

**MINUTES OF THE PATERSON BOARD OF EDUCATION  
PUBLIC HEARING ON THE BUDGET**

March 27, 2013 – 6:47 p.m.  
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

Comm. Irving: We are going to operate as a subcommittee until I get a fifth Board member. In respect to the folks who are here and for the time that you all have allotted to be here we want to make sure that we at least get started on time. We thank you all for coming. We are going to get to our presentation and try to get to the public portion as quick as we can to ensure that everybody gets out in a timely fashion for tomorrow's work and school day. I want to begin with the Presentation of the 2013-2014 School District Budget and I'm going to ask Dr. Evans if he wants to introduce that to the Board.

Dr. Evans: As we noted in the last session where the Board actually heard an overview of the budget and questions were taken we in essence followed up with individual meetings with some of you to answer your specific questions regarding the budget and that has ultimately led to the presentation that you're going to hear tonight. The budget is in its final form and of course will be submitted tomorrow unless there's something that surfaces tonight during the conversation that prompts additional review. But that will need to occur within the next 24 hours because we really are required to submit it tomorrow. Mr. Kilpatrick has prepared a follow-up presentation to the last presentation you heard last week and in just a moment he will begin.

Comm. Chrystal Cleaves  
\*Comm. Wendy Guzman  
Comm. Jonathan Hodges  
Comm. Errol Kerr

Comm. Alex Mendez  
\*Comm. Kenneth Simmons, Vice President  
Comm. Corey Teague

Absent:

Comm. Manuel Martinez

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

Comm. Irving 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:

**Public Hearing on the Budget  
March 27, 2013 at 6:30 p.m.  
Administrative Offices  
90 Delaware Avenue  
Paterson, New Jersey**

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

**PRESENTATION OF THE 2013-2014 SCHOOL DISTRICT BUDGET**

Dr. Evans: As I was concluding, Mr. Kilpatrick will come forward and present the revised budget based on revisions that were made in the past few days as Board members were coming in and sharing their comments. This is the last phase of review before we ask you to actually vote. I'm sure a discussion will follow his presentation before that vote and then we will submit the budget to the Department of Education tomorrow.

\*Comm. Simmons enters the meeting at 6:51 p.m.

Mr. Richard Kilpatrick: Thank you much, Dr. Evans and Commissioners. This is the fiscal year 2014 budget. We've met on several occasions to discuss many items in here. We have had individual Board members discuss in our offices about the individual budget. I want to take this moment to thank them for that because without them and their insight into some of the items that we're talking about we wouldn't be able to give the students the things that they need. I'd also like to thank Ms. Shafer and Dr. Evans for the leadership in providing me the opportunity in my less than 60 days to be able to present the budget in this context. I also can't go anywhere without thanking our cabinet team because it's really their budget. Everything that gets driven in this budget is driven up from the lower levels in the schools, up to the reporting entities, and up through the cabinet. So thank you cabinet. I have to thank Daisy Ayala who has laid the plans for this year's budget in place to get us to where we are today. Thank you, Daisy. I really appreciate it. The budget really is based on our beliefs and our vision, and the vision of the district is to be a leader in educating New Jersey's urban youth. The mission tied to that vision is to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career. That's what we base our foundation on as a cabinet and in the administration - on the work that we do on this vision and mission. The Board development priorities really tie into our five-year plan that was developed about two and a half years ago. The four major priorities are effective academic programs, safe, caring and orderly schools, efficient and responsive operations, and family and community engagement. There are specific things in the budget for each one of these items that I think everyone would see when we go through particular items where they are addressed. Each one of those budget goals that are underneath each one of these program objectives is there in detail and I'm not going to go through them. We all live by them and have them each and every day at our side to make sure that the work that we do is in conjunction with aligning with these budget goals and priorities. The impact of this year's budget really has several factors. The main one is the fact that there will be no increase in local taxes. There will be no increase in local taxes again. There's also no planned reduction in work force. I think a lot of people will be glad to hear that, probably people that are standing behind me as well. We do have a bit of aid reduction overall. There's a significant fund

balance from surplus that we're requiring of over \$19 million and we have a withdrawal from reserve maintenance of \$7 million. This is the enrollment trend that we have in the district and it's kind of interesting because it's not really a trend but it's an up and down it almost seems. Every other year the enrollment will take a spike, a step back, it will go up a little bit, comes down, goes up, and we do project another increase this year. There has been a significant increase in population of certain minority populations in pockets of the district and we do foresee that continuing. Actually, I just want to address that because the enrollment is important for us because it is driving our school-based budget population specifically on the non-salary side. Our contribution that we make to the school-based budgets is based upon the number of students that are in the school and the principal has allocated funds based upon that. So that's why this enrollment information is very important for us. Here's the revenue stream basically for this year's budget. The revenue stream from one year to the next you'll see the increase or the decrease depending upon the category that it's in. It's a very small increase this year, only 4.2% for our general fund. We're actually projecting a federal fund decrease this year because of the announcements in reference to sequestration that are coming down from the federal government who are telling us be very careful. It's not going to impact you this year, meaning fiscal year 2013, but moving forward if nothing is done at the federal level there will be reductions that we will feel. Also, I wanted to address the preschool state grant from one year to the next actually did go down a bit this year even though we are actually increasing funding there because we're using some of our carryover funds from that state grant. If you look at the debt service it is a very small number. It is actually consistent year in and year out for this year. This is just a pie graph. You can see the majority of our revenue stream comes from state aid. If I had shown you a graph of this last year to this year you would see that actually that number goes down a little bit for state aid. The value of our state aid has gone down as a percentage of our overall revenue stream. A couple of different factors in our revenue stream that are important are the fund balance and we'll talk about that towards the end and why that's important. Our local taxes are 7.94% of our total budget and we have increased our miscellaneous revenue stream by a million and a half dollars and its increase percentage goes to 1.16%. An extraordinary aid is an item that's sitting out there all by itself and that's an important factor because this year we have increased the dollar value of our claim to the state government for our extraordinary aid for special needs by over \$10 million. We will get a portion of that back in extraordinary aid next year after they review all the extraordinary aid requests and we get a portion of it. We won't get an additional \$10 million by any stretch, but we will get a higher number. The interesting part about that is while that it's \$10 million more in requested funds for extraordinary aid, it actually represents like 50 less participants in reference to the aid that we're requesting. So even though it's 50 less participants that we're asking about extraordinary aid for the number of those participants in our pool still is increased by \$10 million. The appropriation for our overall budget is on this slide and it's categorized by the major program categories in the budget – instruction, support service, capital outlay, adult school, transfer for charter schools, contributions, school-based budget, grants and entitlements, transfer for early childhood, and debt service. Each one of those areas either some have come down a little bit or some have gone up. The major one that I think is important for us is the transfer to charter schools because that's gone up and has been going up and we'll see a slide a little bit later on that actually shows that trend of it going up over the last several years. This is a pie chart of what we just saw before. I want to emphasize something in here and that is the support services. When some people think of support services they immediately think of administration and clerical help. But that's not what the category and the way the state requires us to report it represents and we'll go into a little more detail about what that is. Another big piece of this that I want to point out is the contribution to school-based budget. That's 43%. That's important because that is where the money is going to the schools for the

children. Here's the support staff slide and you see in the column there the definition of the different line items. Tuition to external entities is part of what is referred to as support staff. That doesn't mean all the clerical staff in reference to the tuition that we're paying. It's the tuition that we're paying as categorized by the state's accounting mechanism as part of support staff. We also have general instructional costs that would be in there. Our attendance and social work services you can see why that's a support staff in reference to supporting the schools. Health services and our nurses are some of the functions of our child study team and speech occupational therapy, physical therapy, and extra services and guidance functions are all support staff and support services that we provide to our students in the schools, our child study teams, improvement of instruction, etc. An important area that I know everyone is very interested in is the third from the bottom there and that's our security. We primarily have an outside security contractor that provides security in our schools and in our buildings. That is a very important part of what we do here. I think everyone realizes that we do a lot of the things in reference to security and it's not free. We do have to pay for those services. Here's a graphical picture of the support services. One of the items I want to point out in the graph because it's right up there on the top is IT services. We're investing significantly more money next year than this year primarily because of the initiatives from the state and the mandate from the state. That's where our students are going to be required to take their assessment tests online. We have some structural conditions that we're addressing now before two years when the students are actually going to be doing their online testing. We're addressing some of the structural issues that we have in the buildings in reference to capacity so that they can handle the types of data over the electronic means. This is a slide that talks about the utilization of our fund balance to support and balance our budget. This is an area that we've talked about in a little detail and we just wanted to show exactly what we're doing this year. The maintenance reserve you can see there is the \$7 million. We have a restricted fund balance there that's listed at \$3.4 million. The balance that becomes available to the operations for fiscal year 2014-2015 is the bottom line number there. The financial situation that we have is really somewhat precarious. Why is that? There is a very limited growth in state aid that's available to us that's been coming our way. While it has not been exactly flat or lessened, it's definitely not been growing for us over the last several years. We have a resistance because of our type of population and the limited means in our community to raise our taxes and that makes a lot of sense, but that is an issue for us in reference to growing our revenues. This financial model for us in reliance on our fund balance moving year in and year out is basically an unsustainable position that we are working to address in our operations trying to create more efficiencies and utilizing our staff in a different way specifically in our administrative side to make sure that we are as efficient as we can be moving forward. The structural deficit relies on the fund balances and becomes a problem. The one thing that we are trying to do, and I think we've done a good job with it, even though I've only been here 60 days I think I can say this, is our desire to create stable operations for people so they know what's coming and they know what's there and what's expected of them. The bottom line is we're trying to protect our assets necessary in order to deliver the programs. That's not only physical assets but more importantly our human resource assets. We know that there are changes that are required moving forward and we're going to continue to look at our operations and make sure we change them as we move forward. Are there any questions at this point?

Comm. Irving: I'm sure we're going to have quite a few questions for you, Mr. Kilpatrick. I'm just wondering because we have the public hearing and we have so many folks down, does it make sense to go to the public now and let the public share their sentiments, and then have the Board have the discussion in the budget thereafter? Are you finished with your presentation?

Ms. Kilpatrick: I think there are one or two more slides.

Comm. Irving: Finish up and if it's okay with everyone else we'll do that. I thought you were finished. I apologize.

Mr. Kilpatrick: Maybe I am done.

Comm. Irving: That's what I thought. I have the slides in front of me and it ends here. It must be a long day. I understand. How about we give you a break? We'll let the public have their portion, then we'll have the Board engage with you after the public portion on the budget, and then we'll vote on the adoption, if that's okay with everybody.

## **PUBLIC HEARING ON THE 2013-2014 SCHOOL DISTRICT BUDGET**

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

Comm. Irving: I just want to remind our speakers as we come up we have a three-minute time limit for each speaker. We say that and we ask each speaker to adhere to that because it allows the other speakers who are after you to get the equal amount of time and being able to share and be respectful for that. So if you hear the bell ringing that means that the three minutes has elapsed and we're going to ask you at that point in time to please wind down your comments so we can get the next person on up to the microphone.

Ms. Irene Sterling: Good evening. My name is Irene Sterling, President of the Paterson Education Fund. Due to the changes in the way the state has reported budgets this year our annual budget issue is not complete, for which I'm very sorry, but it will be posted on our website by the end of tomorrow. One of the pieces you're usually very interested in is in the inside, which is the school-based budgets, and we were not able to complete all of the categories going across but we will have them for you tomorrow. There are two things I want to talk about here that I think are very important. While I totally appreciate Mr. Kilpatrick's discussion of the need to raise taxes I want to talk about why that's not what we need to do, why we can't, and why we shouldn't. The State of New Jersey has a funding formula called the School Funding Reform Act of 2008. Since the first year it has not been fully funded. If the State of New Jersey followed its own rules and fully funded our formula this budget would have \$50 million additional dollars in it. That's what we are legally entitled to. Before we start talking about raising local taxes we need to be sure that the State of New Jersey is following through on the commitment it made in 2008 to these communities and to us. That's the first important part. The second important part to remember as we talk about taxing this community further is the poverty of this community. We are a poor community. In this city in the 2010 census the median income for a family with children, that means half above and half below, was \$26,000. I want to say that to you again. The median income of families with children in Paterson was \$26,000. These people are not homeowners. They're renting apartments in our communities. They are the children that we're serving in this school district. So it is incumbent upon you, this Board, to assure that before we attempt to wring another dollar out of this community that you are standing up for what are our legal rights to have in here the full funding of the SFRA of 2008. It's particularly important when you look at how Paterson ranks with other communities in this state. The median income for families in the County of Passaic at the same time was \$50,000 and the median income for a family with children in the

State of New Jersey was \$85,000. We need support and we have a right to get it. The other thing that I want to talk with you about tonight is that it is a miracle in this budget that the \$10 million additional that we got for the state has actually ended up in the school-based budgets. If you look at the allocation to the school-based budgets we have increased those by the \$10 million this was raised and that's another miracle and really to be commended. Thank you very much.

Ms. Jessie Rayot: Hi, I'm Jessie Rayot. My husband Douglas has been teaching in the district for 14 years now. When you froze his pay it was just before we hit the bubbles. We planned our life based on the contracts we've had in the past. Our children are five. They're in kindergarten. We have a house that they love and adore. They have a father that they love and adore. They see him one and a half days a week. He works two jobs. He works 70 hours a week between those two jobs. They see him one and a half days a week. This is what you're talking about when you're talking about increments and when you choose to freeze pay. This is what you're talking about. You're not talking about money. You're not talking about numbers on paper. You're talking about these children who don't see their father. You're talking about these children who are going to lose their home at the end of this year because we can't pay our mortgage. Their father brings home \$400 a month less this year than he did four years ago and after 14 years in the district makes well under \$60,000 a year. You froze his pay before he hit those bubbles and now we're going to lose our home because of numbers on paper and because of budget. That's not what you're talking about. When you look at the budget, it's not the money. You're talking about my children. When you go home tonight and you try to sleep, and I hope you can only try to sleep after this, I want you to see their faces. Next time you talk about the budget, next time you talk about freezing teacher salaries, next time you have to go to a contract negotiation, I want you to think about them. I want you to know what you're doing to my family and to all of their families. This is not about money. This is not about making Chris Christie happy. This is not about your budget. This is about our families and what you're taking away from us. My husband is a phenomenal teacher. He's an amazing husband and a wonderful father and he does not deserve what you're doing to him and they don't either.

Ms. Theresa Delano: Dr. Evans and Board members - my name is Theresa Delano and this is my ninth year as a teacher in the Paterson Public School System. I've experienced many rewarding moments during my tenure in Paterson and hope there will be countless more. However, I'm frustrated and dismayed by what I perceive to be your lack of meaningful and earnest negotiations with the PEA. We've been without a contract since June 2010 and if it's been your administration's intention to take for granted the hard work and passion towards Paterson children put forth daily by the members of the PEA, then you've succeeded. The inability to reach a fair settlement for over two and a half years conveys a thinly veiled layer of contempt and utter disregard for the very human beings who are among some of the most tireless and overworked people I know. Dr. Evans and Board of Education members, we ask you, when will enough be enough? When will your administration recognize the countless extra hours PEA staff members have worked before school, at after-school events, and on the weekends in an effort to assist the children of Paterson? When will your administration recognize that you've made our jobs of teaching more daunting by endless additional paperwork and testing assessments to the point of exhaustion for teachers and students? Dr. Evans, your own belief statement on the district website stated the most important business of any community is the education of its youth. The future of our communities and nation is dependent on how well we perform this important function. I also believe that all children can learn at high levels and that it is the job of educators to create effective schools with healthy school cultures to facilitate maximum student learning and parent involvement. Your belief statement is a noble one. I agree with it

and I share it. Yet, I remain perplexed with your administration's demeanor towards the very people charged with helping you fulfill your belief statement - the PEA teachers and staff. I'm not expecting our schools to be a utopia. Nevertheless, you must realize that in order for Paterson Public Schools to succeed and reach your lofty belief statement your relationship with the staff members comprised of the PEA must be a symbiotic one. Dr. Evans and Board members, I call for you to put an end to the roadblocks and obstacles that have hampered our goal of reaching a fair contract settlement. Our membership wants an honest, fair, and productive negotiation process and enough is enough. We want you to resolve this conflict so we can focus 100% of our efforts and energy where they belong, educating Paterson's children.

Ms. Jane Canzano: Good evening, my name is Jane Canzano. I teach AP chemistry at PANTHER Academy. In lieu of our new contract, I understand that we, the teachers and the district, are abiding by the previous contract agreement. A contract is a trusted agreement between parties. In this agreement that we the teachers are following the district has failed to follow by not paying any salary increments. Why hasn't the district paid these salary increments? Does this violation of the contract by the administration give the teachers the right to void a part of the contract that they choose not to follow? The highest student test scores in the world are in Finland. In Finland the teachers have the total trust and respect of their administration. There are no walk-throughs. There are no teacher evaluations. There are no submissions of lesson plans. Here in Paterson we the teachers are asked to conform to the latest magic bullet designed by outside consultants making up to \$7,000 a day. Why are successful teachers told to change and conform? There is a saying, if it's not broke, don't fix it. The self-esteem of teachers in Finland is high. In Paterson low self-esteem and depression has engulfed us, the teachers. In Finland there is very little time spent on testing. Is that the case here in Paterson? In Finland only 10% of the applicants to college education programs are accepted. Many want to be teachers in Finland. Is that going to be the case here in Paterson? Will highly qualified teachers flock to Paterson schools? Will highly qualified teachers remain in Paterson schools? Yes, Paterson teachers care about their students. We work to do everything we can to help them learn. But our families, our well-being, our morale, and self-esteem have to come first if we are going to help our students. I care about my students. After teaching mathematics happily for six years I obtained my teaching certificate in chemistry and I completed my Master's in curriculum instruction in teaching chemistry. Why? Because our school did not have a chemistry teacher for three years. I sincerely believe that the next Albert Einstein or the next Stephen Hawking is just as likely to be found in the City of Paterson as any of the elite schools in our country. We need to take down this wall that's growing between the teachers and the administration. Dr. Evans, take down this wall. Words are cheap. Don't tell us you respect us. Show us by action. Give us a contract. I along with my fellow teachers strive to welcome my students every day with a smile, but it's becoming increasingly difficult to smile.

Ms. Marcella Simadiris: Good evening. Before I start, I was wondering if anyone could help me with two questions. If you can't answer you can give any suggestions. I'd appreciate it. Does the district have any policy on holding private businesses accountable for bad jobs that they do in the district?

Comm. Irving: You can ask him and we will get someone to give you the answer.

Ms. Simandiris: The second piece to that question is if there is a plan to make sure they're not hired again.

Comm. Irving: Those are two great questions, by the way.

Ms. Simandiris: I wanted to bring attention to the issues going on with the SDA, the School Development Authority. While Chris Christie was attorney general they mismanaged a whole bunch of money and the list of 200 schools that were to be either remodeled or built had to be scaled back to 75. When Chris Christie became Governor he halted all projects so in the last three years only one project has been worked on. There still has been over \$210 million spent in overhead costs. So there's nothing being built but they have all these administrative fees and they're paying all these people when nothing is happening. So I'm wondering if anyone is bringing these questions up when they meet with the state. I don't know what's happening behind closed doors, but I think more of us have to come together to hold the state accountable. They are mismanaging money and they're blaming teachers. We're here. We're working hard every day. Every day we come to work. I truly believe most teachers do their best. To me it's very difficult to look at a child and not want to do right by that child. These people that don't know these children don't care about these children and I'm pretty sure they view these children as hopeless. This Governor came to this city and he basically told people that he wouldn't have become Governor if his parents didn't move him out of Newark. I didn't even realize how insulting that was until I went to a meeting in Newark where a high school student pointed that out. They have this RAC association that's privately funded. He says he doesn't want to run this district. Yes, he does. Over \$500 million comes to this district and he wants to have his hands on that money. You say we have to work together so I beg you to stay informed and raise these questions. I'm very informed. I can tell you stories you couldn't even write. If you wrote them and put them in a movie people wouldn't believe it. I sent you an e-mail in January. I'm going to resend it. You can reach out to me. I can do the work for you. I have a lot of information. This is an article about the SDA and all the money they're wasting. I have five. Sorry, I thought I had more. If someone could make more copies, I'd appreciate it.

\*Comm. Guzman enters the meeting at 7:25 p.m.

Ms. Sandy Macolino: Hi. I'm Sandy from School 21. I'm a teacher, not a rocket scientist. The first part I'm going to direct to you, Dr. Evans and your staff. My school is a Focus School and I hope your answer is no. I was going to speak at the last meeting. I feel like our school is being set up for failure. We had two teachers that left very early. God bless, they're great teachers that went on to a different school. I think the school is called the Newcomers School, old School 11. She applied and she left our school in September. We had a seventh grade math teacher. She's a wonderful teacher and she's at the Gifted & Talented. We just had a teacher leave that became one of your supervisors. She is a wonderful asset to your staff. She's a wonderful girl and she was a wonderful teacher. But these people are gone and we are left with substitutes. I'm not a parent, but this is since September, December, January, and just recently March. We have some good long-time subs, but we're a Focus School. You took the new supervisors right before testing. Like I said, they and you deserve the one we got from our school. She's great. That's something I wonder if you can check out. The other thing is please pass the budget with enough money for supplies for these people. Every teacher spends money. Please pass a contract soon. I know we're not allowed to, but I've never heard one teacher say, "I'm staying home today because we don't have a contract." Everybody is talking about the paperwork. It's not only the teachers. You're killing the administrators with it. It's choking everybody. I'm not saying teachers shouldn't work hard and try new things. But the new things you brought in are killing everybody. Morale stinks, with that, plus without a contract. Thank you for listening.

Mr. Joseph Oettinger: Good evening Board. My name is Joseph Oettinger. I'm a teacher at PANTHER Academy. I teach science and technology. This is my fifth year



in the district and I've seen a lot since I started here. I was in the suburbs before I came to Paterson and I've stayed ever since. The absence of a contract has affected me in many ways. You wouldn't know this, but I'm making less than when I first got here. I was caught at the end of the last contract. Then you had this interim contract that didn't affect me because I was new to the district. Now I have no contract. I'm paying into my health benefits. That's fine, but when I signed up for that first contract I was expecting to get a salary increase every year as modest as it might have been. Now I get nothing. My rent and other expenses have all increased over the past five years. I have a Master's degree that I brought into the district and I have a huge skill set. Thankfully I filled the position of teaching chemistry at PANTHER last year. I had six preps last year because a teacher quit. I was teaching algebra, computers, sat prep, general science, and freshman science. I had six preps near the end of the year because I did it voluntarily. I wanted to see a teacher in the classroom teaching algebra and not a long-term sub. A few of the things I do this year beyond my teaching duties is I maintain the PANTHER school website. Most people in that building and this building couldn't fathom how you start to build a website and maintain it. I do that, current content, faculty list, pictures, video, multimedia – the whole thing. It has nothing to do with my job as a science teacher. It's not in the job description, but I do it anyway. I don't get any compensation for that skilled work. I just do it because I care and I want to see it happen. I'm so good with technology that my colleagues in the building know that I'm the go-to person when there's a computer problem or a Smart Board malfunction, or whatever it is. We actually have to wait three weeks for technology to show up. It's quicker for me to do the job than to wait for technology to show up. Remember Dr. Evans, back at William Paterson you stood up there on the podium and said, "Any time you find things are taking too long to get to you I want to hear about it." I apologize for not telling you until now. But three years later it still takes three weeks to get a computer person in and probably their department had budget cuts too, which is why nobody will show up. Again, that has nothing to do with my job as a teacher. I receive no compensation for that skilled work. I do it because I care and I want to see the place continue to function in the absence. Finally, speaking of the bell, in the fall when the time falls back the bells were off for weeks. I got so sick of it I went down to the front office, looked at that rack system, figured out what controlled it, went online, got the manuals, and called the manufacturer. Now nobody in our building for the last two and a half years has to worry about the bells being off, spring or fall. Finally, I'm a professional. I just want to have a professional wage. I don't want to have to work extra hours at night after I work my butt off all day in Paterson. Please negotiate in good faith. Give us a contract. Give me a wage that I can live with. I haven't gotten an increase.

Ms. Donna Thompson: Good evening Dr. Evans and members of the Board. As teachers we perform the directives required by us. As per our contractual obligation with the district we are given a directive by our administration. We must follow it or we will be found insubordinate. Why do teachers follow these directives? Because we respect our profession, our administrators, and above all, our students. Since we choose to act on good faith we expect the same from you. Every school year we are given additional directives and we are expected to adhere to them. However, per our contract the staff should have received their increments and longevity while contract negotiations proceed. This district has not complied with this part of the contract. Thus there has been an impact on staff morale. Low staff morale impacts our students in many ways. Many teachers are not able to offer extra time for tutoring or volunteer to lead a club or activity as they have had to work extra jobs to make up lost wages. Low staff morale has also increased the number of staff members suffering from depression and anxiety. Our students see this. They are very observant. Low morale affects students' perception of us, their school, the district, and how they learn. They sense a

connection between a lack of support for their teachers and a lack of support for them. Dr. Evans, as you well know low staff morale results in low productivity. Our students and our staff deserve better. Please remember Dr. Evans, you're only as good as the people who work for you.

Mr. Pete Tirri: Good evening, my name is Pete Tirri, I'm President of the Paterson Education Association. Once again as we do every year we come before the Board seeking the approval for a presentation of a school budget that actually addresses, not only the needs of the administration, but the needs of the people in the schools where the funding is desperately needed. We have to ask you. Does your 2013-2014 budget provide for everything we need in the district? Will it place us in the position to be leaders of the urban districts or all the districts in the state? I suggest to you it will not. We're far from that. It's unconscionable that after 22 years of state occupation in the Paterson Public Schools staff members still cry out for really expensive things like paper, pencils, textbooks, teacher's editions, and other educational supplies and materials needed by our students. I heard the discussion about technology and that's a wonderful thing that we're getting new technology. But what's the new technology for? It's for kids to take more tests. It's not for working with classroom stuff. It's for testing. We're getting all that technology so that kids can take more tests. We have too many tests. The Governor of the State of New Jersey two Tuesdays ago was asked a question by one of our students as to why are we having this many tests. Do you know what he said? He thinks it's reasonable that a test in the beginning of the year and a test at the end. Ask everybody in this room. They'll tell you the same thing. So do we, but we don't have that. We have a test every week and a test every two weeks. Michelle Polo at the last meeting stood up and showed a grid of tests that will take her and her class to testing every week for three weeks before the NJASK, the most important test we have in this city. Why are we doing that? We're doing that because the state says we have to do it. Why are they saying we have to do it? Because that way we can fail. That's what he wants. He wants failure from Paterson like he's gotten it in Camden. He wants failure in Jersey City. He wants failure in Newark. He wants that so the fat cats who are waiting to spend their money can come in and take over these schools and forget about public schools in the cities - period. People of color should not be treated that way. All of our residents should not be treated this way. It's wrong. It's unfair. I know I'm not supposed to use the word 'unfair.' It's unfair. I want you to look at these people. They work in your classrooms every single day. They work their – off to teach our kids. Many of them have been doing it for a long time. To reward them by putting off their contract, their salary increases, and their longevity payments, is wrong. Forget about whether it's legal or not. It's wrong. You have to stop this. If you want I make you an offer – I know you won't be happy about this – to meet every day and every night continuously until we can get a contract. If you ignore the Commissioner and you ignore the Governor we can get this done. If you keep listening to those two clowns who don't care about this district we will be at this forever. Thank you.

Ms. Nancy Wymer: Good evening, my name is Nancy Wymer. I'm here to speak on behalf of all traditional high school students who are craving an artistic outlet to express themselves. Students who want to draw, paint, and sculpt. Students who want to sing and learn how to play musical instruments. Students who want to study acting and theater production. These students have been shortchanged with reductions in classes in the arts that we offer our students just because they are at Eastside or Kennedy and that there is no room for them at Rosa Parks School for the Performing Arts. As a long-time Kennedy teacher, I remember with great pride the beautiful concerts and art shows that would showcase our students' talents. They have become a thing of the past as we focus more and more on math and language arts testing, drilling, testing, drilling, and

testing in an endless frustrating cycle while we rob these children of things that feed their souls, the arts. We cram assessments at them week after week day after day and all the while we are depriving them of the very things that they need to bolster their spirits, to showcase their talents, and ultimately bring them to our classrooms happy and wanting to learn and work with us because they have a little bit that gives them joy and pleasure during the day too. I implore you all when you are reviewing this budget to remember that children are not widgets. They are more than their math and language arts assessment scores. They have souls. They have spirits. By god we are crushing them with these freaking tests, these tests that just show them once again, "I couldn't understand it, miss," once again, "I tried my hardest, miss, but I just didn't get it," once again, "Can I use a dictionary, miss?" I don't know whether it's IFL, WFL, MBS, HSPA, or whatever the hell the acronym is – I beg your pardon – you're killing our kids. You're killing them because they don't feel safe coming to our classrooms to show us, "Miss, I learned how to sing this today," "Miss, I learned how to play this today," "Miss, I'm going on the stage for the first time today. Will you come and teach me?" We don't let that happen anymore because all we're doing is testing them again and again and again. You want to talk about frustration? Never mind all of us that are frustrated because of our money woes and everything else. Talk about frustration of children who know that there are adults who think they're failures, who know that there are adults who don't think they're as good as other people, even in the schools we let them attend. It's ridiculous that only children at Rosa Parks can have all the art that they want, all the music that they want, all the drama, and the dancing that they want. We pigeonhole them in these little academies and say, "I'm sorry, you're over there. For Christ's sake, don't go down that hallway. That's the hallway that has art, but you're not allowed to have it because we stuck you over there. You didn't choose it. We stuck you because there are too many kids over there." Please for god's sake rethink this restructuring. Rethink the way you're pigeonholing these kids. Rethink the way you're stealing from them the opportunities that they have, that they need, that they crave to show you their souls and their spirits. I thank you.

Mr. Mel Kalebek: Good evening everyone. I just want to start off with a famous quote from our great Governor Chris Christie who tells us over and over, "We're cannot spend money we don't have." I'm going to start with a lot of statistics because I'm a numbers guy. I'm an AP physics teacher at PANTHER Academy, by the way. In April 2012 Chris Christie, Commissioner Cerf, and Dr. Evans decided to hire Focal Point, Mike Miles, and company Shirley Miles, who has been indicted on federal charges and yet is teaching us on a \$7,000 per day \$700,000 contract to reform education in Paterson. All they have sold to you is a glorified lesson plan that states you need to post a DOL. On January 24, 2013 our school spent \$330,000 on fire marshals at International High School because they can't bring the building up to code. So they have to have to fire marshals sit there day after day and waste that money. This is all from the Paterson Press, by the way, which you all should definitely read every day. On February 1, 2013 eight principals are inside what we call the rubber room at an average salary ranging between \$140,000 and \$121,000. One principal actually said, "I do nothing all day." On February 7, 2013 our Superintendent decides to announce a deputy counsel job pending approval for \$150,000. This person, by the way, is the one who's going to try to fire us because of tenure charges, which our school system is apparently gearing up for. On February 18 executive director for principal evaluations gets a raise of \$28,000 to bring her salary up to \$110,000. On February 26 we spent \$100,000 on the legal department offices to bring them up so our legal counsel can be comfortable here in this very building. On March 6, 2013 we decide to use surplus from our budget to avoid layoffs. On March 9 new created job, director of high schools. This person now receives \$121,000. On March 11 chief of staff gets a \$10,000 raise to bring her salary up to \$150,000. On March 11 humanities director, \$113,000. I'm a math person. I

added all this up. This is all in the course of one year. That's roughly \$3 million. Please tell me is that what our children need? I did not become an educator to become a politician or an investigator. Naively I thought my administrators and those above me would handle everything else and I could just concentrate on becoming the best possible AP physics teachers that I could be. But I have been misled. I said to you before a couple of months ago at the meeting, Dr. Evans, I'm an AP physics teacher. I'm a very rare commodity in New Jersey and you know it's a very difficult thing to find. My foot is halfway out the door. What are you going to do about it?

Ms. Carol Stryker: Good evening everyone, my name is Carol Stryker. I was born and raised in Paterson as was my father, his mother, and grandmother before her. I have been employed by the Paterson Public Schools as a social studies teacher since 1975. I teach in STEM at John F. Kennedy High School. By the way, every one of our National History Day entrants is going on to the state. I've never aspired to do anything but remain in the classroom. I love my job and my students, but I have some concerns to share with you this evening. In my opinion your budget does not contain adequate funding for both primary and secondary schools and programs. Let's be very specific. After Newtown it became evident in America that we had to take more security precautions in our schools. Every teacher I don't think has a key to their door. I know in my school they don't. So how can we truly lock down during drills? Evidently there was enough money to build a massive and in my opinion useless fence around Kennedy High School with inadequate sized exits. When we drill or god forbid have an emergency come visit one day and see the mobs that are trying to get out of those little sections of fence. But there's not enough money for science labs, air conditioning, or health and safety concerns. Even vents in the bathrooms have so much garbage hanging from them they're not a vent anymore. I hope we're getting those adequate computers because next year and the year after when the HSPA test is given we will need those keys to lock them up so that they're secure. I must also raise concerns about my younger colleagues, some of whom you heard from this evening. Some are not here because they're working second jobs to make ends meet. Where's the incentive for them to remain as I have for almost 40 years? The Governor has reduced their retirement benefits, increased their medical deductions, and the federal government has raised their payroll deduction. To add insult to injury we not only have no contract, but no increment as well. Your funding, Mr. Kilpatrick, has no local tax increases and that's as it should be. But we here all do have increases in our bills and our budgets at home. I don't know how to offer encouragement to my younger colleagues anymore. They come to me all the time and I really don't know how to convince them to stay and make teaching in Paterson a lifetime career as it has been for me and my husband. I ask you in conclusion to defeat this budget and grant us the contract that I feel we deserve. Thank you very much.

Ms. Betsy Antonoff: Good evening Dr. Evans, Board, and all the distinguished guests. Mine is a familiar face at the Board meetings. I've been in the district eight years. I am a guidance counselor at the School of Culinary Arts, Hospitality, and Tourism. I love my job. I love my kids. I love education. That's why I came back to education from being out in industry. When I was out in industry I was treated as a professional. I knew what my raise was going to be. It was based on my performance. There was a grid. It happened every single year. I either got it or I didn't. My staff either got it or they didn't. But we always knew why. So I wonder why we are not getting our due. We come to work every single day. We take our jobs very seriously and the welfare of our children very seriously. Without resources we do our jobs. We don't take days off unnecessarily although the morale is bad. As someone had said before, our health is affected by it, as anyone's would be when you're worried about whether you can pay your bills, when you're worried about as you're getting to your retirement as I am and I'm stuck on a step

do I know if the figures that I figured out when I came to Paterson that I would be able to retire at a particular time. I'm not a spring chicken. I depended on that. Do I know that that's going to be there for me? I really have no idea. If it's not there, I can't retire. I feel that there's no reason why we can't be treated as professionals when we behave as professionals. I'm sure there are some of us that are not professional in certain instances. But I will tell you from the day I came into Paterson I felt that there was a separation, that my voice was not heard, and that my expertise from all those years of being in education and in industry was not valued. Part of it has to do with the fact that we don't know what's happening. We have to know. I don't think that many people outside of education would believe – at least that's what they tell me because I know a lot of people outside of education – what we put up with. Why do I hear people say, “You know, this is Paterson. What do you expect?” I don't like that. I never say that. I think it, but I don't say it because I love the city. I'm not from Paterson. I love the city. I love the children. I specifically wanted to come to an urban district when I was applying because I felt that I could really make a difference. Who's valuing that difference that I make? I don't know. I don't do it because I want to be valued. I do it because I want to make a difference. But it would be nice once in a while for someone to recognize that I am a professional and I'd like to be treated like one, as we all would. Thank you for your time.

Ms. Lavinia Arnett: Good evening, Dr. Evans and my Board of Education Commissioners. My name is Lavinia Arnett. I've been here before. I'm at School 8. I spent 13 years in kindergarten. Now I'm a first grade teacher. I want to demonstrate for you what the load of the day is involved. Before I show you that you need to know I came to the district in 1999. I had two heart attacks that year. I came back. I had my third heart attack three days after Mother's Day in 2011 from stress. Yes, I have some health conditions, but the match that lit the flame was stress, testing children, and being rushed to teach. Teaching time is lost. Valuable teaching time is being lost by being pushed into becoming a statistician. There's a gentleman here that's from PANTHER Academy that described for you that he's doing the job of a teacher plus three or four other people because they can't get done. Now that you've eliminated literacy coaches, the computer technology and the staff to one person in each building, now that we can never get services, we can't get paper, we fix copying machines, and let me throw in the teaching part. I'm juggling 21 children in the classroom. Transfers came in in March. Now I've got four more children in my classroom. I'm juggling. I'm looking for paper to copy entire books that I don't have for the new influx of students. I'm juggling. Then you throw in STAR assessment, whatever else assessment, and Performance Matters. There used to be people in the building that would do all the statistics for me and the policy becomes, “Oh, no. Give it to the teacher.” I'm juggling. Which ball do I drop? What do I drop? One of the 21 kids? Do I stop teaching? I need an administrator. First grade is a grade where they should never have eliminated an assistant because those youngsters – god bless them and I love them all dearly – they're still very busy. They're not quite as mature as they could or should be coming out of kindergarten. I have nothing against inclusion. I have nothing against children with disabilities. I raised an ADHD boy and sent him to college. So don't go there. I'm not going that way. However, it's a reality children with extra needs put extra pressure on a classroom teacher. I am not trained as a special education teacher, but I have special education needs children. I'm still juggling. Throw in the irate parents that don't respect me because they've been fed a load of stuff that says the teachers here are incompetent, we're failing, and we should be pushed out. I'm still juggling. Which ball do I drop? Do I stop teaching? Do I drop the children in order to get your work done? What do I drop? I will never again drop my health. I'm not going back to the hospital this year or next year for anybody for any reason. It's a shame that I have to make that kind of choice. Thank you.

Ms. Lories Nye: Hi, Dr. Evans and Commissioners. I've been at Kennedy High School as an English teacher for 14 years. I didn't have the severe health issues of that lady, but this year has been horrible with gastritis and I had an endoscopy. Stress has been a big part of our life at Kennedy. The assessments as an English teacher are taking valuable time out of the classroom. Now we have another unit assessment coming up. When these kids get back from break we have STAR, then we have the unit assessments, and then we have marking period exams. As I have to grade those assessments, I don't know if you're aware of this, but as English and math teachers we have to take their answers, put them on an answer sheet, and then enter them into the computer. That takes time. It also allows room for error. So we have to be so careful to go back and make sure that we properly scored and entered what that child entered. This is so time-consuming it's taking away the time I would spend doing lesson plans during the day. Sunday afternoons I become immersed in doing this sitting at a computer and I'm also in graduate school because I want to be a better teacher. The assessments are choking the language arts and math teachers and our children because they are more geared as SAT strategy tests because they are geared to failure. Most of my students have struggled and I even have formatted questions like the same things they would face and they can't pass that test. I agree with my colleagues. It is almost as if it is setting us up for failure and our children deserve more. We deserve more. We deserve a contract. The burden upon the classroom teacher has increased over these years. I can remember when I came here in 1999 I chose to stay in Paterson because I found colleagues that were superior to anybody I did student teaching with in the suburban districts. Some of them have retired, but because of how they taught me I'm a survivor and I am going to continue to give my best in that classroom, which means I need you to give your best and settle this contract so I am not financially strapped. I don't even make \$60,000. I am a professional. I want to be treated as such. As some of my friends have said at Kennedy, I go into a lunchroom that doesn't have enough chairs. Some people are sitting on couches eating their lunch. There are not enough tables. We don't know where they went. There are not enough outlets to handle the refrigerator and the microwave so we can go in there and at least have a lunch and get our lunch heated in the amount of time it takes before you have your next class. What about the bathroom? Between the hole in the ceiling and the leaky faucets it's disgusting. I don't feel like a professional when I get my paycheck. I don't feel like a professional when I enter that building. So I implore you to do your best. Our children need the best. They complain about their bathrooms. The faculty has one too. Please give us a contract and make us feel professional. Thank you.

Ms. Willa Mae Taylor: Good evening Dr. Evans, Board, and also to our teachers and administrative staff here who I know work very hard. I have been listening to this kind of language and pleading and information for over 30 years in this district. Something has to be done. Our people are losing their energy. They're losing their vision. There's something wrong here that we have not connected together the staff, the administration, or the Board. I think we need some meetings. I have a couple of questions for Mr. Kilpatrick. I need to get his report tonight because I don't see any of those graphs. I think we all need to look at them because we're shortchanged. It's just like Irene said. We're missing \$50,000. We've been flat-lined with the budget for more than seven years. We've been flat-funded. I don't care what the Governor says. He's out of order. He said to us, "I want more charter schools. I want more vouchers. I don't want to really work with the cities the way they are now." He said that at St. Luke's Baptist Church the other week. Mr. Kilpatrick, I asked him what CPI was, how it was going to affect us, when the money comes from the federal government down here, and I wanted him to tell me how he was going to use the federal money to put it in the right places in the urban areas where they need it the most. You hear all the things that the teachers

are saying. They are not lying and we need to get out there from out of our offices and go to the schools. You need to see it. I know it because I used to be a principal so I know we did without paper one year and without toilet paper. Our parents got together. They got the toilet paper for us. They got the hand wipes and all kinds of other things. This community will work with you if you go out there and get with them. They will produce for you. Our teachers I believe have been producing, but there are so many new things coming down from the state level that maybe even you don't have control over but you have to do. They said it's now law because Governor Christie signed the papers to it. But we never protested it and we have been without a contract since 2010. Is that correct, Pete? Dr. Hodges and I were the two that went for the last contract. We stayed until 7:00 a.m. one morning all through the night and it wasn't accepted. Then we had to go back again. But it's something hard to make sure you provide for all human beings that are around you. This is a human being community and you've got to do that. I had some questions because I know the money coming from the federal government has lowered the amount we're getting for early childhood. We've put ourselves in that basket to create schools for young children so as they go on in the grades we wouldn't have so much trouble with all this testing that they're asking us to do because they'd be prepared. But they're now freezing all kinds of money. The person talked about the schools to be built. We had to have seven new schools to be built and we only got one out of that, International High School. You heard the trouble that they told you about. You and I both know they don't have their CO yet. That's the trouble not only for this Board, but for these teachers too. A lot of them don't even live here in Paterson, but it's your problem. We're all in this together. All our money is in that bundled together that Chris Christie keeps taking away from urban areas. He said that he's not going to handle your urban areas. This is going to be like Michigan. Paterson is bankrupt. The Board of Education and the City Council have been taken over. Our Board of Education is taken over. Our city is bankrupt. So there isn't much for Christie to do now. He can send a whole new crew. Remember when we had our advisor here from the state and we paid him \$170,000? Then all he did was sit. He didn't say much and he didn't do much for us, but he earned \$160,000 plus perks of maybe \$30,000 or \$40,000 more. The man got a lot of money just to sit here and monitor us. That's just what they're doing in Michigan now and they're doing it in some other places. They're going to come here next because Mr. Christie understands when you don't have any money, when you don't have any courage, when you don't have any stamina, and when you don't have any morale, it's the quickest time to take you over. I'm sorry. I love this town and I love my children. I love my families. I love the teachers. I'm sorry I took too much time. I'm telling you we'd better wake up because he's coming. Whenever he signs it, it's over for us.

Ms. Michael Lewis: Superintendent Evans, Board members, and community, I just want to welcome you and thank you for being here. I'm just a teacher at Eastside High School. I teach science and have the honor of having some of you in my class. I've been a Board member and as a Board of Education member you don't receive any pay from this. The only two people who are getting paid here are the State District Superintendent and the Deputy Superintendent. I know that we're all in this together as being a volunteer Board member. I must compliment the Superintendent on some of the things that he's done, at least from my perspective. I know that you hear all this complaining and stuff like that and I don't want to sound like it's not perfect. I'm at Eastside High School. I'm at the Culinary Academy and I work in a safe environment now. The violence and fights that have occurred in the past don't happen anymore. My school is safe. We might have one fight in two or three months. That's it, maybe not even that many. I know that's because of the restructuring of the academies. We're focusing groups. You can pigeonhole or whatever and there are problems with that, but I see improvement. Every year I've been in Paterson my students in this academy that

I've been with have shown improvement in those math scores and language arts scores. That's a good thing and I think it's going to continue this year. It will. I see it. However, this past summer I know that the Superintendent received a new contract and I have the greatest respect for Superintendent Evans because I read his background from North Carolina and I know how tough it is to grow up in the south, especially if you're black back in that day. However, when I told my father who is a leader of this country if you look it up long ago that the Superintendent I thought was a good leader he asked me did I have a contract. We're talking about the budget here. He said to me, "That Superintendent isn't a good leader because if he was the teachers and the staff would have received a contract before him." Thank you.

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

Comm. Irving: Dr. Evans, I don't know if you want to make comments or statements. If not, I'm going to call for a five-minute recess so that Board members can get themselves situated so we can go into the question and answer portion with Mr. Kilpatrick. Do you have any comments to make before we recess for five minutes, Dr. Evans?

Dr. Evans: Needless to say, I can't get into specifics around the negotiation, but we want a contract. The administration wants a contract just as bad as the teachers and I wish it was as simple as some will make it sound. It's simple, but it's not simple. Any time you have two parties who are seriously pursuing their wants and in many cases their very basic needs it has to be taken seriously. We take it seriously. We know you take it seriously. We want a contract for you as quickly as we can get one. There's no question about that. But again, as I mentioned we have to both reach agreement and I can commit that we will continue to work to that end. Mr. Tirri mentioned that he's willing to dedicate extra time and we will work with him to that end. We will invest the time necessary to make it happen because we want one as well. We really do. I do understand the issues. As I visit schools you make me very much aware of the issues that you're dealing with, both personally and professionally. So we commit to work with the association to make it happen. I want each of you to know how much we really do appreciate what you're doing for us. Thank you.

Comm. Irving: Let's call for a five-minute recess and we'll reconvene at about 8:25 p.m.

**The Board took recess at 8:14 p.m.**

**The Board reconvened the meeting at 8:22 p.m.**

Comm. Irving: Ms. Taylor, good seeing you as always and thank you for your continued service to this Board and this community. Before we get into the budget discussion, I'm going to ask that Captain Smith give us an update on the two situations. Dr. Evans, I don't know if you want to share with the Board before Captain Smith begins.

Dr. Evans: If the Board recalls, I sent them an update or a memo summarizing steps we had taken at Kennedy to ensure that our kids and staff there were safe. I outlined four or five steps and there are more steps beyond that that have been taken as well. I also asked Captain Smith to come and brief you on what he is doing, what he has seen, and a status report with regards to the building itself, in addition to things that are happening around the school.



Captain James Smith: Initially for the last week and a half we've seen an increase on Totowa Avenue from Ryerson down to Jasper just past School 5 of incidents between African Americans and Dominicans. In the past when we had this type of problem we would go in and we would grab the leaders in both of these respective groups and then have sit-down meetings with them, the educators, members of the community, and a multi-ethnic task force. We would sit down and talk to them, which we're in the process of doing right now, grabbing different leaders. In the meantime, to ensure the safety of the people during that route, I called Director Brown and let him know that that corridor from Totowa Avenue is the city's responsibility. However, knowing that and being a good neighbor we said we could work together on this, which we have. Dr. Evans and Deputy Superintendent Shafer, Assistant Superintendent Maria Santa, and Assistant Superintendent Aubrey Johnson have all worked together in one group to come up with a plan that would keep our kids safe as well as the residents and businesses along that route because we all know what happened 11 years ago. So what we have done is the officers that are assigned to Kennedy High School have extended their hours to 5:00. Two of them at the conclusion of 3:00 will be put into a squad car and will patrol that corridor from Ryerson Avenue all the way down to Jasper to make sure that we have an orderly flow and there's been a marked difference as of today. We've had kids there and people come up to me. I think even Terry we were talking about that earlier about how the kids are saying they can't believe this show of strength during the course of Totowa Avenue. In addition to that we contacted the traffic division and they're going to send a couple of motorcycles to help us with that also. One last step that we've taken is from the hours of 1:00 to 5:00 I hired two additional police officers for the four hours to specifically patrol Totowa Avenue and around the area to make sure that we don't have any people hanging around that would formulate groups there to help encourage trouble with our kids. Not all of these are kid-related. Some of them are outside forces that get the kids riled up in addition to that. So we've taken all these additional steps to make sure that we've covered all our bases. It showed some fruit today. We are off Friday and for the week and it will continue for the week and the foreseeable future until we get everything under control.

Dr. Evans: I've assured the Board and the community that inside the school and on the school grounds our students and faculty are safe. Can you comment on that?

Captain Smith: Absolutely. I have a team assembled up at Kennedy High School. One used to be the chief of staff for the Mayor, Willie Palmer, and the other was a lieutenant in our criminal investigations division. Any complaint that we get we thoroughly investigate. We check everything out and we don't have problems in the interior of the school. I'd invite anyone to walk up there and come. Some of the conditions that they talked about are facility issues that I know Chris is working on to get done. But as far as the interior of the building and especially the curtilage surrounding the building we don't have that type of problem. I heard the one teacher comment earlier about Eastside High School. We have about the same type of safety plan that we do at Eastside now with the installation of all the cameras. We thoroughly investigate any incident that comes to us. What the kids are finally learning is that their words have consequences. So if somebody comes in there, even if it's a special education student as you've seen recently in the paper, and the kid starts laughing at him and he goes, "If you don't stop laughing at me I'm going to blow up the school," is the kid going to actually blow up the school? No. Do we have to treat it as if he was going to? Yes, we do. Do we have to make a report? Yes, we do. Are there consequences for those words and actions? Yes. Is there discipline imposed? Yes. Do we make sure that it conforms to his IEP? Yes. So we take all those into consideration. We have stacks of books like this that we go through that will show you not only the investigation from the initial start, which we involve the teachers and the staff in, but also after the fact to make sure we do an after

action report to see that we don't have that same kind of problem occurring again. It's not just Kennedy High School. I don't want to mention the school, but I had to go to a grammar school today where they made Facebook postings and they were going to gun down the teachers and they were going to do this and that. These were seventh graders. Now, even though he said it that was not the kid's intent. The kid's intent was he used the wrong figure of speech, privileges were taken away, parents were taken in, teachers were brought in, we went up with a whole team to address that and nip it in the bud, and we did. But this happens on a daily basis. It may not make the headlines that everybody wants, but we're there, we handle it on a daily basis, and we respond every single day. I was at six schools today handling a variety of issues all involving some type of discipline. So I make it my business to know when we have a child of special needs. Was there a determination recently done? Were the kid's needs being addressed? I sit in conjunction with the assistant superintendent, the deputy, the Superintendent. What can we bring forward to the table to help that child? Is the child in an appropriate setting? Is there a self-contained classroom in the school that he's at? All of these questions are bounced off the educational professionals and we arrive at a decision that suits the best interests of the child and also the school. This is done on an everyday basis in every school. That's in addition to the investigations, whether they be recovering of I-pads. Yesterday we had two I-pads recovered in Perth Amboy. We put tracking devices on them and we found out that two kids from the Job Corps were taking it from this very building at 90 Delaware. We were able to recover them in a short amount of time. We were able to bring those people that stole it to justice. We were able to return the I-pads to the district so they could be utilized again. We may not come in here with a band and a parade, but we do on an everyday basis cover everything to make sure that your money is well protected, your students are well served, and the staff is well served. I have a very good relationship with the PEA. We may argue and scream and yell. But at the end of the day we'll get a cup of coffee. That's the way it's got to be. You may not like what I say all the time and that's fine. You'll get over it. But the bottom line is that at the end of the day we're all going to be professionals and we're all going to work towards that common goal.

Comm. Irving: Are there any questions for Captain Smith?

Comm. Mendez: Captain Smith, I'm extremely glad to hear that the patrolling is now in the system. I started last year asking for those recommendations to be put into place at Kennedy. I do believe that the school is more safe. One of the teachers mentioned there has been a big change at Eastside High School and finally we're controlling the groups of students hanging around outside the school. I don't see that now in front of Eastside High School. So we're making progress. We are. We know that's the city's responsibility, but we have to take care of our business and we have to change the perception that the community has about the school. At Kennedy High School with the four academies now we have to take care of the business outside the school. Also in the morning I received some phone calls from some of the people who live in that area that students are hanging around there doing some smoking and things like that before they get in. I believe that we have to start patrolling and looking around the area in the morning and continue in the afternoon. I congratulate you for that.

Captain Smith: Thank you, Commissioner.

Comm. Hodges: When do these changes take place?

Captain Smith: They started today.

Comm. Hodges: Because I was at the City Council meeting last night and the councilman from the second ward...

Captain Smith: I know who you're talking about - the guy who just won the election.

Comm. Hodges: Yes. It's not the first time he's spoken to me about it. In fact, I spoke to Mrs. Jones a while ago about some incidents going on at Don Bosco that he was concerned about. There were a lot of fights and things and people being beaten up. We're paying for the police officers to do this?

Captain Smith: That's a very interesting question that you bring up. I'll leave it to you to always bring up the rational question because it's truthful. We are contributing. You're right. It is the city's responsibility to control that street. However, when we see our kids being affected we have to work as a good partner with the city and sometimes we have to expend some resources and we have to utilize our resources in the most prudent manner. I was able to save money in different areas just in case we had these types of emergencies at the end of the year that we could cover it.

Comm. Hodges: My concern is the long-term management of the situation. It has to be addressed because...

Captain Smith: It is a city responsibility.

Comm. Hodges: We're all part of the community, but the question is we have to develop a mindset in our students that these things aren't going to be allowed to occur. The vendors in that area are very upset because of how their businesses are being affected and the homes where kids are loitering around the stoops and the steps, and then the garbage, which is a major issue. So we have to do more to address this in the school and explain to kids that they have a responsibility somehow to curtail some of this behavior, particularly around littering. It's unconscionable what people have to go through around that area.

Dr. Evans: I would add, and I think Captain Smith will agree, with our students educating them and helping them to understand what we expect of them is something we can and are doing. But the reality is the major impetus for the activity we're seeing on the street is by people who are not in the school. There is heavy gang activity in the area we're talking about and that's the primary source for what we're seeing on the streets in the area surrounding the school.

Captain Smith: Our biggest loss as far as an educational safety net for us was when we lost the motorcycles. Remember, we had them in place for 15 years every day to assist with the transition on Totowa, Maple, Liberty, Walnut, and all of those areas and then it disappeared. We had five. We went from five to zero. So when you go from that dramatic type of reduction I'm not blaming the city for that. I'm blaming it because of the circumstances. In essence you have 140 police officers laid off. Now they have to make priority decisions where they're going to put people. Then they have to cover school crossing guard posts. It affects us so now we have to do the things that we're doing that we're working at together and putting into place because of their lack of manpower.

Comm. Irving: Are there any other questions for Captain Smith?

Comm. Mendez: Captain Smith, I'm going to make a big issue about the crossing guards on Market Street and East 24<sup>th</sup> right across the street from School 24. There

should be a police officer there and there's none. For the last three days I've been passing by there and there's nobody. I passed today in the afternoon and there was no one there. The day that it was raining or snowing in the morning I was there in the morning and I went back in the afternoon. In the morning he wasn't there and in the afternoon he was there for a couple of minutes and then he moved. I don't know if they called him because they had an emergency and they can't cover. But I've been there quite a few days in a row and sometimes he's there and sometimes he's not. Market Street is very dangerous and there's going to be an accident very soon if that police officer is not there permanently. Trust me when I tell you that I'm there. I park there just to talk to the people that pass by and I just stand on the corner. The crossing guard that is on the next block is there, but I'm talking about the one that's supposed to be at Market Street and East 24<sup>th</sup>, right in that street. The cars are flying down there and I don't see that police officer. I even spoke with the supervisor. I spoke with him personally when he was dropping the person, that officer who is supposed to be there at that time. I told him, "Listen, there's a problem. Sometimes you guys are here and sometimes not." I addressed that. I know if there is an emergency they have to move, but it's unacceptable. There has to be a police officer on Market Street all the time. Most of the time there is not because I stopped by just to look at it and see if there is one because I know how dangerous that is.

Captain Smith: I'll go one step further. When Mrs. Jones sent me your request, I was here at the last meeting and I did follow up on yours and Comm. Guzman' request. I called up the person who is in charge of the crossing guard and I said that the Market and East 24<sup>th</sup>, Market and East 23<sup>rd</sup>, and I also believe that Market and Summer were brought up. I looked at all three of those locations. Two of the locations they admitted to me that they don't supply coverage for because they can't do it. I have a different perspective because I was in the police world too so I understand how that works. That responsibility falls totally within the City of Paterson by state statute. My suggestion to the City Council when we had the meeting here is that instead of putting a \$75,000 a year police officer on the corner, why don't you put a \$36 a day crossing guard, alleviate the police officer from covering that corner, and then put him back into what he should be doing, responding to what it is. You can rest assured if I was there that's exactly what would be happening. But I don't control that. I can only control when you bring it up to me and I can bring up your point to them. Just like when they designate a corner. There's a corner by Don Bosco for the last couple of years they've been bringing up to me, "Why don't we have someone on Union and Sherman?" It's because they didn't designate it as a crossing guard corner. Until they go out with the traffic engineer and they do a survey of what the traffic is and then they come up with whether it's a designated post. Now you've cleared the first hurdle. Now you've got it designated as a crossing guard post. Now you come to the second hurdle. The second hurdle is how do I fund it? How do I supply it? What am I going to do with it? So it is a problem and it's something that we can't address as far as money because we're not permitted by state statute. But there are other ways that we might be able to accommodate some type of exchange of benefit where they would pay for this crossing guard. I really don't think the answer is to put police officers on crossing guard duty.

Comm. Mendez: I definitely agree.

Comm. Guzman: I want to thank Dr. Evans and of course you Captain Smith regarding the comment you made at the last meeting. Over the last few days I can tell you that at the corner of Market Street and Rosa Parks Boulevard there has been a police officer there crossing the students because I go take my daughter every day and it makes it much easier and safer. I really want to thank you for that because it's a very important

corner as I mentioned. We have all these schools that surround that one intersection. I really appreciate that. Thank you very much.

Captain Smith: I just didn't want to get another e-mail from Mrs. Jones.

Comm. Irving: None of us ever do because if not it's followed up with a phone call. I'm glad it's not just you.

Comm. Hodges: I have a question for Dr. Evans regarding the truancy because that's a bigger issue every day. He had talked about doing something with the truancy bus and making some other changes, not the least of which would be adding a female to those details. When can we expect to see those changes implemented?

Dr. Evans: We're going to have to totally restructure that operation. I've had discussions internally with staff about what it's going to take. We have not developed any action steps yet, only identified the problem, the source of the problem, and what it's going to take to fix it. In subsequent cabinet meetings and implementation meetings that we have on a regular basis the next steps are to determine what we're going to do next. We've done some additional brainstorming, but nothing of substance that I'm ready to report in terms of action steps.

Comm. Hodges: It shouldn't be difficult in the short term to borrow one of the district's vans instead of using the bus. It actually would save money on gas.

Dr. Evans: I wish it was that simple. It sounds simple, but nothing is simple. We did talk very briefly about the possibility of using other vehicles for that particular purpose. But to do that separate from dealing with a personnel issue related to this whole area of concern doesn't solve the problem. Once we talked about it and realized how deep the challenges run it's going to require a comprehensive fix.

Comm. Hodges: The reason I bring it up is because in part of our budget discussions it was mentioned that we are losing money because of the attendance.

Dr. Evans: Correct.

Comm. Hodges: The Board may or may not know that Governor Christie changed the formula and the weights given to attendance, which tends to hurt urban districts. So we lose an additional amount of money based on the failure of our students to attend school. If we're not maximizing our efforts to address that then we're going to lose more resources and we simply cannot afford to do that. So I'm thinking that we really have to put in place some short-term measures, Dr. Evans, to help create some uncertainty in the minds of students as to whether they want to leave and with the changing weather that's going to be an increasing problem.

Dr. Evans: We can do that, but there's a major personnel issue we have to fix first. I'll stop there because I don't want to have a personnel discussion in open session.

Comm. Irving: Thank you. Can we talk about the budget now? I think we're in the phase where Board members can begin to ask questions with regards to the budget and ultimately the formal adoption of it. As usual I have questions, but I will yield to our chairperson of fiscal because I'm sure this is Comm. Kerr's area of expertise and his passion.

Comm. Kerr: I did meet with the Superintendent and Mr. Kilpatrick and Daisy yesterday and we did have what I would consider a reasonably good discussion regarding the budget. However, I had some concerns that I did put on the table for Mr. Kilpatrick to consider. When you look at general administration expenses we realize that was increased. I looked at the school-based part of the budget because that was very instructive in my judgment of the direction in which we are going. What really happened with the school-based budget is that we usually get a document which tells you how the staffing situation in that school measures out with the appropriations for that school in particular. I never really got that document this time around. But what was very interesting was the fact that this year we have Priority Schools and Focus Schools. The emphasis should be on the Priority Schools because those schools are at risk. It means that these schools need special attention. They need all the resources that they can possibly get in order to help build that school up to where they're supposed to be. When you look at the appropriations Ms. Sterling mentioned that she was happy to see the increase. But when you look at the dire situation of these schools the appropriations that we get for those schools are not nearly enough, in my judgment, to address some of the basic fundamental issues that they face. So I was not happy about the money that was allocated to the Priority Schools. There was another issue here I didn't make a note of. We have a \$5 million chunk for capital outlay which we use to address basic repairs for our facilities. I'm saying that this money should be coming directly from the SDA as opposed to taking it from our operating budget to address some of those needs that we have in our district. It's like we are paying for the work of the SDA and that should not be. In other words, we are taking from our classroom and we are using it for these areas when the SDA is responsible to make sure that we have the level of facilities that we use for the education of our kids. If you go to some of these suburban areas you will not find that expense. That expenditure is not there for the facilities because they are newer and properly maintained. We have buildings that are over 100 years old and then we have to take money from out of our budget to service those buildings, which is a total disservice to our children. We also noted, and I need to say this, that in our budget this year there is almost \$6 million that is allocated for charter schools. That is taking away because when we take that \$6 million out of our budget we are still paying utilities for the same buildings, we are paying insurance, we are servicing everything just the same way and we don't have that \$6 million. The other issue that we looked at, and I did mention this to Mr. Kilpatrick, is that we are funding our budget with the fund balances and it seems to me that this is structurally built into our budget. We put it there, we're not using it, we take it the next year, keep on rolling it over, and we build it in our budget. This is not the best approach. If we budget the money, use the money. If we fall short, the government should know the money is not adequate. But when we use the fund balance to service the budget it would appear that we have enough when in fact a lot of what we should take care of is not taken care of in the budget because we're taking this money and rolling it over into the next year's budget. That's a problem. I did highlight those issues to Mr. Kilpatrick and I just hope that those issues will be looked at and addressed. There are some other issues, but that goes in the weeds so I need not talk about it right now.

Comm. Irving: Comm. Kerr, I think you tie into the brief conversation we started last week in talking about as a Board and a district our fiscal priorities absent the fund balance or what I call the surplus. We shouldn't be operating with it, but the truth of the matter is over the course of the next two or three years we're going to eat into it and it's going to be gone. So as Mr. Kilpatrick has said, we can't keep spending in the present pattern two or three years from now. Again, I am not a fiscal person. Over the course of this year I have been much more involved in the budget than I ever had and have been paying more attention to it. But I think maybe in retreat mode away from here for a day and a half we're going to have to sit down and hammer out some real priorities.

Most times if you can't figure out how to move priorities and readjust them the best way to bring that down is by cuts. They're not going to be easy cuts. There are people who are not going to like them, but the truth of the matter is if you don't make them and the state does not do its due diligence in funding the SFRA, then we're going to be in even more trouble. All these scenarios have to be discussed and you bring up a great point. Are there other questions or statements? I have a few, if the Board wouldn't mind indulging me.

Comm. Kerr: I would request that we get that document in terms of the staffing levels of the schools last year, 2011-2012 compared with 2012-2013, the former JC pages, because we did not get that in this year's budget.

Mr. Kilpatrick: I'm not sure what's referred to as the JC pages, but there was a piece of the new budget software where they eliminated some of the support documents. Specifically in relationship to the number of positions and the comparative difference that was year to year. I'm not sure if that's what the JC is. It probably is. That doesn't exist anymore. However, what we are required to do and have been required to do for the last two years at least – actually we've been doing it for a number of years – every district is required to provide a PCR, Position Control Roster, which is listing every position in the district, the account code that goes along with it, the title of the position, the name of the person, and a whole host of other fields. We can certainly provide that for you. I don't know if I'm going to get Daisy upset, but we will also provide you the comparative from last year to this year. Specifically we'll gear it towards location codes so that you'll see in the school-based specifically and then we'll do a more general one in the locations codes that we have for more administrative lines.

Comm. Kerr: The other thing that was missing was appropriations for the arts and music in the schools. There was absolutely nothing there for arts and music.

Comm. Irving: I think that might be because it was added back in the school-based budget. I think the question would be to what level comparatively speaking. We know three years ago it was close to nothing in most of our schools.

Comm. Kerr: We should be able to aggregate those numbers based on the school so we can say last year we spent \$2 million and this year we are looking at \$3 million. It wasn't presented in a way that it's easily recognized. We'd like to see that.

Mr. Kilpatrick: I think we can move towards that direction with no problem.

Comm. Irving: I just have three questions and believe it or not they probably don't directly involve you, Mr. Kilpatrick.

Mr. Kilpatrick: I'll sit down then.

Comm. Irving: They involve you because you're the money guy. The first question I had was about security. Captain Smith, our current contract with Control – I know they're changing their name – expires when?

Captain Smith: It expires June 30 of this year.

Comm. Irving: I know we extended it two years ago.

Captain Smith: We're out of extensions. I sat down with Neville Williams in the purchasing division to tighten up our specs even more because our particular specs in

security are a lot tighter than other divisions because we include a lot of stuff in there based on my prior experience as purchasing director in the police department. So I make sure we cover as much in our specifications as we can. For example, radios were an expense that might have cost the district before I came \$200,000 to \$300,000. We tell them in the specifications the radios we need, but they have to supply it and they have to maintain it. We put in there as far as the psychological and urinalysis. We tell them what we want done. We tell them what psychological we want done. We tell them urinalysis and the base we want done for that. We tell them background checks. We require them, which is a state law, to have SORA licenses. We require them to give us the expiration date. We also require them to know 60 days before the expiration date of the SORA license for us to know so we don't have anybody working in our schools who doesn't have the proper certification for it.

Comm. Irving: What's the timeline? I guess we'll have to go through the bidding process over the course of the summer.

Captain Smith: No. We're going to have something to you within the next week or two. Then it will be advertised for bid in whatever the timeline is for the bidding for that. So I'd venture to say some time by the end of April or beginning of May we'll have everything done. We'll have the bidder's conference naturally and then when we meet with the bidders there we'll tell them what we expect, that it's not a democracy, it's more of a dictatorship. We tell them what we expect of them and what we're going to make them adhere to. Just so you know, we're one of the few divisions who don't pay for overtime. We have the vendor absorb the overtime. As long as we give them 24 hours' notice we pay them straight time and they absorb the difference.

Comm. Irving: The next question I have really relates to IT, but special education as well. I'm just trying to ascertain. We've discussed Dr. Evans the inevitable possibility of just going digital, getting a lot of our paperwork, not just from HR, but I'm thinking in the student services, special education, and early childhood in particular as being able to digitize those processes and forms. I know that it's not budgeted here, but do we have the capacity? I couldn't call it a capital project because technically you're rearranging your database. I would say digitally it might fall under that umbrella. I'm just trying to figure out if we were ever going to go this route can we dip into the reserve to see if a project like this can be done?

Mr. Kilpatrick: Let me share that like the security contract that is expiring in June the current photocopying contract is also expiring and we are ready the week after next to turn over that contract from Xerox to Minolta. Lisa might be able to share some of that information because apparently they were here today to talk about it.

Comm. Irving: I don't know if we can talk about that yet because we haven't voted on it.

Mr. Kilpatrick: The point I'm trying to make is we're trying to move towards more centralized printing throughout the district and that's not an easy task at all. There are Xerox copiers that will be Minolta copiers that are eligible to do scanning, e-mailing, etc. So that capability will be there. The question is whether we're going to use it to its fullest capacity. I think we need to move towards that and some of us do it more than others. But we need to get the schools more in line with that and maybe we start with some particular areas that are very paper-intensive and work towards that end first.

Comm. Irving: What I'm speaking of I think goes beyond just that piece. I'm talking about indexing and filing. It's not just scanning documents. I'm talking about indexing



systems so that if a child study team member is across district they can go into a shared driver file. It's a little more intensive than just that.

Mr. Kilpatrick: But if you don't have the infrastructure there to provide the opportunity to record and store those items first then you can't do the other piece in reference to indexing and mass storage somewhere. The point is the Minolta contract allows us the ability to move in that direction. Will we possibly have to invest in a system specific to an office or an area to address that? Possibly. It may not be that great of an investment and it may be more a consultative arrangement for what we do and how we do. May we have to invest in a new machine there that would tie into the network that these Minolta machines are in? Possibly. But it's not as big as an investment and I think we can move in that direction if we want to target a couple of areas to do and move that forward.

Comm. Irving: I guess the question I was getting at is, after we vote on this where can we find that type of support? Where will that come from if we did it?

Mr. Kilpatrick: It depends on what areas will be addressing that and moving that forward. There is no specific fluff in this budget. It's very tight for many different reasons and we've discussed that in great detail, some of the confidential items as well. But I think where there's a will there's a way. If there are savings to be gained moving forward with that then we can invest in it and draw the savings down as it incurs over the year.

Comm. Irving: Ms. Peron, there's just one thing I want to discuss in curriculum. I think that moving to that point is going to save us a heck of a lot more money in printing but also personnel. To have someone to have to physically file and do all that takes person hours and takes away from their work and their ability to provide services to our children. It's just a conversation that I want to have. I keep throwing stuff at you left and right in curriculum.

Comm. Kerr: This new system that we're talking about, is it a centralized system? Every school would have one of these printers or what have you? Or is it something like what's at Kennedy High School?

Mr. Kilpatrick: At a minimum they would have what they have now. So if there are multiple centralized copiers that are in the building those would be replaced with the newer machines.

Comm. Irving: But the good piece is these are brand new machines.

Mr. Kilpatrick: I presume they're brand new, but they're comparable or younger.

Comm. Irving: It's a brand new contract.

Mr. Kilpatrick: Yes. The other key is they're all network. That's hence why the scanning and everything works. We can go to our machines and send e-mails back and forth with a piece of paper. We don't have to copy, scan it, send it over to our machine, and send it via e-mail. It just scans and it sends it. The other very important factor in all of this, which we think is going to help us a lot in reference to people taking liberties about the number of copies they make for their personal needs, is that you must swipe to get the copy out. There's a card reader on there in order to get the copy out. It's not just going to print automatically. You have to swipe it.

Comm. Irving: So as to keep track and a log of who's making copies and how many.

Captain Smith: It protects your work too because a lot of times you send something to a copier and you forgot that you sent it there. You can physically just go over, tap the card in, and it prints out your copies.

Mr. Kilpatrick: In reference to investment and saving money, because of that feature we can tell people now that they don't need a printer in their office because of confidentiality. You can go to the printer and get a copy confidentially. I don't intend that people will have to walk halfway across a building to pick up their items. We would make it more convenient. But the point is that we're going to try to restrict a little more the number of copiers and printers that people are buying so that we don't have to pay for the ink and the maintenance along that line. We're not going to eliminate new purchases of it, but we're going to cut it back and try to manage it a little more.

Comm. Kerr: You have asked the question about the cost involved here. Presently would there be a rollover cost? Right now I believe we are in a contract. So we're just going to roll over into this new contract so it would not be like new money?

Mr. Kilpatrick: Correct. In fact, there's a savings and it should be seamless. Nothing is ever perfect, but the biggest problem right now is making sure that the copiers that are there are going to get removed by the current vendor. That's the biggest issue that we're trying to deal with right now.

Ms. Taylor: If you have Xerox now, they're under contract until when?

Comm. Irving: The contract actually expired. We're on a month-to-month contract.

Ms. Taylor: So, you can talk about the other contractor while you're talking about this? We're perfectly alright to do that?

Comm. Irving: We've been doing it now.

Mr. Kilpatrick: It was an open RFP process and it has been awarded.

Comm. Irving: If it wasn't, we would have broken that law about 20 minutes ago.

Ms. Taylor: I know we got into trouble before because we talked about a contract that was not...

Mr. Kilpatrick: You approved it last meeting.

Comm. Irving: The last question I have is just about reinforcement of the support for the Parent Resource Center. Where is that reflected in the budget as well?

Mr. Kilpatrick: Under community affairs is one of the location codes. That is where we are using some of the funds as well as the Board suggested that we invest some of its money. So we're going to have to make a transfer for that in reference to support that cost. The question we have is exactly what are we going to do in reference to which staff members and I think Dr. Evans needs to decide exactly what that's going to be and what the structure is going to be for that.

Comm. Irving: I recommend that conversation happens with Kemper and ultimately his supervisors can figure out exactly where that goes. I just want to make sure that as a

Board we're committed to supporting and reinforcing our parents and the work that they do. So for those Board members who do not know, yesterday Comm. Simmons and myself sat with Dr. Evans and believe it or not there was a pretty significant amount in the budget that was allocated for the Board for the training we were supposed to go to last year that I think we can clearly admit we're not going to anymore. So I made the recommendation to have a big bulk of that money go to the Parent Resource Center to reinforce our commitment to growing the vision that Mr. McDowell has. The Superintendent supported that and made that move. I think it's a great way to truly show our commitment fiscally in order to do that.

Comm. Kerr: Was that money one of a bucket of money? Was it something that every year we'll see that appropriation in the budget?

Comm. Irving: I would hope that commitment will be every year.

Comm. Kerr: By the way, it was not a budgetary expense for us being trained. Where did that money come from, Dr. Evans?

Dr. Evans: It was actually allocated on a training line specifically for the Board a little more than a year ago. It was put there as a result of the budget planning process last spring and obviously we didn't use it. When we came around to this year we reallocated a portion of that, not the entire amount. Actually, it was 50% of what the original allocation was. I believe there was \$140,000 on that line and Comm. Irving suggested \$100,000 be moved from that line over to community engagement and we support that.

Comm. Kerr: Is it a situation where every year...

Dr. Evans: It's put back?

Comm. Kerr: Yes.

Dr. Evans: No. We look at it every year and ask some hard questions whether we need to reallocate every year. Because of the conversations that we're having in a lot of arenas with the Board and implications for training and professional development we felt some of that money needed to stay there for training purposes. That's how it was reinstituted.

Comm. Kerr: The real question is if it's a situation where that money is not replenished in the budget every year suppose you use that money and you employ two persons to reinforce the parent community piece, what will happen after the second year when you have no money left for that?

Dr. Evans: I see your question. In other words, the monies that have been appropriated to community engagement, what happens next year with that \$100,000 we moved? It stays there unless we reprioritize and move the money to another area.

Comm. Kerr: So every year we get that money?

Dr. Evans: It stays there. There's a conscious decision made with every line in the budget whether or not we keep it or alter it. We'll go through that same process. So unless there's an overpowering reason to take it out, it stays.

Comm. Kerr: So you're saying every year we do get that line appropriation for...

Dr. Evans: Again, I don't want to make it sound like it's a guarantee because next year we may find that we have to cut the budget by several millions dollars and then everything is subject to being looked at and reduced. Without that happening, yes.

Comm. Mendez: That's a great and smart decision, but I do believe that it's good to travel and meet with other boards to take more experience. I have a question on preschool education. I see a reduction of \$1.7 million in that category. I would like to know what that reduction is based on.

Mr. Kilpatrick: On the left-hand column, can you give me the line number?

Comm. Mendez: 760. I would like to know if that's the total budget for preschool. There was a \$1.7 million reduction on that.

Dr. Evans: The state allocation was reduced. Are you asking why was it reduced?

Comm. Mendez: Yes.

Dr. Evans: What the state allocated to us was reduced by about \$1.7 million.

Comm. Mendez: Okay. The second question I have is on special education. I see a small increase of \$79,000 on special education. Some of the concerns I see is that special education in the district has been underserved. There's a lot of need on that and we're not covering special education the way we should be. Do you think that on this budget there will be any changes on that?

Dr. Evans: Changes in the budget or in the program?

Comm. Mendez: In the program.

Dr. Evans: There are major changes being made in the program as we speak. At some point, Ms. Peron will be coming to the Board to share with the Board. It's beginning to take shape now, but once we're more certain about what it's going to look like she will be bringing it to the Board. But special education is an area where we've known for some time that we needed to make some changes to improve both the identification of our kids, the testing of our kids, the placements, and the actual teaching that takes place. The entire program is changing. So she will be coming to you with a report. You may recall that Montclair State University did a comprehensive evaluation of special education for us and they made recommendations for changes to the program so that we can better serve our students and that's what's driving the changes. So you'll be hearing a lot more about that as that unfolds.

Mr. Kilpatrick: If I might add on that one point, there's a realistic commitment that for positions that are open or that open up that we make sure we fill them for those types of areas and other hard to fill and very needed areas in the district. So we're acting on them whenever we meet to talk about our personnel needs and desires.

Comm. Hodges: At our last meeting I asked for a total cost for the RACs and the wonderful work that they're doing in our district. Do we have that?

Dr. Evans: Actually, I thought Ms. Riviello gave it in the meeting. Is Ms. Riviello here? It was a little over \$4 million and all in federal dollars. She gave it in the last Board meeting.

Comm. Hodges: That includes all the personnel?

Dr. Evans: Yes.

Comm. Hodges: Is there a breakdown of how this money is being spent?

Dr. Evans: Yes, we have that. Actually, Mr. Johnson has that and we can get that to you.

Comm. Hodges: Please. I'd love to see it.

Dr. Evans: Comm. Hodges is asking for a breakdown of the personnel associated with the services delivered in our Priority and Focus Schools that are being driven by the RAC effort. We should get Dr. Hodges a copy of that.

Comm. Hodges: Thank you. I mentioned this as well the last time. The data requirements for the state's new system are extensive up to and including having our kids take tests on computers. I know we're upgrading our data system. Is that completed now?

Dr. Evans: The MIS system?

Comm. Hodges: I don't know what it's called.

Dr. Evans: I think the system you may be talking about is the ALIO system. That's the new one that's being instituted and there is a bid process underway. Actually, the bidding has been done. We're reviewing the bidders to determine the best and preferred bid for MIS providers. That's not complete yet.

Comm. Hodges: What's MIS?

Dr. Evans: Student Information System.

Comm. Hodges: Yes, that's the one.

Dr. Evans: That's still in process.

Comm. Hodges: When do you expect that will be completed? And how much will it cost?

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

Comm. Hodges: Is there a budget line for that?

Mr. Kilpatrick: There's money in this year's budget and there's money to support it and train in next year's budget.

Comm. Hodges: Dr. Evans, that's a significant undertaking because you have to do a lot of training behind that system. When is the state asking that to be online?

Dr. Evans: The state really isn't driving this, we are. We know that our current system is inadequate to meet our needs and there is a lot of patchwork that has to be done to

upload data now. When I say patchwork I mean behind the scenes. There are programs being written or patches being written to be able to pull from different databases to supply the data to NJSmart. This new system coupled with ALIO and we're looking at some other pieces to complete the circle as it relates to databases that will all go up to NJSmart, but they'll talk to each other. That's the difference. Right now they're not talking to each other and the patches are helping them to talk. I believe we talked about the fall, even into the winter, before we're able to do what we think we need to do and have people trained for the systems to work. Meanwhile we're doing the very best we can with Fusion, Edumet and the programs that are extremely problematic for us.

Comm. Hodges: The state is anticipating that districts will have a comparable data system in place. What I'm trying to find out is when is that drop down date. They're rolling out their program.

Dr. Evans: We're already there. We're uploading data now. When did NJSmart come online? It must have been two years ago. We've been uploading data already and that's one of the reasons we're changing because we see the problems with the existing system.

Comm. Hodges: That is my point. Our students are going to be required to take tests on computers. Is that next year or in two years?

Dr. Evans: The PARCC Assessment starts the year after next.

Comm. Hodges: How are we preparing both the students to do that and the teachers to not just mentor those tests, but facilitate them?

Dr. Evans: A plan is being developed to provide the training for the students and for the teachers during the course of next year to be better prepared for the following year. There are a number of units represented in doing that from Ms. Corallo's unit, to Dr. Newell, and to Ms. Riviello with curriculum and instruction. There's a collaborative effort underway because it crosses divisional lines in a big way. There are different pieces of it that reside in different units. Nonetheless, they are working together to make that happen. The plan is not complete yet. They're working on it and simultaneous to that Ralph Barca under Ms. Corallo's guidance is looking at the hardware side to determine our capacity and determining what we need to do to make sure that we have adequate capacity to be able to meet the needs for our students.

Comm. Hodges: That's a concern too, but I'm more concerned about the training that goes into teaching the kids how to use the equipment. The reason why I'm so concerned is that it's like asking a student to take an SAT test when they don't know the format and how it's done. Now you're giving them a test that's primarily on computers when we've not encouraged them sufficiently to gain the facility with the computer so that now that becomes a stumbling block in the testing process that we don't want to have.

Dr. Evans: We've had numerous discussions about that very issue and making sure that our kids are prepared. That's why they're developing the plan, to prepare our kids well in advance of taking the test.

Comm. Hodges: Is there a funding?

Dr. Evans: Good point. The STAR Renaissance Assessments are taken on the computer. Our kids are getting practice now using that. Again, this is a different test which may require different skill sets depending on what they ask, but at least they're familiar now with the instruments that we have.

Comm. Hodges: Is there a budget line item for that? Roughly how much money do we have for training?

Dr. Evans: Not yet. There's money embedded within the divisions that are involved that can and will be used once we get a handle on how much it's going to actually take. We know the divisions from which it's going to come.

Comm. Hodges: So you have prearranged for that funding from a number of areas?

Dr. Evans: Yes, from a number of areas.

Comm. Hodges: I know that you were hopefully moving in the direction of beginning something in the area of computing languages for our students. What grades and when?

Dr. Evans: To completely answer your question, I would need Ms. Riviello here because she's the entity with whom I've had those discussions. So I can't really fully answer your question until I have a chance to talk with her or ask her to talk with you to respond.

Comm. Hodges: Are there going to be any additional costs for upgrading the equipment?

Dr. Evans: We're fairly certain there will be.

Comm. Hodges: That will impact this year's budget?

Dr. Evans: For this year's budget, I don't think so. Ralph's assessment will help us to determine that.

Comm. Hodges: Will that be the school's budget? Or will that be something that comes from the district?

Dr. Evans: Let me defer to Ms. Corallo on that.

Ms. Terry Corallo: First of all, you have to remember that the PARCC Assessment is not until the spring of 2015. So we have this coming year to plan for it and to budget for it for the following year. We will still have time in the fall. We're going to try to do as much as we can this coming school year, but we would still even have time in the following school year for the fall if we needed to plan because the test wouldn't take place until the spring of 2015. I just want to be clear about that. Right now we are developing plans. We're trying to figure out we know we have 'x' amount of computers in every school, but the problem is that you've got five in every classroom. It's a matter of getting these computers all in one area and having the ability for the children to take the test all together. They can't be five here and five there. So now you need the space to hold the testing and not every school has a computer lab. We're doing that kind of an analysis. Additionally, we want to make sure that we're trying to figure out that everyone is taking the test on a level playing field. Is the laptop the best vehicle? Is the desktop the best vehicle? Is the I-Pad the best vehicle? These are all the types of

things that we're looking at because you don't want to have half of the seventh grade taking it on one type of instrument and another half taking it on another instrument and having a set of students feeling that something was unfair for them. These are all the types of things that we're looking at. We don't have answers just yet because this is going to be challenging. But I will tell you that in the state's report to us they are recommending at a minimum one computer per two children. That's the minimum, but they are highly recommending one computer per child. So we have to have the whole grade take the test at the same time across all of our schools. We're working all of this out and we also have to understand that the PARCC Assessment is a part one part two test. Just for everybody's sake and understanding, NJASK and HSPA are going away. I'm not the expert on testing so I'll defer to Dr. Newell on that. I'm just giving you an overview. NJASK and HSPA are going away. PARCC will be the replacement assessment. There is a part one and a part two to that assessment. Part one needs to take place at the 75% mark of the school year, which I believe is around March. Part two has to take place at the 90% of the school year, which I believe is around May. The way we estimate it just as we're rotating all the grades through part one, we'll be now into part two taking the rotation right through again. We will have to have a great amount of computers available to us for a long period of time in order to accommodate the testing.

Comm. Hodges: That's my point. There are districts that aren't in the same financial condition. They don't have the same flexibility that we have currently, which we may not have down the road. They don't seem to care. I guess my concern is I want to know what the steps are, how prepared we are, and more importantly, Dr. Evans, we do not teach our kids how to use computers in this district. We do not teach our kids how to gain a comfort level. Anybody can push a button. But there is a difference between pushing a button and gaining a comfort level. If you're going to be testing students on a machine you have to reach the point where they have a comfort level so something has to be put in place to get them to that comfort level and that's going to cost some money. That's money that I don't want to wait until 2015 to see in the budget that has to be in place next year as a rollout to this as it comes up.

Dr. Evans: I was reminded that Ralph Barca and Ms. Corallo will be bringing to the Board the technology plan that we're required to develop and submit in June. It will come to you in May.

Ms. Corallo: That's actually led by Joanne Riviello, but we do it in concert with the curriculum team. It's an instructional technology plan. It has an operational component to it. Dennis Vroegindewey is leading that for the district and I believe it's due in June. Our goal is to have that to you in May, although I think there's only one May meeting and it's early. We'll hope for the best. I'm not in charge of that.

Comm. Hodges: As a prelude to that, this district is not where it needs to be in terms of IT and where the state-of-the-art is. I would defer to my colleague there. We are nowhere near where we should be in terms of having the information online. Our budget should be online.

Ms. Corallo: Our budget is online.

Comm. Hodges: The curriculum should be online. If you have homework all that can be online so the parents can just reach in and find out whether in fact their children have homework today.

Ms. Corallo: Dr. Evans, may I?



Dr. Evans: Yes.

Ms. Corallo: The new MIS system that we are looking at I think you will be very pleased with all the capabilities and everything you just talked about. They are all components of each of the systems that we're looking at - grading, report cards, and all of the assignments of teachers for students. The students and parents will have a password. I know exactly what you're speaking of and everything that we're looking at includes those types of features. We're getting there. Slowly but surely we're getting there.

Comm. Hodges: I just wanted to make sure of that push in and obviously I'm not through with the computing languages. As soon as Joanne gets back I'll ask her. Thank you.

Comm. Irving: Are there any other questions on the budget?

### **RESOLUTION FOR A VOTE:**

WHEREAS, the State District Superintendent forwarded Paterson Public Schools' preliminary 2013-2014 budget to the Commissioner of Education and the Passaic County Executive County Superintendent of Schools for review and approval on March 6, 2013, and

WHEREAS, the 2013-2014 budget for the state-operated Paterson Public School District was prepared consistent with the New Jersey Quality Single Accountability Continuum (NJQSAC) focusing on quality performance indicators in all five areas of school district effectiveness: Operations Management, Instruction and Program, Fiscal Management, Personnel and Governance; and

WHEREAS, the 2013-2014 budget was prepared consistent with the district's revised Fiscal Policy 6220 addressing budget preparation, with primary consideration given to educational priorities identified by the Board and Dr. Donnie W. Evans, Paterson State District Superintendent, and;

WHEREAS, the 2013-2014 budget was constructed consistent with the School Funding Reform Act of 2008 under which a district could apply for a tax levy cap waiver to cover extraordinary conditions such as opening new schools, increases in special education costs, etc., the result of which would be increased local taxes rather than increased state aid or could apply for supplemental aid funding that would have given the district's fiscal management to the state; and;

WHEREAS, the Paterson Public School District, rather than applying for a waiver or supplemental funding, elected to incorporate the findings from ongoing district educational and operational reviews into its 2013-2014 budget through realignment of staffing consistent with the State of New Jersey staffing model for schools of Paterson's size and student composition, as well as consolidation of administration, offices and programs as restructuring and reallocation actions consistent with cost savings measures advocated by the Executive County Superintendent; and

WHEREAS, the budget submitted by the District and approved for advertising by the Department of Education for the 2013-14 School Year consisted of the following, with revenues and appropriations balanced:

	<u>Budgeted</u>	<u>Local Tax Levy included</u>
General Fund Revenue		
Local Sources	\$ 87,597,559	\$ 38,955,956
State Aid	403,227,728	0
Total General Fund	<u>\$ 470,891,829</u>	<u>\$ 38,955,956</u>
Special Revenue Fund (net of operating budget transfers)		<u>Local Tax Levy included</u>
Local	\$ 2,602,962	
State Aid	47,974,652	0
Federal Aid	30,476,011	0
Total Special Revenue Fund	<u>\$ 81,053,625</u>	<u>\$ 0</u>
Debt Service		
Local Sources	\$ 504,613	\$ 454,709
State Aid	796,175	0
Total Debt Service	<u>\$ 1,300,788</u>	<u>\$ 454,709</u>
<u>Gross Budget</u>	<u>\$ 573,179,700</u>	<u>\$ 39,410,665</u>

**NOW THEREFORE, BE IT RESOLVED**, that the State District Superintendent hereby fixes and determines that the amended amount of money necessary to be appropriated for the use of the public schools for the 2013-14 School Year is \$573,179,700 (five hundred seventy three million one hundred seventy nine thousand, seven hundred dollars) of which \$39,410,665 (thirty-nine million, four hundred ten thousand, six hundred, sixty-five dollars) is the General Fund local tax levy; and

**BE IT FURTHER RESOLVED**, that the State District Superintendent hereby certifies that the reallocations and modifications needed to present a balanced 2013-14 with an adequate amount of funds to provide for a thorough and efficient education; and

**BE IT FURTHER RESOLVED**, that the State District Superintendent shall hereby forward to the Commissioner of Education of the State of New Jersey the budget statement, budget statement certification, form A4F (Certification and Report of School Taxes, 2013-2014 School Year) and supporting documentation as required by statute and code; and

**BE IT FURTHER RESOLVED**, that the 2013-2014 tentative budget passed on March 6, 2013, be amended as follows:

	2013-2014	2013-2014	
	<u>Tentative Budget</u>	<u>Revision</u>	
<b>GENERAL CURRENT EXPENSE</b>			
Instruction:			
Regular Programs (Teacher Salaries)11-1XX-100-XXX	4,459,740	(1,500,000)	5,959,740
Bilingual Salaries 11-2XX-100X-1XX	18,360	(1,300)	17,060

Purchased Services	11-8XX-100X-1XX	861,230	(5,080)	856,150
Facility and Adm. Technical Services	11-000-2XX-XXX	20,175,558	(781,343)	19,394,215
Salaries of Teachers	15-4XX-1XX-1XX	1,695,872	(11,706)	1,684,166
Salaries of Teachers	15-4XX-2XX-1XX	778,257	(65,397)	712,860
Salaries of Teachers	15-2XX-100-1XX	759,423	(274,037)	485,386
Salaries of Teachers	15-1XX-1XX-1XX	3,098,512	(31,395)	3,067,117
Health Benefits	15-000-2XX-2XX	742,542	(52,832)	689,710
Salaries of Supervisor	15-000-2XX-1XX	1,053,895	(276,910)	776,985
General Fund Contribution to SBB	10-000-520-930	<u>249,731,936</u>	<u>(712,277)</u>	<u>249,019,659</u>
<b>TOTALS</b>		<b>283,375,325</b>	<b>(712,277)</b>	<b>282,633,048</b>

WHEREAS, consistent with 6A:23A-5.8, the following selected expenditures are identified as included in the 2013-2014 budget with either “not to exceed” appropriations in the case of “maximum travel” or professional services and extracurricular activities, the maximum expenditures for which can be exceeded with prior board approval:

	2012-13	1-Feb	2013-14
	<u>Pre-Budget</u>	<u>YTD</u>	<u>Budget</u>
		<u>Actuals</u>	
Maximum Travel	\$200,000	\$19,749	\$200,000

\*\*\*\*\*

	2013-14
	<u>Budget</u>
Professional Services	
Legal	\$825,000
Engineering	75,000
Architect	75,000
Physician	332,778
OT/PT Services	834,300
Psychiatric Services	108,250
Nursing Services	297,764
Speech Services	175,600
Audit Services	<u>150,000</u>
<b>Total</b>	<b>\$2,873,692</b>

Extracurricular Activities	
Marching Bands	\$60,565
Football	124,978
Girls' Volleyball	28,032
Girls' Basketball	52,186
Boys' Basketball	52,186
Wrestling	28,032
Bowling	10,812

Boys' Volleyball	28,032
Softball	39,442
Baseball	39,422
Outdoor track	64,868
Tennis	14,320
Indoor track	25,181
Golf	10,812
Cross Country track	25,181
Cheerleaders	14,320
Boys/Girl Soccer	<u>56,064</u>
<b>Total</b>	<b>\$677,436</b>

**BE IT FURTHER RESOLVED**, that this resolution shall take effect immediately upon its adoption.

**It was moved by Comm. Simmons, seconded by Comm. Guzman that Resolution No. 1 be adopted.**

Comm. Irving: In the past, I know it was the wish of the Board to at times not pass the budget in an effort to make very clear the Board's displeasure with the level of funding and support the state has given. With that said, I ask that we take our action as we did last year and actually pass the budget if you are indeed so satisfied with what you heard and what you see here.

**On roll call all members voted as follows:**

Comm. Cleaves: Yes.

Comm. Guzman: Yes.

Comm. Hodges: Pass.

Comm. Kerr: No.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Hodges: My increasing concern, as was stated by Irene Sterling, is there's a trap being set financially for this school district and for other large urban districts. We are cutting the fund balances to the bone over time rapidly and they're going to be cutting our budget down the road in violation of the law. Christie hopes to change the Supreme Court so that they won't do anything about it and that's a real problem to me. I

will vote yes for this budget, but I want to make that very clear. That is a major concern we need to pay attention to.

Comm. Irving: Yes.

**The motion carried.**

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

The meeting was adjourned at 9:40 p.m.