

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

March 6, 2013 – 6:15 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

Comm. Chrystal Cleaves
Comm. Jonathan Hodges
*Comm. Errol Kerr
Comm. Manuel Martinez

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

Absent:

Comm. Wendy Guzman

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
March 6, 2013 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: Just when I thought that we had very few action items on the agenda for this week, then comes all the resolutions that need to be voted on and supported tonight. I think we need to have some lengthy discussion about some of the items that are here. Some were vetted and discussed at least in my committee – some other may not have been. So we'll begin with Presentations and Communications, Discussion on Internal Audit Report Findings on Early Childhood Provider Paterson International Preschool.

Dr. Evans: As Ms. Peron is coming forward I need to withdraw Presentation B, Strategies to Improve Student Achievement in Grades K-8. Our staff who is involved in preparing that report has been so busy in schools helping to prepare our youngsters for HSPA, which started today, that we didn't quite finish it. We didn't get it in the form that we want to present it to the Board. So we will present that one at the next workshop.

Comm. Irving: My concern is that the next workshop won't be until May.

Dr. Evans: No, there is not one in April.

Comm. Irving: Just Reorganization.

Mrs. Jones: You need an updated agenda. It has already been pulled. You're referring to B, but they have the revised copy, which is the School and Community Engagement Presentation.

Comm. Irving: So there is a workshop April 3rd? Okay.

Dr. Evans: In addition, one of the people involved in preparing it – her mother is very ill and she needs to take care of that. So, if we can do it in April that's the best time.

Comm. Irving: When does central registration begin, or has that process begun? Here's my thing. I don't want to have the meeting in April and the process is already up and underway.

Dr. Evans: No, it's not central registration. I'm sorry. I have the original agenda for tonight and on the original agenda it's B. It's already withdrawn from the agenda you have.

Comm. Irving: So that's just for our information.

Dr. Evans: Correct.

Comm. Irving: Got it! I'm sorry. The Superintendent said Item B.

Dr. Evans: Item B on my original agenda.

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Early Childhood Provider Paterson International Preschool for the 2011-2012 Fiscal Year

Ms. Nancy Aguado-Holtje: Good evening Commissioners, Dr. Evans, Ms. Shafer, and colleagues. The Paterson Internal Audit conducted an audit of Paterson International Preschool, a provider participating in the New Jersey Department of Education Preschool Education Program, for compliance with the terms of the contract for the 2011-2012 fiscal year. The provider is a nonprofit childcare center providing services to the children of Paterson, New Jersey. The center is located at 911 East 23rd Street in Paterson, New Jersey 07513, and was budgeted to serve a total of 60 New Jersey DOE children. The 2011-2012 approved budget totaled \$704,702.00. The district did not contract with this provider for the 2012-2013 fiscal year and the last day in the New Jersey DOE program was May 25, 2012. The district did not issue a payment to the

provider for the month of June 2012. As a result of the audit, seven (7) deficiencies were noted, which I will identify and provide our corrective action and method of implementation. I'm sorry. They were a for profit organization. Finding number one – the provider underspent their approved budget by \$60,097.35 and the Department of Early Childhood would refer the collection of that to the legal department. Finding number two – the provider is delinquent with the payment of payroll taxes. The Department of Early Childhood can no longer direct or influence the former provider's actions as center is no longer in the collaborative. Finding number three – the auditors noted minor accounting errors and again they are no longer in the collaborative. Finding number four – the contract was non-renewed. So the Department of Early Childhood complied with the audit recommendation to recover available and useful items that had been purchased with Department of Early Childhood funds. Finding number five – the auditors found evidence of the provider's lack of fiscal controls. The auditors noted that no corrective action is warranted since Paterson International Preschool is no longer in the collaborative. Finding number six – the provider failed to prepare a bank reconciliation and the Department of Early Childhood will ensure that all providers submit bank reconciliations. They have given us their 4th quarter financials from this date. Finding number seven – deficiencies were noted in the review of required staff credentials and no recommendation is warranted because again they are no longer part of the collaborative. That concludes my report. Thank you. Are there any questions?

Comm. Hodges: How did they do educationally? What were the findings there?

Ms. Aguado-Holtje: They were, according to our programmatic assessments, under what we consider good quality.

Comm. Hodges: For how long?

Ms. Aguado-Holtje: Their scores and assessment data, in the collection of the assessment, is under what we would consider high quality.

Comm. Hodges: I wish you would have led with that because quite frankly I don't care what the auditor's findings are. I like to know the educational component because that's what we're here to do. I agree that auditor's findings are of great concern, particularly to the auditor, but educationally from my point of view – that's a key factor. The fact that they're not going to be a part of the collaborative... You understand what I'm trying to say.

Ms. Aguado-Holtje: Yes, I do.

Comm. Hodges: That's all.

Comm. Irving: Thank you.

School and Community Engagement Presentation

Mr. William McDowell: Good evening. As I often open up saying, as Henry VIII told all six of his wives, "I will be brief." I'm here to give you a brief update on some of the activity that the Department of Family and Community Engagement has embarked upon this year so far. We'll talk briefly about our Parent University Program and some items around Parent Issue Resolve, which is part of the bread and butter that our department engages in, our action teams, and just a quick overview of some of our other associated programs. Then we'll have a brief question and answer period as the Board sees fit. A

quick kudos to the department of communication for their work around helping us with some great advertisement at the onset of the program this year with some of the PSA work! This year we have several programs. One of our programs, which has been in existence since the onset of Parent University, is our ESL for Parents program. Currently we have five ESL sites and those sites are carefully located in areas where there's a need and where many of the parents that are non-English speaking reside. We try to make it convenient for those parents. In addition to that, we have started our Newcomers School this year. We have six GED sites, which is up from two last year, at NRC, School 5, School 28, School 9, Eastside High School, and International High. We were able to take on three additional sites with our participation in the Century 21 grant. We thank Tobi and her team for allowing us to participate in that grant. We're about a couple of weeks from starting some of our main parenting workshops. We've taken our parent workshops and split them into single mothers, mothers focus, and fathers focus. We're going to have six sites as mom workshops as you see here and then we'll have four sites this year where we'll talk about fatherhood. We are trying to expand our conversation around student athletics. As you know, last year we had a small conference at Kennedy High School where we talked about nutrition, clearinghouse, and some of the things that a parent should know with respect to student athletes. This year we're going to expand into not only having one little conference, we're going to have something for middle school students and high school students. The main crux here is trying to infuse a greater focus on education into our athletic programs. Once the weather gets warmer we hope to kick off some community health fairs in a clustering format where we'll take small clusters of schools and they'll do a community fair together, for example, School 28, Napier School, and Urban Leadership. We'll do one involving all that population and kind of take care of a whole neighborhood. Our Parent Issue Resolve is kind of the bread and butter of what we do, help parents with issues and act as a main part of the district's customer services base.

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

Mr. McDowell: Our central office team consists of me, a secretary, we rotate two parent coordinators every day making sure we cover two of the main languages, and currently we have a part-time coordinator on a year to year basis. We currently have 25 part-timers that are assigned to elementary schools, two part-timers assigned to two of our high schools, six full-timers at six of our priority elementary schools, and two full-timers at non-priority elementary schools. At the central office we field about four to five parent issues a day and many of the issues come about and we find that sometimes parents are unaware of a resource at the school or of the parent coordinator so they come downtown. In some cases a parent feels the need to escalate an issue above the conversation that happened with the principal. We'll entertain that and we try to move that along. At least two of those issues result in the need to have assistant superintendent intervention and sometimes they take multiple days to satisfy. Sometimes they come down and we set up meetings back at the school. It could be a meeting with their grade level teacher in trying to resolve the issue. We are working with Ralph Barca's group to try to do a better job at our case management handling. Right now we reverted back to a paper-based system where we capture the essence of our conversation with parents and the issue. We store that in a paper-based method. We're working with Ralph and his team to do some internet document creation storing so the work flows a little smoother. Earlier in the year we talked about how last year we looked at how we did business with respect to getting parents and the community involved in their schools. We had a wait and see process where we waited for parents to come out and if they didn't come out sometimes you would find you had maybe two or three parents at a school and you're trying to really squeeze blood out of a turnip. So at the beginning of the year last year towards the summertime we started our Action

Team method. It was a concept that was created by Joyce Epstein out of Johns Hopkins University. Basically it's a collaborative effort between parents, administrators, teachers, faith-based leaders, business owners, community stakeholders to come up with a deliverable of a one-year parent involvement plan. This plan is created together and is implemented throughout the year. We ran a pilot last year with School 6 and School 28 and some other schools. It was pretty successful so we rolled it out this year. This year we're currently in six schools and they are priority schools. They're at various stages right now. They are School 6, School 28, School 10, New Roberto Clemente, Newcomers School and Dr. Frank Napier School. In cases where there's already a parent decision-making group such as the core team that exist at the community schools, we've teamed up with those groups and combined some of our efforts so that parents and community representatives don't have to come out multiple times. We kill two birds with one stone and we work well together in that respect. Two of our schools that are the first along in the process, they're in the implementation phase, are School 6 and School 28. We are very proud of what's happening at these schools. I always use School 6 as a case study because we all recall that before we began it was very challenging at that school to get parents out. So this year we've seen great increases in parental involvement. Last year the PTO involvement was very low. This year the coordinator there is Mr. Mark Fischer who has done a great job. At the January PTO meeting they had 46 parents at School 6. That happened to be a meeting I was in and I sat back and it was pretty cool to see the parents debating some of the issues that were on the table. It was a good old-fashioned parent and teacher organization meeting. At the last meeting they had 73 parents.

Comm. Irving: How many did you guys have last year?

Mr. McDowell: Three or four. So Mark has combined some of the meetings with some of the activities and some events. We have a concession stand now where they have some sodas and chips. It's working great and the Action Team is actually the biggest advertisement for parents to come out. Some of the activities are they've done a Black History movie series around the series "Roots" and had discussions around it. They had a very successful Valentine's Day bake sale. I think they raised upwards of \$300 on that, which is pretty cool. They had a gospel showcase. They had a backpack giveaway early in the year. They had a Kwanzaa celebration that was done in conjunction with Delta-Sigma-Theta and some other groups. They have an ongoing movie night at the school where parents and kids come out and they watch a movie. We talk to them about parental engagement and what have you and sell a few sodas. They're planning a fundraiser which is pretty cool. I think it's something we can be proud of. School 6 parents are putting on a School 6 Hall of Fame fundraiser at the Brownstone. They're honoring folks such as Frank Lautenberg who went to School 6, Michael Adams, Dr. Joseph Fulmore, and a memorial to Valerie Dade, who's a former teacher there and some others. We'll have tickets for sale after the event and all of the activities and presentations will be done by the parents that are on the Action Team and at the school. We have a function resource center there and I tease Dr. Evans and say parents are in the building. They're in the room in the morning. They're taking part in STAR assessment workshops. They'll be taking part in mom workshops pretty soon. They bring Mark stacks here and there. At School 28 we're also seeing great increase in PTO activity. We have some great activities planned also and all of this is streaming out of the Action Team and some of the other things that Mr. Medley is doing at the school. They're having a book fair soon and a literacy night. They're planning a fashion show and talent night. This is done in conjunction with Ms. Cora Quince and the arts and music department. They have a Black History celebration, a Friday program, and they're creating a performance arts club. So the Action Team method as a model is something that is really paying off. Not only does it allow buy-in by multiple parties, but

at the crux of it is a fulltime resource that is capable of team-building and bringing all the folks to the table. Sometimes it's a challenging day, but it's a model that's paying off and we're pushing it in the other schools and we hope to see the same success very soon. Some of the other projects that our department is involved in are some round table projects. We just completed a review of our parent involvement policy as mandated by the state and NCLB. We had three days of about 20 parents that came out and went through the policy and made recommendations. Our leadership group development, evening workshops, central office registration, Arabic Saturday school program, Taub Doby program, some of the NCLB mandates, and community projects. When community-based organizations in the city find the need to work with the district around certain things we field some of those requests and work with them. Our parent exposure trip coordination, we try to take parents down to Trenton to joint meetings and we do a DC trip every year to get parents acclimated to what the federal process looks like around education and other department projects wherever we can pitch in to help the district as a team. We're still going forward with our leveraging of technology and PSA work, and of course our PTO development, working with the parent teacher organizations in the schools, helping them with their financial management, and helping them become focused on what they're doing. That's the end of my presentation. At this point if you have any questions I'd be happy to take them.

Comm. Hodges: Is there a calendar of home school council meetings or PTO meetings online?

Mr. McDowell: There's not a functioning calendar. We still are falling short of trying to coordinate that. But with our new initiatives I feel a little more confident that we should be able to accomplish that pretty soon. We've tried a couple of things such as Google calendars on the website. The biggest thing was trying to get everyone on a stable tool and get everyone trained to do it. We'll stay on top of that so that you're aware of what's happening.

Comm. Hodges: Is there an anticipated date for that? The school year is almost over so I'm wondering.

Mr. McDowell: What I can do is give a report at the next meeting or maybe a brief update.

Comm. Hodges: Okay.

Comm. Teague: My first question is about the parent leadership group development. Would you ever consider having a student leadership group development? Is there one already in place?

Mr. McDowell: There's already a leadership group in place now. Ms. Corallo leads a cadre of student government leaders that are representative of each school. They meet and do the coordinating effect, if I described that correctly.

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

Comm. Teague: In addition to the six schools that are already a part of the program that you have in place, are there any additional schools that are getting on board with this particular program?

Mr. McDowell: The original goal was to implement in the six priority schools because in those schools it was challenging with the methods we were using. This uses a new model, gets it going, and hopefully by June we could have more schools go through the process in preparation for the next year. So we're a little behind. We lost a couple of staff members so we're still a little behind on our schedule. But the goal is to have a good plan created by the end of the year and some forward planning for the following year. Then we'll double check with the Superintendent and everyone to see if it's feasible to move forward with that. But I think it's something that every school can benefit from.

Comm. Mendez: It's my understanding that School 2 will elect the PTO president on March 26. They don't have a president at this time. I attended one of the meetings yesterday along with Comm. Martinez and there are a lot of questions. Parents want to come together. There were about 48 parents at that meeting and it was in the morning. I was very impressed and I definitely want you to look into that and try to help them with the different programs and organize them very well.

Comm. Martinez: Just to follow up on his comment, last week I attended a meeting at School 2. Some of the parents had contacted a woman, Ms. Ellerby.

Mr. McDowell: She's the parent liaison there.

Comm. Martinez: She reached out to me and we had the initial meeting and a good number of folks did turn out. They're very interested in learning the process by which they can form the PTO and they just need some input and some assistance in this process. The majority of the families at that school are not English-speaking. They have a heavy Peruvian and Mexican population in that neighborhood. That's the makeup of that. As Comm. Mendez said, if you could offer some type of assistance to them by reaching out to Ms. Ellerby, I know that would be greatly appreciated on their behalf.

Mr. McDowell: I'll set up a conversation with Ms. Van Liew and kind of discuss how we can support them a little better.

Comm. Martinez: The Vice Principal Mr. Cabrera sat in the meeting with me as well because he was helping to translate for Ms. Ellerby. He can also be of assistance.

Mr. McDowell: We'll take a look at that and report back to the chair or you on that as to the progress.

Comm. Irving: First of all, good presentation. But I think the information that Mr. McDowell presents is speaking much bigger than just one school or a list of PTO meetings. The numbers there represent eight fulltime staff members spread across 54 schools. I'm just asking.

Mr. McDowell: This year as part of the Priority Schools initiative we put a fulltime person in each priority school for four days and then one day in a rotation here so we can have coverage for walk-ins and call-ins all week.

Comm. Irving: That's eight fulltime staff members that you have.

Mr. McDowell: Right.

Comm. Irving: The point I'm trying to get at is I have sat in on one Action Team last year at School 28. I just happened to pop in and Mr. McDowell being Mr. McDowell told me to come in. I was impressed when I got in to see the respective folks who represented in the teams. I was kind of skeptical at first. First off, I think it would be very helpful to explain why you went with that model as opposed to some of the other models that may be out there. In your experience what is the Action Team doing that our traditional way of here's a flyer, parents come and sit down, let's just organize and see what happens. To me having seen it and seen the charts, the SWOT analysis you guys did, I think that's not really clear here. I think you're doing yourself a disservice by not explaining the Action Team model and the perceived benefits versus what's there. Maybe your staff may want to take a crack at it. I know they're the ones who are doing it, but I just think there is a big difference. When you get over 70 parents in the fourth ward to come out to an event under this model as opposed to three or four clearly there's something working here. I would love to have some more information on it as to why you all think the Action Team model works as opposed to our traditional model of just inviting people and having a meeting and that structure.

Mr. McDowell: I plan to have Mark and Darlene give a small summary, but I know our schedule is packed for tonight. So maybe we can do that at another time. It's kind of simple but complicated. What makes up this school community? It's the parents, teachers, administrators, community stakeholders, your bodega owner down the street, and your faith-based leader in the neighborhood. A lot of those individuals have different perspectives on what schools need and how they can support schools. So basically what the model does, not to make it seem too simple, is it gets those entities around the table and we start talking about what are the needs around parental involvement in the schools. Our needs assessment is done using the SWOT analysis tool, which we just basically look at the strengths, weaknesses, opportunities and threats around parental involvement. Then we have conversations around those ideas. We know there are a lot of issues, but we know in planning you can plan but so much and you have to be realistic in your planning. So we basically prioritize what those issues are. What should be immediately planned around and what can wait but is still important. Then we create a list of items that we create four goals out of. We take those four goals basically and then we turn those goals into small committees and start creating activities around how we can reach those goals. Those activities go into what is called the parental involvement plan for that year. Subsequently, that plan turns into parent volunteer activities for the year. So if in the group they say we need to have these parents come in the building just for a non-threatening technical workshop, just come in and get to know the people. Let's do a movie night. That movie night in the plan becomes that activity. The parochial schools are big on this. They'll hand you something in the beginning of the year that says this is how you get involved in our school. You can get on the movie night committee, the literacy committee, but you have to get on something because that's how we roll in this particular school. So it gives the school an opportunity to create a culture in the school where the parents will have almost like an expectation that if I'm not going to be a part of how to help your kid with NJASK committee, I can be part of the movie night. We get parents in, engaged, and then we can get them engaged in other stuff. That's pretty much the crux of it, then having someone there with innovation and someone who can stay to task. That's what our staff in the schools do all day. They focus on that totally, how to get more people engaged. That's basically in a nutshell.

Comm. Irving: How do we take what you guys are doing in the Priority Schools and then move it to the Focus Schools and beyond? I think just implementing the Action Team is just one piece. You still have to have somebody who's onsite to help shepherd it and manage that process.

Mr. McDowell: It takes some man hours and woman hours.

Comm. Irving: I think Mark is the only guy you have.

Mr. McDowell: You're scheduling meetings. You're the President, but you guys have to cut me off. For example, we had a stalemate with trying to get teachers involved in the process. So Darlene came up this whole thing. She said, "I need \$100 for lunch for the teachers." I said, "No, but why do you need it?" She said, "Because I want to do a luncheon for the teachers. Instead of them going out and getting some lunch, I'll say come and get some lunch and listen to what I have to say." So she had the teachers that came down. She got them sandwiches and stuff like that and talked about the Action Team process. We know some of the challenges that teachers have being in the school after-hours. She actually got five teachers to volunteer to help out where sometimes I think we would have had the assumption that no one wants to help. I guess all we need to do is ask. So it takes some work to do things like that.

Comm. Martinez: What was the primary method of outreach to the families? Was it phone calls, e-mails, or flyers? It seems to be working. What was the primary way of reaching out to them?

Mr. Mark Fischer: The primary reason that we have a lot of parent involvement at School 6 is because of the community. You have to treat it like you're running for office. You actually have to go out and put up posters in the local stores. You have to go out and knock on doors. Another mechanism that we use is called the text messages. We all know fusion has a home number that doesn't work or a cell phone that they had three years ago that they didn't pay for that doesn't work. So when they walk in the building as they walk in you have them sign up the text network. We've been blasting out messages. That has been a big weapon that we've been using at School 6 as well as at School 28 trying to use technology to get to the parents, and knocking on doors.

Comm. Irving: You physically went to parents' homes?

Mr. Fischer: Yes. When I found out that I was at School 6 we did it like a campaign. We were going to get the bus out and everything but we had bad weather. So along with a couple of the parents that were on the Action Team last year and the president we walked the neighborhood putting stuff on doors, taking the big staple gun and hitting it on the poles. People were impressed saying, "We didn't know what was going on. No one has ever done this before." So you really have to put your money where your mouth is.

Comm. Martinez: I think that was a great way to go about doing it so I commend you on that.

Ms. Darlene Morris: Good evening everyone. Even though I did employ Mark's idea with the texting, my phone had limitations so I had to get some apps. But another thing that I think is extremely important is buy-in. When I first went to School 28, I physically went out into the hallways in the morning and grabbed parents. Fortunately I hit some really great parents and they jumped in and they're there every single day. I don't have it with me, but we created a little card, it has a smile, and says, "A smile is free. This one is on me." In the morning my PTOs when they see a parent come in with a grumpy face they hand them a card and they have to smile. So we're getting people to buy into the idea that we think that they're extremely important. We had our first PTO night and the parents like to be treated like Queen Elizabeth too. They asked what are we going

to have and so I said we have some pizza and some crudités. They were like, "What's crudités?" I said they were some vegetables. So the night of the movie night I was just so tickled because they were walking around saying, "Would you like some crudités?" I think that's very important. I tell Mr. Medley all the time I think School 28 is going to be the best in New Jersey because the team has really come together and they're bugging me. I can't get things done fast enough. So I think when you get the buy-in of the community and you treat people with the respect that you'd like to be treated with they'll come around. We're going to have a great time this year. Thank you.

Comm. Martinez: I commend you on that. When you develop that type of rapport with your families it's easy to get them to buy in.

Comm. Irving: Here's the six-million dollar question – what does your office need to continue to do more stuff like that? I'd love to see that happen in all our schools. With eight people that's close to impossible, but we can incrementally work our way there. Ms. Darlene, the passion you just spoke about is exactly the type of passion that we want our parent liaisons to have. The way Mr. Fischer has done great work at School 6 and even the other parent coordinators who are not here...

Comm. Hodges: Is there a point that you're getting to, Mr. President?

Comm. Irving: I'm getting to the point. The point I'm trying to make is, what do we need to continue this? I've seen the Action Team model. I truly believe in it, but I think on some level we've got to be a little bit more committed to really looking at what does parent and community engagement really look like and how committed to it are we? Are we committed to a point where we're willing to give somebody eight fulltime people to work with 56 schools? Or are we committed to say we're going to really put our money where our mouth is and begin to expand, especially given there is a model that at least empirically year one seems like it's really working. What do you need?

Mr. McDowell: I guess that's a conversation. Of course we would need the ability to do what we're doing in some of the schools now. We need more resources, staff, and what have you.

Comm. Mendez: I want to congratulate you for making parents feel welcome because that's the key. That's what happens when you make the parents feel welcome into the building and into the school. That's the difference when you receive the parents with a smile on your face and welcome them. That's what happens. It's as simple as that. If we could make it happen at School 28 we can make it happen at all the schools, but we have to change the way to do things. You guys are doing different things, thinking outside the box and that's what happens. In the district for many years we keep doing the same thing but we expect different results. It's never going to happen. In a lot of the schools parents do not feel welcome. That's what happens. There is no way that you're going to have collaboration from the parents if they don't feel welcome. The parents go to the building asking for questions and looking for information and nobody answers and nobody takes care of that. Personally, I've been in a school that I sit down for 25 minutes, close to half an hour, and nobody asks me if there's any way they can help me. So when that happens to a parent, how do you think that parent is going to feel welcome and try to collaborate with the building? It's not going to happen. So congratulations for your great job. Thank you.

Dr. Evans: I think the bottom line here is money. The program that Mr. McDowell is describing actually is federally funded. It's a requirement in NCLB that we require support to our families because we have a large population of students who are free

and reduced lunch eligible. So for me there are two questions. Mr. McDowell has 25 part-timers – that was part of his report – in elementary schools and two part-timers in high schools. So question number one is what can we do with those people to expand their knowledge base and how can we better use them. I guess question number two is the big one, how do we make more resources available to them? I don't know that with the extent to which federal dollars are being distributed, particularly to support Priority and Focus schools, then that may not be the source to look at. You're going to hear later on tonight from Mr. Kilpatrick our current fiscal situation and we will be submitting a budget tomorrow. Adding a lot of things is not something we can do because we're virtually flat-funded. So anything we add we're going to have to take something away. That's not a new story or scenario for us. So the question is what is it that we can take away and enhance Mr. McDowell's budget? That's the real question. You're also going to hear timelines by which we're going to engage the Board in a more comprehensive review of the budget. In a couple of weeks the Board will have its own discussion around the budget and that will be followed by a public hearing at some point. So there will be opportunities to talk about and weigh in on some of the things and perhaps shake out some ideas for enhancing Mr. McDowell's operation.

Comm. Irving: I'm encouraged to hear that because I think we have to have a very serious conversation about where we're going and I see your staff very excited about the work that they're doing. I think at some level there needs to be conversation about the capacity of the part-timers given the time that they're with us. I know the Action Team meetings normally take place after hours and I know the hours that the part-timers take, which I'm sure in some capacity are during the days. To understand that would be really helpful, but since you brought up the budget I agree with you, but I just want to make it very clear that as we engage in budget talks that it's not just for the sake of just engaging in talks. This Board will be able to look at some line items, question, and make recommendations for where they need to be moved. I think more than ever passing this budget is absolutely important. But I don't want to pass a budget that this Board doesn't feel comfortable not vetting and not having its influence on. Truly, I thank you for your presentation. It's a really good presentation.

Mr. McDowell: I'd like to thank all our staff here. They're hard-working. Groups like PEF have given me resources to help out with workshops and all the departments that help out with what we do. Enjoy your t-shirts. That's an official Action Team t-shirt which says, "Parents in Action" in three of our main languages here. Thank you.

Central Registration Plan

Ms. Corallo: Good evening Commissioners. How is everybody today? I am here to talk to you about our central registration process. I want to assure you that we have embarked on a very brand new way of doing things around here. For those of you who are new and may not remember, this past year was the first time we took on central registration for grades k-12. We're about to add pre-k to that as well. We are a full operation here now. We're staffing up as far as having proper staff with regard to nurses, special education, and everything that we need. I want to assure you that the process is changing dramatically. In past Board meetings you have asked about the help and assistance of one of our consultants, APQC. We engaged APQC in this process to look at how we were doing things and how we can make everything much more efficient. In the summertime the Superintendent charged me with being the leader of this initiative and I was very happy to have a support team through the APQC process that included our nursing representatives, bilingual, special education, transportation, central registration staff, facilities, technology, and family & community engagement. We started off the process of looking at our situation as it is. I'm not

going to read this out loud, but you know that we had a very in-cohesive process. We had customer services issues. We had parents who were a little confused and needed some understanding of what we were trying to do. Our objective was to design an effective and efficient registration process so that the children of our beautiful city can start school on day one. In our process we looked at stakeholders. Again, I will not read for you, but you can imagine we have a lot of people who take part in this and who care about the fact that we're doing this properly. So we made sure that when we were considering our process we had all these stakeholders in mind. We thought about this in a three-tiered approach because I don't know if you understand but we have about 3,000 little ones who will be embarking upon us during the April through June timeframe for pre-k through kindergarten. Then we go into the push for getting everyone registered for the fall as far as grades k-12. But I want to make sure that you're also clear that on any given day, and it's happening daily right here in the room across the way, we have 20-30 families visit us downstairs to register. That's been happening right up until today. So we're a full-fledged registration process department going on right here in central registration at 90 Delaware. We had to look at it three ways to make sure that we were addressing the different types of registration ebbs and flows that we go through. As I just said a couple of seconds ago, what are we going to be doing differently? I'm about to tell you, but it's pretty much almost everything. We looked at some of the things that we wanted to change. We wanted to make sure that we had a very prepared team that we will through comprehensive training do everything in our power to communicate and notify in advance that everyone who touches this, all of our stakeholders have a clear understanding of what we're trying to accomplish. We decided as a team to actually come up with what we call our team approach. Remember that this is still new because we just started this in the fall, but what happened was a parent would come in and register. They would see the first person available. They would sit down and talk to that person, go through the process, and then whatever nurse was available they would go to that nurse. If they need to see a bilingual person they would go to that bilingual person. Now what we're doing is we're going to have a core team. That parent will work with a specific team and this helps us in many ways. It helps us because now the parent feels secure. We had a couple of parents who were forgetting. Why are you still here? What are you waiting for? I haven't seen the nurse. We want to make sure that doesn't happen. So we've got this team approach. But another benefit of this is that documents now stay with that team because we were concerned. This is personal information and we want to make sure that information stays secure. Other staff that is part of the overall process includes having a supervisor at each location. I'm going to talk about the multiple locations where we'll be going to, check-in staff at each location, security at each location, translators, custodial staff, and then a call center staff. Another concern that you all heard I know was the phone is ringing and no one is answering the phone. That's not going to happen anymore. We're going to have three fulltime people here. They're temporary, but they'll be fulltime during this period that will be answering the phone and scheduling appointments. We've already secured a special education specialist as part of our team and hopefully next week I will be doing the same with a fulltime nurse who will be part of our team. The team worked really hard on putting together what I'm calling our registration bible. This manual has every tab in it that touches central registration talking about bilingual, transportation, and special education. Anything you want to know this is the handy-dandy resource and this will be available to each team so that they will have this right at their fingertips and will know what the law says about this. In Paterson I have to tell you we have a lot of unique circumstances that come to us that we need to address sensitively but also make sure that we're abiding by the law. Let me pass this around. Again, that was a collaborative effort so everyone participated in putting that manual together. As I mentioned a couple of seconds ago, storage of documents is clearly important. We need to make sure that they're secured and

Facilities is helping us with that. But more importantly, what we're trying to do is automate everything. Right now everything that we're doing in central registration here at 90 Delaware is a paper process and we want to get away from the paper process. There are certain things you can't get away from. In state law you have to have hard copy of birth certificates, etc. You can't scan that, but we're currently not entering right away into our student database which is called Fusion. What we're going to be doing now is every registrar will have a computer at their station and as we're registering the child the data is going live into Fusion. So gone are the schools calling and saying, "I've got a student here at my doorstep but I don't have any information on them." That won't happen because now everything will be automatically in Fusion.

*Comm. Kerr enters the meeting at 7:08 p.m.

Ms. Corallo: We've already secured training for many of the staff who will be working. There are still some postings out. We'll be starting the pre-k kindergarten in April, but training is key for this. We have three days that are scheduled. Everyone that wants to work through the process – and this is a stipend position to work because we gave evening hours – they will be expected to attend one of these three days. So we'll have three days of training but you only have to attend one day. It's three possible options to attend the training. Clearly, we have to also make sure that our principals and our school secretaries are aware and I am taking care of that personally so that they fully understand what we're doing with the process. Communication is probably the most critical component of this entire process and since I manage communication it's pretty easy for me to tell me that I have to do this. We will be doing everything in our power to make sure that there's a full force communication plan. We're launching that hopefully tomorrow once we get through this today. Information will be on our website, on the TV station, social media channels that we have available to us, and use of the media helping us promote. Our pre-k team has purchased some advertisements that will be putting in the paper. We have flyers. You have a sample of the flyer that will be handed out to a bunch of different organizations. Hopefully Kemper's team will be able to help us with that. A ParentLink message is going to go out on Sunday night to announce that the registration process is beginning and it's saying that if you have a child, wonderful, now's the time. But if you have a neighbor or a friend that you know, please pass the word and let them know. Last, but not least, everything we're doing we're translating into multiple languages. We're working so hard on doing that. The phone line has voice prompts for every language. This is so critical in our city. Onsite every student will be leaving with a welcome package telling them what school they're going to, what the uniform will be at that school, who is the principal, what the principal's name is, a phone number for contact, so that they don't leave going, "What just happened? What do I do next?" Of course, you can't be successful in any process without knowing how you did. Hopefully you've all experienced this where you have your car repaired and then the next day the car leadership calls you and says I'd like to ask you a couple of questions on your service that you received yesterday. That's exactly what we're going to do. Randomly we will have the appointment schedule. We will have a different group of people who will be randomly selecting names and calling parents asking, "How did we do? Please take the time to answer four or five simple questions to let us know." Additionally, we'll be seeking feedback from other sources including internal surveys with our principals to make sure that we're meeting their expectations as well. This is really where we are at this point. We're about to wrap up. We're going to go live with a new phone line. We've launched a specific phone line for pre-k and kindergarten registration so we know when the phone rings hopefully that's what the person is calling for. We're going to be at three locations. The Superintendent asked us to ensure that we make this as convenient as possible for our parents. So we're going to be here at 90 Delaware, at St. Mary's, and we're going to be at the Rutland Center by MLK the

elementary school. We have daytime hours and we have evening hours. So we're doing everything to make this as customer-friendly to our parents as possible. We do have to leave Fridays open because we do have a lot of parents who will forget certain documents and we need to have that Friday to do our back end and to have call-backs for people who still need to finalize the process. Last, but not least, is where we will be right after this. Right behind the kindergarten and pre-k we have to get ready for our summertime which will involve posting. Today I reviewed and approved the postings that will go out hopefully next week to make sure we have enough staff to supply summer hours. But we will be here in the summer following a similar schedule. The summer hours will only be here at 90 Delaware, but come August through September where the big crunch is because people tend to wait for the last minute, the last two weeks of August and the first two weeks in September we will go back to utilizing the three locations. That really concludes my presentation, but I do want to summarize in just saying that this was a very intense and collaborative process. We worked diligently. We tried to think of everything. We're still working diligently. I want to assure each and every one of you that I take this very seriously. I don't take on anything in a leadership capacity that I don't expect to succeed. So you have my...(end of tape) (Beginning of new tape)...forward. Thank you.

Comm. Irving: I do want to say great work in taking the bull by the horns over the last year and putting together a process that as I read seems to make sense. I do have some questions, but I'll yield to the Board members first.

Comm. Hodges: I have a very simple question. Will expectation guides be part of the package that the parents receive?

Ms. Corallo: We can certainly include that. That's a good idea, if we have that available.

Dr. Evans: Mr. McDowell has them available.

Ms. Corallo: In fact, today Ms. Peron had another wonderful suggestion where she has children's books that every child that registers at least to the supply that we have will also receive a book as they exit. So we are encouraging reading right as we register.

Comm. Hodges: I think that's a far more superior idea than I had.

Ms. Corallo: Then I'm so happy I told you about it.

Comm. Hodges: It's far superior and to be very honest I stole the idea from Clifton. Everybody that comes to their district to sign up they give them an expectation guide to set that tone. That's where I got the idea from. Quite simply they're telling their people coming we expect your child to do this, that, and the other and we expect you to get them ready by the time they hit the door. That's the tone that should be set here. The book is a tremendous idea and I celebrate that.

Ms. Corallo: Thank you.

Comm. Mendez: Terry, congratulations. Great presentation! There's a lot of work underway.

Ms. Corallo: You have no idea.

Comm. Mendez: Central registration is one of my biggest concerns. At the beginning of the year there are a lot of issues at central registration with the staff. They're not well prepared. Parents are waiting for hours outside without getting the response. So I hope that with this plan we will eliminate that. I would like to know how ready are you going to be and if you know the amount of staff you're going to need in the beginning of September when the rush comes.

Ms. Corallo: We're not waiting until the last minute. That's why we doing the postings now. We will secure those people hopefully by early May so we know we have everybody we need to go for the summer.

Comm. Mendez: With proper training.

Ms. Corallo: Yes.

Comm. Mendez: That's one question. I know that the information is going to start going through flyers in every school letting parents know the time.

Ms. Corallo: I'm happy to e-mail this flyer to every Board member. If you want to post it on your Facebook page we would love that. It is available in Arabic and Bengali as well. I only brought you the English and Spanish version for saving paper because I also represent the technology group who manages the Xerox contract. So I'm trying to be mindful of how much we print.

Comm. Mendez: What type of document do I need legally if I'm coming into Paterson to register my son?

Ms. Corallo: The information is right here on the flyer, exactly what we're looking for that you need to bring. That information will be posted on the website. If Comm. Teague called tomorrow and said, "I'd like to make an appointment. I understand you have a location at St. Mary's. That's the most convenient location. What's your next available appointment?" We're going to say, "Mr. Teague, do you have a pen handy? We're going to give you some information and we want you to write it down." This way he knows exactly what he needs to bring when he comes. This way parents have an expectation ahead of time because they'll say they didn't know they needed to bring that. We're going to make sure that they fully understand all the documents and what types of documents are acceptable. We do see a lot of interesting documents down at central registration which are not acceptable. We will be happy to clarify that for the parent when they call.

Comm. Mendez: The reason I bring this question up is because it's my understanding, and correct me if I'm wrong, that if I have my child and I'm going to register my child here in the school district and I have my doctor's report and that documentation and I don't have the school record, I shouldn't be denied for that.

Ms. Corallo: That's absolutely correct.

Comm. Mendez: This is the issue that I have. There have been two or three incidents recently of a mother with four children that stayed home for eight days because she used to live in Pennsylvania. She came with no school record but she had the doctor records and all the information and we couldn't register her. My concern is the training that the staff is going to have. We have to make sure that doesn't happen in the district because in the end the children are the ones that pay the price.

Ms. Corallo: First and foremost, I want to assure everyone that the Superintendent has made it clear and it is also state law that the children should be admitted into the school. There is one exception and that is immunization records. So if you do not have that, the state says you cannot come to school. You can understand if you're a parent of another child in the school and this child comes with some sort of disease that raises a huge concern for the rest of the parents. So that is the only document. I do know that we have a lot of parents who reach out to each of you and I want to be clear that sometimes you get part of the story. When I investigate I get the full story. I just want to be fair. When you are right, and you and I have talked about this, I resolve that issue. But I just want to be clear that there are on occasions where we've followed up on things that any of you have brought to our attention where you only received part of the story. Are there any other questions?

Comm. Hodges: On the nurses, we simply had a resolution that we had to address with the nursing. Do they cover all the preschools or just the district preschools?

Ms. Corallo: I'm going to defer to Ms. Peron.

Comm. Hodges: We've had to settle to have nursing coverage. Do they cover all of the preschools?

Ms. Peron: We only register here for our preschools.

Comm. Hodges: So the nurses then will just be addressing...

Ms. Peron: Yes, onsite registration for preschool and kindergarten children.

Comm. Hodges: In the district.

Ms. Peron: Correct.

Comm. Hodges: But is our staff responsible for any of those?

Ms. Peron: Yes. We have nurses in the Department of Early Childhood who oversee the process at the preschool provider centers. Is that where you're going? They don't do the registration, but they have to come in September and conduct screening and audits of immunization records.

Comm. Hodges: For all of the preschools.

Ms. Peron: For all of the preschoolers in our provider centers.

Comm. Hodges: Okay. Is that why we had to get more nurses?

Ms. Peron: We had to get more nurses to be in compliance with Early Childhood code, which is one nurse for every 300 students.

Comm. Hodges: Does that include the providers?

Ms. Peron: Yes, it does.

Comm. Martinez: When will the training be underway? Who's going to be facilitating it? Give me some information regarding that.

Ms. Corallo: Right now we're tentatively scheduling the training for March 26, March 28, and April 8 because we do have spring break in between. Again, it will be three options available to you. So if you'd like to work the process you have to pick one of those three and attend the sessions. The training will be facilitated by myself. Rich Tolerico, Rich Sanducci, and Cresie Diaz are all part of my central registration team and we've also asked someone from the nursing department to help us as well. The training will be twofold. It will be customer service training because this is a customer service focused process. Everyone needs to feel that this process worked for them, that we heard their concerns, that they understand when they leave, that they feel good about what just happened and walk out of there going, "Great. I know I'm at School 5. I know my colors are this. The principal is this. We're all set." The kid is walking out with a book feeling excited about the upcoming school year and we get positive feedback. That's half of the training. The other half of the training will be the specific dos and don'ts of what goes on if you're a registrar, a document checker, or a nurse and what you need to know as an individual in the circle.

Comm. Irving: I just have a few questions for you and I think somebody already touched on what you just mentioned about the training piece. I understand that your staff - the folks who I'm going to call the supervisory managerial staff - is going to be trained. Who's going to ensure that all aspects of registration staff understand that bible? I think those are some of the small details that may get lost in the shuffle. The concept should be any person who works in that site should be able to say if I don't know it I know where to go in that document.

Ms. Corallo: Exactly. One of the things you have to understand with who we're hiring here is these are people who have some familiarity with the registration process already. It's people who work in the schools, the nurses from the schools. The wonderful people behind me who came to my rescue in the fall, specifically the family and community engagement team, they have all done this before. This is going to be so much more efficient for them. In fact, today Ms. Peron had a meeting with some nurses and asked me to participate. While I took them through some of what they were doing I was really excited to hear how excited they were. They couldn't believe all the work that we've done and how we're addressing what they have concerns about and they all walked out and commended the approach that we're taking. So I feel very good about it. I'm not concerned that the team will get properly trained and be ready to go.

Comm. Irving: With that said, they're going to receive the training process from your staff?

Ms. Corallo: Yes.

Comm. Irving: The other question I had was about quality control. You answered that one very well. I guess the only follow-up I had to that was who is going to ensure at the site that on a daily basis or evening basis or whenever the sites are available that general order is being conducted and kept. Is there a site manager?

Ms. Corallo: Yes. There's going to be a site supervisor at every site. With the help of Ralph's team we put together a mobile technology station so that every day the laptops will come out and everyone will be able to do their thing. The nurses have a website that they need to go to, to input information as well. Then it will be the responsibility of the supervisor and the security and the custodial staff to make sure everything is secure and locked at the end of the evening. The paperwork will be picked up. We're working this out, but we're hoping to pick this up hopefully on a daily, but at least on a weekly basis. We have ordered locked file cabinets just in case we can only pick up on a

weekly basis. So we've really tried to think of everything to make sure that things are covered. There will be a site supervisor at every site whose responsibility will be to make sure everything is locked up and secure along with security.

Comm. Irving: When does the three-site process begin?

Ms. Corallo: It begins April 8. They can start calling for appointments next week.

Comm. Irving: Is it feasible in the May Board meeting to just hear an update on how the first month has gone?

Ms. Corallo: I'd be happy to do that.

Comm. Irving: Clearly there are going to be kinks as great as the machine you've put together. There are always kinks that you figure out and you work out. It will be just good to know that's happening to understand the process. If a parent shows up to the district looking to get their child registered they would then be given an appointment. We're no longer just taking folks off the bat. Am I correct?

Ms. Corallo: Yes and no. We prefer for them to schedule an appointment. If they come in March we're not starting the process. So we will be making an appointment for them. If they come sometime in May or June and they just walk in and say, "I want to register my child" we will accommodate to the best of our ability all walk-ins. But we want to discourage that because otherwise if that word gets out people are going to say, "I can just show up any time." 3,000 children need to be registered between April and June and it's better for everybody if they follow an appointment process.

Comm. Irving: I just want to make sure the folks who get the appointment get the priority.

Ms. Corallo: Absolutely, and so do I.

Comm. Irving: They've done their due diligence.

Ms. Corallo: Absolutely. One of the reasons we decided to start in April was we were worried about bad weather like this tonight. If we start an appointment tomorrow and we close school tomorrow, then what happens to all those appointments? Then they get pushed back and those people are going to say I was first on the appointment list. So we're starting in the spring.

Comm. Irving: Good. Are there any other comments or recommendations?

Comm. Teague: You know some of the parents are going to be probably calling me. So who should I direct them to - you directly or to one of the members of your staff?

Ms. Corallo: What are they calling you for? If they're calling you for an appointment, there's a phone number you can direct them to.

Comm. Teague: Not the appointment, but they're going to call me because of different issues like you addressed, such as customer service issues.

Ms. Corallo: Oh, you mean after the fact?

Comm. Irving: Give them Terry's cell phone number.

Comm. Teague: Should I give it to Joe to post as well?

Ms. Corallo: Yes, give Joe my cell phone number and have him post it. In all seriousness, you know where to reach me. If there's a parent issue, please come to me. I don't need to hear about it through five other people. I prefer you come straight to me. Are there any other concerns or questions?

Comm. Irving: I must say thank you to all the staff that presented tonight. You all gave great content even within a timely fashion and I certainly appreciate the brevity but also the scope of information. That's three presentations in an hour, which isn't shabby.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: Coming to you, and Tineish is preparing to distribute them, is my new approach to informing you via the Superintendent's report by way of an update. I will endeavor to be brief. I won't be long. In fact, this venue is set up purposefully to provide you information to read later and if you have questions then you can contact me or Mrs. Jones or one of the other appropriate staff, one of the chiefs or assistant superintendents through committee meetings or other venues that we have in place to be able to address them. But what I have attempted to do is to represent or provide you the information that I want to give in the Superintendent's report and I've expanded the range of information to include in the Superintendent's report in response to questions, issues, and concerns you've raised about getting information in a timely manner. That actually is one of the major goals. I will need feedback from you over time because I may be giving you information you really aren't interested in and you don't want to know as a Board. In fact, I will ask periodically so that I will stay current with what your needs are. Item number one – the cover letter which is a two-page cover provides an outline of everything that's in that packet. Everything has a supporting document for you to read later and if you have questions about it feel free to do so. Number one is my response to the inquiry that we've been discussing regarding the legal department. I really do appreciate meeting with President Irving and Mike Osnato last week to continue to discuss some issues and I make mention of that in that brief paragraph, but my actual written response to President Irving is attached. It is attachment number one. During that meeting I made some commitments that are represented in items 1-4 as it relates to the search with which I'm stepping into the lead of. There were inquiries about job functions and time consumed with those jobs functions. That's also included as an attachment. Effective immediately as I've mentioned I will assume leadership for the search and then make sure that the hiring process as the Board collectively indicated be more open, not just for that, but for hiring administrators in general. That was one of the items that you all requested, to be more open. In fact, there is some information later on in this particular offering that addresses some hiring information as well. I would also mention that there was an inquiry for some additional Kronos information. That information came to my desk this afternoon just before I came down, so I really haven't had the chance to go through it and make sure it was consistent with the OPRA request for it. As soon as I review that to make sure then first tomorrow morning it will go straight to the Board before it goes anywhere else and then ultimately to staff who will distribute it to whoever has requested the information. Number two – this is HSPA season. It started today. I'm sorry. It started yesterday. It's yesterday, today, and tomorrow and makeups are next week. As I did last year, I went to the high schools and addressed almost all of the 11th graders who are taking the test to encourage them to do the very best they can on it and continuing to encourage them not only to go to high school, but to go and complete college as well. I used a PowerPoint to drive that discussion and I put a copy of that PowerPoint in just for your

information so you'll know what I shared with them. Number three – I was invited to Seton Hall University as I am quite frequently to address classes or a number of other entities. I was invited one evening to come and talk to a group of aspiring superintendents who are in a structured program ran by Dr. Jan Fuhrman and they asked me to talk about leadership at difficult times, something I think I know a little bit about. I went and had a great discussion. The PowerPoint that I used for that presentation is also in your packet if you want to refer to that at some point in time. Number four – in our continuing effort to create healthy school cultures, not only at the school level but at the district office level, Ms. Shafer has put together a culture and climate committee focusing on this building with the intent being to improve the culture and climate in this building. T.J. Best is the leader of that particular group and they've developed several initiatives that are mentioned in number four. They are represented in a packet that's included that is focusing specifically on that. It has a schedule associated with the employee of the month. That's a part of that.

Comm. Irving: That's not T.J. Best, is it?

Dr. Evans: He's leading the committee.

Comm. Irving: Got it. Just making sure!

Dr. Evans: It mentions the designation of administrator and department recognition program, an end-of-year celebration, and a venue for recognizing milestones in our staff members' lives. Attachment four, which is included there, includes a description of that activity and expectations associated with it. One of you approached me recently and inquired about the purchase of vehicles for the security department and so I've attached a document that is in response to that. Information actually has been available on that for quite some time, but I think the information speaks for itself. Director Smith is here if there are any questions about that as well. If you have any questions later as you get a chance to look at obviously you can call him or me and we'll be happy to respond. The district recently advertised for the position of Director of Humanities, which includes primarily English language arts and social studies. Lauren Kazmark, who is already interim director for assessment, is the person who we decided to move into that role. Lauren is one of those people who actually could go any number of ways. She's certified and has tremendous experience not only in English language arts, which is one of her primary areas, but she's special education and she knows assessment. Considering our needs and where we are we decided to transfer her from assessment into that role, which then leaves a vacancy in assessment and we have an active search underway for someone to serve as leader for the assessment department, director if you will. That's underway. We also have recently completed the initial search for a data manager and the information is obviously being assembled. There's some background work that we're doing and some reference checking and all of that. The Board will hear more about that as we solidify our decision in that area. Some information will obviously come to you in a more timely manner than has perhaps in the past for some of the positions so that you will know and have a chance to give some feedback before we actually hire. Then number seven – consistent with our strategic plan customer service is one of the things that we're paying close attention to in the district office. You heard Terry Corallo mention a moment ago that's the focus of the work that she's been doing around the registration process. To that end, I had one of our staff members, Dorothy Douge, taking advantage of research and some of the things that are already out there, put together a customer centered survey. The first group we targeted was principals and specific departments. The question is, how is the customer service from those departments? You have the results for five departments that we started with as rated by the principals. That information is being used to go

back and give feedback in those areas and strengthen the customer services focus or orientation in those departments. Future plans include not only expanding the departments and divisions that will be the focus of future surveys to eventually include all departments and divisions, but also expand the audiences from which we want to hear. For example, we want to hear from parents, teachers, some of our partners in the community who support us in terms of the customer service orientation of our various departments and divisions.

Comm. Hodges: Does that survey include guidance?

Dr. Evans: The first one didn't, but I'm certain the next one will.

Comm. Hodges: That's too bad.

Dr. Evans: Mr. Kerr and several others called me and left a message for me today and I apologize I was out of the building a good portion of the day and didn't have a chance to get back to you yet. I think this correspondence coming around will respond to the question. I don't want to get into a lot of discussion because this is a legal matter involving the...

Comm. Irving: Dr. Evans, if it behooves the Board, I would like to have this discussion in executive session at the end of the meeting. I just checked with Ms. Pollak. We don't have to necessarily advertise for it. We can just adjourn and head into executive session knowing that we're not going to be voting on anything. In the legal committee we talked about Captain Smith and Ms. Pollak updating the Board specifically on this situation. I think if we talk about it now it's going to be so vague.

Dr. Evans: It would have to be vague and this is really a statement of law. That's all this does.

Comm. Irving: We can be a little more specific in executive session. I don't know about you, but I got some phone calls pertaining to this situation from two people in particular, one being a Councilperson, and I just want to make sure that we're all on the same page. Until I got the information today I wasn't sure exactly what that page really was. If that's okay with you all, we'll do a quick executive session just to have an update on that.

Dr. Evans: Okay. Next, some of you may have received a notice today as we did that Governor Christie will be appearing in Paterson at St. Luke's Baptist Church on Tuesday, March 12. That's next Tuesday in a town hall meeting. I don't know if this went to all Board members, but perhaps we should send it out so that you'll get the same flyer that we received in my office. I'm not sure if President Irving received the hard copy or a call. We'll circulate this and make sure everyone is aware.

Comm. Hodges: It needs to be stated that you have to sign up and register and it's first-come first-served. You need to understand what has been the practice when the Governor comes anywhere close to an urban center. The place gets flooded with people who don't necessarily live in that urban center. They get called on. In fact, when he came to Elmwood Park people that got called on didn't live in Elmwood Park. It was packed with those individuals. So you need to be there first-come first served. You need to be there early and sign up in advance.

Comm. Irving: Ms. Crawley is going to make photocopies for the Board.

Dr. Evans: Very good. While she's doing that, on Saturday I'm certain you all received a flyer indicating the First Annual Patricia Harris Parent Summit at John F. Kennedy High School from 8:00 a.m. to 2:00 p.m. Everyone is encouraged to come and participate. Lastly, regarding the weather, I think someone has already alluded to it. The weather is predicted to deteriorate significantly. We don't know the full impact, but we just want everyone to be prepared. Our initial look suggests that it may not interfere with school particularly. Even though it's going to snow the temperature is hovering around 32-33 degrees at its lowest. It's right at 40 degrees right now, but as we've tracked and looked at the predictions over the next three days the lowest temperature we saw was 33 degrees. I heard on a weather report earlier today as I was driving that 32 degrees was predicted to be the low tonight and/or tomorrow night. I just want everyone to stay tuned and be alert. Again, we are thinking at this point if it doesn't drop any lower than that then it mostly likely won't interfere with school because it won't accumulate to the extent that it should. The city has been very good lately in terms of making sure that the streets are clean. It's our desire to have kids in school, but we're not going to place their safety in jeopardy if the determination is that our streets are unsafe to travel. As soon as I hear from Ms. Shafer and that determination is made, if the determination is made to close schools, it will go out as quickly as we can. That's my report, Mr. President. I know Tineish is bringing the flyer in for the Board.

Comm. Hodges: Where there HSPA prep programs?

Dr. Evans: Yes, in every high school.

Comm. Hodges: Do we have an analysis of how well they were attended? That's been a problem in the past.

Dr. Evans: We'll have to get that. Ms. Riviello led that effort and then some high schools did things beyond what Ms. Riviello and her staff did, but we'll get that information to you.

Comm. Hodges: And while you're at it about the SAT prep programs.

Dr. Evans: Sure.

Comm. Hodges: You won't have the attendance yet, but at least the proposed attendance of the SAT prep programs. We have to start taking a look at that in order to plan how to encourage more students to participate. That tends to be a major problem here.

Dr. Evans: We'll get it to you.

Comm. Irving: Dr. Evans, I do just want to acknowledge a letter that he sent to the Board. We had a very spirited and engaged conversation behind the scene and I think the Board's comments that were expressed at the regular meeting were certainly heard by the Superintendent. I'll say truthfully it takes a certain person to be able to listen to a group of colleagues and then take a step back and say there are some other ways to do this. So I want to formally acknowledge that because I think the Superintendent most certainly heard the Board figuratively and literally speaking. I want to make very clear that I think the facilities committee as you all meet to discuss exactly what's going to happen with the space downstairs that we really pay heed to what the true need in the district is. I'm looking forward to seeing how this process continues to unfold. I do still believe there are some loose ends with regard to this, but I'd rather talk about that offline and see if we can work that out behind the scenes without having to beat each

other up on TV. The other piece I want to mention is the joint committee of the public schools, Paterson, Newark, and Jersey City. That meeting is on the 14th. Everyone should have gotten an invitation and information on that. I also sent an e-mail today to everyone about the committee with the Historic Preservation Board. There were some comments from my Vice President who left a very nasty message on my phone last night about the location. The location was a compromise. The Board will be running the meeting, but they had asked for a neutral site, not at City Hall and not at the school district. We decided on the Hamilton Club being that neutral site.

Comm. Cleaves: Closer to City Hall.

Comm. Irving: Come on. We're going to beam them over? I think that the compromise we worked out and letting the Board lead the discussion and working with them. I did have a conversation with the Mayor at an event last week. Again, he is interested in yielding to whatever the Board decides, but I think he does have a perspective when it comes to the Historical Preservation Board and the directives that he gives. So I was encouraged to at least hear from the Mayor that he is are of the concern that he's willing to do what's necessary to ensure that we are not adversely affected if we decide to get the local designation. The other piece is also the agenda was e-mailed out by Mr. Simpson. I asked him to come up with some points that he wanted to make known and I said the Board would add to that. That will function as the agenda for that evening. So everyone has that in their e-mail. I'm asking if you can get me those questions or general points by next week Monday I will add them to the agenda so we can make sure we have it beforehand for everyone so we have a good basis for where we're going.

Comm. Hodges: Before you move on, I'd just like to note that the Mayor's office is a four-year terms and there's no guarantee. The only reason I'm saying that is because...

Comm. Irving: He can make a promise today and his successor could indeed undo that, which has happened to us plenty of times. I think it's gotten us into this mess to begin with, to be honest with you, the carryover from the Torres administration. The last piece is just a counter for Ms. Shafer through you. I'm asking for an update of where we are with the security report and when the Board is going to receive the final draft, the next version of that and the timeline for that.

Ms. Shafer: It will be ready for the next workshop. We just didn't want to put too much on for tonight.

Comm. Irving: So the April workshop.

Ms. Shafer: Yes.

Comm. Irving: And the Board will receive the draft way before the workshop. Am I correct?

Ms. Shafer: Yes. They'll receive the draft probably over the next week so you'll have it in advance. It will include what we're currently doing, all of the recommendations that we received, and what we're recommending we do now. Then there will be others that we want to take another look at and see if we want to do them as a long-range plan. We'll then ask for your input for additions or deletions.

Comm. Irving: Thank you, Ms. Shafer. Are there any other questions for the Superintendent or even for me? I just want to make sure that as many of us are able to

attend that Newark meeting. I think it's absolutely paramount and important. Again, I do want to acknowledge Dr. Hodges for really taking the lead and helping spearhead that for us as well.

Comm. Hodges: They need to know who's going to attend hopefully by Friday.

Comm. Irving: Is there anything else that we need to know about? Or should those conversations happen offline?

Comm. Hodges: Yes.

Comm. Irving: We'll talk individually with each other before we get to that date.

Comm. Hodges: I'll simply say that there's going to be a broad conversation and given the format this will only be the first of three meetings. David Sciarra is going to be there and Senator Ron Rice. We're going to be hosting the second meeting and Jersey City is going to be hosting the third. The overall topic is obviously state takeover, but there's a sense of what is it, the impact, and then what do we do about it. It may not be reflected in the flyer that they hand out because they have to do things differently in Newark.

Comm. Irving: They're not Paterson.

Comm. Martinez: Do we have the location?

Comm. Hodges: Yes, Science Park.

PUBLIC COMMENTS

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

Ms. Linda Reid: Good evening Commissioners, Dr. Evans, Ms. Shafer, and the rest of the administrative staff. My name is Linda Reid and I'm the President of the Paterson Parents Education Organizing Council, PEOC. I'm here to talk to you about my visit to a charter school in Jersey City on Tuesday. You're probably saying why did she go to Jersey City to visit a charter school when we have them here? I'm concerned about this charter school because it has a SABIS curriculum and that's the same curriculum as this new charter school that's trying to come into Paterson and I'm concerned as a parent. The school was run like a military. There was no noise. It was quiet. The boys walked down the hallway with their hands in their pockets. The teachers were talking but they were talking as if they were talking in the third person with a 'Simon says' attitude like "did the teacher say you could do this? Did the teacher say you could do that?" I did not see any centers that we have here in our schools about the science centers or math centers. All I saw was language arts and that was all the materials that they had posted on the walls. Also, they said their strict policy was zero tolerance. As you know, that's been one of my pet peeves because if you're going to suspend a child for even small fractures at kindergarten then you're setting a pattern. That's my concern. As a parent that is not something that I would want for my child. I did see the video when the administrator said that they run their schools like a boot camp. I do not want my children to be sitting in a boot camp. I want them to get something out of school. I want them to go to school and be fearful that if they cannot follow those rules that they will not be successful. They were not producing scholars. They're producing

robots. This syllabus is like mind control because it's the teacher in front and the kids are just sitting there listening to the teachers. I don't think that's what we want for our children. At least that's not what I want and I would do everything in my power to help this not come to fruition. I don't know what we can do about this. Please do not misunderstand me. I am not against charter schools. If they're working and functioning I'm all for it. I don't believe we should take any money from the Paterson Public Schools to bring in a school that's not going to benefit and meet the needs of our children. This SABIS curriculum you need to look up for yourself. It's not going to be beneficial for our children. I was going to talk about the parent summit, but thank you Dr. Evans because you did that for me.

Ms. Irene Sterling: Good evening everybody. I'm joined tonight by three of my colleagues in Paterson Reads and I'd like them to introduce themselves.

Ms. Gina Johnson: Gina Johnson, Memorial Day Nursery, serving 285 children.

Ms. Carla Mathis: Good evening, Carla Mathis, A Whole New World Preschool servicing 75 children.

Ms. Rene Hooks: Good evening, Rene Hooks, Paterson Family Center, which is a program operated by New Jersey Community Development Corporation serving 105 preschoolers.

Ms. Sterling: We're here tonight because we're part of a team that is working on school attendance. School attendance is not just an issue for the k-12 system. It's an issue for pre-k as well. What happens in pre-k is feeding into the school system. A team of which these three ladies were a part went down to Baltimore to look at a model that we thought might be good for us here, both for pre-k and early education, and we weren't very impressed about it so we're working on developing a Paterson model based on the ideas that are being used across the country. We're going to put a particular Paterson spin on it and we'll be bringing that to you later. Today we want to talk about the way in which we're able to prove that our system works and that's data. Unfortunately, the data systems that are in the Paterson Public Schools do not hook up with the data systems in our pre-k. Right now Susana will tell you as we've been working with her on this that the data system for the Paterson Public Schools does not accept this data from the pre-k electronically. Their attendance data is handled manually and input manually by Paterson Public Schools employees in order for Susana and her team to present information to you on this issue. At one time it would be very difficult for the pre-k program to have an electronic hookup. They weren't themselves technologically advanced. However, developments from the department of human services, which pay for the wraparound program, have forced them to have a great deal more technology and do reporting online. So now here we are. The pre-ks have the capacity to report online, save you money by not doing this work manually, but we're not hooked up. So we are hoping that the Board will undertake with Dr. Evans to look into making these systems interoperable so that you can have better data, so that we can move forward on these issues, and so that we can have very clear data as we begin to implement some innovative programming that this approach works or doesn't. But we cannot do that efficiently if the district and the pre-ks are not directly connected electronically. So we'd love to see you do that. If you have questions for them, I'm going to give you a chance to do that, but I want to point out one more thing as we're talking about money. As you look at the budget when you see it eventually you're going to see a huge growth in the dollars that we are having to put aside for charters this year and because our current charters are growing. So one of the things I would like you to look at and consider is what the Board's position is going to be around these charters, particularly

the collegiate charter that Linda was talking about that has the SABIS curriculum. And particularly because this SABIS charter application is not only for a school that will open in 2014, but it is an application for two schools. Their application says that two years after they open the first one, they will open the second one. So if they get through the door on this one you're looking at a thousand kids taking this very regimented, non-creative, non-citizen approach to learning. So I urge you to take action. Thank you. Questions, if you will.

Dr. Evans: If I may comment on the data system. We are bidding now for a new student information system. I don't know if Susana has already introduced connectivity with the pre-k centers as perhaps one of the criteria we're going to be using, but we have assembled a list of criteria to increase connectivity across the board. Perhaps she should address that.

Ms. Peron: When I was listening I said there was a big piece that was missing and that is that we did set up and we do have computers in every center. We're moving toward I-pads. Some are there and some are coming. Because our assessment system is an online system and it's a web-based system we have put in place a lot of mechanisms so that there is connectivity and it's been for a while now. I think that they're up to par with technology. I did mention at our group meeting that we went out for bid. We have proposals and we are going to be sitting and listening to different companies coming in for MIS systems very soon.

Comm. Irving: I just want to follow up, Ms. Peron, while you're there. I think that this may need to be part of a larger conversation that we're having in curriculum at this point in time. I mentioned in the last Board workshop about the curriculum committee's conversation around expanding Early Childhood beyond pre-k. I think that this disconnect we're talking about reflects the bigger disconnect that we have when it comes to the connection of Early Childhood and how we as a district define it and then how we as a district utilize it. I just think that Ms. Peron is going to make a presentation to the Board at the April workshop meeting from what we last talked. Are we still on board with that?

Ms. Peron: If the Superintendent allows it, yes.

Comm. Irving: Just benchmarking some other district's methods for how they use Early Childhood beyond pre-k. I think as this conversation continues to happen this might be an outgrowth of that conversation. Naturally if we ever expanded Early Childhood beyond pre-k then clearly we'd have to have systems to support a department that will reflect an umbrella of grades pre-k, k, or whatever.

Ms. Peron: Actually, I'm really proud of the work that our teachers in preschool are doing along with the directors in term of assessment. We use an actual app on the I-pad to record anecdotes and observations for our assessment system. The company is actually coming in to do pilot with us because we are like the biggest user of that. So I'm really proud of the work that the teachers are doing as well as the directors and the Department of Early Childhood. We are like on the cutting edge and Paterson is ahead of a lot of other districts in terms of online assessment systems.

Comm. Irving: What's the name of the app?

Ms. Peron: It's out of Teaching Strategies. That's the company and the curriculum is Gold's Assessment System for Creative Curriculum.

Comm. Mendez: It's my understanding that this new data system will go along with the idea that we have to connect the pre-k to 3 correctly. I'm thinking how important it is to have that system in place in order for you to share that information and work effectively with the data.

Ms. Peron: Yes. The student information system would actually allow us to do that and allow us to upgrade our somewhat antiquated system that we have in the district now. I think adding preschool would just be the end of it all because then we can, as Ms. Sterling said, track attendance data. We do it now, but we do it all by hand. So we have a small pilot that we've been working with to show what our baseline data is for attendance and then once we plan and having working sessions to come up with our model of creating the awareness for parents and families that being on time to school every day is very important and the impact of that is very important. So if we begin at preschool and then we move it into the early grades that really is the goal. Having an updated state-of-the-art information system would allow us not only to track attendance, but assessment. We can then look at and really finalize because we've done small studies to the best of our ability on what's the difference between a child that attends preschool for 20 months as opposed to seven months. What's the transient trend? We have small studies about that, but we don't have the capability of having an online system to track it all.

Comm. Hodges: I actually don't have a question for them but for you, Mr. President. We had talked about writing a letter about the charter school system. I would prefer that you take the lead because any letter that I write will be less than charitable. I think that if you were to outline it, I would certainly add to it.

Comm. Irving: I made the commitment that based on the articles... Did you ever get me those?

Comm. Hodges: Yes, several of them. They went to everybody.

Comm. Irving: Based on that letter we'll get a working draft and then at the Board meeting let's hash it out. I think what needs to be hammered out is the language for how we address this. I have my opinion on charter schools and the place they have as well as everyone else. But I think the concern should be that the floodgates are opening up without the state truly vetting the effectiveness of these charters and whether or not they're going to be successful in our school district.

Comm. Hodges: Not only that, they tell the press that you know and the community knows that these schools are coming to you and you're only finding out after they get accepted. That's a major concern.

Comm. Irving: I think that's fair and we should identify that as well.

Ms. Sterling: In fact, gentlemen, if you haven't read the charter school applications one of the things you'll find out is that the one that's planning to open up this September it says in its application it started to seek applicants as of March 1. That was last Friday. They will close applications March 30. On April 6 they will choose the class. So if you don't act quickly you will be behind this curve with regard to these schools. Apparently that's not the case with this particular one that we're concerned about, this collegiate charter, because they've opted to have another year off. But there are some things you can do around the planning board with regard to whether or not they can get a facility and do some other things to look at this. But you need to act quickly.

Comm. Hodges: Part of the application said that the reason that they're applying here was because there was no opposition to it applying here.

Comm. Martinez: Ms. Sterling, you said they would choose. It should be lottery-based. It's not a matter of choosing.

Ms. Sterling: That's a choice. What I'm saying to you is they're going to recruit a group of people. Has anybody here seen an application form yet? Have you been e-mailed anything? Have you seen anything in the paper? Have you seen anything on the Paterson Press? Have you seen anything on Facebook? So if they are publicly looking to find Paterson students who are they talking to and how are they doing it? By the time we're deep into the running for office the kids and the families will already have been told you're coming here in September.

Comm. Hodges: One of the articles I sent you talked about a number of ways that these children get chosen with interviews, essays, and discussions.

Comm. Irving: What meeting do we have next week?

Comm. Martinez: We have Monday and Thursday.

Comm. Irving: We have to get ahead of this.

Comm. Martinez: I've seen and I've heard directly from principals where they purposefully have long lines that parents have to wait on repeatedly. So essentially they weed themselves out of the process.

Comm. Hodges: That's exactly right. Some of the articles describe that. Some of those processes are very effective in whittling down and basically creaming your kids.

Comm. Irving: Can we put another meeting on the agenda for next week? We already have two. Not unless we want to meet after or before the Historic Preservation meeting.

Comm. Hodges: The only other day you have is Wednesday.

Comm. Irving: How about four of us get together? If I prepare a draft and I circulate it amongst the Board, how about four of us get together sometime next week in committee and then take the recommendations and try to hammer out an agreement for what it is, send it out, and try to get an e-mail ratification okay from everyone before the end of the week. At least it goes to the Commissioner before the 15th.

Comm. Hodges: We can do it over the weekend.

Comm. Irving: Okay. You mean the draft.

Comm. Hodges: Right. We can communicate back and forth.

Comm. Irving: Okay. I'm in the air on Friday so I'll have literally all day to type. I'll put together the working draft, send it out to everyone, and solicit comments. We've done it before. You and myself will probably communicate at least back and forth and get the information. Can I just get four people to volunteer to be a part of this committee? Let me take Hodges, Mendez and Simmons. No offense, Mr. Martinez. I'll ask those four Board members to serve as the committee to help vet this letter. Cheryl, can you and

the three Board members I've just indicated work out a meeting time for next week so we can meet in committee? By Monday...(end of tape)

Comm. Mendez: Let me make a quick comment about charter schools and I'm going to leave this on the table. I've been out there in the community just having this dialogue with parents and talking about charter schools. The perception that parents have in the district is that charter schools are better than Paterson Public Schools regardless of the curriculum or anything. Charter schools are better and their children will have a better education attending charter schools. This is going to force us to start changing the perception and image about Paterson Public Schools. I don't know if it could be the district's job, but who can we inform a little bit more about curriculum and all the aspects about charter schools who could educate the community a little bit more about the negative side of charter schools and the type of curriculum that they have if they're bad?

Comm. Hodges: I'm not going to say that they're bad. I'm simply going to say that you have to check. The assumption that they're good was disproven by the Stamford Credo study which said only 17% of them were better than public schools.

Comm. Irving: Look at this city.

Comm. Hodges: That's right.

Comm. Irving: We absorbed two charter schools into the public school system who failed.

Comm. Hodges: In fact, one of the charter schools whose grades had gone up their grades went down this past year. So, what parents have to understand is - don't assume. I have fought for charter schools here. So it's not that I'm against charter schools. I am against using them to destroy the public school system and that's what's happening.

Comm. Kerr: I think the point that Comm. Mendez is making is that there's a very rigid perception out there that charters are better than the public schools. So the onus is on us. We have to find a way of balancing that argument out there. We can only do that effectively when the data is saying otherwise. If the data is not speaking to that, then we have absolutely no argument.

Comm. Hodges: It's not just the data, Mr. Kerr. The problem is if you have creamed students just like Tech. Tech is a perfect example. Tech is supposed to be a vocational school for kids who are not interested in going to college. But that's not their approach. So now what happens is you create a different expectation for the school. You drive any child who looks the wrong way out of the building and dismiss them. You have a family conference, is what they told me, and then they decide to leave. What happens then is your student body becomes a preferential student body and your grades go up.

Comm. Kerr: We all know this, but unfortunately they don't know. So we have to educate them regarding the facts of the matter.

Comm. Hodges: That's what I'm saying. I agree 100%.

Comm. Mendez: At the same time, and I'm going to continue using the image and perception, we have a responsibility to change the perception that the community has about Paterson Public Schools. How are we going to do that? By showing the data and how we're moving forward and showing the progress. That's the only way. Data

speaks for itself. That's the only way that we're going to make this happen, showing the community what we're doing on this side and what they're doing on the other side.

Comm. Hodges: Data and supporting information because it's not just data.

Comm. Mendez: I agree.

Comm. Martinez: I think we all agree that there is a big misconception that the general public has regarding charter schools. Because it's a new trend and a new kind of fad people think it must be innovative. That's the misconception and that's where we have to do a better job of educating folks. There are a lot of good things that charter schools are doing that could work well in public schools and vice versa. It's just a matter of us presenting that information and letting them know just because this is a new trend, this new fad kind of thing doesn't necessarily mean that it's better than your traditional public schools. This is from someone who taught at a public school and at a charter school. So I've seen how it works on both sides. We just have to do a better job of conveying that information to the public.

Comm. Hodges: That has to be the focus of the letter and campaign. The bottom line is they hurt public schools when they open up because they drive up our per pupil costs. So they actually hurt us. But if I'm a parent and I think that my child is going to get a better education at a charter school that's where the kid is going. So I can't argue that, but what I want the parent to understand is that's not necessarily the case and they should check, just like I would encourage parents to check the school report cards for our schools and to hold us accountable by doing that. That's basically all I'm saying.

Comm. Martinez: All that glitters is not gold.

Comm. Hodges: Exactly.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Comm. Irving: I want to pull Item No. 7 because I actually want that to go before the Board at the actual meeting. We're going to invite the students from Eastside High School to attend that meeting and the administration. So we're going to pull Item No. 7.

Resolution No. 1

WHEREAS, the Paterson Public Schools is a school district under full state intervention and is required, by law, to prepare an itemized budget and submit the budget electronically to the Commissioner of Education no later than March 8, 2013, with the original approved pages submitted to the executive county superintendent of schools; and

WHEREAS, the district embarked on a budget development process in November 2012 with the objective of fulfilling the requirement that the budget conform in all respects with the requirements of Title 6A chapter 23A; and

WHEREAS, the district's intent in its budget development was to comply with NJQSAC requirements having the district's policy on budget development incorporate educational

priorities with fiscal expenditures and to address the board's and administration's priorities; and

WHEREAS, the budget development aligned instructional resources with fiscal goals and budget objectives; and

NOW THEREFORE BE IT RESOLVED, that the Paterson Public Schools 2013-2014 preliminary budget in the amount of \$573,179,700 with no supplemental funding request is approved and is authorized to be electronically delivered to the Commissioner of Education no later than March 8, 2013, with original approved pages submitted to the executive county superintendent of schools:

\$ 32,945,249	General Fund Balance
\$ 6,000,000	Maintenance Reserve
\$ \$4,000,000	Tuition Reserve
\$ 38,955,956	Local Taxes General Fund Revenue
\$ 5,696,354	Other General Fund Revenue
\$ 401,827,728	State Aid
\$ 1,400,000	Federal Reimbursement (SEMI)
\$ 47,974,652	State Special Revenue
\$ 30,476,011	Federal Special Revenue
\$ 504,613	Local Debt Service
\$ 796,175	State Debt Service Aid
\$ 2,602,962	Pre-K Operating Budget Transfer
<hr/>	
\$ 573,179,700	

BE IT FURTHER RESOLVED, that the tax levy revenue is being held equal to the fiscal year 2013 tax levy revenue; and

BE IT FURTHER RESOLVED, that supporting documentation of this budget also contains an itemization of certain maximum expenditures required under administrative regulations for Travel, Public Relations Services, Professional Services and Extracurricular Activities have been established for this budget and budget year 2013-2014 in accordance with 6A:23A-5.2, 6A:23A-7 and 6A:23A-5.8; and

BE IT FURTHER RESOLVED that appropriate notification to the board of education to exceed any of the maximums identified, other than Travel for which no exception is permissible, shall be made prior to any expenditure occurring on behalf of the board of education and when notification is made, the board of education may adopt a dollar increase in the maximum amount through formal board action; and

BE IT FURTHER RESOLVED that this resolution shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

BE IT FURTHER RESOLVED that the Board authorizes the Superintendent or Business Administrator to make adjustments to the preliminary budget necessary for submission to the NJDOE's On-Line Budget submission software.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 1 be adopted.

Dr. Evans: I'd like to call on Mr. Kilpatrick to come and provide you some very brief information regarding this submission and the next steps. This isn't the final budget, but we have to make a submission. So if you'd come forward, Mr. Kilpatrick. I think he's provided you with a handout, a fiscal picture.

Mr. Richard Kilpatrick: I looked before about a half hour ago and it wasn't raining. Hopefully it hasn't changed. I just wanted to give you a brief update about what the process was that we went through, where we are today, and where we have to get to. Back in October location center managers were asked to fill out their preliminary budget requests and I believe it went back and forth a little bit with the managers. Of course, I didn't get here until the end of January so I don't know exactly what that process was, but I do know what the results were. I have all the results in my office. That is a give and take for the managers and for everyone for trying to determine where we need to go and where we want the district to be. That was guided by the initiatives and directives that have been worked on for the district over several years. We have a very formal process and required process that we have to follow for the state to get the budget approved. Tomorrow I actually have to submit this budget electronically. It's actually a new process for us because in the past we used to have to kill a couple of trees and send off the physical document to the state. Now we press a button and send it electronically. It's the first time for us and the first time for everyone in the state. It's been a very nice process for us because it helps us get through things much easier. We've been entering data for the last two weeks ever since the revenue numbers came out and going back and forth trying to see how we can fit things in that we want, trying to get people to reduce some of their budgets that we think need to be reduced, and trying to see how the revenues match with what our expenditures are. Back on February 26 the Governor sent this message out and told us how much revenue we were going to get. Unfortunately, we didn't get very much. Our revenue stream was basically flat. Actually, we reduced overall on everything, but our general fund revenues went up about \$480,000. That's very tough for us because we're a big district and that's not a lot of money and it's not easy for us to maintain everything we're doing moving forward when we don't get any money on top of what we had the prior year. So we've had to really dig deep to try to find how we're going to do things and we've been running around coming up ideas and we did it. We have a budget at this point that will balance and we'll submit it tomorrow. But it's not done. It's not where we want to be. It's not what we want. So over the next two weeks before we have our public hearing and before we actually submit the budget for final approval we'll be going through steps like we've been going through ever since I got here 27 days ago to try to refine the budget to be aligned with what we need and what we want. I just wanted to let you know that and allow you any comments in reference to that process. Just so you know, there will be several meetings where we will be talking about the budget. We have a meeting for a public hearing. The public has to have the process before March 28 to discuss the budget and have an opportunity to discuss it. After that the budget then has to get submitted. It's our practice here in the past that we will have a budget detail session with the Board where we will go forward and look at the budget in detail. It will be presented to you in a way that's more easily understood and hopefully you'll come up with questions and deal with things in the decisions we made and hopefully we'll be able to answer them in a way that everyone understands. After the public hearing we send it down to the state, the state reviews it, and by April 8 it has to get finalized with Commissioner approval so that it can get put on the ballot and the voters vote on it. It's there even though the vote doesn't matter. Just a quick discussion about what our budget is, in a normal business we have revenues and expenditures and you get a profit line or loss. In our budget if we have more revenues than expenditures we create what's called a fund balance. The fund balance is what our district has been living on for the last several years for two reasons.

Comm. Irving: Aka, surplus.

Mr. Kilpatrick: Yes, but there are two types of surplus. There's what I consider an operating surplus that we create and then there's excess surplus which the state, if we weren't here in Paterson, would take and tell you to give back to your taxpayers. We're lucky we don't have to do that and we're lucky because that's what we've been funding our district on over the last several years. That excess surplus has been sort of not planned, but we have to plan what it's going to be for next year in order for us to help fund this budget. We projected in this budget that we'll have about \$23 million from this operating fund to move forward. That will require us then to budget about \$32 million because we're forced to fund \$10 million from prior year's fund balances that were in excess and if we create \$23 million again we have to basically fund it all moving forward. That's great because we get to fund what we have. We get a revenue stream, but it's not good because we're living at a rate that's going to hurt us. We've heard about the fiscal cliff and that's something I think we're going to talk about in more detail when the final budget gets presented and we get the details. What's in this budget? We basically tried to keep what we are doing moving it forward and that's not easy. It's not easy because the revenue stream is not there. I want to show the last page in your handout. What drives the budget? I put charter schools not on purpose. It's the first item that comes up in reference to the aid number. We also get the first expenditure we have to input. Charter Schools is a \$6 million hit for us this year above what we paid in the past. We were planning on about \$3 million but because of the new charter school it's hurting us. That's a big nut to crack. Think about that. \$6 million in additional appropriations we have to include. We only got an extra \$480,000 in aid. That means that we are taking away from somewhere else in order to match and meet that appropriation. In addition, we have all our personnel costs. If we just stay flat with personnel we have all the FTs and staff there, health benefits, and added stipend compensations that we do that are contractual. We still have to fund that. There are special education needs, Early Childhood costs, and child study team services. If kids come into the district and they need service we have to provide it. In fact, if we don't provide it there are costs because ultimately we have to compensate for those services later on that generally cost probably more than preemptively planning for them moving forward. There are technical services, community services, improvement of instruction services that are all driving this budget process. There is required maintenance and technical equipment that we're investing in. Those are the things that are driving our budget. They're not changing. We have needs and the process we're going to go over in the next two weeks is to identify those needs in greater detail so that we come forward with an operating plan and budget that will match what we need to do for the district and move it forward where we want it to move forward. If you want to go into specific details this is just an illustration year to year from 2010-2011, 2011-2012, and 2012-2013 and what we're projecting for next year. It is an increase and the increase is basically being funded through the fund balance that we expect to generate this year. We're lucky in that we're able to fund the fund balance next year, but at some point we can't live like that. We have to draw the line and we have to do things to make sure that we live within our means. Unfortunately, I don't think state aid is increasing any time soon. Unless we have a drastic increase in the economy and the Governor decides to add more money in the pockets of public education the revenue stream for us is pretty much where it is right now. There are only a couple of factors we can do to increase that and that's not easy. It's definitely not easy. Are there any questions?

Dr. Evans: I want to note two things. Number one, at this point in time it appears that there will not be any reduction in force. That's always on everybody's mind this time of year when we're doing the budget. Are we going to RIF? Unless there's something we

don't know yet or unless we make adjustments that cause it to happen within the budget, and that exercise will be engaged in over the next couple of weeks and the Board will be a part of that exercise within those limits to make adjustments, where are the high priorities versus other priorities and place our money where our higher priorities are, then RIF'g should not occur. Actually, I made the other point. This is a process where we will give the public the opportunity to hear and give us some feedback, but the Board certainly will have that opportunity before we go into the public engagement.

Comm. Irving: Are there any questions?

Comm. Hodges: I attended a briefing of the Urban School Boards this Friday and one thing that became abundantly clear was there was a brand new category of aid which the Governor added which is additional adjustment aid, which is unexplained. One thing I'd like to have is a glossary of what those other components are because it's a little confusing. What I'm worried about, not this year because this is an election year, is that adjustment aid, and where that came from, and whether it's going to be there next year. There was a lot of money in that adjustment aid which brings you up to where you are and if you don't have that, then you've got some serious problems. There's no explanation of what that is. The School Boards Association didn't have it. They asked for it and didn't get it. So I'm concerned about what that means in the off year. He did some things in his budget in order to bring everybody up to at least where they didn't lose anything and one of the things he did was to take away from the rebates. He didn't put the rebate money into the budget and used this to balance all of the educational budgets so that very few people saw a cut. Next year is not going to be an election here. So this unexplained category may not be there next year.

Mr. Kilpatrick: It's a very good point. There's a lot of creative things that are done down there at the DOE and the state. It was a political statement. We've raised educational funding again, but not by very much.

Comm. Hodges: So if I can have a list of those categories and what they actually mean it may require some advocacy going forward to make sure that if that disappears that there is some corresponding increases in the rest of those things that you can fight for. And you need to do it now because I don't think they're going to be there next year in the non-election year, particularly if he gets elected.

Mr. Kilpatrick: I will get you that information.

Comm. Mendez: Good evening and thank you for your presentation. We haven't had any increase in the local tax general fund revenue?

Mr. Kilpatrick: Correct. The district has chosen not to raise taxes for a number of years. The maximum you're allowed to raise taxes is 2%, which equates to approximately \$700,000.

Comm. Mendez: We're still under negotiations with teachers. If we get into a contract with the teachers and we resolve the issues, is there any increase in that percentage that we're going to have to increase in the teacher salaries?

Mr. Kilpatrick: I think that's a negotiation question that's really not appropriate for me to be commenting on.

Comm. Mendez: Okay. How positive is it for us as a district to have excess surplus in front of the state's eyes?

Mr. Kilpatrick: I think it actually helps us in one way in that we're not banging on their door to ask for more money because we're funding ourselves. On the other hand, it looks to them like if we're creating this excess year in and year out do we really need the money we have. Obviously we do because the extra money that we created or found in reserves from prior years is diminishing. We're depleting it. That's holding us up a little bit and we can't continue to live like that. We have to live more within the state aid and the local taxes that we get. We have to move our budget to be equal to that so that we're a flat organization in reference to the aid and the local taxes we get. That's a big problem for us. It's a big problem in communities because the local tax levy isn't going up and it can't go up that high. We've been able to live with it for the past couple of years because we've built up some reserves and we've been able to manage our fund balance towards the end of the year and create some opportunities to be able to live within those means for years moving forward, but we can't sustain that. That's the fiscal cliff that we've been talking about.

Comm. Mendez: So basically how do we prove to the state that we definitely need more funds? If we're showing excess surplus every year that's a negative side.

Mr. Kilpatrick: Absolutely. They do ask that question.

Comm. Kerr: Just as a quick observation, I'm somewhat impressed about the point you made that we cannot continue living off our fund balances. Dr. Evans made the point just now that there won't be any RIF'g this year. You also point out in your presentation that there are some drivers to the budget. When you look at all those pieces we're at a serious crossroad. We cannot continue because we have reached the point where we almost have exhausted the fund balance. Has anyone looked at the drivers of the budget? I know we are concerned about the 2013-2014 budget, but has anyone really looked at the drivers of the budget knowing that there's no possibility of us getting more resources? Have anyone looked at the drivers and said we are going to have to address this piece, that piece, and the other piece in short term?

Mr. Kilpatrick: Absolutely. I've only been here 27 days and we've had multiple discussions about the budget in cabinet meetings and special budget meetings called just to deal with the issues. There are several things that are going on that should create efficiencies that will help us moving forward in reference to those drivers. The commitment that Dr. Evans made in reference to decreasing staff will help that process along and we've moved forward with those things. I think there's a lot of investment that's gone on in the current year's budget planning for next year that the results are going to take a little while to be seen. I think we'll start seeing them next year and the year after where we don't have to keep investing for those types of things year in and year out. We buy a new computer system. We're going to have to maintain it, but the initial purchase price we don't have to purchase. We're doing that with our financial management system, our HR management system, and our student information system. Those are all things within two years are going in and being installed. They're huge investments. With that we should have better information, better data, and better opportunities to improve operations for our staff and everyone in the district, and more importantly for our students and parents to get information and things that they need. Hopefully we can get it in a way that is coordinated and understood by everyone.

Comm. Kerr: So better data and more efficiency. Can I assume safely that equates to a reduction in manpower?

Mr. Kilpatrick: I think a reduction implies that we cut things. I think it's always been the intention that as attrition occurs and the breakage occurs we'll probably get a little better with the breakage in that we can realign resources differently as attrition moves on. I don't think there's intent to replace.

Comm. Kerr: I'm not saying there's intent, but there are times when budgetary constraints force us to make decisions that we don't want to make because we know how difficult it will be for the people who are directly impacted. I'm not saying there's intent there. I'm just saying it's something that we cannot avoid based on another reality. So I just need to know, how are we looking at the whole thing? Is it that we are saying at some point we'll have to move in this direction?

Mr. Kilpatrick: I don't think we're saying at some point. I think we're in the midst of it right now.

Comm. Teague: Would there ever come a point where there would be sequester in the district where there would be across-the-board cuts to different services and programs?

Mr. Kilpatrick: We don't think that's a very effective method for doing that. That's why we didn't handle our budget that way. I'm the supporter of the budget process, but the people that made the decisions are sitting behind you. They're the ones that drove the process in reference to what they created for a budget and then what they pulled back and withheld. We're in the midst of continuing that process in order to get the budget in a good operating manner so that we can function the way that we want to function. Sequestration is an important matter actually because federal funding is at risk right now because of that. If you notice, in this budget our federal funding is reduced. In the past with federal funding you could be pretty good at 85% and sometimes 90%. We purposefully had to reduce it in the 80% or 75% range because come July 1 the programs that we depend on, IDEA and No Child Left Behind, are at risk. There will be cuts if sequestration continues. While everyone heard of the March 1 date, it was guaranteed by Commissioner Duncan that cuts to education will not be impacted until the next fiscal year. Yes, it's going to hurt us. It could help us if something gets resolved though.

Comm. Kerr: We received two approvals for two charters in our packet. Would the district have any idea what the cost will be to the district for those two charters that have been approved?

Comm. Irving: \$6 million.

Mr. Kilpatrick: In total our charter school commitment is \$6 million. A portion of that is the new school at full capacity. I think it's about \$4.5 million. The other \$1.5 million is because of increased enrollment in the other schools.

Comm. Kerr: So we're only obligated for that \$6 million.

Mr. Kilpatrick: We're obligated for the \$6 million depending upon their enrollment. If their enrollment increases then we may be getting a bill that's a little higher. But also we could get a bill that's a little lower if they don't reach their capacity. While there's one school beginning September presumably, the other school is doing a planning year for next year. But my information is that both of these schools have track records that are somewhat successful in reference to getting the schools open. A lot of times schools don't open on time and the revenue then comes back to you. My understanding is these schools are successful in that regard, which is not good.

Comm. Martinez: Do we know what the projected max capacity of the school is?

Mr. Kilpatrick: I want to say 650, but they're opening at 500. Don't quote me exactly on those numbers.

Comm. Martinez: Year one, they would be opening starting with 500?

Mr. Kilpatrick: I think what they're doing is grading it up. Do you know that, Terry? I don't know what the grades are either. I'm not positive. It's k-2.

Comm. Kerr: To Dr. Evans, regarding those charter schools, do we have any idea where those facilities will be? Are they going to be using our building? Are they scheduled to get buildings from somewhere else?

Dr. Evans: We have no idea at this point. We have not been approached, so I'm assuming we won't be approached. Typically if that were the case we would have already been approached, but we don't have space anyway.

Ms. Sterling: It's in their application. The one school that will open this year, if it goes as planned, has named Temple Emmanuel as its site. The other school is looking at the building that's got Treasure Island in it across from 401 Grand or the end of a piece that Ohm's Realty owns on Getty near School 9.

Comm. Hodges: 297 Getty. That's a number that should be familiar to you.

Comm. Irving: Are there any other questions?

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

Resolution No. 2

BE IT RESOLVED, that the list of bills dated February 22, 2013, in the grand sum of \$7,381,873.09 starting with vendor number 345240 and ending with vendor number 3798883 to be approved for payment; and

BE IT FURTHER RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

Grand Sum: \$7,381,873.09

It was moved by Comm. Mendez, seconded by Comm. Simmons that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

Resolution No. 3

WHEREAS, the District's second priority under the 2009-2014 Strategic Plan is the creation of safe, caring and orderly schools; and

WHEREAS, the Department of Early Childhood Education (DECE) has aligned its preschool education goals and efforts to create schools with healthy school cultures and climates; and

WHEREAS, the district is required under N.J.A.C. 6A:13A and N.J.A.C. 6A:14 to ensure that the nursing services are provided for students inclusive of all preschool students both general and special needs within the Paterson Public Schools; and

WHEREAS, The Execu Search Group represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications; and

WHEREAS, the District Legal Counsel has reviewed the contract with Execu Search Group and found the terms to be acceptable as written;

WHEREAS, the District amend the contract for Execu Search Group to provide seven (7) registered nurses with a standard school nurse certificate at a cost of \$45.00 per hour for a maximum of seven (7) hours per day including a paid lunch hour (from March 21, 2013) for a maximum 67 school days; and

NOW, THEREFORE, BE IT RESOLVED, that the District amend the contract for Execu Search Group to increase the contract ceiling from \$203,850.00 to a total cost not to exceed \$253,850.00.

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

Comm. Irving: Ms. Peron, do you want to just share the same thing you shared in curriculum briefly? Just state the need and why we're doing this.

Ms. Peron: This action is to amend an action that was approved by the Board to go into contract with Execu Search Group to provide nurses for the district. We were out of compliance in Early Childhood in meeting the ratio. So we have been aggressively trying to hire school nurses, but it hasn't been an easy task. So in thinking out of the box where we can find nurses for the program we went to agencies. We called seven agencies and of all seven agencies Execu Search was the one who could provide nurses for the district following a set of standards that we had to follow. This is just asking that we increase the contract ceiling and increase the number of nurses that we could possibly contract with from five to seven just to assure that we will always be in compliance with our numbers. As you know, I've had nurses leave. I've had nurses resign. So in order to be in compliance and meet code, I have to assure that I have someone in place. It's not to say that we call the agency and they send someone over. There is a process. We call the agency, they give us names, and we interview those candidates. It takes a little bit of time so I always want to be proactive and have enough people on hand so that we are in compliance all the time.

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

Resolution No. 4

Purpose: Resolution is to comply with purchasing laws in the process of purchasing JFK Production Studio Equipment (Re-Bid), PPS-191-13, for the 2012-2013 school year.

WHEREAS, Priority I of the 2009-2014 Strategic Plan for Paterson Public Schools is Effective Academic Programs; Goal 1: Increase Student Achievement. The district is seeking reputable vendors to purchase production studio equipment for John F. Kennedy High School from; and

WHEREAS, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, the Library Media and Instructional Technology department determined that the district has a need for production studio equipment at John F. Kennedy High School and provided the technical specifications for the formal public proposal process for the period of 2012-2013 school year; and

WHEREAS, specifications were mailed/e-mailed to fourteen (14) vendors, in which the mailing list is on file in the Purchasing Department and may be viewed upon request; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on Wednesday, January 9, 2013. Three (3) proposals were received on Wednesday, January 23, 2013 by the Purchasing Department resulting in the following:

EQUIPMENT	MANUFACTURER	QTY.	MODEL	Tele- Measurements	G&G Technologies	Media Consultants
Rack Mount	Middle Atlantic	2	RM-LCD-PNLK	222.00	210.00	NO BID
HDD Recorder/Player	Datavideo	3	HDR 45	5649.00	5405.00	NO BID
DVD Players	Tascam	2	DV-DO1U	906.00	878.00	NO BID
DVD Burner	JVC	1	SR-HDR50	NO BID	2264.00	NO BID
Rack Mount Kit	JVC	1	RKHD1500	NO BID	169.00	NO BID
Cameras	Hitachi	3	Z4500 Studio Config	178,299.00	NO BID	53,772.60
Character Generator	Compix	1	SD-SDi	7,996.00	6269.00	NO BID
Intercom Headsets	Telex	5	PH-88 with W/XLR 5m	800.00	720.00	NO BID
Prompter	QVC	1	"Starter" OCU-55P17	1,737.00	1819.00	NO BID
Triple Monitors	Marshall	2	V-R43P	2,034.00	1824.00	NO BID
LCD Studio Monitors	Panasonic	2	LCD -50 in	3,394.00	2360.00	NO BID
Mixers	Soundcraft	1	M12	NO BID	629.00	NO BID
Control Room Speakers	Tannoy	2	601P	NO BID	275.00	NO BID
Handheld Mics	Sennheiser	5	C935	NO BID	720.00	NO BID
LAV Mics	Sony	5	ECM55B	NO BID	530.00	NO BID
Shotgun Mic	Audio Tech	1	AT897	290.00	232.00	NO BID
WFM/VDU	Leader	1	LV5380 with Rack Mount	NO BID	7829.00	NO BID
Video Da	Tecnec	6	1x4SDi	1,218.00	1,512.00	NO BID
Mic Stand	On Stage	1	MS7701B	NO BID	39.00	NO BID
Lights	Times Square	10	C3/ 200 Watt/ Barn Doors/ C Clamp	NO BID	1,690.00	NO BID
LCD Control Room Monitor	Panasonic	1	LCD -26in	396.00	2,690.00	NO BID
DVD Duplicator 5X	EZ Dupe	1	G5550B	NO BID	489.00	NO BID
Studio Speaker	JBL	2	Control 28	836.00	429.00	NO BID
Engineering Monitor	Marshall	1	V-R151DP-AFSD	1,528.00	1,406.00	NO BID
Handheld Mics (wireless)	Sure	2	FP125/83SM58	NO BID	1,134.00	NO BID
Boom Pole	Gitzo	1	GB1340	196.00	164.00	NO BID
Mic Mount	Gitzo	1	G11510N	80.00	72.00	NO BID
Converter	Black Magic	1	CONVMBSH /SDI-HDMI	288.00	269.00	NO BID
Converter	Black Magic	1	CONVMASA / SDI - Analog	288.00	269.00	NO BID
1x5 XLR	Textronix	1	Tw-05	NO BID	159.00	NO BID
Sync Gen W/ CB	Sigma	1	Tri Level	NO BID	1,485.00	NO BID
DVR Controller	DNF	1	ST-300	3,908.00	4,239.00	NO BID
Video switcher	Matrix	1	MSCHD81	1,209.00	1,252.00	NO BID

Engineering Rack	Middle Atlantic	1	EGR-3528LRD	435.00	442.00	NO BID
Tripods	Manfrotto	3	509HD,545BK	4,131.00	3,744.00	NO BID
Tripod Dolly	Manfrotto	3	114	1,041.00	924.00	NO BID
Rack Shelf	Middle Atlantic	1	FWS	78.00	77.00	NO BID
VOD Playback	Leightronix	1	Ultra Nexus	11,103.00	9,718.00	NO BID
VOD Playback	Leightronix	1	Peg-Vault SD	3,177.00	2,669.00	NO BID
Video Switcher	Ross	1	Crossover Solo	9,200.00	NO BID	NO BID
CATALOG DISCOUNT				0	0	0

WHEREAS, based on the bid analysis on page 1 of this document, the Departments of Library Media and Instructional Technology and Purchasing recommend that this bid for *JFK Production Studio Equipment (Re-Bid)*, PPS-191-13, be awarded to the lowest responsive and responsible bidders, on an item by item basis, for the 2012-2013 school year,

THEREFORE BE IT RESOLVED, the State District Superintendent support the departments of Library Media and Instructional Technology and Purchasing's recommendation that G&G Technologies, Inc. (32 items), 280 N. Midland Avenue, Bldg. F, Suite 202, Saddle Brook, New Jersey 07663, Tele-Measurements, Inc. (7 items), 145 Main Avenue, Clifton, New Jersey 07014 and Media Consultants, LLC (1 item), 6 Woodland Hills Drive, Sussex, New Jersey 07461 be awarded contracts for *JFK Production Studio Equipment (Re-Bid)*, PPS-191-13, for the 2012-2013 school year, on an item by item basis, at a cost not to exceed \$150,000.00, in total, during the contract period.

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

Resolution No. 5

WHEREAS, The Paterson Public School District supports and encourages the FBLA students at Eastside H.S. want to attend and compete at the New Jersey FBLA State Leadership Conference in East Brunswick, New Jersey from Thursday, March 14 to 15, 2013 and

WHEREAS, The Paterson Public School District in accordance with State mandates and district policy, and given that the NJ FBLA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the New Jersey Core Curriculum Standards of Language Arts Literacy 3.1, 3.2, 3.3, Mathematics 4.4 and 4.5 and Career and Technical Education 9.4.

WHEREAS, the trip will include twelve students and two teachers and is being organized by the Eastside High School FBLA Charter with lodging and planning guidelines being provided by the NJ FBLA State organization, and

WHEREAS, General Counsel has reviewed the contract, and

WHEREAS, All expenses in connection with this trip will be paid by SOIT budget and FBLA account, therefore

BE IT RESOLVED, that the Paterson Public School District approve this educational opportunity for the FBLA students of Eastside H.S.

ACCOUNT	ACCOUNT NUMBER	AMOUNT
Student Registration	15.190.100.800.063	700.00
Advisor Registration	15.190.100.580.063	150.00
Student Meals	FBLA account (money for food will be covered through FBLA account)	0.00
Student Lodging	15.190.100.580.063	466.56
Adult Lodging	15.190.100.580.063	233.28
Adult Meals	15.190.100.580.063	50.00
Contraction Stipends	15.421.100.101.063 (two teachers @ \$100 each)	200.00
Transportation/bus	Mrs. Cooney will be driving a district bus.	0.00
TOTAL		\$1799.84

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

Resolution No. 6

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

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

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

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

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

Total Number of Conferences: 38
Total Cost: \$10,134.50

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Maureen Bruins	NJAGC's 22 nd Annual Conference	March 8-9, 2013	\$184.00 (registration)
Teacher/School No. 28	Somerset, NJ		
Michelle Gates	NJAGC's 22 nd Annual Conference	March 8-9, 2013	\$184.00 (registration)
Teacher/School No. 28	Somerset, NJ		
Christine Lakind	NJAGC's 22 nd Annual Conference	March 8-9, 2013	\$184.00 (registration)
Teacher/School No. 28	Somerset, NJ		

Shakerra Malachi	NJAGC's 22 nd Annual Conference	March 8-9, 2013	\$184.00 (registration)
Teacher/School No. 28	Somerset, NJ		
Rita Route	NJAGC's 22 nd Annual Conference	March 8-9, 2013	\$184.00 (registration)
Teacher Coordinator for G&T	Somerset, NJ		
Kathleen Hanrahan	Classroom Management and Effective Teaching of Students with Emotional and Behavioral Problems	March 15, 2013	\$164.00 (registration)
Teacher/School No. 12	Totowa, NJ		
Nicole Heid	Council for Exceptional Children	March 18, 2013	\$90.00 (registration)
Supervisor of Special Education	Mahwah, NJ		
W. Scott Durham	53 rd Annual Directors of Athletics Association of New Jersey	March 18-21, 2013	\$600.00 (registration & courses)
Supervisor of Athletics	Newark, NJ		
Gerald Glisson	53 rd Annual Directors of Athletics Association	March 18-21, 2013	\$600.00 (registration & courses)
Interim Assistant Superintendent	Newark, NJ		
Judy Rich	Great Books	March 21, 2013	\$250.00 (registration)
Teacher/SET @JFK	Newark, NJ		
MaryAnne Perrotta	Great Books	March 21, 2013	\$250.00 (registration)
Principal/SET @JFK	Newark, NJ		
Lester Mossler	Great Books	March 21, 2013	\$250.00 (registration)
Teacher/SET @JFK	Newark, NJ		
Kaara Lydner	Great Books	March 21, 2013	\$250.00 (registration)
Teacher/SET @JFK	Newark, NJ		
Richard Goffman	Great Books	March 21, 2013	\$250.00 (registration)
Teacher/SET @JFK	Newark, NJ		
Mary DeMoor	Great Books	March 21, 2013	\$250.00 (registration)
Teacher/SET @JFK	Newark, NJ		
Marla Arrington	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Teacher/School No. 7	Wayne, NJ		
Melissa Bensch	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Teacher/School No. 7	Wayne, NJ		
Mary Bertino	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Teacher/School No. 7	Wayne, NJ		
Dr. JoAnn Cardillo	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Executive Director for Principal Coaching and Evaluation	Wayne, NJ		
Rosa Kopic	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Teacher/School No. 7	Wayne, NJ		
Vernon Nealy	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Teacher/School No. 7	Wayne, NJ		

Nicholas Vancheri	New Jersey Association of Middle School Educators	March 22, 2013	\$60.00 (registration)
Principal/School No. 7	Somerset, NJ		
Lauren Kazmark	Institute for Learning	March 25-27, 2013	\$168.00 (meals)
Director of Humanities	Pittsburgh, PA		
Amanda Kopesky	Institute for Learning	March 25-27, 2013	\$168.00 (meals)
Supervisor of Literacy	Pittsburgh, PA		
Wanda Kopic	Institute for Learning	March 25-27, 2013	\$1261.00 (transportation, lodging & meals)
Interdisciplinary Coach	Pittsburgh, PA		
Erika Lum	Institute for Learning	March 25-27, 2013	\$168.00 (meals)
Supervisor of Special Education	Pittsburgh, PA		
Laurie W. Newell	Institute for Learning	March 25-27, 2013	\$1,261.00 (transportation, lodging & meals)
Chief Reform & Innovation Officer	Pittsburgh, PA		
JoAnne Riviello	Institute for Learning	March 25-27, 2013	\$1,261.00 (transportation, lodging, meals)
Chief Academic Officer	Pittsburgh, PA		
Rogelio Suarez	Institute for Learning	March 25-27, 2013	\$177.50 (meals)
Interim Director of BL/ESL/WL	Pittsburgh, PA		
Charlene Allen	Rutgers 45 th Annual Reading & Writing Conference	April 12, 2013	\$150.00 (registration)
Teacher/School No. 12	Somerset, NJ		
Francisco J. Ocasio	Rutgers 45 th Annual Reading & Writing Conference	April 12, 2013	\$150.00 (registration)
Teacher/School No. 12	Somerset, NJ		
Laurie Smith	Rutgers 45 th Annual Reading & Writing Conference	April 12, 2013	\$150.00 (registration)
Teacher/School No. 12	Somerset, NJ		
Jamielee Smith	Emotional Manipulators & Codependents/PESI	April 18, 2013	\$185.00 (registration)
Substance Awareness Coordinator	Parsippany, NJ		
W. Scott Durham	NJSIAA Legal Liability & Athletics	April 23, 2013	\$147.00 (registration)
Supervisor of Athletics	Robbinsville, NJ		
Gerald E. Glisson	NJSIAA Legal Liability & Athletics	April 23, 2013	\$147.00 (registration)
Interim Assistant Principal/EHS	Robbinsville, NJ		
Wendy Munoz	NJAFPA Spring Training Institute	May 29, 2013	\$149.00 (registration)
Supervisor/SET @JFK	Atlantic City, NJ	May 30, 2013 (optional)	
MaryAnne Perrotta	NJAFPA Spring Training Institute	May 29, 2013	\$149.00 (registration)
Principal/SET @JFK	Atlantic City, NJ	May 30, 2013 (optional)	
Nicolette Thompson	NJAFPA Spring Training Institute	May 29, 2013	\$149.00 (registration)
Supervisor/SET @JFK	Atlantic City, NJ	May 30, 2013 (optional)	

It was moved by Comm. Mendez, seconded by Comm. Simmons that Resolution No. 6 be adopted. On roll call all members voted in the affirmative. The motion carried.

Resolution No. 7 was pulled.

Resolution No. 8

WHEREAS, by lease agreement ("Lease") dated the 7th day of September 2012, between St. Mary Help of Christian RC Church and the Paterson Board of Education ("Tenant"), St. Mary Help of Christian RC Church did lease to Tenant the real property owned by the landlord and commonly known as St. Mary School, Located at 95 Sherman Avenue, Paterson, New Jersey, consisting of approximately 31,185 square feet ("Premises"); and

WHEREAS, the Landlord has offered to extend this primary lease to Tenant for a period of twelve months; and

WHEREAS, the Tenant has determined that the continued use of the Premises is required for public education and related administrative services; and

WHEREAS, Landlord and Tenant desire to amend the Lease Agreement to extend the Lease Term for a period of twelve months commencing the 7th day of January 2013 under the same terms and conditions as the primary lease at a rate of \$38,419.00 per month; and

WHEREAS, all other terms of the original lease agreement will remain unchanged;

NOW, THEREFORE, BE IT RESOLVED THAT, the district approves the lease extension agreement with St. Mary Help of Christian RC Church for a period of twelve months at a rate of \$38,419.00 per month until such time as the expiration of terms as hereby ratified and confirmed.

It was moved by Comm. Cleaves, seconded by Comm. Mendez that Resolution No. 8 be adopted.

Comm. Mendez: What type of lease are we getting into?

Comm. Irving: A 12-month lease, right?

Dr. Evans: A facilities lease.

Comm. Mendez: Is this a triple-net lease?

Mr. Chris Sapara-Grant: Good evening. It's a triple-net lease. If you look, it's an extension of an existing lease. I know we've spoken about trying to get out of triple-net leases, but it's an existing lease that we are working with. It's with the Catholic Diocese and it's a stipulation for any contractual negotiations.

Comm. Cleaves: Can you explain triple-net to those who may not understand?

Mr. Sapara-Grant: With a triple-net lease the landlord takes care of structural elements in the building and the tenant takes care of everything else. It has been the district standard for so many years and we hope we can get out of it, but sometimes you don't have bargaining power.

Comm. Martinez: Has the rate remained the same? Has it fluctuated at all?

Mr. Sapara-Grant: It's the same monthly.

On roll call all members voted in the affirmative, except Comm. Mendez who voted no. The motion carried.

Resolution No. 9

WHEREAS, by lease agreement ("Lease") dated the 27th of September 2012, between St. Therese Roman Catholic Church and the Paterson Board of Education ("Tenant"), St. Therese Roman Catholic Church did lease to Tenant the real property and all improvements and furnishings owned by the landlord and commonly known as St. Therese School, Located at 765 Fourteenth Street, Paterson, New Jersey, consisting of approximately 19,138 square feet ("Premises"); and

WHEREAS, Landlord has offered to extend the primary lease for a period of (3) years commencing the first day of January 2012 through June 30, 2015; and

WHEREAS, the Tenant has determined that the continued use of the Premises is required for public education and related administrative services; and

WHEREAS, Landlord and Tenant desire to amend the Lease Agreement to extend the Lease Term for a period of (3) years through June 30, 2015 at a rate of \$20,732.83 per month; and

WHEREAS, all other terms of the original lease agreement will remain unchanged;

NOW, THEREFORE, BE IT RESOLVED THAT, the district approves the lease extension agreement with St. Therese Roman Catholic Church for period of (3) years through June 30, 2015 at a rate of \$20,732.83 per month until such time as the expiration of terms as hereby ratified and confirmed.

It was moved by Comm. Cleaves, seconded by Comm. Martinez that Resolution No. 9 be adopted.

Comm. Irving: What predicates this lease for going three years versus the one preceding it for only one?

Mr. Sapara-Grant: St. Therese's is the location where we have STARS Academy. We were interested in purchasing the property, but it's attached to a church and the diocese was not willing to do that. We were going to go in for a five-year lease and they wanted to stay at the three-year lease at the flat rate. The other one is St. Mary's Catholic School which is an early childhood center. We wanted to entertain the possibility of purchasing that property.

Comm. Irving: I understand now. Are there any other questions?

Comm. Mendez: And this is a triple-net lease also.

Mr. Sapara-Grant: Yes. All leases with the Catholic Diocese are triple-net.

Comm. Mendez: Looking forward in the future we have to do better negotiations when we get into leases. This is killing us. They're old buildings and we're spending millions

of dollars making renovations and fixing buildings. This doesn't make any sense. For me it doesn't make any sense from the business perspective, but let me leave it at that.

Comm. Irving: But the problem is, as Chris just mentioned before, we need space. We come to the table and they know we need space. So they're like "Go somewhere else. Turn us down. Where are you going to go?"

Comm. Mendez: I would like to know the type of lease that this type of charter school has and the type of business that they're doing getting those facilities. I will be very interested to look into that. The problem is that when a company starts doing business with the Board they have a perception that we have all the money in the world to spend and everything changes automatically. I think that we have to do better negotiations.

Comm. Kerr: I think you made a very valid point. Chris, the point here is that we know for years that at some point we would be dealing with this. What have we done in between the time when we have the lease and when we know that it's going to come to an end and we need to get somewhere? Have we been looking for facilities so we have at least two or three that we can leverage?

Mr. Sapara-Grant: We have actively been engaged in looking for properties. Last year we looked for certain things but as someone indicated when someone knows you're looking for property the pricing becomes very challenging. We're a public institution and we're custodians of public money. Sometimes we realize that the negotiations are not in the best interest of the district so we walk away from those negotiations. It limits the number of places that we can look at. But to answer the comment from Comm. Alex, some of the negotiations the charter schools are involved in are also triple-net negotiations. Maybe I can't mention properties, but I know many landlords prefer to go with a triple-net lease. So it's not because we're the public schools that we're being engaged in those leases.

On roll call all members voted in the affirmative, except Comm. Mendez who voted no. The motion carried.

Resolution No. 10

WHEREAS, on or around September 2010, the Paterson Education Association and Darlene Gonzalez filed a petition in the Office of Administrative Law for an enforcement action against the New Jersey State Operated School District of the City of Paterson, bearing Dkt. No. EDU 10882-10 and Agency Ref. No. 316-8/10; and

WHEREAS, the petition alleged violations in Paterson Public Schools of nurse-to-student ratio requirements established by the New Jersey Department of Education for early childhood education programs; and

WHEREAS, the parties agreed to settle all claims asserted in the petition to limit the expense, disruption, and uncertainty of further legal proceedings and to resolve the matter without hearing; and

WHEREAS, the settlement terms are incorporated into the attached copy of the executed Settlement Agreement which was read into the record in Court on or about February 7, 2013; and

WHEREAS, the Settlement Agreement is made effective upon incorporation into an Initial Decision by the Court and approval by the Commissioner of Education;

NOW, THEREFORE, BE IT RESOLVED, the Paterson Board of Education accepts and approves the settlement of the above-captioned matter, and directs that the terms of the Settlement Agreement be implemented.

It was moved by Comm. Cleaves, seconded by Comm. Martinez that Resolution No. 10 be adopted. On roll call all members voted in the affirmative. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Irving: The curriculum committee met on Monday evening. I'm going to pass out for your viewing pleasure the minutes from the meeting. As usual, there might be some answers to some of your questions already there. On Monday we discussed a host of issues, the action items that are before you of course, and then we discussed the difference between the IFL and Focal Point. We had a great conversation with Ms. Santa and a great presentation from her about the two. In addition to that, Ms. Peron had agreed at the next workshop meeting to present to the Board some benchmarking with regard to comparatively other districts and how they expand their early childhood departments with regard to our district's size and scope. It was a good meeting. As usual, I think that the committee is focusing on directives and initiatives that really can help transform the district. I think this early childhood conversation is one I anticipate and look forward to having. For discussion we have A-1 to A-27, but in reality it's really A-1 to about A-6 because after that most of the other actions are out-of-district placements. Ms. Peron did assure the Board that in April or May she would present the assessment of our out-of-district providers. She would do so in a tiered process, so as we get closer she will share more information about that. Are there any questions on A-1 to A-27?

Comm. Hodges: Is this grant going to be affected by the sequester?

Comm. Irving: Are you on A-1? I think probably the BA is the best person to answer that one.

Dr. Evans: I can also respond. We don't know at this point. It's possible, but we have not received anything official to suggest that it would. We have that same question and we're in a wait-and-see mode in terms of what's going to happen in Washington.

Comm. Hodges: We have to find a way to communicate the information that we receive from the Urban Boards. What I'll probably do is send the Board a written report because some of my questions come from those meetings. The concern is around data. This new regimen is going to require a lot of data-processing, interfacing with the state and tracking of students. It's a major data-intensive process. So the question I have is will we have the capability to do all of this with our current system we're trying to implement?

Dr. Evans: We could do it, but it would be problematic. Correct me if I'm wrong, Ms. Patterson, but the funds to purchase things like TeachScape or other technologies are in this year's budget. We know we're good through this fiscal year because it's money that has already been appropriated, but it's beginning the next fiscal year that is potentially problematic. This grant, as you see, extends from July 2012 to 2015. Some

things we know we can put in place and our goal is to have the data piece taken care of, but it's beyond that that is potentially problematic. If you have additional information to add, Ms. Patterson, feel free.

Comm. Irving: You're not obligated, but feel free to do so.

Ms. Brenda Patterson: What we tried to ensure was that we aligned all of the requirements for training as well as for the data piece. We've been looking at the entire infrastructure of what we have in Paterson and making sure that we don't spend money ineffectively and at the same time align the requirements with both the local budget and Race to the Top. In all honesty, I've been working closely with the Superintendent and with Mr. Kilpatrick to ensure that as we looked at this year and next year what comes first, the chicken or the egg? We've been looking quite diligently at all of the data processes. As you heard before, having a new SIS system is actually in the current budget. We went out for bid already. The RFPs have come back. It's already in process for review and we will have demonstrations of what the finalists look like. So that should already be in place in terms of recommendation for purchase to the Board prior to June. That sets in motion a really solid foundation for how we align all of the information in terms of students and staff in that system with the new ALIO system, which will also have the financial as well as the human resources side. With that said, now we can say how do we manipulate data? Where do we put the evaluation? Do we put it in TeachScape? Do principals now go on to TeachScape and enter the evaluation information? How well can we then take that information and ensure that it bridges and talks to the other two newer systems that are stronger and more robust? So I think my answer is we're really trying to align these funds to ensure that training is paramount, that educators in terms of principals and the evaluators of principals are thoroughly trained, that we put in place the pieces that we need in conjunction with curriculum, special education, and bilingual, that teachers feel comfortable understanding the new requirements, and then having the evaluation running parallel to the purchase of the new systems.

Comm. Hodges: In addition to that, my concern is there are places that have their entire curriculum online. Not only that, they have their homework online, everything. So a parent can punch in and see so-and-so didn't do his homework on whatever. They're doing whatever in testing, on and on. They can become actively engaged in helping to make sure that their student is where they're supposed to be. I'm looking for that capability. Also the lectures or some of the things that have been captured online, at least the verbal portions of them, so that if a child is absent or what have you. In medical school obviously we had a note service and lived and died by the note service because it gave you the opportunity to capture and review what the professor said, which was a matter of life or death educationally. That should be online. I'm just trying to figure out where this new system is going to bring us, how close to that. As you're getting to embrace those concepts, then you're talking about a data person, a system analysis, a data analysis person, and of course the computer people who are going to be able to manage that and teach other things in the district.

Dr. Evans: I know, Dr. Hodges, that some of the systems who have submitted bids have the capacity to do it. I don't know if that's a part of the standards. We internally generated standards. There was a team representing the various user groups internally that helped develop the standards. I don't know if that was one of the standards or not, but certainly it's one of the lens through which we can look at the various systems and make decisions with that in mind.

Comm. Hodges: I think if you're going to make this expenditure you should get the broadest capability possible looking in terms of providing more forward- thinking services down the road. I don't think you're going to have the money to go back later and fix it. I think this is your shot. You have to sort of go out and be aggressive and plan to look at what those capabilities are and do it now, and then think in terms of the future of positioning yourself to get the personnel that can help manage the system. I'm not talking about computer people who are specialized and well-trained. What are the overview sessions to engage stakeholders? What are they and when were they? I don't have the page in front of me.

Ms. Patterson: What was the question?

Comm. Hodges: What are the overview sessions to engage the stakeholders? That's a direct quote.

Ms. Patterson: Where I talked about the greater emphasis on building capacity? Is that at the end of the first page? It could be in the Board summary.

Comm. Hodges: I didn't have the page number listed. I'll do it next time.

Ms. Patterson: Oh, I see it. It is in the achievement of goals and costs associated with the implementation. It says introductory overview sessions to engage stakeholders, explain the framework, customize the observation instruments, and plan the implementation. Tomorrow we are meeting with our district advisory committee. That committee is composed of teachers, principals, central office staff, assistant superintendents, and parents. We have two parents on the committee. What we're trying to ensure is that as we go through this whole change in process that not only do we discuss the change in process, but we talk about the differences in terms of here's the rubrics, but what will they measure, what are the things that we're...(end of tape) (Beginning of new tape)...received today recommendation from Commissioner Cerf to make some final recommendations around as we move forward what will be the things that are essential to the entire overview of the system. Let me give you a brief one. Say for instance now we're going to have school improvement panels. The school improvement panels take the place of the current professional development teams that are in each school. Actually those panels will be charged. It has the principal, vice principal, and a teacher. Today as I was reading the teacher may actually need to have supervisory certification, but it's still a teacher that will oversee the needs to the professional development for the school. That would mean that if Ms. Shafer is an exemplary teacher and Dr. Evans is ineffective, we would have to sit together and say what are the needs of Dr. Evans and how would we proceed forward in providing individual professional development for him? What does he need differently than Christopher Irving? What does he need differently from Kenny Simmons? At the same time, what do we all have in common? So, that school improvement panel is more now a mandated group at each school that has to then make those assessments. Based on that you would then say who needs corrective action and what do we put in a corrective action plan, how do we monitor that, and how do we help. That's just one aspect of the new PD.

Comm. Hodges: Will the teachers sit still for that? They generally don't like other teachers evaluating them. Is that a contract issue?

Dr. Evans: There are individuals who qualify by definition of teachers but they are really higher level staff. Some of the new roles that were created were mentor teachers. That's what we're looking at and those are people who function at a different level.

Based on the criteria that Ms. Patterson just shared it looks like that's probably who we're targeting as opposed to a third grade teacher at an elementary school.

Comm. Hodges: So that's going to be a particular category? Does the union recognize that?

Dr. Evans: I don't think mentor teachers are part of PEA. Where's Dr. Newell? It's my understanding from the discussions that we had around that particular role - I believe the mentor teacher is not a part of PEA, but I can be wrong.

Ms. Patterson: I knew that we were contacting Mr. Tirri so that he would understand the role and the job description. Let me just be clear that as they're changing they're also saying in consultation with the majority representatives, which really for us means the union. The union should not be left out of the conversation around the teacher. The teacher may not be however the one that does your evaluation. Because it's a mentor teacher they may go in during a spot conversation and see that you need additional help with engaging students in conversation. Or if we were talking about Institute for Learning, how is that teacher using accountable talk? So she or he may be the one providing some guidance. It doesn't mean they have anything to do with writing your evaluation. But when you come back to sit with the principal or the vice principal you may say I've been to a lot of classes at secondary and if you notice most of the teachers are talking at the kids and the kids are not engaged. That's a big staff development issue for us. That may be how they contribute. That's part of the overview session.

Dr. Evans: At some point we really need to come back and update the Board because a lot of the expectations are changing as we speak literally. There's new information daily as items go to the State Board for approval and they approve them. During one of the workshops moving forward there should be an update from Ms. Patterson on all that's happened very recently.

Comm. Irving: One of the recommendations I want to make clear, and I said it at curriculum committee meeting, is the fact that as this process happens we're talking about a two and a half year process we're trying to truncate into one. I want to make sure as the summer months hit that Ms. Patterson has all the access needed and all the personnel staff. To me, honest to god, I think as soon as graduation hits there is no more pressing project than this evaluation. I think she should have everyone at her beck and call to ensure that the rollout of this is efficient and smooth. We'll cross that bridge when we get to it, but I want to make it very clear that that should be the expectation of the Board that this takes priority. There's so much legally, financially, and academically riding on this new teacher evaluation.

Comm. Hodges: The State DOE has issued mandates without a careful analysis of whether the districts can comply, particularly around the data, whether they have the capabilities to do this. This is going to be an emerging problem. If you're capable of doing it, then god bless you. If you're not, you're going to have some serious problems. It's being recognized, but they just keep right on churning out their edicts. This is an issue that's not just for Paterson, but is being recognized all throughout the state. I have one more set of questions on A-3. Why do we need this particular collaboration in A-3? This is with the Standard Solutions. I'll just roll out all of them.

Ms. Maria Santa: Good evening. A-3 is a professional development initiative at Alexander Hamilton Academy. They have identified in their school-wide action plan writing as an area in need of improvement and they have budgeted for this consultant. The consultant has a track record of effective professional development. It is job

embedded. Two sessions will be conducted. The one consultant will go in to demo lessons and teachers will be observing how the lessons are conducted and then they debrief right after. The other session is a full day of professional development on writing and analyzing student work and samples of student writing.

Comm. Hodges: Writing is going to be emphasized in the Common Core Standards. It's going to be a major emphasis. So it would seem to me that this is going to be something that's going to be needed across the district, not just in this one school. So my concern was why are we hiring out this one company for this one school if this particular situation is going to be repeated in other schools? Why aren't we through the curriculum department creating this training in response so the information is captured here every single year and we don't have to keep paying Standard Solutions money to do this? They have said we are going after writing. They may recognize it today, but it will be School 6 tomorrow, School 28, on and on. So why isn't there more of a comprehensive approach around this issue? The only other thing is the Common Core materials for critical thinking aren't going to be out until June.

Ms. Santa: This is unique to Alexander Hamilton because this is part of what they have planned based on the data that they have from their students from this past administration of the NJASK. It's unique to Alexander Hamilton because that's the area that the school has determined based on their data that the students need that additional reinforcement. It is a successful school and the students have met proficiency, but that area has proven to be an area where they need improvement. So as part of their budget and their plan they identified that as a focus for professional development for this year. But I understand writing is a focus for the district in general as language arts, reading, and writing are.

Comm. Hodges: Not penmanship, but writing.

Ms. Santa: No, this is the creative writing and the process, yes.

Dr. Evans: I think Dr. Hodges is right. It is coming and we need to gear up for it, but this school from its own local school budget decided to do this. But it is something we need to implement district-wide. There are so many things happening right now. I know that in recent months everyone has been immersed in preparing our kids for HSPA and now we're shifting into NJASK. But we have to focus on writing and other initiatives. In fact, we have an implementation group, a group that meets regularly, to identify the next steps around many of the initiatives that are evolving either out of DOE and many of the initiatives associated with the waiver, or other state initiatives such as the Common Core. That's the reason for that, to ask the very same questions and then make decisions about where we need to go with it.

Comm. Hodges: What bothers me is that if we're all going to have to do it then they could have saved the money in their budget and just had the training come from the district because most of it is going to be standard. They could have spent the money someplace else. That's the problem that I'm having. This is going to be a central theme throughout the district and it should have been some sort of district-generated approach. He or she then has spare money to use someplace else. That's my only issue.

Comm. Kerr: That training could be turnkeyed in other areas of the district.

Comm. Irving: To reduce costs.

Comm. Kerr: As opposed to every time you need it you employ a consultant.

Comm. Hodges: That's right. You don't want to do it 52 times. We simply can't afford that kind of thing, certainly not anymore. That's my issue. I'm hoping to see that this will then become a focus of the district in order to address that so that the other schools that are going to face this challenge have that support on board.

Comm. Mendez: Dr. Evans, on A-3, would it be possible to take this program as a pilot program and check the result and depending on the result start implementing this across the district? This is a specific program about writing.

Dr. Evans: It's possible.

Comm. Mendez: We're going to start with this school only and take the result and see how successful we are.

Dr. Evans: It's possible, but in making the decision regarding pilots the question is, is it replicable? Are circumstances under which they are implementing it, including costs, training and a lot of other things, circumstances that can be repeated based on conditions in other schools? It's possible. We'll have to look and see.

Comm. Hodges: Or send principals so they can then go back to the school and turnkey. That's the only thing.

Comm. Kerr: I don't recall the term and I don't want to apply a term to it that may not be the correct term, but you have principals that you could utilize when they have these trainings to just sit in, get that information, and those people will be able to train other people.

Fiscal

Comm. Irving: I can see the demeanor of everybody in the room, including myself. Let's ask some preliminary questions and if it's okay with everyone, because we still need to have the executive session, to submit the questions they may have for fiscal in addition. Even at the Board meeting we can wrap it all up. I'm looking around and personally I feel sick and drained. I'm sorry. Comm. Kerr, I apologize.

Comm. Kerr: We were scheduled for a fiscal meeting last Thursday and unfortunately my team of Board members was unable to make it. I don't even remember the names of the Board members right now. However, we were properly represented by staff. We had BA Mr. Kilpatrick, Ms. Ayala, and Dave Buchholtz, the Food Services Director. We went over a few things. We went over the whole food services operation and the fact that food service is making some money for the district was a great thing. There were some areas there that I made recommendations on to Mr. Buchholtz in terms of getting a reasonable amount of students for free and reduced lunch. What we noticed is that the high schools in particular, Kennedy and Eastside, were way below the other schools in terms of getting back their forms in. So those children that were eligible to get free and reduced lunch their numbers were down about 40%. 60% of those students returned their forms. We know that the district is losing money because based on the amount of kids that you have to service then you get federal support for that. Mr. Kilpatrick outlined for me in particular the budget and we briefly looked at the numbers. We didn't have any in-depth discussion because we knew that we would be having this meeting so we didn't want to use up all the time doing that. Then we quickly went through the bills list. That basically was the meeting for last Thursday. Tonight we have

C-1 through C-19. If there are any questions we can take them now or as the President said, just write your questions down, submit them, and we'll get a response to those questions.

Comm. Irving: And we'll certainly get clarification at the Board meeting. I'm absolutely amenable to taking that time if necessary.

Policy

Comm. Simmons: I'm not going to read this because everyone has a copy. I will submit it for the minutes. We did meet yesterday. We discussed a number of policies.

The Policy Committee met on Tuesday, March 5, 2013. The meeting began at 5:00 p.m. Board members in attendance were Comm. Teague and Comm. Simmons. Staff member present was Lisa Pollak, Esq., General Counsel.

Our agenda included:

1. POLICIES CURRENTLY ON HOLD

- a. 6XXX Small Business Enterprise Encouragement Program
- b. 2220.4 Chess In School
- c. 2220.3 Penmanship
- b. 2468 Independent Educational Evaluations

2. POLICIES COMPLETED FROM PRIOR POLICY ALERT

- a. 9180 School Volunteers
- b. 9181 Volunteer Athletic Coaches and Co-Curricular Activity

3. POLICY ALERT NO. 198

- a. 0132 Executive Authority
- b. 2415 No Child Left Behind Programs
- c. 2431 Athletic Competition
- d. 3230 Outside Activities
- e. 3281 Inappropriate Staff Conduct
- f. 4230 Outside Activities
- g. 4281 Inappropriate Staff Conduct
- h. 6113 E-Rate
- i. 6480 Purchase of Food Supplies
- j. 8505 School Nutrition

4. POLICY REVISIONS RECOMMENDED BY STAFF

- a. 2415.04 Title – District-Wide Parental Involvement

5. POLICY PULLED BY STAFF

- a. 6163 Advertising on School Property

The committee requested that administration follow up on the policies on hold. We were told that currently the Fiscal Committee is reviewing the Small Business Enterprise Encouragement Program policy. Dr. Evans is currently having the policies on Chess In

Schools and Penmanship rewritten. Our policy consultant has suggested that Policy 2468 be deferred for first reading until clarification is sent from the New Jersey Department of Education.

9180 *School Volunteers*

9181 *Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants*

These policies have been revised as requested from our last Policy Committee meeting and are on the agenda for first reading.

The policies in Alert No. 198 were reviewed and revised by staff. The committee was informed why each policy was being revised. There was discussion particularly around the policies on Outside Activities and how union groups are affected. Administration noted that staff should not be campaigning for union positions during the school day. The committee is recommending these policies for first reading. The Board will have an opportunity between now and second reading to review and submit suggestions to the Chairman's attention.

Also, the committee received a memorandum and policy revision from staff for Policy 2415.04 which needed minor revisions. This policy is on the agenda for first reading.

The meeting was adjourned at 5:35 p.m.

Comm. Simmons: Dr. Hodges, your policy is still being worked on by the Superintendent.

Dr. Evans: I think we have one of them drafted and we're working on the second one now, critical thinking.

Comm. Simmons: We're making progress.

Dr. Evans: We're making progress.

Comm. Hodges: Timelines are a very, very handy thing. We were looking for it today actually.

Dr. Evans: We were.

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

Comm. Hodges: That may satisfy you, but that won't help me out at all.

Dr. Evans: Let me get you an answer tomorrow on that one, Dr. Hodges.

Comm. Hodges: I'll call you tomorrow. Thank you.

Facilities

Comm. Mendez: Mr. President, I would like to make a quick comment about a topic that we discussed in facilities. It's going to be brief. The facilities committee met yesterday and I will have my full report by the regular meeting. Persons present were Comm. Cleaves, Comm. Hodges, and Comm. Teague. Staff present was Mr. Sapara-Grant. One of the topics that we had a great discussion about was the idea of making some renovation at the main lobby at 90 Delaware in order to serve in a better capacity the

community and parents. Mr. Sapara-Grant brings a great idea, to try to have a separate entrance for the department for central registration. I've been thinking about that for the past couple of months. When you get into this building it doesn't look like we are into the educational business. The first thing you see is two security guards behind the counter. What we should have there is somebody with full knowledge about all the departments that we have. That's going to change the image of the district a lot, more specifically central registration and having that department separate for parents and whoever is going to that department separate from other business in the building. I think that's a great idea and we're going to continue having that conversation, changing the perception. We have the space to make the simple renovation and moving the staff inside will definitely be a big impact on the positive side.

Dr. Evans: I'm assuming you're talking about the first floor area where they're located now.

Comm. Mendez: Yes, the lobby area.

Dr. Evans: Maybe I misunderstood then. Renovating the lobby area?

Comm. Mendez: I'm talking about central registration and that whole section. Instead of having two security guards behind the desk my point is to have somebody there who can inform whoever goes there about all the different departments. That's where I'm going basically.

Dr. Evans: Okay. I understand what you're saying now. I misunderstood you initially.

Comm. Irving: I think in part that currently happens when Kemper has staff available when they're rotating one day. There are times when someone is sitting in that front desk that serves in that capacity. But with that said, it's not a standard operating role that they serve either at the front desk either. You're talking about like a welcome reception person.

Dr. Evans: Ms. Shafer would like to comment on that.

Ms. Shafer: For central registration we're going to have some signage in the back where the assessment room is. There will be signage back there so folks coming to register won't come in in the center lobby. They will be coming in a different entrance and everyone will be right there to help them. In addition to that, Chris and I have been talking about taking a look at how we can do the front lobby a little differently. Once we get back together on that we'll certainly come to the Board for some input.

Dr. Evans: And there are actually two entrances on this side where most of the work for central registration already takes place. So parents can come in from the side off the parking lot back here.

Comm. Irving: Thank you. Alex, is that good enough?

Comm. Mendez: Sure.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: Personnel met on March 4. In attendance were myself and Comm. Martinez. Staff present was Dr. Newell and Jaime Murphy. About a month or so ago there was a question that came up about the lack of staff at Garrett Morgan Academy by a parent. To date those two science positions have been filled at Garrett Morgan. One is starting on March 11 and the other one will be starting the following week. Those two science positions have been filled at Garrett Morgan. On Saturday, March 23 there will be a job fair held by the district because they're starting to process early to try to get the best of the best teachers into our district. So there will be a job fair on March 23 from 9:00 to 12:00 at John F. Kennedy High School. You will see flyers to that nature coming out. Personnel committee presents F-1.

Comm. Irving: Are there any questions?

OTHER BUSINESS

Comm. Irving: Ms. Pollak, do we need to adjourn now?

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

Comm. Hodges: A bunch of us went down to Trenton today. I'm tired, too. I don't get up at 7:00 in the morning for anything. This is the first time I've ever advocated for another school district, their facilities issues. We had gone to talk about some of our other concerns, in particular Don Bosco, but the Trenton High School described facilities conditions such as floors buckling, leaking roofs, urine falling on students, and just atrocious conditions. We just said take care of them. But the last word I had with Mr. Larkins was about the Don Bosco site. His words to me were, "You need to talk to your people because when I was last there they were talking to us about some other buildings and Don Bosco was not on the agenda." I'm obviously very concerned because he's used that line before. He mentioned that the groundbreaking or whatever that was, if it's not Don Bosco given all of the difficulties we had with School 27, School 5, School 18, and everything else in the northern part of the city, then what is it?

Dr. Evans: For me it's Don Bosco. The SDA owns Don Bosco, so they have to first give it to us and that's what we asked them to do, to give it to us.

Comm. Irving: I thought they were going to sell it for a \$1.

Comm. Hodges: That's what it is.

Dr. Evans: Sell it for \$1. That's correct. And then either build one or two schools on that property, or renovate and make one of those new, tear down the other, and build another. That was the plan we talked about. Memory is a challenge for a lot of people. I'll just say that. Let me put it in writing again and first take it to the next facilities committee meeting, make sure you guys are on board with what I've said, and then get it off immediately to Mr. Larkins.

Comm. Hodges: That does not require any property at all. It's all there. I think that there was some obfuscation, but I don't know. I wanted to tie that down. I wouldn't suggest that of anybody. Thank you.

It was moved by Comm. Mendez, seconded by Comm. Martinez that the Board go into executive session to discuss legal and personnel. On roll call all members voted in the affirmative, except Comm. Simmons and Comm. Irving who voted no. The motion carried.

The Board of Education moved to executive session at 9:52 p.m.

The Board of Education reconvened at 10:20 p.m.

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

The meeting was adjourned at 10:22 p.m.