

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

December 5, 2012 – 6:08 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

Absent:

Comm. Wendy Guzman
Comm. Corey Teague

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

Comm. Simmons 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
December 5, 2012 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone here this evening and thank our Board members for getting here on time so we can start. I don't know what other way to say this, but we have a lot of work to do tonight, a lot. We have the action item for our respect agenda submissions. In addition to that, we also have four presentations this evening. I spoke to Dr. Evans and we're going to allocate at most 30 minutes per presentation. I would prefer as people present for it to be about 15 minutes in the content or conversation, and then another 15 minutes for the Board to ask questions

and/or discuss or engage in dialogue. By the 30-minute mark we're going to move on because we do not want to be here all night toying around asking questions that may not be beneficial. So I'm just giving everybody the heads up. That's the way we're going to operate this evening. I'm going to turn it over to Dr. Evans so he can introduce the respective presentations or communications for this evening.

Dr. Evans: Thank you, Mr. President. Before I introduce the first topic, I want to make two introductions and this represents two additions to our Superintendent's Cabinet. As you all know, with Ms. Shafer assuming the role of Deputy that left vacant the role of Assistant Superintendent for Unit II. As we talked recently, I mentioned to you individuals that we were looking at. We have as a result appointed Ms. Maria Santa as Interim Assistant Superintendent for Unit II schools. Ms. Santa comes to us with vast experiences, including having taught, serving as a classroom teacher in Puerto Rico, East Orange, New Jersey, and Paterson, New Jersey. She's also been a district office administrator functioning in a number of capacities over the years, including school level facilitator, district language arts resource teacher, supervisor of language arts literacy, supervisor of assessment, and principal at two different schools over the years. Now we've asked her to serve as Interim Assistant Superintendent for Unit II schools. So we welcome her aboard. Ms. Santa is sitting to our left. Secondly, as you know, we've gone about 11 months without a permanent or fulltime Business Administrator. We've been looking high and low, so to speak, and we've found we think the right person for the job. I think many of us already are familiar with this individual. He comes to us by way of Jamesburg, New Jersey where he most recently has served and still is serving as Business Administrator, and he has also served as Business Administrator in West Amwell Township and at Leap Academy, which is a charter school. He has experiences in the Department of Education, Division of Finance, as a County School Business Officer and as such has been in and out of school districts such as Paterson and including Paterson helping us to make sure that our books are in order and when they're not helping us to get them in order. He has also served in the private sector in the New York City financial district both with Citibank, the Federal Home Loan Bank, and Manufacturers Hanover. Those represent many of the varied experiences that he has had. So we are very excited to have with us Mr. Richard Kilpatrick. He's sitting in the back there. Mr. Kilpatrick officially joins us on January 29, 2013.

PRESENTATIONS AND COMMUNICATIONS

Comprehensive Annual Financial Report – June 30, 2012

Dr. Evans: The first item tonight is one that comes to you annually and it is the Comprehensive Annual Financial Report. This report represents our fiscal issues and standings, if you will, as of June 30, 2012. I'll have a few more words to say about Daisy in a few minutes at the conclusion of this report and the work that she has done over the past few months. But let me ask Daisy to come forward and introduce this topic.

Ms. Daisy Ayala: Good evening. Lerch, Vinci & Higgins did the audit report for June 2012. I'd like to share some of the success with my staff June Gray, who's been an integral part in getting the audit done. We have gotten much better. Our findings have decreased and there's been a significant improvement which will help us with the QSAC scoring. On that note, I want to introduce Jeff Bliss who's going to give you the details and the logistics of his work.

Mr. Jeff Bliss: Thank you, Daisy. Dr. Evans, Mr. President, and members of the Board, it's a real honor to be here tonight to present the Annual Financial Report for June 30,

2012. I'm not going to bore you with all the details, but just give you a synopsis of the condition of the district on June 30, 2012. As part of the audit report we're required to give an opinion on the fairness of the statements, whether they're fairly stated. I'm happy to report again as I did last year that you have an unqualified opinion on the financial statements and that means that the financial statements are fairly stated. There were no scope limitations in performing the audit and they're consistent with all the prior year numbers. With respect to fund balance and how you ended the year and how you did, financially the district is in good shape. At the end of the year with a fund balance in excess of \$68 million it's roughly up approximately \$30 million from the year before. The majority of that money came from additional state aid that the district received about halfway through the year and did not spend that money by the time the year was over. But it's key to know that even though we're talking about \$68 million, approximately \$27 million of that has already been appropriated and utilized in the 2012-13 budget. So \$27 million has already been utilized and is funding expenses in the current year's budget. So in all essence that money has been appropriated and therefore is no longer available for future use. In addition to the \$27 million we had about \$2.5 million of open orders at the end of the years. Those are commitments and assignments we made to vendors for services and goods that we ordered or awarded contracts for. Those services and goods are going to take place in the current 2012-13 year. Those orders have been liquidated by this point in time and that \$2.5 million is no longer available.

*Comm. Hodges enters the meeting at 6:17 p.m.

Mr. Bliss: In addition, we have approximately \$10.2 million of the \$68 million that we are required under state statute to appropriate towards the 2013-14 budget. You do not have a choice what to do with that \$10.2 million. That is going to go into your 2013-14 budget to fund the expenses of that year. In addition, we had about \$19.5 million of fund balance that the district has restricted for specific purposes and they can only be used for the purposes that they were restricted for. Approximately \$2 million of that is for capital projects. Any capital projects that the district may wish to do can be funded out of the capital reserve for about \$2 million. We also have approximately \$14.5 million in the maintenance reserve. Again, those monies are restricted strictly for maintenance costs. It cannot be used for operating costs other than required maintenance items. Then we had an additional \$4 million for tuition adjustment reserve and that money is set aside to cover the district and really protect the district against prior year tuition bills that come into the district after the State of New Jersey certifies tuition rates from other districts. If those rates are higher than what they charged you they're allowed to charge you the difference and they send you an additional bill. So you're protected against any of those types of additional bills. Finally, we had \$1 million in emergency reserve. It's the maximum amount you're allowed to have under state statute and that money is really set aside only for emergency situations. It has to be an unforeseen type of emergency unbudgeted. It's very difficult to get the money out of there. It's the maximum you're allowed to have in there and it really is put aside for an emergency situation where you do not have the funds to pay for the costs of whatever that emergency may be. I won't bore you with all the bunch of other numbers. I'll just tell you with respect to your food service fund, which I know several years ago we always had issues with losing money, for the second year in a row the food service operations had a profit or broke even at somewhere around \$100,000. You did good there. If there are no questions on the finances, I will go through the recommendations.

Comm. Irving: We'll do questions at the end of the presentation.

Mr. Bliss: Sure. I failed to tell you also that the district as part of its fund balance has \$9 million of what they call unassigned. That's the money that's really available to the district to be used under their discretion in future years to fund budgets. So really of this \$68 million the portion that's not restricted, assigned, or already been utilized is \$9 million, which is the maximum you're allowed to have. Sorry I failed to mention that. With respect to the findings, again this year there was great improvement in the audit recommendations with respect to number as well as the severity of the recommendations. We had about 11 recommendations last year. We're down to 9, but the severity of the recommendations has been greatly reduced. We've seen much improvement in the business office and in the internal control procedures and the record keeping. I'd like to commend the business office for a tremendous job in addressing the issues from last year and taking corrective actions on those recommendations. We had two findings this year related to employee medical benefits with respect to the invoices and the bills. We did find a few individuals that were on the bills that actually were no longer employees of the district and we did have some differences we noted in how employees contributions towards health benefits were being deducted. There were no big numbers or large dollar amounts, but just some things that we need to tighten up - nothing serious or significant. We made a recommendation with regard to substitute's time sheets. They're currently not being signed and certified to, and we'd like to see as a control procedure to have someone sign that time sheet and say that they certify that the person was in the district and is entitled to payment. We had one recommendation regarding how certain people are charged to the budget. There were actually only three individuals that based on their job description and their job title it appears that they were not charged to the correct lines. Again, we're talking about three individuals, but you have to take a look at those three individuals, look at their job descriptions and their titles, and make sure where they're being charged fits to what their job title and description is. We had two recommendations regarding federal and state grants. One was regarding how we report expenditures to the federal government. Annually we're required to file a final report and how those reports agree to the records of the district and we just need to tighten up and put in sync the reports that we file and the records that we obtain that information from. It's really a technical issue on what year you report the expenses. Then we had a recommendation regarding teachers and salaries that are charged to certain federal grants. The district is required to approve the salaries of individuals charged to federal grants, their names, titles, as well as the portion of their salary that's going to be charged there. We had also a recommendation regarding how certain vendors are coded. We noted in several instances that certain vendors had multiple codes in the system. It's really an internal control issue and you really only want one vendor code for each vendor. You want everything to be reported under one code so everything is accumulated and accounted for in one area. With respect to student activity accounts, the district has implemented a very intense and comprehensive student activity account policy. Student activity accounts are the accounts that are held at the schools. They're really monies that are raised by school activities and organizations, and the money is strictly to be used by those students for their activities and organizations. We had one recommendation with respect to School 13 where we need to improve the record keeping and the internal controls over the transactions. I can tell you right now in a district the size of Paterson to have only one recommendation in this area is outstanding. They really cleaned their act up over the last four years and that policy and the training that took place was a tremendous help. The final recommendation is in regards to transportation and the district report on transported students. We had some issues across the board. There are four categories - regular students, non-public students, special education students, and special education students with special needs. We're required to go in, review the work papers, and see if your papers and your records agree to what you report to the state. Then we go even further than that and go into the individual education plans to see if

the students you're reporting as special education students and special needs students are eligible for those services. We did find some differences when we went into the supporting documentation where you reported a child needing transportation aid and his IEP did not report that. It was across the board. It was not one area, but again we need to tighten those procedures in that area and make sure that we're reporting to the state exactly what students are eligible for. That concludes the entire report. As far as recommendations, there's very significant improvement over the prior years. We see great improvement. I have to tell you that your staff takes ownership of these recommendations when we meet with them and go over them. They're not pointing fingers. They're absolutely not that way. They take ownership of these recommendations and are very involved and very active in trying to understand what the issues are and how to correct them. It's really good to see that your staff is really on top of this. If there any questions, I'd love to entertain them.

Comm. Irving: We'll leave about 15 minutes for questions before we move on to the next presentation. We'll take some from Board members if you have them. I'll start if you guys don't mind. Daisy, you might want to come up too because some of them may overlap, if that's okay Dr. Evans.

Dr. Evans: Sure.

Comm. Irving: I have three questions that deal with the audit itself and then one just a fiscal question. The first one is about the substitute time sheets. Presently we don't have administrators sign off on the work that substitutes do. I'm just trying to understand the process for payment.

Ms. Ayala: Basically what happens is it's faxed from the school and that's what we consider a stamp of verification. But we're going to tighten that and take that recommendation and have the principal actually sign off on the listing of the time sheets.

Comm. Irving: Great! It's just an extra check because I'm sure the principals aren't the ones who are sending these time sheets. They're probably coming from someone in the central office of the schools.

Ms. Ayala: That's correct.

Comm. Irving: At least someone can hold those folks accountable if they aren't working. Why would there be multiple vendors in the system? Is it because our system is so old and convoluted and overlapping? Or are they just different systems that code vendors?

Ms. Ayala: There are multiple vendors, but different reasons. One could be the City of Paterson. If we send payments for elections it has to go to one address or separate. It could be the same address, but they don't want the payments for the police officers on the same check as payment for other things, for example, collection of taxes and things of that nature. In other cases it's just human error.

Comm. Irving: So how do we mitigate this situation? Given what you just said, there are some vendors who have certain parameters for how they get paid or preferences.

Ms. Ayala: We've already cleaned that up. We've made them inactive and we provided Jeff and his staff with a listing of the correction. We have put some internal controls that only the supervisor of that department will be able to open any vendor in conjunction

with the finance manager. So we're going to have two high level people opening new vendors.

Comm. Irving: Very good. The last one was just on School 13. I assume that finding has been shared with the principal and there has been some corrective action being taken in order to ensure that better record keeping is done.

Ms. Ayala: It has been shared with the principal and the assistant superintendent. By the end of the week they will be providing a corrective plan of action.

Comm. Irving: Great! The last question has to deal with our own version of the fiscal cliff. How do the audit findings that we have affect or not affect that structured deficit that we were or are now not going to have in two years? You can see why I do the fiscal cliff reference, because it's pretty similar.

Mr. Bliss: Well, I think the issue is that when people talk about the fiscal cliff you're using a significant amount of your fund balance, \$27 million of it, to finance the next year's expenses. So that means that every year you have to produce this \$27 million to break even so that when you start the budget process you have that \$27 million again.

Comm. Irving: Are we still facing that? Is that a reality? I ask that because it's been tossed back and forth amongst folks around this table and administrators that it may or may not be a reality. I think that as we get closer to that point this needs to be a much more serious discussion.

Mr. Bliss: I think it's something that you have to be aware of and you have to monitor. I don't think anyone can say with any certainty that there is or isn't. I think that there are so many variables with respect to how much state aid you get and new programs that you're required to put into place that I think it's difficult to say is it going to happen or is it not going to happen. The trend that we see over the last several years is that the district every year is using more and more of its surplus to fund its next year's budget. So it's only so far it's going to grow. There's going to be a point where it can't grow anymore and it's going to start to decrease. When is that going to happen? I can't tell you. Maybe it won't ever happen. Hopefully what the district should try to do is start leveling out the amount that it uses and start to back off on how much it uses every year.

Comm. Irving: I'm looking at our new BA shake his head. I assume that's something that when you come in you'll have to work on and deal with. The point you're getting at is what I'm hoping we work towards. In any given year the state can look at our surplus and say we already have \$27 million or \$68 million and say, "Why do we need to give you the extra?" Then we're still stuck with an operating hole because we were expecting that to come from the state. Dr. Evans, I think it would be advantageous for us to really put together some type of plan and present it to the Board that seeks to address some action with regard to spending and how we curb more or less our appetite when it comes to the surplus. It's always good to have extra money left over, but in this environment it isn't always good to have extra money left over. The way politics work and how things ebb and flow in Trenton I think we need to be very concerned about that.

Dr. Evans: Mr. President, with strong encouragement from Ms. Ayala and Mr. Lee, who just came in back there, we've already begun developing a plan and we have some things already identified. It needs a lot more work and that is something we'll need to

accelerate in terms of activity ultimately to bring something for the Board to review and also help us with.

Comm. Mendez: I would like to congratulate Ms. Ayala and her team for the great job and the great report we received tonight. Based on QSAC, how does the evaluation process look with this information that we received? As far as I know it's going to be only one recommendation that will affect the evaluation.

Mr. Bliss: Yes. There's one recommendation that is a significant repeat finding. That will deduct points from your QSAC. Under the old rules you would have lost 20 points off the bat. However, I had a conversation with Daisy today and they just changed the scoring. I think now that's a 5-point deduction.

Ms. Ayala: At one point if you had a material weakness you lost 20 points. Or if you had a repeat finding you lost 20 points. Now you can have a repeat audit finding and only lose a small percentage instead of the 20 percent. This year we don't have any material weakness so we'll get points for that.

Mr. Bliss: So to just answer your question, yes there is one significant finding in here that's repeated that will deduct approximately 5 points from the score. But I can just tell you it's a shame you don't get points for how good you improved the finances. If you looked at this report four years ago there were 42 recommendations and I will tell you there had to be 20 of them that were significant deficiencies and probably 10 that are material weaknesses. Material weaknesses mean that the controls don't exist. In a four-year period we've gone from 42 recommendations, probably 20 significant deficiencies, down to 9 recommendations in this report and one significant deficiency. It doesn't happen overnight. It's not a small place. There are a lot of things that can go wrong and there's a tremendous amount of rules and a lot of processes that have to be followed. I think to say over this four-year period that we've reduced this down to 9 recommendations I think is what you should be graded on. What did you do? Did you do nothing? There are districts that have 20 recommendations every year and they never get fixed.

Comm. Irving: Or taken over.

Mr. Bliss: So I think it's an excellent report and shows again the progress that has been made in the finance department, the business office.

Comm. Irving: Any other questions? Thank you very much.

Mr. Bliss: Good night. Have a great holiday.

Dr. Evans: Before Daisy leaves the podium, I just need to compliment her for the work that she's done over the past 11 months. I alluded earlier as I was introducing Mr. Kilpatrick that we haven't had a permanent BA assigned to that role since last January. When I approached Daisy about serving as interim BA, as most of our people do, she stood up and accepted the challenge willingly. As you can see from this report tonight she has done an excellent job leading this unit. I also need to thank the gentleman behind her. I think everyone knows Mr. Lee, who has also been an advisor to Daisy and to me as we've worked through these past 11 months. But I just want her to get the credit and acknowledgment for the hard work that she's done. Thank you.

Update on Hinchliffe Stadium

Dr. Evans: The next report is an Update on Hinchliffe Stadium. This is a conversation that started in previous meetings and I will ask Mr. Sapara-Grant to come forward and introduce the topic.

Mr. Chris Sapara-Grant: Good evening, Dr. Evans, Board President, and Commissioners. About nine months ago there was a meeting at City Hall and present were the city officials, the public schools, Friends of Hinchliffe Stadium, and representatives from the National Trust for Historic Preservation. The discussion was on Hinchliffe Stadium and how to get it restarted and reorganized. Since then there have been meetings with steering committees and presentations to different parties. This evening I have Walter Gallus from the National Trust for Historic Preservation. He's the director there and he's coming to give us an update as to where we stand with that.

*Comm. Kerr enters the meeting at 6:41 p.m.

Mr. Sapara-Grant: While the presentation is going on we might be joined by Brian Lopinto who is from the Friends of Hinchliffe Stadium. If he's not able to get here by the end of the presentation he might spend three minutes of public comment time just to add a few words.

Mr. Walter Gallus: My name is Walter Gallus and I'm the Field Director of the Philadelphia Field Office of the National Trust for Historic Preservation. Dr. Evans, Mr. Irving, and fellow Board members, what I'd like to do is give you an overview report of where we are and some background as to why the National Trust for Historic Preservation is here. The National Trust for Historic Preservation is a national, private, non-profit organization. We were established in 1949. Despite our title people sometimes think we're the government. Sometimes I let people continue to believe that. It depends on what the situation is. Other times I have to tell them we're not and that we're a non-profit organization that does advocacy and education around the country. Our headquarters is based in Washington, D.C. As you heard from Mr. Sapara-Grant, the steering committee has been meeting since April and Dr. Evans was there at that first general meeting we had with a lot of the parties involved. But overall we've been meeting now monthly with representatives from Paterson Public Schools. Mr. Sapara-Grant has been our representative as well as School Board members. Mr. Mendez has been there as well, City of Paterson representatives, Friends of Hinchliffe Stadium, and the National Park Service as well. The big vision that drives it is from the trust standpoint, but it's really very consistent with this really great brief but good document that you all put together. I have a copy of it. It's from February of 2012 which is this overall project vision statement for Hinchliffe Stadium. By the way, we've got printouts of all this information for you. But it's an overall vision that we want to see and that everyone in the community certainly wants to see - that Hinchliffe becomes a fully rehabilitated and actively used community asset. I pulled out some pieces of the stadium proposal document with the four focus areas being educational, recreational, historic, and commercial. All of those pieces are the ones you want to try to put together. I think everyone agrees that they want to put that together and have it continue to have a function within the public school system for student opportunities and that it retain its recreational function, not just for the school district, but for the community. That was its history and it was built as a community facility. The historic nature of it should be celebrated and continued. It's certainly a big part of it. There's a story that goes with that structure. Key to this is that as you all very clearly point out in this document the cost of the operation of the facility must be addressed by the sum

total of the events. In other words, there needs to be a plan in place that makes it economically viable as well. The stadium was built by the city and opened in 1932. One of the national key claims to fame is that it's one of only three remaining significant Negro League stadiums surviving in the United States. By that very rarity it bumps it up to national status and it's on the verge of being named at the federal level as a National Historic Landmark. I want to take a little side trip here just to clarify some of these points because in my business we talk about this stuff all the time, but it can get easily confused just like you heard people confuse what my organization is. When you're designating historic resources there are four different ways that they can be done. They can be done at two different federal levels and then at the state and local. So at the federal level, the top level, the process that Hinchliffe is going through, it's completed the two steps of becoming a National Historic Landmark, is the most exceptional. Around the country there are only 2,500 National Historic Landmarks that exist. Very few of them are associated with themes that are of any kind of cultural diversity in our country, about 2% or 3%. It's a very small percentage. The key here is national. They either have some strong association with a significant event or turning point or what was going on in the country. That's a big part of how the Hinchliffe national landmark designation is framed. But it could also be associated with one particular individual. In New Jersey a National Historic Landmark in Camden is the Walt Whitman House. It's associated with one individual. In Newark the John Ballantine House is attached to the museum up there. It's a National Historic Landmark. It could be an engineering rarity. The Holland Tunnel is a National Historic Landmark. Or it could be an archeological site as well. Little Rock Central High School is a National Historic Landmark because of what that place represents in our nation's history. The next level at federal there's the National Register of Historic Places. There are more than 80,000 of them. It's kind of like our nation's inventory of important places. There are 80,000 listings, but they could represent over one million different resources or structures because in some cases they're districts that have a collection of buildings. So they could be sites. They could be at the national importance state or local importance. Being on the national level the national register does not affect what an owner can do with his or her property. In Passaic County we took a quick look. There are 40 places that are on the National Register of Historic Preservation and they're places like the downtown St. Michael's Roman Catholic Church. Hinchliffe Stadium is already on the national register and Paterson City Hall is on the national register. The State of New Jersey has its own state register and in fact that's the thread that runs through why I'm here as well. You'll see later when we do some of these numbers that the New Jersey Historic Trust provided a grant of \$500,000 for the rehabilitation of Hinchliffe Stadium. That's because it's on the New Jersey Register. That's that linkage. Then you also have local designation of historic resources that arises from a legal framework within the community or a local historic preservation ordinance. It could be individual structures. It could be collections of buildings that form a district. That ordinance was passed because there's a public purpose that's been established that you want to preserve the historic and architectural integrity of your property and your community, and the community has said these places are important and that's why we want to preserve them. Ever since Charleston, South Carolina was the first community to establish a historic district in 1931 there are as many as 2,300 around the country. So this isn't something that's a rare thing. This is a very common tool not just for preservation, but also for economic development and growth and revitalization in communities around the country. The National Trust is involved because within the last couple of years we have new leadership and we're trying to focus our work more clearly on trying to do fewer things but doing them more intensely and not trying to spread ourselves too thin. So we came up with this concept of national treasures where we work in teams on fewer resources. Right now we've got 35 of them identified around the country. They're places that tell America's stories. Hinchliffe came to our attention through the Friends of Hinchliffe

Stadium. We featured them in a magazine article in Preservation Magazine in the fall of 2008. In 2009 they were listed on our 11 most endangered list and then this year we took that up and said let's bump this up and let's focus on how we can get this moving. It's all triggered by that \$500,000 grant from New Jersey Historic Trust. The Friends of Hinchliffe Stadium secured a \$500,000 matching grant from the New Jersey Historic Trust for the initial stabilization and rehabilitation. They wanted to be very clear on how the scope of work is going to be defined and so they required that a structural assessment be done first. So Watson & Henry did this structural assessment part of which was funded by the New Jersey Historic Trust as well and also the National Trust put in some funding for that as well. So to keep this money viable a grant agreement has to be in place by February of next year or those funds go away. In working in our committee and working with the city and looking at what's out there, the sources of the \$500,000 match where they could come from - \$475,000 is from a \$1 million bond that was let for the stadium in this overall \$2 million bond that was let for Bauerle Field and Hinchliffe Stadium. There's this HUD economic development or EDI special projects grant that sits here or is associated with the Paterson Public Schools of \$196,000. Then through the Friends of Hinchliffe Stadium money that came through the National Trust and the 1772 Foundation of \$30,000. The way that plays out is that Watson & Henry have developed for this initial stabilization and some of you heard Mr. Sapara-Grant talk about the wedge, trying to focus on a section of the stadium to make this manageable and make it a pilot project. Watson & Henry came up with a \$1.2 million budget for this initial phase and here's how that money comes together to make the \$1.2 million. Here's the focus, the corner of Maple and Liberty, the visible corner, kind of like you're taking a pie shape of the stands going down to the field. The idea is that it's very visible. When work starts there people will know that something is happening. It focuses on some of the main features of the stadium that are the ones that are the most characteristic of it - the tile roof, the ticket windows and the gates, and the curve of that concrete. All of those features would be part of this initial project. This is where my eyes always glaze over, but the finance people might like all this stuff. This is a breakout and you'll have all of this. This is straight off the Watson & Henry conceptual budget of how they arrived at this \$1.2 million construction budget. Because there are some additional funds, I said the city had bonded a total of \$1 million and there's the remaining \$526,000. Amazingly my colleague and I from the Trust discovered that the Watson & Henry study did not take into consideration studying the playing field itself. That doesn't make a lot of sense. You focus on the structure, but what about the field? So, there's money that could be budgeted for both concrete analysis and also geotechnical engineering. That's the piece that would affect the field, looking at the condition of the field and what would need to happen for rehabilitation and hard costs so we're proposing how the \$500,000 would be utilized. So that's kind of where we've ended up after about nine months of work. Last Tuesday at City Council they unanimously passed the resolution that authorizes the release and expenditure of the \$1 million from the bond ordinance. We're really pleased with that development as well. Thank you.

Comm. Irving: Great! Thank you. I'm sure there will be questions. I'll now open the floor up to Board members for questions, comments, or clarifications.

Comm. Martinez: Good evening. Would a potential NHL designation hinder us in any way with what we could potentially do with the field? Are there going to be any type of guidelines and restrictions?

Mr. Gallus: About uses?

Comm. Martinez: Yes, as far as usage?

Mr. Gallus: No. Let me get back to this piece about what limits does preservation place. You can restore a building and make a choice of doing a restoration, meaning we're going to return this to 1931 and make it like a movie set like this is Paterson in the 1930's. You can choose that. That's called restoration. But you can also choose to do what's called rehabilitation. That's as acceptable and approvable by all guidelines. That means that you are retaining what in historic preservation lingo is called character defining features. You're preserving and protecting the things that make Hinchliffe a unique place that when people look at it they know what that is. That's like no other place. I recognize that place because of the curve of the concrete, the concrete materials alone, the curves, the tiles, the relief tiles, the tile roof, and the key elements that define this place. But preservation professionals recognize you have to come into the 21st Century now. So even Watson & Henry in their study made provisions and recommendations about this is what you have to do to make the place accessible. You'd have to remove some of the seating to make the isles wider. You have to be able to accommodate modern uses and modern systems. You're not at all locked out of that, but you're expected to do it in a preservation sensitive way so you don't lose the very features that make the place the unique place that it is.

Comm. Irving: I think the conversation with a lot of folks has been what makes Hinchliffe so unique. Is it the structure? Or is it the activity that took place on the field within the structure? There are some folks who would say it's one or the other and some would say it's both. I guess the reason there are lots of questions in regard to what Comm. Martinez just mentioned is because there is concern from community folks and even myself that by having a federal or even state designation applied to it no matter what we wanted to do if we wanted to hang a wreath outside of it someone would stop that because that would affect the structural integrity of what it would look like. I think the fundamental question is about community control. But from what I understand the local designation would allow us that opportunity to have that control. I know the City Council had that resolution before them last week but they pulled it. I believe the local designation would give us that authority back. It wouldn't? So what does the local do?

Comm. Simmons: The national designation would give us that control. The local designation wouldn't.

Comm. Mendez: As the owner of the building the national designation would give us more authority on the building. Local designation would not give us that power.

Mr. Gallus: The main thing the national designation and listing does for most properties is they can take advantage of the federal rehab tax credits and confect deals that utilize a 20% tax credit to offset costs and then to make rehabilitation of historic properties more attractive. That's why listing on the national register of historic places is so attractive to developers of property. You can see them doing that all the time. The local designation issue would add the review of the Historic Preservation Commission to work that's performed at the stadium. Yes, it would. The issue though is, returning to what I said earlier, it's not about returning something to its previous state. That's not preservation and does not have to be in this case. It's about bringing a historic building into the current century so you can still use it and you can still save it. If you can't use it it's not going to be of any use to the community.

Comm. Irving: Dr. Evans, is it possible to just get a legal framework for what we're talking about here? I'll be honest with you. The variance of levels just confuses the heck out of me. I think for the clarification I need to hear from legal.

Ms. Pollak: I would be happy to do that.

Mr. Gallus: I will tell you that as part of this process, whether there's local designation or not, because this grant comes from the New Jersey Historic Trust they want to understand and know that it's going to be done in a preservation sensitive way. That what I just described to you would happen - the key elements that make this building unique physically would be retained and hopefully rehabilitated, the key visual things that you recognize as being Hinchliffe Stadium. But the reality will also be that the designs and the work that's done on the stadium will have to accommodate 21st Century uses. The preservation guidelines won't say you can't do this if it means that it's going to prevent the 21st Century use of this place. It's done all the time around this country.

Comm. Hodges: I'm actually going to have my final comment on Hinchliffe Stadium in the facilities committee report. There is a discrepancy between what was stated three and a half years ago and what is being stated now by the Vice President of the Historic Preservation Commission. What concerns me is there doesn't seem to be any clear guidelines amongst the various members. He said one thing and he's still on the commission and this new guy is saying something else. I like the new guy's position more than I like the old guy's posture, quite frankly. In fact, we've been in conversation and I asked Mr. Simpson to reach out to the Superintendent of Schools. I made it very clear that I have no problem with the historic preservation. I love history and I wanted the stadium preserved because of its history. However, the loss of our ability to secure funding because of the potential increase in costs to a project with these designations is what concerned myself and the Board at that particular point in time. Is that correct, Dr. Evans?

Dr. Evans: That is correct.

Comm. Hodges: And that hasn't changed. So that was the issue. Mr. Simpson has a more relaxed view but when questioned by the Councilman last night he did mention that there would in fact be some additional costs with that designation and that's what we were concerned about as we were trying to secure funding. That was primarily my only concern. We want it to be as historically authentic as we possibly could make it without...

Comm. Irving: Making the cost so astronomical.

Comm. Hodges: That was the point.

Comm. Irving: I guess that's my level of trepidation and concern with regard to the multiple layers, preservation and who has what authority. The better I understand that, for me personally, the better I can make a more concerted decision about how we move forward.

Comm. Hodges: Mr. President, I've been assured that there would be great deference given by the more remote levels, the state versus a local designation. However, as Mr. Gallus reported to me at the meeting that I attended, there's less enforcement locally if there's a national designation only. They're not going to come into your house.

Comm. Irving: It's for that reason that, even before I heard the City Council meeting, I just need to see something from legal. Everyone is talking and there are different variations.

Comm. Hodges: That is the concern. In addition to that, the City Council has pulled their local designation, at least for last night, pending the action of this Board before the next workshop. So they're waiting to hear from us. They've temporarily pulled that.

Comm. Irving: Which is why I think it would be very important, Ms. Pollak, to get that information. I don't know about you guys, but I never profess to know what I don't know and these terminologies I'm just not comfortable with until I read it, understand it, and know what body affects what and how that affects this Board. I can't take a stance on something that I'm just not clear on. What I am clear on is that I certainly want the stadium built, but how that happens is really important.

Comm. Martinez: That's the reason why I posed the question, just to try to gain some clarity.

Mr. Gallus: It's not like there isn't a federal standard. There is a federal standard called the Secretary of the Interior Standards for Rehabilitation. Those exist and they've existed for about 40 years. They spell out what's appropriate and not appropriate in terms of treatment of properties whether you're doing a restoration or rehabilitation, which is what I would call what this proposal is for Hinchliffe Stadium. It's not a restoration. It's rehabilitation. It's being rehabilitated with modern systems and for modern uses. I would encourage you to step back and decide what the community really wants this to be. I'll just leave it at that. The national designation is the highest and it's the most noteworthy and when Hinchliffe is designated a National Historic Landmark that will be a big deal because it's so rare. That's important. But that will require preservation sensitive treatments and preservation sensitive contractors will have to deal with that structure. That's true. The New Jersey Historic Trust is going to want to see that people with a preservation background or that have done other projects on historic buildings are engaged to do that work...(end of tape) (Beginning of new tape)...economic development, community use and community support, and long life for the building.

Comm. Irving: Let me just ask one follow up question. Looking towards the future, has the committee engaged itself in a conversation about how best to get the money together? The city does not have estimated bond capacity.

Mr. Gallus: We know where we are.

Comm. Irving: I have always championed for a capital campaign in some capacity in order to raise the funds and I think that's probably the only way that we'll get independent money to do this.

Mr. Gallus: That's right. It came up at the City Council meeting. One of the council members brought that up as well and that's obvious. This is just a start, but to those of us who have been working on it this is an opportunity that we have right now. We can find all kinds of reasons to say no. We've found reasons in the past and we can find reasons now not to do it. City Council said they're going to take a chance and move forward. I think that we have to start at some point. This is giving us some money to start some work. It's going to be a pilot program so we learn what's going on with that building after all these years. The fact that people will finally see work going on is going to increase the likelihood that you're going to be able to raise funds instead of going to a funder and saying, "Well, we plan to do this." Then they ask when you plan to start and you say, "Well, when we've got some money." We'll have some evidence of work and it's going to make the capital campaign that much easier.

Comm. Irving: Comm. Mendez represents the Board on our behalf, but my recommendation would be that as you all are planning and if this does indeed go through that some type of capital campaign committee can be created to coincide.

Mr. Gallus: Absolutely. That's got to be the next step. There's a line in there of \$60,000 that says something like master of planning or something like that. We talked to one company, Ewing Cole out of Philadelphia, that does sports fields and planning and that was a figure that they made a proposal on. We didn't commit to anything because we weren't in a position to do that, but they said that would involve planning, not just for physically how the field itself would be configured and rehabilitated, but also getting into the whole thing about how is this thing going to be operated. What's the budget going to look like and what are the uses you propose? I know that's on everybody's mind. That on the council members' minds too.

Comm. Mendez: Mr. Gallus, thank you for being here with us. The great thing about this first step with the stabilization and taking one part of the stadium to rehabilitate that side is that's going to give us the opportunity for more people to come. There are a lot of companies around the United States that are looking for places like this to invest money but they want to see the first step. I'm very sure that once we move forward and we go and do the first step you will see all these entities like Modell's and Home Depot willing to work with us and support the project. The project is there and we can make this happen. Two years ago the community voted to bring Hinchliffe Stadium back to the community. I mentioned before that project has been there for 20 years. There have been different entities trying to do something to bring Hinchliffe Stadium back and nothing has happened since that time. Why? Because we haven't moved forward. We haven't moved to the first step. I believe this is the opportunity to move forward. We have all the parts on the table and we just need legal information. We have to be well-informed but we have to move forward with this. At this time we have to be realistic. Quite frankly, what we have is a building that's unsafe for the community falling apart. I believe that this is the time for us to move forward and do what we're going to do with Hinchliffe Stadium.

Comm. Martinez: First, Mr. Gallus, I want to personally thank you for the work that you're doing. I'm sure I speak for a lot of people here and in the community. It means a lot to me personally and sentimentally the work that you're doing. Without running the risk of bringing too many people to the table or getting it too confused, with the designation of America's Newest National Park right next door, I'm wondering has there been any type of discussion with the folks at the National Park Service. I know Hinchliffe Stadium has not been included in the legal boundaries. But has there been any dialogue with the folks at the National Park Service?

Mr. Gallus: There's dialogue in that the Director Darren Bryant, who many of you know, comes to our meetings. He's part of this committee. Hinchliffe Stadium is his neighbor. That discussion I think is premature, the whole boundaries thing. It's also to me sort of a third rail. We're not ready to go there or discuss that. That's not what we're about right now because I think we can find all these different things to go off on and then lose our concentration on what's our more limited goal. I will say that Darren has a relatively new ranger there. He's very interested in making sure that she could answer questions about Hinchliffe when she's giving tours of the park and the Falls. You go walking around and people say, "What's that?" and she says, "I don't know." He mentioned that to me and we connected him with Brian and Flavia who are giving that young woman information about Hinchliffe so that she can properly interpret it and talk about it. He's talked about doing some other kind of more interpretative stuff in the park boundaries itself so that people when they do walk around can say, "Tell us about this building." It's

not about now I want to make it a part of the park. It's about recognizing it and what's the relationship there.

Comm. Martinez: I agree that at this point I think trying to include that would be premature because, like you said, you want to keep focus what's in front of us and eventually we'll cross that bridge when we get there.

Comm. Irving: We have some other presentations we have to get to. So I'm going to say thank you very much. It was a very thorough presentation and discussion. I appreciate it.

Mr. Gallus: I agree. I'm glad we had the chance to talk.

Mr. Sapara-Grant: Mr. President, Brian Lopinto just joined us. He will wait until public comments.

External and Internal Communication Plan

Dr. Evans: The next presentation is a report on an External and Internal Communication Plan that has been developed at our request by Ms. Corallo, who is the Executive Director for Information Services. I need to introduce this topic by noting and recalling for the Board the numerous times that communications and different kinds of ways that we traditionally think about it has surfaced as an issue, whether it's communication with the Board, parents, or our employees. While we have some very strong tools in place that have caused us to be much more effective in communicating, there's still a lot of work to be done. So we asked Ms. Corallo to develop a more comprehensive plan to develop it and that's what she's going to be presenting for you tonight.

Ms. Terry Corallo: Thank you, Dr. Evans. I think one of the first rules of any effective communication program is to know your audience. So I'm going to guess that about now you might need something sweet. At this point, as Dr. Evans just mentioned, this has been a working document but now we've added an internal component to it as well. So since it's now this robust comprehensive plan, which I hope you all received, it was sent to you over the weekend in your Board packets so you all received it, I'm going to go through an abbreviated version of that to help you just understand what our objectives are, what some of our current initiatives have been, and where we're going with this. When I first joined the organization a couple of years ago the first thing that I did was sit down with the Superintendent to understand his vision and his plan. We've all seen this many times and clearly this is the guideline for everything that we develop. We want to make sure that as we consider what our goals and objectives will be from a communications perspective we always tie back to the vision and mission of the district as well as the four priorities. But more specifically, as you know and you can see I've highlighted here, goals within the four priority areas include improve internal communications and create an external communications plan. So here we are to review this information. We have to start with where we are and what challenges we face as a city and as a school district. Today none of these are surprises to any of you. You know that we're very proud of the work we're doing with the district's website, but not every family and household has access to a website. Not every family has access to our cable TV station. They may not even have cable TV. We have trouble with parent involvement, especially at the high school level. We have to face language barrier issues because we're a very diverse community. At the district schools, one of the things that has been our greatest challenge and something I'm truly trying to work on is the disjointedness of the materials that are sent out. We really need to align our

communications and make sure that we're all singing off the same page. So here's our goal. I'm not going to read it to you. As I said, it has to support the vision and the mission and our four priorities. We need to make sure that we're encouraging and talking to all key stakeholders. That runs from our parents and our staff right down to community stakeholders, religious organizations, and City Council members. One of the things that I think we all collectively together are trying to do is enhance the brand and reputation of this district. Here are some of the communication plan objectives from an external perspective. Two-way communication is a buzz word, but we need to really embrace that and that's one of the challenges that we have today. We send out a lot of information, but we don't solicit a lot of feedback and we really need to make sure that we are communicating in a two-way form. What the Superintendent does in the community forums I think is really great because the parents get to get up there and share their perspective. You can see from examples of things that he's listened to and changes that he's made and plans and objectives of the district just from hearing from the parents. We have to communicate simply but frequently. That's really key. We need to make sure everything we do reflects positively on the district and we need to have user-friendly communications. Something you may be surprised to learn, but we do address this often in the district office, is the use of internal e-mail, what e-mail should be used for, and how it should be used. This is something that we really take pride in and we're working on with our staff to make sure that the people fully understand what the right communication medium is and how to use it effectively. We want to make sure we have what I call visual appearance and multiple communication touch points. If you're looking at something from Montclair State University you know it's from Montclair State University because everything has a similar look and feel to it. When you look at things from Paterson everything has a different look and feel to it. So I'm trying to get us to the point where we have this brand and when you receive something in your home and you see something across the TV you recognize it immediately as something that comes from the school district. Recognizing and celebrating diversity is something that we're trying to do more and more. When we launched the new website we made sure that it has the capacity to be translated into multiple languages. We need to make sure that as we utilize media relations that we're doing so with the purpose of helping the media fully understand the district's objectives. Last but not least, because this is really important, we need to make sure that we're measuring and evaluating these programs after we launch them. We can't just launch and hope for the best. We need to know did they work and how do we improve upon them going forward. Similarly, these are examples of some of the things that we've currently worked on from an external standpoint. The new website is a year's project. It was no small task to overhaul thousands of pages. When I first came on board there were multiple district logos. We made sure there is one district logo and that everybody is using it. We need to start making sure that we enforce the common standards that we have set forth for business stationary and things like that. We improved the district newsletter. I think that's the first thing I did when I came on with a small team. I'm very proud of the work that the team does. We took a look at the district newsletter and said, "How do we make sure this newsletter aligns to the four priorities?" That's how we've organized that. I talked about some of these other areas already. From an internal perspective this is an area that the Cabinet spends a lot of time on. We talk all the time about ensuring from a customer service perspective that we are working toward building a brand that when people call here they feel welcome, they know that they're being listened to, that their concerns are our concerns. That's something that we know we have to continue to improve. When we write a letter to whether it's you as a Board member, a parent, or to fellow staff members, we expect excellence in those communications and we expect a customer service background. Some of the current internal initiatives we're working on that we've put into place, most recently the Superintendent has been issuing weekly updates. As you all know, I send out a daily

news feed to our senior staff, which I know they appreciate greatly because they tell me all the time they don't have the time to read the newspapers. This gives them a quick glance at what's going on in the world. I think you can read the rest of this by yourselves. I spoke specifically about the website and we are very proud of the work that we did here with this website. But I think what we're most proud of is when we take a look at some of the results that came from the website. You can go through a lot of web analytics programs and you have to take some numbers with a grain of salt, but really what's most important is that you're seeing growth. Year over year, we're currently trending 20% more visitors to our website than we had last year and I put three years' worth of data here. This is the kind of thing that we will be doing more and more, measuring and seeing how we can improve. I want to actually look into a more robust web analytic program to see where people are going more frequently, what pages they are viewing, and how long they are staying there so we can get some more information about what's of interest. For us, the whole idea of launching the website is not where it ends. We have to continue to make sure it's a place where people find value and continue to come back to it for information. So we are steadfast on making this website something that people come to often. We love to see that we have return visitors as well. Here are some of the things that we're working on now and it's a goal for the next year or two. Much of this I hope to have accomplished by the end of this school year. As you know because you've recently approved our contract at no cost to the school district, we've entered into a contract with an organization called School Loop and they're helping us build a content management framework and they're helping us build school websites. So now that we have the district website looking great, we're working on all the individual school websites. We're working on 12 pilot schools right now. Nine of them are elementary schools and three are high schools. George Garbeck, who is a member of my team, is helping each of those schools. They're actually helping us to decide which template we're going to go with. We've decided that we'll have a template for the elementary schools and a different template for the high schools, but they're helping us as our own little focus group as we build their websites. We are going to be working on cohesive brand identity guidelines. When I was in Corporate America when you start you get a book this thick of the dos and don'ts of how you will use the brand. That is something that we need to be better about here in Paterson. We're not a mom and pop shop. We have approximately 4,500 employees and 29,000 students. This is a large organization and we need to start operating that way. We want to improve the cable TV programming. We know that we're not utilizing that as effectively and as efficiently as we should be. Something that the Superintendent and I have talked about is he wants to become like Oprah and we're going to have a weekly show where he'll have a guest and we have a topic of discussion. They sit down, talk about the topic, and keep bringing people to the cable TV station. Last but not least, something that we hope to have launched by the end of January if not by February, is we will be launching a district Facebook page. Some internal initiatives are the communication guidelines. The Cabinet and I have reviewed specific guidelines of the dos and don'ts of internal communications and that is something that we will be implementing over the next few weeks. We need to make sure that we don't just throw them out there again. We have to train the staff regularly on effective internal communications as well as external communications. We are constantly out there soliciting input for the district newsletter and for the staff section of the webpage. We are looking at building an intranet site as our next project so now that we have an internet site that we're very proud of, there are a lot of documents on the internet site that are really only relevant to staff. So we know we want to build an intranet site so that we can make that a usable working area for our employees. Then last but not least from a communications standpoint is something that's near and dear to my heart, which is crisis communications. That's where my background comes in and something that I just completed my thesis on. Crisis communications is one of those things that people tend to build a plan, it sits on a shelf,

and then they forget about it. That can't be how it works. I think one of the things that our security team has done really well is make and I know recently they just had a review of the safety drills that go on at the schools and they got a positive feedback about that. That's great because those are the kinds of things when we have emergencies if our staff doesn't know what to do in an emergency we're in trouble. But we need to think also holistically of the real tragedies. The hurricane, fortunately for Paterson, was mostly a power outage. But when Hurricane Irene was here we had some serious problems and it involves a lot of different areas from transportation to just making sure people have a place to live. So we have a district crisis response team, but now we're looking to build a little command center where everyone will know this is where they go in a crisis. Some of the things I heard from Board members is that you like those updates that we were giving you. This is all stuff that we're looking at for our plan. I don't want to be remiss in mentioning something that we've been working on for two and a half years and we just found out yesterday, Dr. Hodges, thank you very much for your help in getting us the Mayor's okay to finally move the transmitter from JFK High School here to 90 Delaware. Now we'll need to work with Cablevision to physically make that move. But we're very excited about that because during the storm every time there was a power outage at JFK, Alan had to run over there to turn the TV station back on. It really needs to be here and we're so excited that it will be here. I'm going to conclude, Comm. Irving, with just a mention that we are a small but highly dedicated team. We're excited about this plan. If you have any questions about it there's much more detail in the detailed plan that you received over the weekend, but we remain committed to this and you have my personal commitment that all of these things will be happening over the next year or two. Thank you.

Comm. Irving: Thank you, Ms. Corallo.

Comm. Kerr: My experience in terms of communication with the district, the Superintendent, and some other folks over the years has not been the best. I truly don't believe that the communication level with the Board is at its best. I don't know if you consider the Board part of the internal, if that's the way you cast it, but I have not seen anything to address the weakness that I have experienced in terms of communication between the Superintendent and the Board. Mind you, dealing with individual members of the administration is great. My experience with talking to individual members is great, but in terms of a structure I have a problem there.

Ms. Corallo: I think one of the things Dr. Evans is going to speak to, but I'll jump in really quickly, is that we've heard that and one of the new initiatives that he put into place is the weekly update, which I do believe the Board members receive. Is that correct? That was in response to concerns that you weren't hearing frequently or quickly enough about the specific initiatives that were going on or how we were responding to those things. So that was one of the items and it is highlighted in the plan that we have now. If you feel that there's something else, I'm happy to talk to you about that, but that is a weekly communication.

Comm. Irving: I think there are so many means now in our society of contacting people. I talk about it all the time. I joke about it with Mrs. Jones. I don't have access nor do I know the password to my cirving@paterson.k12.nj.us.

Ms. Corallo: Is that where it's going?

Comm. Irving: I believe most times it is. Most times I check my work e-mail, but I know it's much easier for folks internally to send it to that e-mail address. I just found that there are so many channels and so many different phone numbers that we have and so

many different ways to be contacted that sometimes that isn't necessarily coordinated. I'm just trying to give a suggestion. That might be one way to do it – to just kind of do an inventory for each Board member for how they receive information. For some folks it might just be e-mail. I remember when Ms. Taylor was on the Board she would always say that e-mail wasn't the best venue for her, it was a phone call. So Cheryl would have to call Ms. Taylor and make sure she had whatever information she had. So maybe there might be an individual inventory.

Ms. Corallo: That's a fair comment and I think we hear the same from our parents. So when we instituted the parent link system, when we purchased that system we were very pleased it was a cost-savings for this district, but one of the enhanced features and what we're going to be rolling out over the next few months is the parent portal. In the parent portal the parent gets to tell us which phone number they would prefer to receive the message, and whether or not they would rather receive it by phone or by text. So this way we're sending out information in the way that they prefer to receive the information. With regard to the Board, I'm happy for you to all let me know the best way to share the weekly updates with you because when the Superintendent sends it to me I'm happy to redistribute it to your preferred destination. And I hear you, Mr. Kerr. I know that's not the only answer, but I think at least it addresses one concern.

Comm. Kerr: I'm not really talking about the generalized information that filters through the system. That's not the problem.

Dr. Evans: I understand exactly what Mr. Kerr is saying.

Comm. Kerr: My problem is information that is germane to my responsibility as a Board member is being withheld and not being given at appropriate time so that I can go over that information and make a sensible judgment on those things. That's what I'm talking about.

Dr. Evans: I understand exactly what Mr. Kerr is saying. He's right. There is not a structure. For example, say an emergency happens at a school and the Board needs to know about it, sometimes we have a mental list, but often we have a written list saying to contact this and that person, and not on that list is the Board. It's kind of like an afterthought too often. I think that's what Mr. Kerr is getting at. In a wide array of circumstances we need to institutionalize that. That is the beginning of the structure I think Mr. Kerr is talking about. We do need to work on that. He's absolutely right.

Comm. Mendez: Cheryl and Lucy are great. Every time I need something they're doing a great job. Terry, how are you? I remember that we spoke about trying to have better telephone data with the parents. One of the Board members gave us an idea and it was trying to have some kind of basic information for the parents when we have the back-to-school night to make sure that the parents give us their phone numbers if they change phone numbers or if they move, some small questionnaire about parent information such as telephone number, cell phone number, and address. Are we implementing that? Is there any idea that you think it will work? I do believe that we have to have better telephone data for the parents. I receive a lot of comments that when we send ConnectEd it works very well when we have the right number for the parents. They love that. They really like that. They get the information. But for a lot of the parents one of the problems we have is that they're moving a lot in Paterson and there are families that this year they live here and the following year they live in another place and they're changing numbers constantly. What do you think about that idea?

Ms. Corallo: Do you want to speak to that, Ms. Shafer?

Ms. Shafer: We are looking into any opportunities the principals have to correct phone numbers. Through Parent Link they get a report back that says these phone numbers didn't make it to the destination and they're looking to get the right number at back-to-school night. Any programs that parents are there the principals are taking that opportunity to reach out and get correct information. But it does change pretty rapidly.

Comm. Mendez: Yes, I definitely know that. Thank you.

Ms. Corallo: You're welcome. Again, when the portal goes live the parent can see the phone number and say, "I forgot to let them know that the phone number they have is the old phone number." That's going to be an education process too of getting parents to understand the portal. One of the benefits of the portal is that it can be viewed on a Smart Phone. So it's not just a matter of having it being viewed on a computer. They can view it on the Smart Phone.

Comm. Mendez: When we're doing good things I like to talk about the good things. With the storm the conference communication that we had worked and we all stayed informed. Every day we had our phone conference and that definitely worked. We have to make sure that we have Facebook as soon as possible. Everybody has Facebook. Even my mom has it. We have to work on that. Communication is changing drastically and we have to come into the 21st Century.

Ms. Corallo: Thank you. I agree. We're on it.

Comm. Simmons: Is the district website run and maintained in-house?

Ms. Corallo: Yes.

Comm. Simmons: As far as the website hits, what's the analyzing tool? Do you know offhand?

Ms. Corallo: It's a free service. I have to double check. I don't remember exactly, but I can get that for you. It's not Google. It's a different service that George uses. But at least it's been consistent. Like I said, we're trending the numbers, which I think is most important because you can go from one system to another and see your numbers change dramatically. So I'm most interested in watching how the numbers either grow or decline month to month. It is interesting. We know when we've posted something and the numbers spike. We have a sense of what caused the spike. One of the things we found from early on was that when we had district closings we always had more hits to the website. Last year we had fortunately very few district closings. I think we had one during the entire winter and yet our numbers still grew. So we were very excited about that. Then once we went live with the new website I know that the change of photos on the front page is helping to drive the traffic because as soon as a student sees themselves on the webpage they're probably telling all their friends and family and more people are coming. That's great because then people see the website and will try to look at what else is going on. So I'll get you that information. I'll be happy to let you know the actual. But as I mentioned, we're looking for recommendations. We're a low-budget shop. I will tell you that right now. This is the work of a team. This is not the work of a budget and I'm not kidding about that. Everything we do is done in-house. But I do want to look at something because I think web analytics can really tell us a lot about how to continue to improve on the site.

Comm. Simmons: I know that depending on the web server that you use you can set the filters in your web logs to give you more defined information. With setting up the websites for the different schools is there a plan to include students from the technology academy to take part in that process?

Ms. Corallo: In setting up the websites? That will be up to the schools.

Comm. Simmons: Because it is a School of Technology, to just include them in the overall process for setting up all of the websites.

Ms. Corallo: I don't know that the School of Technology is one of the three high schools right now that are currently in the pilot. The reason we selected the pilot, by the way, just for clarification, is those were the 12 schools that have been crying to us the most for help to build a website. These were the 12 schools that we've been saying please be patient, we're finishing up the district website but you're next on our list. The three high schools that we're currently working with are Great Falls Academy, HARP Academy, and the Culinary School.

Comm. Simmons: That's not my question.

Comm. Irving: Comm. Simmons is asking there's an opportunity to maybe have the kids from the technology school help design the website in conjunction with your office.

Ms. Corallo: But it's not a design. It is already a standard template. You have to use one of those templates.

Comm. Irving: But to have the kids help with the process.

Ms. Corallo: I guess we could reach out to them. It would really be up to those schools then. George is not creating those websites. It's the schools who are creating those websites.

Comm. Irving: So maybe folks who are less talented...

Ms. Corallo: George is doing the training.

Comm. Irving: The point he's making is that we have a School of Technology and there's a technology opportunity.

Ms. Corallo: I understand.

Comm. Hodges: Mr. Simmons points out a significant problem that we have here in this district. We don't think our kids can do things so we don't think of them in those terms. I mean in general. There are a lot of different areas like this where our kids don't get considered. We have an information technology program and you're absolutely right. In other places they would be given first shot to help do these things because they understand that this is a training opportunity and we're not thinking along those lines.

Ms. Corallo: With all due respect, if you look at the plan with regard to the TV station we're very much looking at the children being a part of developing that programming, knowing that the JFK studio is being rebuilt and we're working on it. I will say that we did not look at it from the school websites because we entered into this no-cost agreement to have certain templates and now it's just up to the school to maneuver their content into those templates. So no we didn't look at them. But yes we do look at when

we can involve students in the communication building of the final result, especially when it came to the TV programming because we know we're reinvesting in the TV studio. So that is included in the plan.

Comm. Hodges: But my comments were in a more general sense. This is a major concern here.

Ms. Corallo: I just wanted you to know that I do think about it.

Comm. Hodges: That's good. I'm glad you did. But what tends to happen is we don't as a district.

Comm. Kerr: Maybe the fact that the kids from the technology school were not considered is an admission that they're just not ready. It could be. If we had the resources there and the kids were ready and prepared to do that maybe we would have considered utilizing them in developing that program. But maybe we know that they're not ready.

Comm. Irving: No, I think this is a much broader conversation – that there might be some opportunity for the kids in that school to do more work with your department.

Ms. Corallo: When we built the website, I actually had a focus group of students who helped me look at different websites - what they liked about different school websites, what they didn't like about them, what kind of information they would like to see included in the website. I had the access directly to the Student Government Association from all the different high schools so I used them as my focus group as we were building the website.

Comm. Irving: That's a great example, but I just think moving forward here we have an active viable website and it may be a good opportunity for kids to intern.

Ms. Corallo: I would love to have the interns.

Comm. Hodges: I don't want to appear to be beating up on Terry. We involved the students from Culinary Arts for just about everything on a regular basis.

Comm. Kerr: Why?

Comm. Hodges: Because we think that's an opportunity for them to present their talents and their skills.

Comm. Kerr: And they have the talent and the skills.

Comm. Hodges: So what's being said is that's not happening with other academies in the same general way. That's the concern. It's not just you, but throughout the district.

Comm. Kerr: But there has to be a reason why. That's what I need to find out. Why is it this way?

Comm. Irving: Comm. Kerr brings up a really good point. But I think it's not just with the School of Technology. It's all the respective disciplines that we have and just finding more opportunities to give young people hands-on experience. I will say I really would love it if we could work on an internship program or something. Even on those low level

websites kids can do that. The principals I'm sure would love to outsource and that's one less thing they have to worry about.

Ms. Corallo: We have some ideas for Facebook. We're working on it.

Comm. Irving: There you go. So I think that in the future plans like this can certainly include that information. Thank you very much.

Ms. Corallo: Thank you. Have a good evening.

Administrator and Teacher Evaluation

Dr. Evans: The last presentation tonight is an update on the work that's underway with the Teacher and Administrator Evaluation systems. Ms. Patterson and members of her group will make that presentation.

Comm. Irving: Ms. Patterson, good evening. Before you begin, I love you. I do. But you have from now until 8:30.

Ms. Brenda Patterson: Two minutes?

Comm. Irving: And you have to leave the Board some time to ask some questions because I know we will. I know this is important information and I just want to make sure we have enough time to at least have you present and then have the Board ask some questions. Just so the other Board members know, Ms. Patterson did present this report in curriculum last night so for some of us this is not new information.

Ms. Patterson: Good evening. Most of you last year had an opportunity for me to introduce the whole concept and idea of Paterson Public Schools engaging in reforming the evaluation system for both the administrators and teachers. We call it Raising Expectations, Accountability, and Effectiveness and this was done understanding that moving forward as a SIG district that was part of an expectation. But I feel as if we've been on the forefront of having this initiative happen. Before I go forward I just want you to keep in mind that it is now a law that has to be enacted next September and we have had an opportunity for over a year and a half to begin to work on this endeavor. Just as a reminder we know it's all about the children. They are our clients and I want to thank the fiscal department for everything they just accomplished because it means that they receive the benefits. They're the recipients of everything that the business department did. But moving forward I just wanted to give you a brief reflection from last year and what we committed to last year was moving from the left side. I don't want to spend time there but to say that we would be implementing this year district-wide Common Core Standards for all teachers and that there would be a tight system of accountability, monitoring student and school performance. That sounds like a sentence, but it's a very large endeavor for us to take 52 schools and thinking about the last sentence having every student in mind to meet or exceed academic standards. Just as a brief reminder, it was this summer that became the first mandatory summer school where if you think about it each student by name had to go through a process of being sorted to see did you make progress or if you did not you would attend summer school. So we have accomplished that. Additionally, we have an operational framework that said as a system we would begin to look at the strong tenets of leadership. You can see that yourselves are in the middle with the Superintendent as well as the instructional leadership at the building level. How does that feed into curriculum? How does that feed into professional development, use of data, and evaluation? Evaluation in this sense is evaluation of program, evaluation of student performance, and now the big

idea is evaluation of teacher and administrator performance. So let me begin by just giving you this part of the update. This is the big ideas. The point here is, "What is the whole purpose of having a new evaluation system?" The first thing that points out more than anything else, as all of you know, is to raise student achievement. Nationally as the governors across the nation begin to look at what is the reason that the children in the United States are not performing well, it was because of a lack of congruence between teacher performance and practices and student outcome. So it wasn't just an issue here, but it was an issue that made governors think about implementing the Common Core. New Jersey adopted that and therefore we're teaching the Common Core Standards. Then how do we begin to look at student achievement so that we don't have students performing at the low end yet performance of all administrators and teachers are at the high end? So that second bullet is really what we're trying to equalize because that's excessively important that we begin to look at that. How do we actually assess teacher effectiveness? Our old system basically allowed different principals to say what's important to you at school 'z' and there wasn't necessarily a rubric, if you will, of performance that says this is where you stand and this is where you need to be. In many other aspects of other industries you have that varying degree of what are the expectations. Even in driving, can you make a K-turn? Can you park? There are benchmarks that measure whether or not you're going to pass a driving test. That's what we're trying to do here - provide feedback to teachers as well as to administrators to develop their capacity and to make better decisions around teacher placements as well as teachers and administrators receiving tenure in their assignments. How did we do that? We began to look at some specific things that I gave you just on the outline. I want you to become familiar with the world calibrate. Calibrate just means how do all of us go into a classroom and begin to identify specific behaviors in the classroom that we all know are good? How can I ensure that the department chair doesn't go into your classroom and say you really need to improve on how you engage students and then 20 minutes later somebody else says great job? It's mixed messages. We have to begin to define the standard and then say, how do we all calibrate what we see and make sure that we're providing the feedback that we need? Hence it's the same thing with assistant superintendents. Great principal! Do you know why? That principal was able to make sure that the fire was put out. That's an important thing. I don't want you to think it's not. Another assistant superintendent could say, "But you're Year 10, you're not making any growth in student achievement." So how do we make sure that the messages are similar in terms of making the evaluation? Next was building capacity. We're still doing that. We're working with assistant superintendents, coaches of principals, as well as teachers in terms of what is it that we're looking for and how do we ensure that what we see in classrooms is better. I know you've known for the last two years Dr. Evans has had the Institute for Learning here working with the Zone schools on the different content. The chief academic officer is working to ensure that we're implementing the Common Core Standards and how do we ensure that's happening equally across the district. That's done by number three. We're beginning to understand what it means to collect evidence. What's does evidence mean? I'll give you an example a little later. I don't want to spend time. But self-reflection around what it is, how do I have a conversation to tell my principal yes I do the things that you're looking for, and how does an administrator do the same with assistant superintendents? So, professional development became key for a number of reasons. We're asking people to change practice. We're asking teachers to say Edumet was the way I used to be evaluated. It was open-ended. I really didn't have the same targets. If you went from one second grade to another second grade across buildings, would that second grade teacher tell you that the expectations were the same for her or him? If you talked to them about being evaluated by their principal you may not have found that consistency. Now you should be able to do that because we're having specific targets for what we're expecting around the practice of the teacher and

the principal. The rubrics, the ones I sent home over the weekend, you'll see that the state has asked us to choose rubrics that have all levels of performance. For us, that means you're either unsatisfactory, you're progressing, meaning you're making improvements, you're proficient, or you're exemplary. Within those bands you'll be able to show growth. I think that's what we're talking about here. Moving and lifelong learning are practices so that they get better and better. We also started training our SIG teachers because I know you recall that we have Napier and School 10 as the two schools who received the \$2 million grant over the three-year period. The first pilots began at those two schools. Dr. Evans said if we're going to do this and do it right you can't just show up with a new instrument and say it starts tomorrow. It takes time to get feedback from teachers as well as principals. So 11 schools were chosen to pilot the new rubrics as a teacher pilot and we have focus groups that met that wrestle with and they give recommendations for the things that they're finding we need to address as a district. A quick example would be do we use the same rubric for resource room teachers? Do we use the same rubric for ESL teachers? Is the expectation the same? The reason I mention that is because each teacher is evaluated on the performance of the students assigned to them. That may mean as a resource room teacher you may have different students assigned to you over the course of the day where a classroom teacher may not. So those kinds of questions come to us and we have to provide answers and have focus groups that address that. So one of the biggest things we did was develop a structure of accountability. So for this new principal and teacher evaluation system we basically have two groups of people, administrators and teachers. Principals support teachers and assistant superintendents support principals. They're expected to do three things – improve student performance, conduct quality instruction, and what about the expectations and culture in the building itself. I think that came up the other night as a question around the culture and climate of the building in reference to parents. We've been working on this dynamic and those were the three things that we've been looking for. The next thing is what I just gave you. I wanted you to have an overview of the last three quarters of the year. It's a one-pager back-to-back and I wanted you to see some of the specific activities that took place in the January through March timeframe, April through June, and on the next page we will see July through September and then through now. I think the biggest thing that I've already mentioned is we started to have the pilot at the 11 schools. We've been training principals since the summer of 2010 on best practices on things that they're going to be measured on. The SIG teachers received professional development and one of the largest things is at the bottom right there. We received the Race to the Top grant, \$1.2 million that actually is focusing specifically on making sure that we do this right. Principals received additional professional development throughout the year and one of the things that we did last year as part of the pilot was at least two of the units of principals went through a mid-year and end-of-year review. We went in and we spoke to them specifically about their walk-throughs. I know you've heard about walk-throughs. Principals are now expected to ensure that they visit. Whether you're a tenured or non-tenured teacher you need to be visited by your administrator a minimum of three times the first half of the year and three times the second half of the year. Those spot observations aren't evaluative, but those are the opportunities where principals, vice principals, and central office is able to give you feedback. The feedback must be specific in terms of what is it that I see that's praised, these are the things that you should continue to do, and then what things need polish. Those are where we're talking that we need as administrators to make sure that we're saying the same thing and we're seeing the same thing, at least things that are similar in nature. On the next page we also have been working with specific practices that happen in the classroom. So this summer, as well as last summer, teachers were provided an opportunity to come in, learn about the Common Core, objectives, and DOLs. Principals were also given that opportunity and as we began to conduct this transformation we realized and we mentioned briefly the other

day that this initiative is across departments and it's across the system. So when you see student data analysis was performed by principals they needed to have access to information. They need to understand from the testing department how do I use these results, what results are we talking about, and how can I use this to better make decisions around what needs to happen in my class. All rubrics, both for teachers and administrators, had to be chosen from a select number of rubrics that the state approved. They had to go through a rigorous review, whether it was McKrell, Danielson, or Focal Point. Regardless they all had to submit their rubrics, submit the research, submit their findings, and then they were approved by the DOE. That's why this evening I'm asking you to approve both the administrator and teacher rubrics that have already been approved. They've been tested and now I'm asking for your support. We also received an additional grant. It was competitive. That's where you see that word EE4NJ. For this year we're actually participating in an administrator pilot where all principals are going through being evaluated on the use of the principal rubric. We have a cross-departmental steering committee. Like I mentioned, what we realized is that much of what you're going to see and hear may have to do with professional development. That may reside in a different department than mine. Additionally, you have an assessment also. If we're looking at MIS and the things we need out of the MIS system, what kind of information will we need out of human resources? It's much larger than it appears. You need a large software program. To that end, I'd like to just take this moment to say knowing that Dr. Evans did give me the opportunity to be chief of accountability and dedicate a small team, as Terry says. I just don't want to keep saying, "A small team." Sometimes small is good. It depends how much energy they have, right? In my team behind me I have Sham Bacchus, who's now with me as Executive Director, Dr. Vanessa Serrano, a teacher from School 20, and Dr. Bernie Bristow. That's my team along with Evelyn McCloud and Tammy Williams. My team is good and getting better every day. Moving quickly, shift in practice. This is in response to the other night the Commissioners had a few questions around the two things that they were looking at. I think I want to say to Mr. Kerr he's been asking questions about professional development for a while. He wants to know whether or not we're going to have disjointed professional development, if we're going to spend a lot of money not focusing the district in a concise way on what we're doing. Then the second question was around parental engagement involving stakeholders. So I mentioned to them that in both of those cases they were two of the components of how a principal would be evaluated. I provided for you over the weekend and I think I gave to you Monday night as well. This is the summary score sheet, if you will, of the staff development component that we will use to decide whether or not principals are providing staff development. You'll see those two areas there. As you can look, "develops leadership capacity, provides effective professional development" is the first component and then "facilitates individual growth of teachers" is the second. The third part that isn't necessarily a part of specific staff development is also going to be whether or not a principal recruits teachers that are effective, and whether or not they actually retain them. It's in that vein that Dr. Newell is working on a retention of good teachers, meaning we get to keep them, as well as a policy that says when you come to my building we interview each other. I choose you...(end of tape) (Beginning of new tape)...principals. As you can see also here, when we talked about evidence on the right side, what would be evidence that the principal can do x? So we'll have different sources of evidence so that we will be able to say what was the training, how did you decide what the training was, did you do walk-throughs, what was the evidence of your walk-throughs, etc.? Did you have any growth? So if a teacher starts out as progressing, over time we expect her to get better. We expected him to get better. Show me how you did that and is it aligned to your student achievement? So you're telling me your staff got better at student achievement and kids still can't read grade three. Something is not matching. It's built into this whole system of accountability and

I wanted you to see some of the tenets. So right now there is a law called Teach NJ. It's been signed by the Governor on August 6 and part of that law speaks to professional development. In the law itself it suggests that we have to have professional development that focuses on improving student outcomes. It has to be based on providing individual professional development plans for principals as well as for teachers and giving help. How do you decide what the extra help is? So we've been working with the PD department. The PD department has developed a support tool to make identification of what kind of supports will teachers have. It will also ensure that administrators can provide feedback. I mentioned that to you. I'll make it very simple as I know you said that you want me to move quickly. Just so you can think of this, for all of you who have partners or friends, you don't get married and then decide after a year that as an expectation I want you to do the dishes. I have to make you do that upfront. Because then all of you are like, "That's a new behavior. We didn't negotiate that behavior along with the garbage. I thought you used to do that, honey. Well, not anymore." That's the same thing here. I have to be able to observe the behavior. I have to give you feedback on that behavior from the very beginning. I knew you'd get it real quick, Dr. Hodges. You've got to understand it. Start riding that bicycle right from the beginning. Okay. When you finish with this new and differentiated instruction, I have to be able to give you that kind of feedback. How do I know that was an expectation? You can't pull it on me at the last minute. It's the same thing with kids. When did you tell me there was a research paper due? So I wanted you to see in the actual rubric itself it takes you from what is it that a principal does that's proficient to what does a principal do that's exemplary. That's what happens in this rubric. You're going to try to move and develop principals along the way. The same thing happens here. This was the second topic that I wanted the Commissioners to see. Right in the principal's professional responsibility section it says 'builds positive relations with parents and school stakeholders.' You see that where I have the arrow? It's weighted two times as much as the other section. So we understood that it was important that as part of their evaluation that this was a component. Again, what would show me that? You see on the right side you have school newsletters and a call log. Mr. Martinez said, "Just don't call me because the kid didn't come to school. Call me with congratulatory messages." So do you have a call log of that? Is there an adopt-a-school? Do you have partners from the neighborhood that have adopted you? What about the transcript review? Again, this is where you would see the principal sometimes involves parents, but it's really not trying to get them involved all the way to the other side. How do you make a decision, assistant superintendent, that the principal is exemplary? What was the evidence? I hope that I provided that background. The two areas under the teacher would be the same thing. Under the leadership component teachers have to have continual professional growth. So it's their responsibility as well as the principals' responsibility to get better at what they do. Their rubric looks more like this. It's number 6C. Then the same thing with effectively communicates and solves problems. That part there says you're going to communicate with parents. What does that look like? What is your evidence that you've done it? What does exemplary look like? So as far as I'm concerned what we choose to focus on is what matters. That's my update.

Comm. Irving: Thank you, Ms. Patterson. And you did it in exemplary time, by the way. Are there any questions for Ms. Patterson?

Ms. Patterson: That's why I gave you the cards too, if you want to write some questions on the cards.

Comm. Irving: I will say I was certainly impressed by what you presented to us in the curriculum meeting. I'm excited. Truthfully, all you're doing is you're telling us that you're beginning this process. I'm excited to see, as we unfold this, what this process

really looks like. This is why my comments the other night weren't much because the truth of the matter is you're telling us this is what you're planning to do and I can't wait to see what happens. Are there any questions or comments? Thank you, Ms. Patterson.

Ms. Patterson: You're welcome.

Comm. Irving: And I wanted to say congratulations to your staff as well. I know you folks have just come on board and I just want to echo what I said the other night. This is serious work and I'm glad we have some really good qualified folks with all those PhDs, BAs, AAs, and ABCDs. This should be a great project.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have no additional items.

PUBLIC COMMENTS

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

Mr. Brian Lopinto: Brian Lopinto, Friends of Hinchliffe Stadium. Thank you for allowing me to speak this evening. First, I actually want to thank a few people - Comm. Mendez, Chris Sapara-Grant, Dr. Evans, and Walter Gallus. Those aforementioned are on the Hinchliffe Stadium Steering Committee. At that steering committee we've pretty much established the word 'we.' 'We' means Paterson Public Schools, the Superintendent's office, the Board of Education. 'We' means the city, the Mayor's office, the City Council, the Friends of Hinchliffe Stadium who are a volunteer non-profit organization, and the National Trust for Historic Preservation, which is pretty much the highest authority on history preservation in the country. So we all have \$196,000 from HUD. We have a \$500,000 grant from the New Jersey Historic Trust. We were able to get \$1 million as you witnessed last week a unanimous vote by the City Council. So we're in a really nice position here and part of the work that we've done is really focusing on the \$500,000 grant that we all received from the New Jersey Historic Trust. It's very important to know that the Trust has very specific guidelines and I would like to definitely emphasize here tonight that February 1st is that deadline and we do see it as attainable. The deadline really means grant agreement in place and documents. We're still figuring out the rules of the HUD money. Does it go to the city right away? It's those little things. It's all going to one place, but those things need to be figured out. Again, February 1st is very key and that grant was thanks to the group of years ago asking Dr. Evans for permission to seek this grant out for \$500,000 and now here we are today. So we're in a great opportunity here and we're close to getting things really started. So I have to emphasize again February 1st is very key and the committee is going to keep working hard to get to that point and we may need assistance from your new BA or the finance people. I don't know what's going to happen, but I'm sure Chris Sapara-Grant will certainly ask for that level of assistance as needed or maybe Comm. Mendez as well. That's pretty much the main thing I wanted to discuss with you this evening. Just walking into this building I couldn't help notice some of the drawings of Hinchliffe Stadium that kids did. I wonder will those kids actually have an opportunity to play there or witness an event there. I think February 1st will begin that process for future generations. I know a few years back there was talk of an idea of consolidating the sports programs. I hope that idea has gone away because with a place like Hinchliffe Stadium you're going to want to have Eastside/Kennedy rivalry. It's another year that passes and we don't have it there and it's really about making sure that we don't

foreclose on future generations. Thank you very much for your time, and again February 1st. If anybody has any questions for me, that's fine. If not, you all know how to get in touch with me. Thank you very much.

Ms. Irene Sterling: Good evening. I want to talk about January 1st. January 1st is the fiscal cliff and today I was down at the New Jersey Not-For-Profit Annual Meeting and it became very real to me that this fiscal cliff isn't just something that I'm very bored listening to on the radio and the TV, which I'm sure you are too. This has real consequences for all of us and it has very serious consequences on the State of New Jersey and its ability to provide adequate funding for us under the SFRA. So these two things are linked and there is very clear advocacy work that has to be done in the next four weeks to keep us from facing a consequence of losing \$56 billion in domestic spending. By the way folks, that's us. We lose the opportunity to get more money for our community schools, to apply for another Race to the Top Grant, and to do many of the things that all of us want to do. So the PEF will be sending out calls for advocacy and using our online tool, going through our Facebook, and our general e-mail stuff. I'm hoping you will open those messages, read those messages, and take action on those messages. Our community believes that they elected leaders to lead them and we need your leadership now to help make sure that our elected representatives at every level, our Governor in particular, understand the consequences of the fiscal cliff on the work that we've all agreed to do for our future generations. The other thing that I want to talk about tonight is to thank Dr. Evans for coming to the Paterson Reads Coalition last week to talk with us about third and fourth grade reading from last year. The state released those figures publicly today. In this community organizations across the board are standing behind the work that you're doing to make sure that our kids are reading on grade level by third grade. We'll be announcing the work that we've been doing on January 9th following your meeting with the Joint Committee on the Public Schools and talking about what we've done since July 1st to now and the rest of the things that we'll be doing this year looking at a huge growth in our summer reading program this year, which is going to be called Dig Into Reading. So there will be more coming about that. But once again I want to thank Dr. Evans for a great presentation and a real charge-up for the group that's working on this. Thank you so much and good evening.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated November 29, 2012 in the grand sum of \$5,190,346.07 starting with vendor number 515 and ending with vendor number 3798855 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: \$5,190,346.07

It was moved by Comm. Martinez, seconded by Comm. Mendez that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Irving: I passed out the curriculum committee minutes from Monday's meeting. The curriculum committee met on Monday. I think we had a very good committee meeting and great discussion on the action items that were presented. There was a discussion on A-3 with regard to the schools that were being included in the Math to Go Program. After that meeting School 21 has been added to the list of schools. We were just talking about making sure we had a good balance of some of the schools that are in more well-to-do areas and less well-to-do areas in the city and making sure that was more equitable. Irene, would you say that wording fits? We were able to adjust that and I thank Joanne for her diligence and making that happen within 24 hours and making that a reality. I think the point for that was just making sure that any time we do a pilot that all kids have an opportunity to experience whatever the new idea is, not just the kids in schools that we know the program will work in. All our children around the city should deserve it, the more affluent areas, our less affluent areas, and the middle class areas. So kudos to you, Joanne! In addition to that, that evening we also had a presentation from an organization that talked about smart technology and the use of smart tables and not just smart boards. Next month we're going to have a presentation from someone from New Jersey Seeds Program. So each month after the workshop after we're done with our actual business we'll have a presentation for about a half hour. So I invite any Board members or any staff members who want to present information to the Board to do so. I think the presentation just adds more conversation, more information, and more discourse to the committee meetings. With that said, tonight we have for discussion A-1 to A-27. Are there any questions?

Comm. Hodges: On A-1, when does this particular item take effect?

Ms. Joanne Riviello: The summary report was submitted and just received back. The money is used as indicated - carryovers used for our summer school program, our after-school program, in this case some training for Focal Point, general supplies and materials for summer and after-school, and then the FICA and benefits as well as some printing for curriculum & instruction materials for either one of those programs, summer or after-school.

Comm. Hodges: My question is, when is it taking effect?

Ms. Riviello: It should be immediately because what happens is we have to submit everything. We do that and then get the approval. Daisy, maybe you might be able to help me a little bit more on this, but then we get the approval after that is submitted and everything is balanced out.

Comm. Hodges: So it's not being used currently.

Ms. Riviello: Not as of yet.

Comm. Irving: 2013-14 is what the action read.

Ms. Riviello: But don't forget January of 2013 begins the NJASK after-school program. There are no more SES providers and then it will be the summer school program 2013.

Comm. Irving: So some of that money will be pre and post the school year.

Ms. Riviello: Yes.

Comm. Hodges: So the money wasn't used last year I guess, which brings me to my real question. There were a number of subgroups that were mentioned as low-performing. The question isn't really for you, but for Dr. Evans. Why wasn't some of that money channeled toward enhancing their educational performance? What I'm worried about is this whole "they're going to take your money" type of thing. If we have these subgroups that are identified as struggling academically, why aren't we fashioning some sort of fix to address these students who are challenged?

Dr. Evans: We are. Actually, Ms. Riviello and her staff are working on a number of strategies for elementary youngsters in particular similar to what we did with high schools last year. That's exactly what we did with high school last year. But she's doing that now and working on specific strategies from various fund sources, not just this one source, to be able to do that.

Comm. Hodges: Then we're going to do it moving forward. Is that the answer?

Dr. Evans: Perhaps Ms. Riviello can come back and tell you what she's doing.

Comm. Hodges: The crux of my question is you've got these funds that have been identified as excess or surplus, whatever you want to call it, but we have this lingering educational problem that we haven't been able to address. It would seem to me that we would be spending some of this money to plan and direct resources toward crafting solutions for these educational challenges so that money wouldn't appear as just being there when these problems are lingering.

Ms. Riviello: Obviously this was over-budgeted last year. The state does not take that money back. It's always included as carryover. So it wouldn't be like we would lose that money. This year in terms of what Dr. Evans just spoke about I think there are two things that you need to understand in terms of the program he asked me to develop. The students that are in grades 3-8 there are actually two NJASK, as the state calls it. There's going to be a transitional NJASK which is grades 3-5 because we're teaching Common Core. What they did last year is align the NJASK questions and closely review the questions that are aligned to Common Core. We only found this out about two and a half weeks ago that they did this analysis. It was a big concern to me until we got that report that we were teaching Common Core and we could be testing New Jersey standards, which are quite different in mathematics, extremely different. But the report we got from the state two weeks ago is for language arts at every grade level we're teaching Core and we're testing Core. It's spiral so it's quite similar to what was going on in New Jersey anyway, with the exception of the persuasive essay because it is going to lead more to argument. They gave us some indicators of how to prepare for that. For math it's quite different. In the past New Jersey standards in mathematics tested for clusters, number sense, measurement and geometry, data analysis, statistics and discrete math, and patterns, functions, and algebra. The lower grade Core Content standards are strictly basic skills mathematics. It's for the kids to learn their basic facts and skills, and to move up on a compendium so by the time they get to eighth grade they are truly algebra-ready. So getting this information that in mathematics 3-5 is taking a test on Core allows my math staff to develop an after-school program for grades 3-8. 3-5 will only be Core skills that should be taught right now every day in the classrooms in grades 3-5. In grades 6-8 the Core doesn't come out in math until next September. So we will still be testing New Jersey standards and they are in those four

clusters. It's not that teachers aren't familiar with the standards, but I think the supervisors in mathematics have a better grip on what's tested, what comes up repeatedly, how to gain those points. So we are offering a 40-day after-school program. It's three days a week for an hour, including the training, and we are developing all the materials. So it's similar to what Dr. Evans said that we did at the high school last year in mathematics. We're doing it this year in language arts and mathematics. But to be able to say to the teachers and train the teachers in terms of yes you're teaching these content standards every day, whether it's Core or New Jersey, but these are the specific things that you should be reviewing with students, the scoring of the open-ended questions. There are some types of prompts and questions that come up regularly. Because we've been giving the unit assessments come January we'll be giving the second round of unit assessments. So we're quite familiar now with the thinking of the state in terms of those unit assessments in mathematics and we felt more confident because of our experience as math and language arts educators that we could supply them with a better product to prep the kids in that 40-day after school program. That's what we'll be doing.

Comm. Hodges: To help me understand, the Kaplan course for medicine...

Ms. Riviello: I'm not familiar with the Kaplan course for medicine.

Comm. Hodges: The SAT preps focus on teaching you how to be better students. They're not focused on enhancing your understanding of the individual concept.

Ms. Riviello: I think it's twofold. Chris and I in curriculum last year had a long conversation on this. If you're very familiar with testing and if you compare NJASK and HSPA to SAT, the scoring is quite different. In NJASK and HSPA there's no penalty for guessing. If you don't know it, pick it. Statistically B and C in a multiple choice test come up more often than any other response, A or D. So teaching children to look at a multiple choice test, eliminate the one that is obviously the outlier and if you're still not sure guess B on every guess you make or guess C on every guess you make statistically you have a higher chance of improving your score. On an SAT test or any of the ACT or medical I'm sure it's the same way on the medical exam, although I've never taken one. Usually in any of those tests you're scored the number right minus a percentage or a fraction of the number incorrect. On SAT it's the number correct minus one quarter of the number incorrect. My daughter took PSAT not too long ago and I said to her for a week before only answer the ones you know you know. Forget about the ones you don't know. You're automatically improving your score.

Comm. Hodges: So are we going to be enhancing their understanding of the content or are we going to be enhancing their understanding of how to take the test?

Ms. Riviello: I think it's both, and that's exactly what we did with the HSPA. I don't believe that you can do one without the other. If you don't know how to approach this test, even if you know the content, how can you be successful? The open-ended are scored on a 0-3 or 0-5 in language arts. You need to know how to approach that. I've said this before to both the cabinet and in conversations with other educators as a person who is degreed in math – I have a master's in math education – the state score is a lot easier than I would score. I have learned to feel comfortable with their method. That is going to change when Core comes in and we're testing park because they're looking more closely in math in terms of the students bring correct with math computation. But right now they're more interested in do you understand the process and if you understand the process and you make a computation mistake they're still willing to score you a 3. It is what it is, but we need to understand both.

Comm. Hodges: The Common Core Standards in critical thinking are going to be completed in June they said. They have models that are being presented and being developed now according to the people down at...

Ms. Riviello: Common Core is complete. Even though New Jersey opted not to start 6-8 Common Core in the fall of 2013 ours is complete.

Comm. Hodges: Their training models aren't going to come out until June, according to them, and we've got a big issue about critical thinking. What are we doing to address that in the meantime?

Ms. Riviello: We do a lot of things in terms of open-ended problem-solving. We talked a little bit about this in cabinet today and I said to Dr. Evans building the capacity of students' ability to critically think, in my opinion, comes with doing a lot of different types of problem-solving and recognizing formats of problems and strategies to solve problems. Discreet math is a form of mathematics that looks at patterns and not necessarily defining a mathematical process. Practice is what makes kids good at that. I said to Dr. Evans today I have no problem if he'd like and the Board would like to come in and share with you examples. I will tell you as the Priority Schools were doing their interview process for the positions that they had we put a real stringent process together for the math coaches. The coach had to come in, do the problem, and then explain to the interviewing team a process they would use to teach the problem as well as a process they would use to help teachers improve the participation of students doing that problem. It was an eighth grade problem that could have been done from an advanced math perspective if you have that ability. You had to use the Pythagorean Theorem, but basically that's an equation. So again, it's exposing kids. I will tell you in all of my career both at the high school and as an elementary person I was in my classrooms a lot teaching as well and in the initiative that Dr. Evans put forth last year the more the kids practice those critical response, extended response, open-ended questions, whatever you want to call them in mathematics, the more the kids are informed and practiced them, the more you time them on realistic times following the test under time constraints, I think that was one of the biggest things. I taught at International last year and when I went back to speak to the kids a week after the test hearing from them obviously the month of strategies was important, but they really felt that the biggest thing was that they understood how they were going to be scored and they appreciated that at least once a week we gave them the equivalent to one section of a HSPA, which is 35 minutes, 10 multiple choice questions, two open-ended questions, and time them immediately on it. That's a skill.

Dr. Evans: To summarize part of what Joanne just said, Dr. Hodges, it's as much instructional strategies as it is content, how it's delivered, the format, whether it's particular problems or exercises, but it's also how that's delivered, how teachers deliver it that enhance the critical thinking piece. One can be embedded in the curriculum as it relates to examples of types of problems or exercises. But the other is a taught skill, teaching teachers the appropriate strategies.

Comm. Hodges: They said those models they want to use to teach the teachers aren't coming out until June but our RACs are going to be asking for certain skills that are to be demonstrated without having those teachers being able to teach that yet. That's a concern. The reason I'm raising it is because we still have this money and we can...

Dr. Evans: Let me extend the answer I said and then add a piece. Part of what we're doing with the Institute for Learning and the Principles of Learning is teaching strategies

and doing some things to the content as well, but teaching teachers how to deliver it in such a way that it's more challenging and teaches kids those critical thinking skills. The other piece I want to add in terms of the monies themselves is we've been focused on our bottom line for the next two to three years and we've been held accountable for looking two to four years out to make sure that we don't find ourselves falling off a cliff next year or two years from now. That has been pushed further and further out in front of us. So, fiscally as you heard tonight we're in extremely good shape and the cliff continues to be pushed forward because of sound business practices in our business office. We are taking some away. Don't get me wrong. The kinds of things Ms. Riviello is mentioning we are funding from those monies. We really are. But we have to be cautious not to overspend because we don't want a cliff to come and we don't have a safety net to keep us from falling.

Comm. Hodges: On page 7 you mentioned a technology coach. What will be their responsibility?

Ms. Riviello: In terms of the technology coach, we had one of our coaches that was in the Department of Instructional Technology that went to another district. So that position has to be posted and that was part of the funding for this. The position was funded last year through Title, but we wanted to get through interviewing all of the required positions for the Priority Schools. As a matter of fact, I just said to Mr. Vroegindewey this evening that he and I would be working on the posting tomorrow.

Comm. Hodges: What kinds of things will they be...

Ms. Riviello: One of the things was all of the operational pieces that come with the different programs that we use - Read 180, Pierson, and any of the programs that are in the schools. At the secondary level there are some other programs designed for the dual enrollment piece. Like I said, that person was the troubleshooter for all those technological programs that are out there that the schools use.

Comm. Hodges: Is there any thought to having that person also investigating new software that can be used in addition to what we currently have? For instance, there are a lot of schools that are using I-pads and I-phones to support the reading. In Atlantic City they listed a number of programs that they investigated and they used that to support teaching language arts for their students. The problem is I'm seeing this person as a technician as opposed to being someone who is going to go out and research and bring in new ways of doing things. That's the question that I'm asking.

Ms. Riviello: The person that left the position and what I think is ideal and alludes to some of the things you just said was a programmer. Again, that's a piece that is a viable thing to us because obviously he knows how to use the technology inside and out. So I guess the answer to your question is yes. Dennis and I spoke when I walked in this morning. He happened to have been here, but went to a different meeting at the library. I said we need to sit down together and clearly write and think about all of the needs of the district as we write this posting so that we can get the best candidate for the position.

Comm. Hodges: You have two system analysts. What kinds of things are we going to be asking them to do?

Ms. Riviello: I will double check, but they are the people that keep track of all the budget requirements for any of this particular Title money as well as all of our grant

money that comes in, the SIG money. I don't want to mention them by name for obvious reasons, but they are the people that keep track of that.

Comm. Hodges: That's all the questions I have for A-1.

Comm. Irving: Anyone else for A-1? What about A-2?

Comm. Hodges: In reviewing the budget, I did not find money dedicated to a new curriculum. Given the district's stated aim of achieving 75% proficiency in language arts by second grade, how are we achieving this with the current educational program?

Comm. Irving: That's A-27, Dr. Hodges.

Comm. Hodges: No. That's A-2 because that's the funding.

Comm. Irving: I'm saying A-27 is the curriculum that you're speaking of.

Comm. Hodges: A-4 is actually the plan and I'm actually talking about funding. The question is simply about funding.

Ms. Susana Peron: I'm sorry. I was running in. I apologize.

Comm. Hodges: It's just a question about the budget. Is there any money appropriated for enhancement to the curriculum in the budget?

Ms. Peron: Yes, there are. It is not a different curriculum. It is the Creative Curriculum, but the money that has been allocated to enhance the curriculum is in professional development. In professional development we are adding a core curriculum professional development activity for all our preschool teachers and assistants. It is the reading and language arts center and it's a focus on phonics first. The details of that professional development activity will come forward in a different action. We will provide all the information pertaining to that training once we put it forth to the Board for approval.

Comm. Hodges: Okay. Then I will skip ahead to A-4, which is the plan.

Comm. Irving: Any other questions on A-2? I just want to close it out and keep moving.

Comm. Hodges: I spent a lot of time looking over A-4, as you can well imagine. This was supposed to be an opportunity to update our five-year plan.

Ms. Peron: That's correct.

Comm. Hodges: Last year or the year before the Board stated that we were far more interested in having a clear message sent that we were interested in having students who spent two years in our program being able to read.

Ms. Peron: And we developed a joint statement between the district and the Board of Education.

Comm. Hodges: ...which appears on page 13 of the plan because I looked at it.

Ms. Peron: In every preschool center and in every in district school that has preschool we have printed posters. It is our message. It is our core belief.

Comm. Hodges: Unfortunately, your plan doesn't support that because it appears on page 13 of the plan and what appears more frequently is the term 'emergent reading,' which is not reading.

Ms. Peron: It is not, but it is the foundation and the preparatory skills that we need to give to our incoming three-year-olds who when they begin the program are closer to developmentally being a two-year-old. I stand firm in saying they need to have emergent skills to be prepared to be successful readers.

Comm. Hodges: I support that, but you're not saying we expect them to read by the end of two years.

Ms. Peron: There is no...

Comm. Hodges: Because the Board asked her to. That's why I'm asking.

Ms. Peron: The Early Childhood plan is very specific from the state. It is a question and answer. So that answer or that statement doesn't really correlate to their questions in the plan. However, it is our statement. It is our belief. We work toward having those children who attend 20 months of preschool be successful in reading and come out to be readers.

Comm. Hodges: What is the difference between a three-year-old who enters preschool here and a four-year-old who's entering preschool for the first time in terms of instruction?

Ms. Peron: There is a big difference. Developmentally they are completely two different children. In a three-year-old class our thrust and focus is oral language development, which is the foundation of reading and the reading process. At the four-year-old level we take it further than that. At the first six weeks we spend time if they are new to the program on socialization and then the beginning of reading and letter-naming, letter sound identification, all the print concepts that they would need to have for reading, and phonemic awareness at a different level. So they're not now just listening to sounds. They're putting sounds together and they're building nonsense words to identify rhyming words, which is all the foundation for reading, switching the oral to written and spoken word. That's the shift that they make at four.

Comm. Hodges: I would slightly disagree with you that they're terribly different between three and four because that's not my training. There are some differences, but not tremendous because the ranges are so varied in that age group in terms of where they are in development. You understand what I'm saying.

Ms. Peron: I do.

Comm. Hodges: All I'm trying to get to is we have a problem with vocabulary. Our kids in our district don't have the vocabulary levels of more advanced districts or students who are doing much better. I don't see a plan to enhance their vocabulary. If I saw that then that would suggest to me that we're serious about giving them the ability to read because that's a major stumbling block in their ability to read. We're not addressing that.

Ms. Peron: We are addressing it. We are definitely addressing that and the beginning of that started when we incorporated the system. The system in preschool is a part of

our curriculum and it was a language arts piece that was missing. We have repeated read-alouds for our three-year-olds which focuses on specific vocabulary. They hear it and they have a repeated story the next day. There's a series and sequence of vocabulary words and questions so that the children can begin to comprehend the story, story structure, language structure, and critical thinking because they predict how the story could end and how it would end if something were changed differently. So all of this is presented through a series of activities that the teachers have now completed their training in and we have also trained our teacher assistants in as well so that they are part of the instructional team in the classroom.

Ms. Nancy Aguado-Holtje: It has become part of their lesson plans. As they go through the process the books get increasingly more different, even slightly above the child's level so the children can latch on to the vocabulary. Even teachers are seeing a marked improvement in the use of those vocabulary words through the use of the books and the process. It's a very clear process for teachers. They come with intentional teaching cards that have the questions that they have to ask, on what page the question should be asked, and how to elicit the child's response. So it's a very systematic approach to repeated read-alouds.

Ms. Peron: Those books can also be found on the computer. When they go to the computer for computer time as a part of their choice they're called e-readers on the computer and can be shared with parents.

Comm. Hodges: My only concern is that we have passed a plan that says that we're going to have 75% proficiency and what I'm hoping is if you've gone through two years of our program in preschool your third year would be kindergarten.

Ms. Peron: That's correct.

Comm. Hodges: So what is our goal for those entering students' ability to read entering in as opposed to at the end of the spring when we test them again?

Ms. Aguado-Holtje: They should be ready to go...

Comm. Hodges: No, their reading level entering kindergarten.

Ms. Aguado-Holtje: They should be at the level that a kindergartener should be in across the state. We should have them caught up by that time if they have come to preschool for two years, for 20 months.

Comm. Hodges: What percentage of them will we be looking to have caught up by that time?

Ms. Peron: What's in our Bright Futures strategic plan, 75%, and we're almost there.

Comm. Hodges: Okay. No further questions.

Ms. Peron: We are almost there, sir.

Comm. Hodges: That's all I have. We shall see.

Comm. Irving: Any other questions on A-3 and A-4?

Comm. Hodges: I have one question on A-3. What are the four schools chosen for this program and how were they chosen?

Comm. Irving: That's what I just mentioned before. Joanne, what are the four schools for the Math to Go Program?

Ms. Riviello: School 21, School 9, New Roberto Clemente, and School 27.

Comm. Hodges: How were they chosen?

Ms. Riviello: We did reach out to the principals in the Zone. First of all, the Midway Math Program is only for seventh graders. In some schools if it's a small elementary school there may be only one seventh grade math teacher. So we looked at availability of teachers to be able to do it. The reason we were reluctant at first to include the Zone schools was the fact that Zone teachers are pulled out twice a month for IFL training which takes them out of the classroom for two days. They're required in this grant to work on a specific project for seven days and since we do unit assessments every five weeks we were a little reluctant. But after Mr. Irving asking us to review it we did talk to several of those Zone principals. Several of them told us no. They realized that they had a time constraint and it would be difficult for them. But School 21 agreed and the other schools because they are large have the availability of having multiple math teachers at the seventh grade. So there's a control group and the other three are the non-control group.

Comm. Irving: Thank you. Are there any other questions for curriculum?

Legal

Comm. Martinez: The legal committee is scheduled to meet next Wednesday, December 12, at 5:00 p.m. We received one resolution in the packet. This is a memorandum of agreement between the district and the police department. It is a yearly requirement. We will also receive any additional legal updates from general counsel.

Ms. Pollak: I just want to confirm. Unless there's a complete congruence of policy and legal, I thought policy was at 5:00 and legal was at 5:30.

Comm. Martinez: Legal is at 5:00 and then policy is 5:30.

Ms. Pollak: Okay.

Fiscal

Comm. Kerr: The fiscal committee met last night. Members present were Comm. Mendez and myself. Absent were Comm. Teague and Comm. Martinez. Staff member present was Ms. Daisy Ayala. We also had members from the audit firm Lerch, Vinci & Higgins present. The firm was represented by Mr. Jeff Bliss and Mr. Robert Hague. The auditors presented to us the audit for the 2011-12 year. Mr. Bliss started with taking us through the fund balance statement which he said initially was good. He said in his presentation there was no non-compliance with respect to the financial reporting of the district. There were no material weaknesses found in our fiscal operations and management. He also said there were no significant deficiencies in our fiscal reporting. I think he was here tonight so I guess he went over all of that. However, he made the observation that one of the differences in the business department, and I think this is a

real credit to Daisy for the work that they have done in this department, is that they take ownership of problems that exist in the department and they work assiduously towards fixing these problems. Mr. Hague presented the financial compliance performance part of the presentation and he too gave credit to the business department. However, he mentioned one particular finding and I think he mentioned that tonight. I wasn't here, but I suppose he would have. It is in regard to federal NCLB grants that there were some problems in the reporting of those grants. He said it could affect our QSAC results. He said once that shows up on the report 20 points are already deducted. So we need to be a little more careful in how we go about some of these things. Daisy also reviewed with us the 2012-13 budget planning procedure on preparation timeline. We also reviewed the bills list and our meeting ended at approximately 8:30. That takes care of our meeting for last night. Tonight we would like to go over action items C-1 to C-7. Are there any questions? Well, that ends my report.

Facilities

Comm. Mendez: The facilities committee met yesterday, December 4. Presiding was myself. Members present were Comm. Hodges and Comm. Cleaves. Absent was Comm. Teague. Staff present was Mr. Sapara-Grant. We discussed different subjects. We'll have the minutes ready for the next meeting. One of the main topics was Hinchliffe Stadium and today we received a presentation from Walter Gallus from the National Historic Preservation. It was a very informative presentation and also we discussed other topics such as the progress in some of the schools like School 25 where we're repairing the fence. At that school the community has been very involved. School 25 has a special situation. For many years we thought the city owned School 25 and for the last couple of months they realized that we own the building and that we own the land. So we've been trying to bring School 25 back on track fixing the fence. The fence is almost done and also we're going to be able to have control of the playground. I mentioned this because I believe that we're taking the basketball court down and I would like to see if we have any type of...(end of tape) (Beginning of new tape)...I would like to get that information because it's important that we come to understand the time and how we can use our playground. In a lot of schools some of the principals have been taking the basketball courts down and not allowing the kids to get into the playgrounds and use it. That is a problem. Those are our children and we have to make sure that they find a place to exercise. There are no items for a vote on facilities. I'll bring the minutes to the next meeting. I know Comm. Hodges has a question about Hinchliffe Stadium.

Comm. Hodges: I don't actually have a question. I have a discordant note basically. I'm just going to suggest to you that we have to do everything we can to get this project completed. I will also tell you that there's going to be a long rocky road. There has been substantially in the past. I will also tell you that not everybody who smiles at you is your friend. There were some issues regarding these meetings that took place with the Friends of Hinchliffe Stadium and it seems to be focused in two areas - fundraising and the Historic Preservation designation. I'll be very blunt. What actually happened is the chairman asked me to sit in on the first meeting and at that first meeting there was no talk of taking care of stabilizing the field. They were focused primarily on the wall and we said in conversation with Mr. Sapara-Grant the field needs to be addressed because that's how you attract attention to it. That was presented to them at the time. Then they raised the issue about the Historic Preservation and the question was asked what this actually means for the district because we are on record as voting down local preservation and will this national designation have an impact on us. The answer was no because since they don't have any enforcement mechanisms nationally it will just revert to the local enforcement mechanism. Then the issue was raised about

fundraising and this group was of the opinion that no politician should be involved in any fundraising aspect, meaning primarily the Board. We should be surrendering that to them. I came and reported all this information to the Superintendent and to the Board. I told them that there would be some concerns about that from the Board's point of view I suspect, but I would take the message back to them since it is the Board's building. Subsequently I received a letter from the Board President telling me that I was no longer on the meeting. Two days later I got a call from him explaining that a request came from the meeting that I not attend anymore, that somebody else be placed there.

Comm. Irving: Their exact words were you were a disruption. I'm joking.

Comm. Hodges: I wasn't. There was no discord. I actually drove someone to the train station afterward. There was no concern. There was nothing like that at all. There was no discord at all, just the issues that were raised. The reason I'm raising this is because subsequent to these meetings they appeared at the City Council requesting that the City Council adopt or support historic designation locally. There was no mention in any of the meetings. Mr. Irving asked Mr. Mendez to participate. Mr. Mendez was not aware of the Board's position or anything that had transpired prior to these events. But even in his presence there was no mention of them going to Washington to ask for designation. There was no mention of them going to the City Council to ask for support for a local designation. Those are concerns. So all I'm saying to you is that this has to be done. We need to move forward expeditiously given this opportunity. I will tell you from past experience we've had a number of initiatives around Hinchliffe Stadium that have been sabotaged and disrupted and threats of having the place bulldozed. It has been one big mess. We've lost funders. We've brought people in to come and it just hasn't worked out for a variety of reasons, primarily because the city and the Board of Education weren't on the same page. We need to get on the same page very quickly, but you need to be vigilant on what happens moving forward and you need to go in and watch very carefully your real estate. My last statement is the City Council President has temporarily pulled his resolution in support of a local designation pending our discussions. He assumed that we were somehow going to be discussing that tonight.

Comm. Irving: As I said before, I just personally need more information. It's just really confusing. I have no clue what each level means and I think none of us should have that conversation until we have a recommendation from counsel with regard to each level. I just need to understand what trumps what. Does the federal designation trump the state? Do we trump the state? I don't even think he was clear on that.

Comm. Hodges: He's an expert. Yes, he does know. He is very well versed in the various designations. That's all I'm going to tell you. But there's a position that they're taking because they're coming at this from a different perspective. What I'm just asking you to do is pay a lot of attention to this. I have made it very clear to the President that I'm not going to be involved in Hinchliffe Stadium at any point from this point onward. I wasn't going to do anything at all except that I walked in the City Council meeting and they were at the podium talking about historic designation. Then the President says, "I'm going to go ahead and submit a resolution," when we had already said we didn't want that to happen. And they also knew it because as part of our discussions it was one of the things that were checked off. We don't want that. That's my last word on Hinchliffe.

Comm. Kerr: I think Mr. Gallus mentioned \$500,000. That's the supposed grant and he made some mention about whoever is giving us that grant we would have to subscribe to certain demands of that entity. I don't know who's researching it here, but I think we need to know exactly what will be required of us for that \$500,000. What can't we do?

What will they be imposing for that \$500,000 grant? I remember having this discussion before in terms of the historic side...

Dr. Evans: We don't have \$500,000. It's not ours.

Comm. Mendez: It's not our money.

Dr. Evans: It's his.

Comm. Kerr: That's what I'm saying. It's a grant, but before they release it to us they're demanding certain things. That's what I'm saying. I'm not saying it's ours.

Dr. Evans: I never understood it would be released to us.

Comm. Kerr: Not released to us to manage. When I say released to us I mean release in terms of making the refurbishing or the upgrading of the stadium, whichever applies here.

Comm. Hodges: There are strings attached.

Comm. Kerr: There are strings attached, so we need to know exactly what strings are attached to this \$500,000 before we sign off on it. If we sign off on it not knowing then maybe it will be something that we will live to regret. That is what I would like us to make sure that we get under our belt beforehand.

Comm. Martinez: Just to follow up on Comm. Kerr's point, is it feasible for us to ascertain this information in a timely fashion for us to be able to make a decision by February 1? If there are strings attached, or however you want to phrase it, are we going to have enough time to get this information and review it thoroughly enough to be able to make that decision? That's essentially what it comes down to.

Comm. Hodges: You should have already had it. That's the problem. The reason I'm so annoyed is because I don't think they wanted me there because they knew that was going to be one of our primary questions. What was done I don't blame them for. It was our mistake for acceding to their wishes, but you have to protect your interests first, and not ask somebody else to do it for you.

Comm. Martinez: Yes, but keeping in mind the stadium has been sitting there idle for a very long time, 20 years, and if we have an opportunity to seize this opportunity...

Comm. Hodges: This has nothing to do with the stadium moving forward, nothing at all. It's the local designation. That's the whole point I'm making. They're totally separate issues.

Comm. Mendez: I think that we've been very clear and I've been in a couple of meetings already. Dr. Evans, I was in a meeting with Mr. Sapara-Grant and the Superintendent and local designation has not been on the table. We know very clearly that the situation with local designation is that takes away the power as owners of the stadium. That's the situation as of now. But local designation has not been on the table and my concern is we know that's our property and we want the project to move forward. But we have to keep in mind that project has to be done for our kids and for the community.

Comm. Irving: Right, but from what I understand with local designation at every level there's someone you have to go to, to approve the project, whatever it is. So the question is which level is going to give us the least static. From what I understand right now the folks who are in the local designation office in the city are really not that well to be working with and have a pretty bad reputation for adding or tacking on more costs to historic designation projects. I just need to know more information.

Comm. Kerr: I believe it's in the minutes. Cheryl can find minutes of the meeting that we had before. We had the chairman of the local designation historical person. I don't remember his name. He came and he made a presentation and we were talking about costs. They would require from us to use almost the same materials to restore the thing. It would be crazy in terms of the cost. We have gone through that already.

Comm. Irving: But would the state and the feds still have us make the same requirements?

Comm. Kerr: No. On the national level I think the demand is less stringent and less restrictive. These local guys want to shine their brass by demanding of you certain things.

Comm. Irving: That's what it sounds like.

Comm. Simmons: The local designation focuses on restoration as opposed to rehabilitation. So the national level allows you to rehabilitate, which is less stringent. As Mr. Kerr said, in terms of restoration they almost want you to use the same materials that were used during the original build.

Comm. Mendez: That's the language that's been in the meetings. We've been talking about national designation and restoration. That's been the clear language in every meeting and with this shared services agreement and this project we have the responsibility to have a clear communication and good negotiation with the City Council. I believe that the Board of Education and the City Council are the two government bodies. We run the school district and they run the city. We have this project in our hands so we have to have effective and clear communication to make sure that we don't stop this project. We need information. Another thing that I'm concerned about is I understand we own Hinchliffe Stadium. In case of any accident or any liability issue we are responsible. Is that correct?

Ms. Pollak: I was just given the shared services agreement and I have to look at it. But I think if they have rented it then it would at least be a shared responsibility.

Comm. Mendez: I would definitely love to have some more clear information about who's liable for any accident happening. At this time there are people inside there.

Ms. Pollak: People are actually using it?

Comm. Mendez: Yes. There are people living there. We have a problem in our hands. That's my point. We have to be responsible and we have to sit on the table and decide what we're going to do with it and where we're going. We're not on the terms to say that was not the agreement and we're leaving. We're not on those terms.

Ms. Pollak: If we actually have people living there illegally then regardless of whether we were talking about rehabbing it we have that liability, particularly if we know about the people who are there. That's an issue we have to talk about.

Dr. Evans: I think the lease is pretty clear in addressing that issue. I know you still need to read it, but those issues were addressed in the lease and it actually put the city in front on many of these issues as the group leasing with us giving final approvals for things to happen. But you should read it. This is one of those areas that I really think is important that the Board, the City Council, the Mayor and me meet and discuss. We haven't had a joint meeting in a while. The Mayor and I have talked about this enough that our interests are mutual. We share the same interests and also share the same concerns. Much of what you're talking about we share the very same concerns. So I think it's important before you do anything that you have a joint meeting, get those issues on the table, and be clear in what the resolve is or what both entities could live with before you move forward.

Comm. Hodges: I forgot to mention that the City Council President asked the city clerk to contact the district about a January joint meeting. I forgot to mention that.

Comm. Irving: So Cheryl, could you just reach out to the city clerk. I'd like to have the meeting here on our turf this time. Thank you. Is there anything else from facilities?

Comm. Mendez: That concludes my report.

Policy

Comm. Simmons: The policy committee will meet next Wednesday the 12th at either 5:00 or 5:30. We do expect to have some finalization around the two policies submitted by the Board member.

Comm. Irving: Actually, I can give an update as per curriculum. At curriculum we discussed the policies in the meeting. They should be coming for second reading. Just speaking frankly, what I shared with the Commissioners is that we present the policies. If the Board wants to support it, we can support it. If we don't, we don't. Every Board member has the right to submit whatever they want with regards to policy. I just didn't feel the need to have to adjust or change the policy as it's written. They will be presented for second reading.

Dr. Evans: That's somewhat contradictory to the instruction I gave today for it to be reviewed and modified consistent with some previous conversations we have had.

Comm. Hodges: Part of the reason you have the two-time review is so that in part the administration can weigh in and give counsel as to possible implications. I have no objections to that as long as it's in a reasonable time.

Comm. Irving: The implication, and correct me if I'm wrong Joanne, was really just more for the chess and the issues of feasibility of implementing it.

Comm. Hodges: The policy doesn't call for chess to be taught. It just calls for it to be recognized primarily as a recognized tool and it's a state law. The law already exists in the state. It's literally a law. All I'm asking to do is simply to recognize that's an approach that we can utilize in the classroom. That's all it's saying.

Comm. Irving: For that reason is why I thought the draft didn't need to be touched.

Comm. Hodges: I didn't either, but I want to be cooperative because I want to take the next step of actually getting it done. I am willing to allow the administration to do

whatever they think they have to do because what's important here are that the skills begin to be taught to our children. So I'm willing to give them as much leeway as possible, less so with the penmanship though because I think that's long overdue. But I'm willing to be very flexible.

Comm. Cleaves: Dr. Hodges, is the law for critical thinking or for chess?

Comm. Hodges: The law recognizes chess as a course and recognizes it does help with critical thinking, analysis, and problem-solving, on and on. But it doesn't prescribe that you have to teach it or that you have to get a certified teacher to deliver the course. That's not what I'm asking for. I don't want them to get credit for it. I just want the skills to be taught.

Dr. Evans: And it's on those very issues that we're reviewing it.

Comm. Hodges: That's right. I don't want to cause any financial hardship to the district or much financial hardship to the district. You can get a chess board to two bucks. They're very cheap and actually it's second grade, by the way. It's not ninth graders. It's at second grade so they recognize this as being useful very early on teaching young kids how to think and how to attack problems.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: Personnel did meet on December 3. Starting time was at 5:05 p.m. and ending time was at 6:28. Dr. Newell presided over the meeting. Member present was Comm. Martinez. Absent was Comm. Cleaves because she forgot and Comm. Guzman. The personnel committee presents F-1. Are there any questions?

OTHER BUSINESS

Comm. Hodges: Mr. President, before you go into executive session, I just want to give a very brief report from the Urban Boards meeting. There are some issues that are coming up. The School Boards Association asked Mike Rancic, who's the Legislative Director who speaks with the legislature, about up and coming legislation and some concerns. I'm just going to name them off. Because of Hurricane Sandy the districts that are now more affluent will be pushed into a hardship condition. As such they will then qualify for financial aid, which means the pot...

Comm. Irving: ...is a lot smaller.

Comm. Hodges: That's exactly right. Now there will be a lot more so-called poor districts than there have been in the past so you can expect your funding to be adversely affected in the future. That's a significant problem because the number is going to actually change and the weights are going to change. We are currently losing \$1,000 per student. That will become worse given the result of Hurricane Sandy. Ms. Sterling mentioned the fact that due to the fiscal cliff we could lose \$73 million statewide in terms of funding out to urban districts. So they're looking to encourage people to get involved in advocacy early. The state Race to the Top money, the cliff will kill that as well. The teacher evaluation approach may be killed or delayed due to local issues. That's not been finalized yet. The joint committee is holding hearings on charter schools. Actually, they held it last week. Not just charter schools, but virtual schools are going to be an emerging issue and it is coming hard and fast because they want

them being brought to Jersey. That's about it. I will put this in writing and give the rest because there are a number of things.

It was moved by Comm. Mendez, seconded by Comm. Cleaves that the Board goes into executive session immediately following the workshop meeting to discuss negotiations and personnel. On roll call all members voted in the affirmative, except Comm. Irving who voted no. The motion carried.

The meeting was adjourned at 9:45 p.m.