough to be able to address much of what you've already asked for. I just want to make sure we understand we just shouldn't run out and buy something until we have a program that it's going to support and we're going to use it with. That we ought to be doing right now and we are, but not enough.

Comm. Hodges: As I'm speaking to the people in technology there are curriculum people over here as well and they're overhearing me.

Comm. Cleaves: Is there any more discussion for curriculum?

Comm. Mendez: I have a question on A-13. I definitely want to make this comment because this is a public record. This company has been under federal investigation and I just want to go over this and make sure that we're going to be okay in us getting into a contract with this company. It's a public record. It's just out there and I would like to know what we have done on that.

Dr. Evans: I don't know of any recent developments, but after this investigation that you alluded to occurred we did check with the Department of Education and they were cleared for use by districts. Of course, that doesn't negate our required buy-in procedure in bidding and those kinds of things. They have to compete like everybody else.

Comm. Mendez: Sure. I definitely understand that. But my concern is that when a company is under federal investigation it's not because they want to take a look to see if there is something. It's because there is something going on and there is something wrong. That's my main concern on that topic. We don't need the hassle. At this point, I don't know what we can do on that.

Dr. Evans: Again, we've checked with the Department of Education and we've checked our own records. We know what the investigation is about, at least what's made public. With every investigation there are things you don't know unless you're the investigators, but our role was to call the Department of Education to see if this was a company that could compete like everybody else and the answer was yes.



Comm. Kerr: Dr. Evans, knowing that they were under some federal investigation, why did we choose to include them in the bid? Could we have said we want this to pass and then we'll reintroduce you to whatever it might be?

Dr. Evans: We could, but we probably would be sued and lose because there's no reason to exclude them. To be investigated doesn't mean you're guilty of something.

Comm. Kerr: No, I'm not saying that.

Dr. Evans: Any time you do that, to exclude somebody from an open process, you're very vulnerable.

Comm. Kerr: Were they the lowest bidder?

Dr. Evans: I would have to defer to the staff that actually was involved in that, along with the staff involved with the bidding, Neville Williams and his staff. We can get that information to you.

Comm. Kerr: Can we pull this?

Dr. Evans: You're not being asked to vote on it tonight. We'll have that information for you before we ask you to vote on it.

Comm. Cleaves: Is there any more discussion for curriculum?

### ***Legal***

Comm. Cleaves: Is there anyone here representing legal?

Comm. Mendez: We had a conversation about a situation that is happening at School 18 with a sex offender. My question was is there any type of resolution in place, but she explained to me that Captain Smith will take care of that particular case. The only thing we can do is report it to the authorities and they will handle the situation. I was trying to see if there was anything on the legal side that the Board has. She answered my question and the answer was no.

Comm. Cleaves: Then you didn't have to ask that question because you already knew the answer.

Comm. Mendez: Yes, but it's good to put it out there.

### ***Fiscal***

Comm. Kerr: The fiscal committee met on May 30 and members present were myself, Comm. Hodges and Comm. Teague. Comm. Irving was excused absent. We had from the staff the B.A. Mr. Kilpatrick and Ms. Ayala. Our meeting started with a review of dates that we have set to meet with the department heads. So far we are yet to meet with accounts payable, central stores, and transportation. Those are the departments that we will schedule dates to meet with at a later date. Ms. Ayala brought us up-to-date with information regarding the new student information system. After she made a presentation we had a brief discussion on the advantages of that system to the district. She said that the SIS software is designed basically to handle all student-related matters and it will help in determining new approaches to bolster student achievement. She said at present the program is being uploaded into our system and from what she

has heard so far users are pleased with how easy the system is to work with. The name of the provider is Infinite. Mr. Kilpatrick informed the committee that he met with representatives of the county administrator's office and also state budget manager. The meeting covered a wide range of issues including grants, district fiscal operation, and the pending fiscal cliff. The ALIO status report, Ms. Ayala said the system is presently being implemented on a phase-in basis. So far they have fully implemented the requisition module, every school has received training on how to navigate the system, and they are doing well so far. She said every person who is working on the system will receive manuals and the goal is to have it on the district's website by July 1. We were also given year-end projections. The B.A. put together a chart that lists the figures and tells us in terms of our operation where we are on that chart and whether or not we are meeting those targets. He said so far we are in good shape. However, we have to maintain a close watch over our expenditures going forward. He also said that the requisitions for principals coming into new buildings will be given special attention in order to maintain fidelity in their budgets. You don't want a new principal coming in and start going crazy ordering stuff that was not part of that budget. So he said that there will be special attention. We reviewed the bills list and there were 11 items about which the B.A. promised to provide additional information before the workshop meeting. Unfortunately we have not received that additional information, but that's okay. We'll get it next time. That ends the report of our meeting. Tonight we have before us Resolutions C-1 through C-50.

Comm. Mendez: I have a question on C-11 and the question that I have is connected with the safety plan we have in place. It's approving the purchase of three replacement vehicles for the department of facilities. It's connected with facilities from Route 23. It's for an amount not to exceed \$110,000. A couple of months ago, Dr. Evans, I spoke to you about the idea of having a police officer patrolling the streets, very specifically in the fifth ward where we have the New Roberto Clemente and School 15. The situation over there is out of control. I want to go back again with this. I'm very familiar with the Union City School District and that district was gang-infected. They implemented this type of plan. They have a police officer and that police officer's job was patrolling the perimeter of the school. You know what happened at School 15. One of the lunch monitors was mugged there around 10:00 a.m. School 15 is unsafe around there. Anything can happen to you, not at nighttime but in the daytime during the school year because of the location of the school. In front of Eastside High School you have drug dealers just selling drugs there. Principal Moody is doing an outstanding job and I see that he goes outside. But my concern is the staff going outside is not police officers. If something happens on the street such as an argument or a fight between a student and one of the staff we are at risk of getting into a lawsuit because they don't have the authority outside on the street. If we're purchasing three vehicles for facilities, that will change the whole image. We have four police officers inside Eastside High School. If we take one of those officers outside and put him in a car his job is going to be patrolling the five schools that we have in the area and just have a plan including School 24. That's something that we need because we cannot count on the city to protect our students. We cannot count on that. The city is unsafe and there's no responsibility. We have so many issues even with crossing guards. Today we have a police officer on the corner and tomorrow he's not there. I know we're not responsible for crossing guards, but also for safety they cannot provide us with the safety that we need. So I think that it would be a great plan. We already have the police officers in the district. We're paying their salaries. We just have to put a plan together and give them that job description instead of being inside the school.

Dr. Evans: We've just completed a very comprehensive review of our safety plan and revised it. Those revisions will include additional armed, uniformed, not plain clothes,

officers with guns. Anybody on our campus we want the gun to be visible in a policeman uniform, which means they ought to be policemen. But the plan included some expansion of that and that's for schools that we determined we may need to increase the level of security. In fact we've already increased the level of security in some of our schools. What I hear you asking is for us to take the policemen that we have in our schools and put them on the street, if I understand you correctly, which is a different set of expectations. To say it another way, you're asking us to do the city's job in policing the streets. I assume 100% of the responsible for the safety of anyone in our schools and on our grounds, but I cannot take responsibility for the city streets. I just can't.

Comm. Mendez: Dr. Evans, the police officers could be in and outside. I definitely agree with you. It's the city's responsibility to provide us with safety. But if I see that I have the resources in my hands to resolve some of the problems that we have I would do it and I would use it. My focus is Eastside High School and Kennedy. We have to do what we have to do to change the image of those schools. No student wants to go to Eastside High School.

Dr. Evans: That's not true. I can't accept that. We have 1,950 students there right now.

Comm. Mendez: But the first choice is International High School or any other academy that is not at Eastside High School. The reason is not because of what happens inside. It's because of what happens outside the school. You cannot tell me no. I definitely am there every day and Comm. Guzman lives across the street. Parents see people selling drugs in front of the school. If we have a police officer I'm not saying we're going to take a police officer and keep them outside the school all the time. But at least if we try to clean up the area that's going to help and I know that we can do it. With the resources that we have, we definitely can do it.

Dr. Evans: I cannot place in jeopardy safety in our schools by taking the people we put there to keep it safe, taking them out, to keep the streets safe. I just can't. Then I have a problem inside the school. If the Board agrees with what you're saying there are opportunities to have joint meetings between the Board and the City Council. I would suggest that's something you take up through that venue.

Comm. Mendez: Let me go to Kennedy High School. You can just look at what happened at Kennedy High School. I know that we are working in cooperation with the police department to try to resolve the problem that we have. We made a lot of changes at Kennedy High School, but the problems outside the school continue. It's just there. I definitely believe it's not a bad idea. It's a possibility. We have the staff. We have the personnel. More specifically with Eastside High School, we have five schools in that area. We have an elementary school and a high school and at 3:00 you just have to see the traffic and what's going on in the area.

Dr. Evans: The city received funding to hire 22 more police officers and perhaps now is the time to lobby for some of that support in the areas you're talking about. But any pulling back of security in our schools I'm very uncomfortable with.

Comm. Hodges: In partial support of what you're discussing, there are a lot of students congregating in those stores on Market Street and now on Park Avenue. It doesn't seem to be out of line to have some of those people who are resource officers or even administrators be at those places to say, "You shouldn't be here."

Dr. Evans: Off school grounds.

Comm. Hodges: The problem is if...

Dr. Evans: I have no jurisdiction off school grounds. That's the problem.

Comm. Cleaves: Even with the store that's connected to the gate of Eastside?

Comm. Hodges: That's the problem - that store right there. I've driven past there and it is packed with our kids.

Comm. Kerr: I'm in agreement with you, Dr. Evans. We can't monitor what's outside of the boundaries. I think we will just be inserting ourselves into a bad situation. I think we have the right to get the kids in if they are there, but we can't stop people from transacting any kind of business they want to transact outside of our walls. If a cop is running me down on Route 80 and I bolt into Paterson it's a different jurisdiction. That's how the law works. So I agree with Dr. Evans that that's something that if need be we need to have meetings with the City Council and the administration to find a way of addressing that piece.

Comm. Guzman: I understand where we're coming from, Dr. Evans. We definitely can't control what happens in the streets. I understand that. It does bother me and I think I've said this over and over. You're aware of it and I think everyone in district office that I've spoken to is aware of it. I walk those streets on a daily basis because I live right there and it just bothers me that at 9:30 in the morning I'm seeing our children. I'm not talking about one or two. They're in groups of 15 and 20 just having a nice hangout in the corner or in the little place where they sell pastries. They're in our school uniforms. I know they are our kids because they are in uniforms. So it's 9:00 in the morning and I have called the Board of Education and addressed it many times. I know it's hard because I'm not expecting an administrator to come out, pull them by the ear, and bring them inside the school. That's not what I'm saying. But we need to find a way. We need to find something because it's been going on for months and months. I have said it several times and it's non-stop, especially now that it's getting warmer. Forget it. Now it's just all over the place.

Comm. Hodges: Mr. Chair, of particular concern is our attendance and the funding that this costs this district. If we're losing \$16 million a year it seems to me it is worth spending some additional money to cut into that \$16 million a year and do something about these kids that are missing homeroom and costing us the attendance.

Dr. Evans: And that we're doing. That's part of the new focus of our attendance initiative, to look at strategies. Some have been identified already, but to identify additional strategies. Our policy enables kids to be absent. Did you know that? If you read the Board policies on attendance we allow kids to be absent 20 days before we take it seriously. That has to change. We have to start there, changing Board policy, but then make sure we have strategies with teeth to penalize them if they are not in their class for the minimum requirements that we expect, which ought to be much less than 20, and then at the same time tighten up our truancy program. We've heard a presentation on our truancy program and it's in need of repair. Those are the kinds of strategies that we're prepared to bring to fruition and implement, and that will cut down tremendously because we do have jurisdiction in that area.

Comm. Hodges: If the kids are in uniform after 9:00 then that's a truancy function. We're not talking about going down to McDonald's, which they do, by the way. It's right

around the building. It's across the street and it's right adjoining the building. All the way down at the other corner there's a Laundromat and a little mini mall. They're in that area down there, too. That seems to be under the jurisdiction of truancy and we could have somebody go down, and they do.

Dr. Evans: A real truancy officer. How about that?

Comm. Hodges: That's right. When the bus comes rolling around the kids scatter and you can see them running. They do. Young ladies, too. You don't want to chase them and they know that you won't chase them because you don't want them running into traffic. They know that and so they just start running. The problem is something has to be done to address that, particularly around truancy.

Dr. Evans: I agree. There is a committee that has been meeting all year and some of what we're talking about is relatively new in terms of some real aggressive approaches to addressing the truancy and attendance issues. So there will be more coming on that very soon, particularly as we bring together all of our plans that we're considering for next year. We'll have a discussion about those.

Comm. Hodges: Certainly, if you have recommendations for the policy committee I'm sure that the policy committee will review those and expedite them certainly faster than chess.

Dr. Evans: That's one of the strategies already written in, to change the policy.

Comm. Mendez: Just to conclude with this, I hear you and I understand what you're saying. But the reality is that you have a staff member going out on the street chasing kids and I don't think that's right. If you go to any other city this nonsense doesn't happen.

Dr. Evans: Who does that? Who is on the street picking up kids?

Comm. Mendez: When something is wrong, Mr. Moody goes out on the street. He's doing a great job.

Dr. Evans: That's not my question. You mentioned other cities do something about it.

Comm. Mendez: No, just to control and keep the area clean. I hear this all the time with the phone calls. They see kids going out, hanging around, smoking, and doing all kinds of things just right across the street. I understand if we don't want to take a police officer from inside the school, let's have a serious conversation with the city. What happens is we have that across the street and if we think about School 15 the park is just right there. A lot of the families try to cross the park to drop their kids at School 15. There's a huge issue on the corner there and that's affecting School 15. I have parents calling me that they are afraid to drop their kids off at School 15 because they have to cross the park and there are people smoking and doing all kinds of nonsense there. I understand that's the city's responsibility, but we need to address the problem. We're not going to address the problem by policy. We are going to address the problem by taking action and see what we have on our hands and what we need to have from the city. That's my whole point.

Comm. Cleaves: Comm. Mendez, I think this is bigger than us here Commissioners and I think that discussion needs to happen between us and the city. We could beat a dead horse all day and all night about this issue, but I think this discussion needs to be

had between us and the city. As Dr. Evans stated, off campus and on campus are two different issues and what you're speaking of is our children's safety off campus. Off campus issues we need to bring to the attention of the city and let them know that we need their help and they need to do their job.

Dr. Evans: I know that there are staff who on their own – and you mentioned Zatiti Moody – will go across the street or go down the street and we don't discourage him from doing that. If he is comfortable doing, he can do it. But still, there are some serious jurisdictional issues. If he gets hurt down the street, then who is liable? He's not on school campus. Do you follow me? There are some serious challenges that could be brought to bear on us for that. But I would never say don't go down the street. He's well known and if that's what he wants to do and that's part of the way he does his job, more power to him. And there are others who do the same thing. But to assign him to do it, I can't.

Comm. Kerr: C-9 is the new security guard service contract. Who is our present contractor?

Dr. Evans: Control.

Comm. Kerr: These companies have a way of just changing names and so on. How long has this company been in business?

Dr. Evans: I'm not aware.

Comm. Kerr: I would like to know who are the players, who are the principals, how long they have been in business, and if there is any additional information?

Dr. Evans: We'll get that information to you before the next Board meeting.

Comm. Hodges: Mr. Chair, you had a question about John F. Kennedy's TV studio. There's a renovation taking place at John F. Kennedy's TV studio. There was an expenditure listed in one of the bills and the question was, where did the money come from? It wasn't clear whether or not it was part of the renovation of the TV studio and then the question was, was there a resolution passed regarding the renovation of the TV studio?

Comm. Kerr: Can I have a look at the resolution, the action item itself? Do you have it there?

Dr. Evans: It should be attached. It's the last four pages.

Comm. Kerr: Do you see a contracted period there?

Comm. Hodges: To do what?

Comm. Kerr: To do the repairs.

Comm. Hodges: I think it's just until it's completed.

Comm. Cleaves: 2012-2013.

Comm. Hodges: Until the installation is completed.

Comm. Cleaves: It's on an item-by-item basis.

Dr. Evans: In the June 19 Board meeting you will have an opportunity to walk through and take a look at it yourself. That has been set up for you.

### ***Facilities***

Comm. Mendez: The facilities committee met yesterday. I definitely apologize because I was the only one at that meeting. I would also like to mention that Mr. Sapara-Grant is going away for three weeks, but in case we have any questions there's going to be somebody that we can reach out to. We met yesterday and let me just comment that we have Resolutions B-1 and B-2. We're getting into a lease with St. Paul to move the School 16 students, which is Great Falls Academy, at the beginning of the next school year. We're signing a lease for three years for the students that will be going to St. Paul's on Haledon Avenue in Prospect Park. That's going to be next year. I need to put that information out there. We just have B-1 and B-2. Are there any questions?

Comm. Hodges: I don't have questions tonight because there are a number of issues. I think we're going to have some discussion about school readiness soon.

Comm. Cleaves: Yes.

### ***Policy***

Comm. Cleaves: Is anyone here on policy? I know they had a meeting. Their report is here, but no one is here to report. You need to tell them to update their attendance because they don't have you listed there.

Comm. Guzman: I did get to the meeting late so they don't have my information here, but the policy committee did meet on Monday, May 20, 2013. The meeting began at 5:00 p.m. Board members in attendance were Comm. Martinez, Comm. Teague, and Comm. Simmons. Staff members present were Lisa Pollak, General Counsel, Kemper McDowell, Theodore Best, and Boris Zaydel. Policies on our agenda included policies that are currently on hold. Policies that were recommended for review and discussion are listed. We have two policies for first reading, which is cursive writing, penmanship, and fusion of critical thinking skills into the curriculum, actually known as chess in school. We also have two policies for revision that were recommended by staff. Mr. Simmons called and requested that the policy committee convene prior to our regularly scheduled committee meeting due to recent events dealing with social media and other incidents. The committee was informed that the district is currently reviewing all social media policies and revisions are forthcoming. However, we wanted to know if individual schools have personal Facebook pages. We were informed by legal that some do and those are considered unofficial sites. It was indicated that there are 26 Facebook pages and there are eight that are not operated by administration from the district. There was concern expressed about what is being posted on these Facebook pages and lack of control over them. It was noted that a series of policies will be addressed. Also noted was that there need to be balance because CNN, NJ.com, and New York Times are all considered social media. Legal indicated that it is important to teach children how to discern good examples. The committee asked if there is a legal way to have people not call outside Facebook pages an official page. Several suggestions were: (1) label as an unofficial page, (2) make the district's page very popular, (3) link the districts website with the Facebook pages, and (4) contact the people using the page to bring them into the fold. It was questioned if there is any liability that someone assumes when they copy a site. It was indicated that Facebook does not allow official use. It was asked

that there be a way to identify official pages. It was suggested that the district pages should have PPS on them. We talked about teachers speaking to parents and having photo releases. Once something is on Facebook you no longer own it. The committee suggested that release forms be updated. The committee also discussed only having staff post because children are posting. But it is a two-way communication. Administration noted that it is difficult to police the situation, but students and parents must be alerted. We were informed that the district will soon have its own mobile app. It was suggested that students be on the focus team and its development. It was noted that Montclair State University students police their own site. So the district can have student leadership to promote positive activity or redirect comments. The committee suggested the School of Technology at Eastside High School lead this endeavor. The committee stressed that it is important for the district to let parents and students know the official sites. We also discussed the use of facilities, especially by outside entities during the school day, and how that can be a dangerous precedent since we do not have a policy in place. Administration indicated that they're in the process of developing a standard operating procedure for use of facilities during the school day. It will be provided to the policy committee at our next meeting. On the agenda were two policies that we have been discussing for several months and they are currently in final form. Administration stated that they have been rewritten with the Superintendent and initiator's approval. They are on the agenda for first reading. School leadership councils – this policy is on the agenda to be abolished. The district currently does not have school leadership councils. Therefore, it is unnecessary. Concerns were expressed that they were beneficial. Regarding Title I district-wide parental involvement, we finally reviewed policy 2415.04. It was explained that state statute requires annual review of this policy. As you may recall, this policy was recently updated. Those updates cover this year. This review is for the upcoming school year. All the changes and updates were presented and it is on the agenda for first reading. The meeting was adjourned at 5:55 p.m. Submitted by Comm. Kenneth Simmons.

Comm. Hodges: I'm very happy to see those two items on for first reading, but I'm more concerned about a couple of issues. Do we still use Strauss Esmay?

Dr. Evans: Yes.

Comm. Hodges: What I did not know is that the New Jersey School Boards Association provides this service to school districts and they are actually a competitor to Strauss Esmay. Is there a charge that they assess? We reviewed and determined that we wanted to use Strauss Esmay as opposed to their services?

Ms. Pollak: The decision to go with Strauss Esmay predates me.

Comm. Hodges: I just wanted to put that out there. I was not aware that they actually work in competition to provide the services, or whether or not they charged for it. What is different from what they provide and what would be the difference between the two services?

Dr. Evans: If it's any consolation, as we were subjecting ourselves to a recent QSAC review the question was asked about policy and how we developed it. We mentioned we were using Strauss Esmay and the reviewer said, "I don't need to hear anything else. That's good enough for me. That's the standard." So that suggests to me that maybe we should stay with Strauss Esmay for a while. That's not unique to us. It is recognized as the standard.



Comm. Hodges: That raises some questions about the ethics of the reviewer to me, but I'll let that pass for now. The other issue is I have a problem with the way we treat our students. We baby kids here. We don't trust them. We don't give them responsibility at any level. I've been to a number of school districts all over the country and what we do here is unfortunate. First of all, I would love to propose that we have a student representative be a member of the School Board. Newark has one and I was very pleased to see how that person performed. And they also act very responsibly in advocating for their school district. I think the leadership plans that they have developed in amongst themselves and how they're treated seems to be a lot different than what we're doing with our kids now. We don't have a strong student government structure at all and I think that has to be developed. I think we need to work on putting those pieces and understanding that these kids are going to be adults real soon and we have to cultivate that understanding of how you conduct yourselves in this kind of forum. We don't do that. The other thing that's missing from that is that they have a lot of information to share with us about how they view school, about what kind of product we are giving them, and how they see that. We're not given that information. So I would love to see some real strong focus and I don't mean at the high school level. We need to start this at the elementary school level and consciously develop that kind of leadership role in these children and help them to grow. It doesn't have to start at the high school level. It should start at the elementary school and then you build that along the way. I think there should be leadership youth and government programs where these kids assume the roles. We should have political parties. Not democrats and republicans, but citizens and people. These kids then assume those roles as party boss and the various candidates. What happens is these kids grow up with a better understanding of civics and how this government works, which quite frankly does not exist here. It really doesn't. So if you put those things in place strangely enough those kids rise to the occasion. They won't at first. They won't take it seriously at first, but the more responsibility you give them, the more trust that you show them, the more respect you give them in this area the stronger they're going to be. I think that this district has for years fallen down in that. Some schools have student courts that manage discipline. They're very difficult on their fellow classmates and it's very effective. So I think that we really need to take a look at that because some of the problems that Mr. Mendez is talking about can be addressed at the student level. When they realize that their schools are being penalized for how they behave those students will fix that. You see it on sports teams all the time. If you have some person that misbehaves and it costs the team something, the next day that gets straightened out. I don't know how to craft that plan, but we really have to spend some time looking at that and putting that piece into place. I think you will find kids pay a lot more attention to school when they take ownership and they feel that they have a stake in how that school is running. I wanted to put that on the table.

Dr. Evans: It's a function of a healthy school culture. That's what it's called.

Comm. Hodges: I really want a concrete step toward that approach. I'd really like to see that pretty soon because it does dovetail on your school climate and it could be a part of that. But I think we need to start that as soon as possible and let our kids and parents know that we're thinking along those lines and we want to give them more responsibility and the ability to take more ownership of their school buildings.

Comm. Guzman: Are there any more comments? Madam Vice President Chrystal, that concludes my report.

## **Personnel**

Comm. Cleaves: Personnel did meet on Monday, June 3 at 5:00 p.m. In attendance were Comm. Martinez and Comm. Cleaves. Staff present was Dr. Newell. The meeting adjourned at 6:30 p.m. We will be presenting F-1. Is there any discussion?

Comm. Mendez: I was there.

Comm. Cleaves: Comm. Mendez was also in attendance.

## **OTHER BUSINESS**

Comm. Cleaves: I need a motion to go into executive session on June 18, 2013 at 6:30 p.m. in the executive conference room on the fourth floor at 90 Delaware Avenue to discuss personnel. This is after the meeting that we have with the Commissioner on June 18. We need to vote on this tonight so it can be put on the agenda.

Comm. Hodges: After?

Comm. Cleaves: We go into executive session at 6:30 with him. This is the special meeting.

Comm. Hodges: You said with him.

Comm. Cleaves: Yes, with him.

**It was moved by Comm. Hodges, seconded by Comm. Mendez that the Board go into executive session on June 18, 2013, at 6:30 p.m. in the executive conference room on the fourth floor of 90 Delaware Avenue to discuss personnel. On roll call all members voted in the affirmative. The motion carried.**

Dr. Evans: I have a question about the executive session. We may not need it. At the time it was put on it was thought that we might need it because of a previous meeting that we had.

Comm. Hodges: So we have no need for an executive session tonight?

Dr. Evans: It was put there in case we needed it. There is one particular piece of information I can share with you in executive session, but for me it's not that critical. It depends on you guys if you want to have an executive session.

Comm. Hodges: I want to know everything.

Dr. Evans: Then let's go into executive session for a couple of minutes.

Comm. Hodges: The only thing I wanted to say is there is a noticeable drop-off in attendance at our meetings.

Dr. Evans: At the workshop?

Comm. Hodges: Workshops and committee meetings and everything else. I'm talking about the Board members. We worked very hard to build up our reputation from unbelievable depths which we deliberately drove it to and it's important that Board members take this seriously. It really is. Right now it's critical because we are at a

uncture. You'll be getting a copy of the NJ Spotlight tomorrow or whatever and they opened up some suggestions as to where the state is. It's critical that we remain a high functioning Board. Quite frankly from my point of view if Newark got fiscal, I'm sorry from what I saw. I just think that I want to have a long discussion about where we are, but we can't have a discussion if we're no longer performing the way we're supposed to be. So I just wanted to make that statement.

Comm. Cleaves: Are there any other comments?

Comm. Mendez: I have a final comment about the flyer that I have over here in front of me from registration. It starts from July 8 to August 16 from 9:00 a.m. to 2:00 p.m. I know that most of the parents get out of work at 3:00. I don't know if we can extend the time in the afternoon. Is that a possibility? It has been extended?

Ms. Corallo: Very quickly because I know we're all anxious to go home. Those are our summer hours based on when our employees are here. In late August to early September we will have evening hours again. We're even going to be here on a Saturday so that we will have extended hours during that time and we will be at multiple locations again. But during the summer we're hoping that people might have some vacation days. If they want to come and take advantage and get this done earlier we encourage that and they can come during our summer hours. It is a budget issue as well.

Comm. Mendez: Great answer. Thank you.

**It was moved by Comm. Hodges, seconded by Comm. Mendez that the Board go into executive session immediately. On roll call all members voted in the affirmative. The motion carried.**

The Board went into executive session at 10:06 p.m.

The Board reconvened the meeting at 10:31 p.m.

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

The meeting was adjourned at 10:32 p.m.