

MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE

November 14, 2012 – 6:27 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Chrystal Cleaves
Comm. Jonathan Hodges

Comm. Manuel Martinez

Absent:

Comm. Wendy Guzman
Comm. Errol Kerr
Comm. Alex Mendez

Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

PRESENTATIONS AND COMMUNICATIONS

Update on Condition of Facilities after Hurricane Sandy

Dr. Evans: Chris Sapara-Grant is here tonight. In my comments that I will make during the Superintendent's report I wish to commend a lot of folks, some of whom are here tonight and others who are not, for the assistance that they gave in helping us to get through the two storms that we survived. Chris can give us an update for now in terms of where we are, any damage that we suffered, and if there's any residual damage or issues that we need to address.

Mr. Chris Sapara-Grant: Good evening Commissioners, Dr. Evans, cabinet members, and everyone else. First of all, I'd like to thank the technology department, the security department, the Superintendent's cabinet, and by extension the Board members for their assistance and their involvement in monitoring what went on in our schools during the hurricane. Once every day we provided some kind of update to the Board and to the Superintendent's cabinet on what was going on and the developments as things proceeded. This will be a quick summary on what occurred within our schools and some of the measures we took. When we had the hurricane 15 of our schools were taken out of commission. In other words, they were in the zones that lost power and most of the schools were without power through the period. In fact, when power came on in most schools, one school, PS 5, lost one school day. I believe in discussions that will come up, but they're going to have to make it up on a Saturday. I think it's this coming Saturday, but I think the Superintendent will talk a little bit about that. The district had someone at the CDOEM to help in managing the activities that were able to use International High School as a shelter for residents in the city for about eight days. We used Eastside as a feeding station for residents also for seven days. We had an average of about 48 people on any particular night staying at International High School. Some days the numbers were higher and some days the numbers were a little bit less until everyone was accounted for. The meals at Eastside ranged from serving about 90 people on one night and serving about 200 people on another night. I'd like to thank the DPW because they were able to provide gas to our maintenance vehicles so that even though everything was down we were able to continue maintaining our schools and

doing what had to be done. I appreciate that. With the schools out of power for an average of a week and a half there were certain things that came to play. First of all, before I even go there, luckily we did not sustain any damage at PS 4. That was our biggest concern. We were able to vacate the first floor of PS 4 in preparation of the hurricane and two days after when we knew all was fine and the river was not going to be cresting we brought everything back. We sustained some food spoilage at the 15 schools that had no power and we also had a problem with the fire alarm system at PS 8 that was affected by the power surges. Apart from that there were not a lot of major damages this year as far as the hurricane was concerned. We are taking stock of emergency batteries and our fire alarm systems, ballasts that lost energy while power was out, and we are working with FEMA and any other agencies that we need to in trying to recoup some of the expenses we incurred. We also incurred additional costs for trailers at 200 Sheridan that has freezer storage. After a couple of days when power did not come back up we brought in freezer trailers and emptied out the district frozen stock for a couple of days until we got power back into 200 Sheridan where we have our warehouse. Most of the schools when power came on were able to get back their heat and all their necessary systems. But while this was going on a couple of schools, such as EWK and PS 2, had partial power and did not come to their full capacity until later on. Lessons learned – one of the things we've determined is that we need additional schools with generators. It's going to be an expensive venture to have every school with a generator. But we're going to be looking at for the largest schools to be able to over a couple of years provide generators at those schools so that if our schools are down for an extended period we might be able to have programs in the larger schools that the district is not going to be down for a full period. This hurricane was an anomaly, but every year we have anomalies. So we want to be able to prepare ahead. I believe this is pretty much a summary and if there are any questions I'd be willing to answer some questions about what occurred.

Comm. Irving: Dr. Evans, I just have two – more or less either a discussion topic or a request for you. In light of what we went through I think I found it very beneficial to do conference calls. I think they worked out very well, but I just want to make sure we institutionalize that somehow. I don't know if that needs to be done through a policy of some sort, but in the case of a disaster situation like that I think it should be standard that the Board and the Superintendent convene at least through conference call on a daily basis to discuss and understand what's happening. Until that happens we are all kind of in the dark ourselves. I think moving forward a policy should be put in place that at least stipulates that at times there be at least some protocol that the Board meets with the Superintendent via conference call in order to ensure that the Board has the most updated information. I think one of the most frustrating pieces for some Board members was the fact that they were getting information for the first day after other folks released it. Just having that information ahead of time makes things a little easier when people ask is there school, isn't there school, what's open, what's closed, etc. I don't know what anybody's take on that is, but I think making that a formal process will be beneficial in the present and in the future.

Comm. Hodges: What you might have to do is to find some way to advertise because there are some concerns about phone conferencing without advertising in advance because it's still considered to be a Sunshine problem.

Ms. Pollak: We can talk about this also in executive session. But I think there's nothing wrong with the Board getting on a conference call to get an update as to what's going on. I think that's appropriate. There is more of a problem if the Board conducts business.

Comm. Martinez: I just wanted to follow up on that. I thought it was beneficial. I thought it was a good way to keep the updates coming with everyone. I thought it was a good way to keep everybody up to speed with what's going on. I agree with you.

Comm. Irving: I think to keep framing it that way as far as updates are concerned makes sense.

Dr. Evans: One way for us to address your request, and I think it's a great idea and worked very well for us through this event, is to modify our weather emergency procedures. We follow those procedures to the letter and it involves the cabinet as actually the group that convenes to make decisions, to monitor, and to collect information. You may recall that for the latter part of this event the cabinet was present during that conference. Again, it worked very well. I agree. But modifying those procedures will have the effect of institutionalizing it, but if you also wish to take the next step and institutionalize it through policy we're willing to do that as well.

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

Comm. Irving: Great! Thank you very much. Are there any further questions for Mr. Sapara-Grant or the Superintendent about facilities after Hurricane Sandy? I now will begin the actual formal meeting. We'll begin with the reading of the Open Public Meetings Act.

WORKSHOP MEETING

6:38 p.m.

Presiding: Comm. Christopher Irving, President

Comm. Chrystal Cleaves
*Comm. Wendy Guzman
Comm. Jonathan Hodges

Comm. Errol Kerr
Comm. Manuel Martinez

Absent:

Comm. Alex Mendez
Comm. Kenneth Simmons, Vice President

Comm. Corey Teague

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
November 14, 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: We just heard an update on the condition of facilities. Just speaking frankly, tonight's meeting probably will not be that long. The Board has several items to discuss in executive session and I assume that will be the bulk of our time here. So I'm just hoping our other colleagues will get here in time so we will have a very hefty discussion tonight. We did go over the update and the condition of facilities after Hurricane Sandy in committee.

*Comm. Guzman enters the meeting at 6:40 p.m.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I'd like to begin with amending Mr. Sapara-Grant's comments as he updated all of us with regards to activities associated with the two storm events that we had. He covered most of the details, but I'd like to add my thanks to a number of people who helped us through this event. Although many helped tremendously, including my cabinet that came in most of the days when most people were at home, I wish to offer a special thank you to others who went far beyond the norm, including Mr. Sapara-Grant. He was on the ground checking our schools with his staff, meeting with both the County and the City OEM, Office of Emergency Management groups, on the phone with me, and on the phone with others. I don't know if he got any sleep during this period, but a special thank you to Mr. Sapara-Grant. Also to James Smith our Director of Security, who was out there as well with Mr. Sapara-Grant keeping us informed and apprizing us of areas where we need to pay attention to and taking action where necessary to make sure our buildings continue to be in good repair. Also Ralph Barca who was with them and the union presidents who actually stepped forward and worked with us to get through this and ultimately reopen school on Wednesday of last week. Grace Giglio, the President of the Paterson Principals Association, and Darlene Rodriguez, President of the Food Services Union, were the people who came forward and went to Eastside and prepared food and were responsible for the feeding with the support of the principal of the school who was also there. I really did appreciate them working with us, as well as Peter Tirri with the PEA. When we adjust our calendar and do things like that those are items that we are to negotiate with the union. But each one of them was very cooperative and worked with us to get school open as quickly as possible and I really do appreciate it. A special thank you to the principal of International High School for helping to make sure that the school was accessible for the families that were displaced as a result of these events. To all of the principals at Eastside High School for also helping to make sure that the meals were prepared. The district really helped a lot to help the city get through this event and I am deeply appreciative. Make-up days are our challenge at this point. We did make up three of the days - at least most of our schools did last week on Wednesday, Thursday, and Friday. School 5 was not able to open on Wednesday because it was Wednesday morning before electrical services were restored and it was later in the day that heat was restored. So they have one additional day to make up and we are looking at making that day up this weekend. We need to have conversations with the appropriate unions and make sure that everything is a go, but at this point it looks like there's a strong possibility that will occur this weekend. So after this weekend all our schools will need to make up three days and we're looking at options for doing that. One of our challenges is that winter is not here yet and we don't know what this winter is going to bring. I'm hearing predictions that it's going to be more

challenging than it was last year. So we don't want to use up all the days that we have in our calendar for make-up days. I think we have four or five days built in already in the calendar for make-up. But if we use all those now and we have some significant snow events during the winter then we have a bigger problem in terms of when to make those up. So we're looking at various opportunities to make up as many of those days sooner rather than later and as we move forward with these discussions we'll keep the Board involved and informed. As you know, the Board meeting was rescheduled from last Wednesday because of one of the weather events – the snow event. As a result, the Board meeting that was to be held tonight has been rescheduled for Wednesday, November 28. All Board members I believe were apprized of that and polled to make sure that we would have a quorum for that meeting. There were a number of events that were rescheduled. Some of them we're still seeking to reschedule. One that I will mention occurs tomorrow night and that's the High School Academy Fair. It will be occurring at John F. Kennedy High School from 6:00 to 8:00 p.m. So we invite everyone to come out and participate. After that the Choice process for high schools will actually begin and continue through the week of January 28, 2013 at which time school placement notices reflecting the request that students have made, the incoming eighth grade, they'll be notified as to which school they've been assigned as this process unfolds. I was notified today that the Joint Committee on the Public Schools has requested and we have agreed to host a meeting here in our district in one of our schools on Wednesday, January 9, 2013. We actually hosted one of these meetings about a year ago at Eastside. So they're asking again to use one of our schools to meet and they are asking me to report on some specific things. In fact, the subcommittee is asking that I as Superintendent make a presentation and update members of the legislature and the Paterson School District on matters including but not limited to NJQSAC, school facilities, student assessment, and any other district information that I think is worth sharing and engaging them on. We're happy to host them again and we'll be sending out additional communiqués to the Board and others in the community to let them know. Again, that's Wednesday, January 9 at 10:00 a.m. We have not chosen a site yet. We just received the request today, so in the coming days we will be making a decision on a site and communicating that to you. Lastly, as a part of my report, I need to talk about our appointee for Deputy Superintendent. It is with great pleasure that I introduce the designee for the Deputy Superintendent position and we're going to be discussing in greater detail in executive session additional information that the Board has already requested regarding the process, the applicants and my selection. To fill this position we followed our district's Human Resources procedures and advertised the position for the prescribed period using our new AppliTrack system. Dr. Newell gave you a report on AppliTrack in one of our previous Board meetings. We always have lots of candidates to apply for positions, but many of them just aren't eligible in terms of certifications or qualifications. There were 16 eligible candidates who were identified from those that applied from as far away as Colorado and Arizona. After a paper screening, five candidates emerged as finalists because of their experiences in urban school districts, demonstrated leadership and administrative competencies, their apparent strong team orientation, which is something very important to us, and their demonstrated knowledge of comprehensive effective school improvement strategies and initiatives. The five candidates were interviewed by the Superintendent and the Chief of Staff. Each candidate was interviewed here in our building, with one exception. One was done through telecommunications because he was unable to travel here for the interview. So using Skype or one of the telecommunication devices we actually interviewed him via that system. The candidate of choice was determined based on her command of the traits and abilities previously mentioned. She brings to the position 11 years of experience in Orange, New Jersey as a teacher, supervisor, and grant coordinator as well as 20 years of experience in the Paterson Public School District in a variety of positions including supervisor, director, and for the past seven years Assistant

Superintendent for Human Resources, Assistant Superintendent on Special Assignment, and Area Assistant Superintendent for Administration. During her service as Assistant Superintendent she has become known as the go-to person for making things happen in our district and for me as Superintendent this made her the ideal person for leading such initiatives in our district as High School Transformation for Eastside and Kennedy, increasing our graduation rates and HSPA scores in our high schools, expanding our alternative education programs, and implementing high impact strategies for improving student achievement in all our high schools. It is with great pleasure that I introduce to you my appointee for the position of Deputy Superintendent and that's Ms. Eileen Shafer. Although her contract has been approved by the County Superintendent, I will provide you the Board a copy in executive session and engage you in discussion and share with you additional information regarding all of the applicants, regarding the process and any information that you previously asked us to provide you when we are engaged in this selection process for administrative staff. I will also make an announcement for the public's benefit two weeks from now on the 28th in the rescheduled Board meeting. It's my pleasure to introduce Ms. Shafer and she'll be joining me here in our next meeting. That concludes my comments.

Comm. Irving: Any questions for the Superintendent?

Comm. Hodges: Dr. Evans, there still remains an issue about literacy. How do you plan to address that?

Dr. Evans: At all levels? Or do you have a particular level in mind?

Comm. Hodges: In your previous statements you had said that you needed to focus on that extensively and you were thinking about bringing in additional support in that area. How is that going to be accomplished?

Dr. Evans: Right now the work that the Institute for Learning at the University of Pittsburgh is doing, we've increased their engagement. When they worked with us last year they only worked with selective grades. This year they are working with almost all of the grades in k-12. One of their major focuses using the Principles of Learning is literacy. That's a major strategy for improving, not only literacy, but all of the areas. But literacy obviously is, as you've mentioned, a major focus for us. We are at the elementary level identifying additional high impact strategies. In fact, that was a charge I gave the instruction folk, Joanne Riviello and her staff, a few weeks ago to identify additional strategies, whether they are additional tutorials or additional extended learning opportunities both in school and beyond school to be able to significantly increase the performance of our students, particularly in literacy. When you look at our elementary schools, particularly those who take NJASK in grades 3-8, our students are performing higher in math than they are in English language arts. That's one of the reasons why we're focusing heavily on literacy, but focusing on specific initiatives to improve that. There are a number of initiatives that Ms. Peron has shared to focus on pre-k and kindergarten, the young kids. We are partnering with the Paterson Education Fund on Paterson Reads and a number of folk are in our schools helping us to that end. We're working hand-in-hand with Paterson Reads to make sure that we are increasing literacy at a much faster rate among the younger kids in particular. Those are examples of the things that we've identified. I also need to mention that one of the things that the folk in the Regional Achievement Centers are doing is also focusing on English language arts and math specifically in addition to culture. English language arts and math is a big one. In fact, there are some staffing changes that we're looking at making to target and focus more directly on students who are not reading or numerating at or above proficient to improve our performance in those areas.

Comm. Hodges: But as I recall from our meetings during the transformation reform process we were hoping to go for 75% proficiency.

Dr. Evans: Absolutely.

Comm. Hodges: I've not heard anything that would get us to that point. That's what I'm concerned about. I've heard a number of approaches which I will say we've had in the past, some of them, so I'm looking for a more coordinated and aggressive approach in literacy. That's what I'm hoping to...

Dr. Evans: I do understand your concern. I share your concern.

Comm. Hodges: Okay, but...

Dr. Evans: I would invite you, if you get an opportunity to do as some have done, to work through the principal and go in and observe what's happening with the folk from the Institute for Learning. I think you'll be amazed at the work that they're doing and the impact that it's having.

Comm. Hodges: Will do. Thank you.

Comm. Kerr: Regarding the Deputy Superintendent's position, those questions will be answered in executive session?

Comm. Irving: We will have a full discussion in executive session.

Mr. Malic: For the record, you can't discuss the process in executive session. The process of filling the position is public information. It's just the merits of applicants. I wouldn't want you guys to violate the law. It's not that you're going to discuss the process in closed session.

Dr. Evans: Actually, I went through the process in my notes.

Mr. Malic: That's what you said, that's all.

Dr. Evans: I said there's additional detail that goes beyond the process itself. Thanks for calling that to our attention.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Ms. Rosie Grant: Good evening, Dr. Evans, Commissioners, members of the staff and the public. I was hoping I could have the whole 30 minutes since I'm the only person here. I am here representing the Paterson Education Fund and I want to start with the November elections. I know that Irene Sterling was before you at your last meeting and that PEF advocated for this Board to not consider moving the elections to November until we knew how it went. So I just brought a New Jersey Spotlight article along to share with you just for informational purposes there were 486 districts in New Jersey that had their November election. Most of them had increased voter turnout, but what they were seeing was that many people didn't vote the School Board piece of the

election. So I just invite you to read and digest that information as you consider this issue moving forward. The second thing is that I've been participating with the Our Children Our Schools Campaign, which is led by the Education Law Center, and we're currently considering a renewed campaign around school funding. The Governor will consider the FY 2014 budget soon. I'm sure the schools will be in the process of submitting their budgets and the Our Children Our Schools Campaign is going to launch a public advocacy campaign to protect the school funding formula. I will bring you more information about this as it unfolds. We're also going to have a legislative strategy training for School Board members and for local elected officials, including City Council members, on how to talk to legislators about the School Funding Reform Act, about school funding, what the budget means to the local schools as this unfolds, what are the pieces of this that we need to protect and how we advocate. So I hope to bring that training to you. I have set up a couple of community training dates. One is Tuesday, December 4th. Particularly I'd like School Board members to participate in a briefing on Tuesday, December 4th as you're available. It will be at the PEF office at 6:00. Then on Thursday, December 6th I'll have a second briefing for the community at large so that we're ready to campaign for whatever kids need and deserve as we roll out the budget for the next year. So I look forward to that and I thank you for this opportunity and thank you for your good work around the storm. Congratulations to Ms. Shafer on your appointment and thank you Commissioners for your work.

It was moved by Comm. Guzman, seconded by Comm. Cleaves 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 October 25, 2012 in the grand sum of \$7,485,634.04 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: \$7,485,634.04

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

Resolution No. 2

BE IT RESOLVED, that the list of bills dated November 9, 2012 in the grand sum of \$2,445,398.11 starting with vendor number 438340 and ending with vendor number 3799225 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: \$2,445.398.11

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 2 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: The curriculum committee met last evening. The truth of the matter is there really are only nine items I think that warrant a certain level of discussion. I had some questions with regards to A-1 that I'm interested in posing to the Superintendent. There were questions posed for several different action items. Those Board members who have a copy of the report can take a look at them. We discussed items A-1 through A-38. In addition to that we talked about starting at next month's meeting reinstituting a presentation to the Board at the curriculum workshop meeting as well. There was a pretty lengthy presentation given about the Metropolitan Opera and the action item that involves that is A-4. The person from the Met did a good job explaining the program and how students can get engaged and involved in it, the components of it. There were some follow-up questions and I don't see Ms. Quince here this evening, but I'm hoping that those questions get forwarded to the Board or maybe they have been answered in the report. I just haven't had a chance to peruse it yet for the questions that was posed last evening.

Comm. Hodges: Does anyone else have any questions? I have several.

Comm. Cleaves: We were in committee.

Comm. Irving: Most of the committee is over here.

Comm. Hodges: Regarding A-1, you had some questions here. They weren't answered?

Comm. Irving: No. I have a question for A-1 as well. You can ask your question and if you don't mind I may piggyback off that.

Comm. Hodges: Basically, what exactly is this company doing? What is the difference between this company and an education management organization? How are we capturing the information that this company is providing for future training of our employees?

Dr. Evans: Coming around is some information that will answer some of the questions, but I'm going to speak to it as well. The APQC, which is the American Productivity Quality Center, is a process redesign entity. They are an offshoot, if you will, of what used to be referred to as Total Quality Management. In fact, years ago when Total Quality Management was around it evolved for this particular outfit into process redesign. They are experts at coming in and engaging our staff and those who actually operate the programs and the users of those programs to redesign processes and procedures to make them more efficient and effective. This not only helps us run a smoother and smarter operation, but saves us money and saves us staff. The cover that you see is a draft that has been prepared and it's still in draft. There are some comments that they're expecting from me and others before putting it in final form that summarizes what they've done. You see at the very top that they have already saved

us \$2 million. Actually, it's \$2,500,000 because embedded in the text you'll see that there's an additional \$500,000. By looking at our processes and procedures with us, streamlining them, and then ultimately in doing that they find that we really don't need as many people doing things as we have. We're doing things, in some cases, the same way we did them in the 1980's and things have changed. Technology is around to make things happen much more smoothly and operate much better for us. But their job is to help refine processes and procedures so they'll run smoother and that includes being more customer service oriented as well as delivering our services in a much more efficient and smarter manner. The units that they worked with last year are also included in that two-page document. They worked with our assessment unit. They worked with benefits. They worked with our HR unit on hiring. In fact, Dr. Newell alluded to that when she made her presentation to you a few weeks ago. Central registration, freshmen choice, budgeting, forced placement, and so on. At the end of last year we determined that they had not covered all of the areas that we needed them to cover. As we determine problems with our processes and procedures our first call is to them to help us to refine them. Again, in the end we find ourselves saving money and operating much more efficiently and effectively. There are a couple of things attached there that provide additional detail. You actually received that a year ago when we brought this item forward as well as a copy of this year's item as well. I know one of the questions was that there wasn't one of those summaries attached and that's our fault. We should have attached that. We'll be monitoring much more closely to make sure we do that in the future because that would have given you some of the information.

Comm. Irving: I made the comment the expectation is that we ask staff to give supplemental information for a resolution to come from the Superintendent's office. I just felt it wasn't fair to other staff members who we hold to a higher level. I made it very clear last night I would say it publicly that we hold you to the same level of expectation to provide information such as this.

Dr. Evans: Hopefully that answers some of the questions that you had. Are there still questions regarding APQC?

Comm. Hodges: What's the difference between the Energy Management Organization and the...?

Dr. Evans: They are not an educational management organization. They're not managing us. They're not managing a program for us. They are coming in as consultants pulling our staff together, both the people who run the particular units as well as the users of those units, to review with them the processes and procedures and using their processes. In fact, one of them is described in there. Using that and then streamline the procedures and modify them in a way that they operate much more smoothly and we also find that we don't need as many people in those units to run those processes and procedures. That's how we realized the savings. But that's different than someone coming in and running a program for us. They're not running a program for us.

Comm. Hodges: So they're refining our techniques which enable us to eliminate staff.

Dr. Evans: They don't do it for us. They help us to do it, to refine the processes and procedures or replace them with new processes and procedures.

Comm. Kerr: I just need to know, what are the areas of administration that these people will be focusing on?

Dr. Evans: This year?

Comm. Kerr: Yes, when they do come.

Dr. Evans: The list you see there was last year's list. This year they're focusing on registration, continuing to refine processes and procedures there. They are doing some additional work with different units in human resources. They're in curriculum helping to refine some of those processes and procedures. I'm leaving some out. They're helping us to structure ourselves to be able to make better use of the data we have, but also to make sure we're managing it better and getting it to the right places so people can use it. Their engagement this year is not as extensive as it was last year because they're actually finishing up some things that they started last year plus picking up some new areas that emerged as problematic. The processes and procedures around the teacher evaluation initiative are also included in that.

Comm. Kerr: Do they leave us with any manual as to how we approach certain areas?

Dr. Evans: No. They leave us with revised written processes and procedures to replace the old ones. It could be revisions of the old ones or new ones to replace the old ones. That's what they leave us with.

Comm. Hodges: That was my question. We are capturing this information via written manuals? Is that what you're saying?

Dr. Evans: Yes.

Comm. Hodges: Do they give lectures to the staff?

Dr. Evans: No.

Comm. Hodges: It's just one-on-one?

Dr. Evans: Their job is not to lecture. Their job is not to teach. If I'm in a department and I have a set of processes that drives my work they pull together members of that department and then others who use that service, take the existing processes and procedures, analyze them, find out where there's waste, why the processes might be slow and cumbersome and not accomplishing what we want, and then work with that team to revise those processes and procedures and leave them with either new or revised processes and procedures that run much more efficiently. Again, the cost-savings is associated with the outcome. Those processes and procedures require fewer people. The use of technology obviously means that in some cases they're running more efficient. Again, last year we realized a \$2 million savings, which helps us as we move forward and deal with an impending cliff.

Comm. Hodges: The only concern that I have is that I would have hoped that the people in charge of these various areas would be doing just that very thing.

Dr. Evans: Dr. Hodges, the hardest part of this process is just that. The people embedded in those processes are married to the old processes and procedures and need some help sometimes to move away from what they're doing and look at other ways and new ways of doing them. That's a challenge. It is change and people resist change.

Comm. Hodges: But if you're in charge of a department... I'm not going to belabor the point here with you, but the concern is if it's part of your responsibility to make your area, department, or group more effective that seems to me to be one of the things that you would be trying to do on a regular basis. And if you're not doing that on a regular basis... We just can't have these people come in every year. The mindset is what I'm trying to get at. How are we addressing the mindset that says this isn't part of my responsibility as a supervisor or whatever it is that's in charge of that group?

Dr. Evans: That's a good point and the process for revising these processes actually serves as a wake-up call to some of them in that area. Unfortunately, there are some where we ultimately have to replace the people because some don't get it, but in other cases they do get it and we do see a different mindset.

Comm. Irving: The only question I had with regards to A-1 was just about the report which we got. I need to read this a little more before I comment, but what do they give us at the end of their assessment? I understand they're still working with staff, but on some level they have to do their own independent assessment I assume. Am I correct?

Dr. Evans: Reports like this are what we get summarizing what they did and what the outcome was. But even more important than that, there is a debriefing that occurs after every engagement with a department when they restructure or help us to revise processes and procedures. They call together me, members of the cabinet, and then if there are other supervisors or directors associated with the program we all meet. They take us through the change process that has occurred to get them from where they were to where they are and then assess our level of satisfaction with the outcome. Then we do get written reports such as this as follow-up. That debriefing session actually helps with the question Dr. Hodges asked in terms of a mindset.

Comm. Irving: I ask that question because one of the areas they worked on was the Choice process and that process still was a disaster. Dr. Hodges, I hear where you're coming from, but the broader question is how do we know that the folks who are supposed to be planning with them and who are given the instructions and the changes have the ability to make those changes?

Comm. Hodges: That's an evaluative process. This is my problem. There are people in charge of all these folks and that's part of your role. I don't want to pay a company to come do this. We're paying people at every level and they're supposed to be doing this stuff. Am I wrong? That's their job, in part, to do this stuff. I think my concern is clear. This is the responsibility of the people here at the tops of all these departments or whatever groups. That's part of their job. Does it help for people to come in sometimes and say you can do this differently? That's fair. Sometimes if you're in a system it helps for somebody to come from outside of the system. But it would also seem to me you should have the initiative to go look next door, go look at Glenwood, go look at Fairlawn on your own and decide that maybe I can do it better. If they're not doing that then that raises a question as to why they're here. That's what my concern is.

Dr. Evans: That's actually is a valid concern. I'd like to address that. Let's talk about staff and who we're talking about. First of all, we have the cabinet level staff. Everybody in this district reports to somebody on the cabinet. In one way or another everybody ultimately reports to somebody on the cabinet. They know the changes that need to be made. However, they can't lead and manage an entire division or entire department on the one hand and make these kinds of changes because they're time-consuming and run that department as efficiently as I want them to. It's the people in those departments who really should be the people doing it under the guidance of the

people at the higher level. We recognize and cabinet recognizes what needs to be done. I hate to say this, but one of our biggest problems is a word you used, initiative. Unfortunately, we are having to make some serious personnel changes because of a lack of initiative. Let's hope that with those changes will come that initiative so we want have to do it. But meanwhile, I can't have processes and procedures that are costing us an inordinate amount of money as we make this change in personnel which doesn't occur overnight.

Comm. Hodges: The reason why I'm so exorcized is we had a three-year Stupski process. Many of you weren't here for that. That was in large measure what they were trying to elicit from the staff, this self-inspection and this unleash your internal drive, begin to ask the questions that you haven't been asking before. That was the whole point of Stupski. That's why I'm somewhat disturbed because they came here to give us money and now we're paying for the very same service that we got \$4 million from Stupski to do. That's what they came here to do, to point out you're not doing these things. And to be fair, there was a dramatic change from when I first got here in people's approach. What has happened in time I don't know, but that was a major concern. That's why I'm raising the issue.

Dr. Evans: I think we share the same concern. It's what do we do about it? That's the challenge. This is a temporary measure. These guys aren't going to live with us. The APQC is not going to live with us. Had they covered all of the areas that we needed last year they wouldn't be here this year. But the more we did the more we found we needed processes and procedures in other departments revised. That's why they're back for this year for about half the engagement that they did last year. Then we're done and as we make changes and we staff and re-staff then addressing that problem long-term should come with that. We're not in disagreement in terms of what should be happening and how it should be happening. We really aren't.

Comm. Irving: I just hope as we move forward and the recommendations come, I like anybody who can save us money. I welcome the opportunity to be evaluated. We just have to be sure that we have folks who are getting this information who can implement the changes. If they can't, we need to put them out and put other people in. In some cases, I'd like to say we have done that. I've seen some actions of that when it comes to the Choice process and that whole system. But I think we need to be proactive and if you look at someone not having a good enough track record stop sticking it out. Go in a different direction. Are there any further questions on A-2 through the rest of them?

Comm. Hodges: The only question I have is on A-2 since you touched on it. I'd like to see a demographic breakdown of the students participating in this program.

Comm. Irving: For A-2? Joanne isn't here.

Dr. Evans: We'll get it.

Comm. Irving: Thank you. Is somebody going to take that note?

Dr. Evans: Mrs. Jones and Tineish are recording. So we'll see that you get it.

Comm. Irving: A-3 and beyond that? That concludes my report for this evening.

Comm. Hodges: On A-5 and A-6, those were late apparently. They're already under way. We've already had this discussion. I'm somewhere concerned that our previous discussions haven't given us the form because that puts the Board in jeopardy.

Dr. Evans: Dr. Hodges is absolutely correct. We developed that form for a reason. In fact, some of us were talking this afternoon because we actually found another one in another place and scurried to get one there. But we have to be more diligent in going through and making sure those forms are there, Dr. Hodges. You're absolutely correct.

Comm. Hodges: We need that form with an explanation attached to this before we vote on this at the next meeting.

Dr. Evans: Absolutely.

Comm. Hodges: I'm going to respectfully request that the curriculum committee has to really be on top of that. All committees have to be on top of that because this is a QSAC issue for us. The reason I'm so anal about it is because we used to lose all kinds of money by having things done and then you just rubber-stamping it later on. We can't do that and it does speak to how we're managing the district when we are voting for things that have already been in process and we ought to be yelling and screaming about. What's happening then is you're being robbed of the opportunity to exercise your oversight, which is our responsibility. A-7 is the same thing.

Comm. Irving: Any other questions? That ends my report for this evening.

Legal

Comm. Irving: There is no report for legal.

Comm. Hodges: Mr. President, I'm concerned that there should have been a report for legal. I received an e-mail about an issue that I'm not going to belabor. That particular item, in my opinion, should have been discussed in legal.

Ms. Pollak: The chair of the committee just hasn't called a legal committee meeting, but the matter that you're referring to is going to be discussed in executive session. Appropriately it is only discussable in executive session.

Comm. Hodges: Okay. That's the issue that I had in view of the communication we received.

Comm. Irving: I'll also share it with the chair and if he wants to have a meeting following tonight he can.

Fiscal

Comm. Kerr: The fiscal committee did not meet because of the bad weather that we have been experiencing. We are placing on the table tonight Resolutions C-1 through C-21 for discussion.

Comm. Irving: The only question that I had was for all the transportation related action items. Again, all these transportation requests are being fulfilled currently. Am I correct? These services are being provided, but we're awarding the contracts after the fact. Is there a reason why it took so long for us to figure out this paperwork?

Ms. Daisy Ayala: These contracts have two phases. Phases one is the bidding phase. We go out for competitive bidding and we have 24 hours in which to award the contract once we fulfill the obligation of the waiting period and things of that nature. Then once

we've done that we prepare the contract. There has been an issue about the contracts being signed so I hold the contracts until this comes in. Once you've approved it a copy of it is attached to the contract and then it's submitted to Dr. Evans for his proposal. But we have to award the contract because we advertised for it, it has a closing date, and then we have to make another public announcement. That's within regulation.

Dr. Evans: I would add to Daisy's comments that many of these are special education youngsters that have to be placed immediately, which begs for the form we talked about to explain why it's late. So what we need to do is be more diligent in including that form when it's coming after the fact. But a lot of them fit that category, using the process that Ms. Ayala just reviewed with you.

Comm. Irving: That was one my questions. Dr. Hodges brings it up about the curriculum, but I caught it in fiscal. Especially for contracts that big and services I'm just still trying to ascertain how in November it doesn't typically take this long after the process is done for the paperwork to come to the Board. It just seems a little strange because the service is clearly going to be provided from the start of the year...(end of tape)

Ms. Ayala: (Beginning of new tape)...so if it comes in and we don't meet the deadlines now it delays it by another two weeks or three weeks until the next Board meeting. Now because of the weather it's even later. Otherwise it would have been October 28.

Dr. Evans: I think again the solution is the same as we talked about before. We need to be more diligent in attaching that form with an explanation.

Comm. Irving: I think it would just be very helpful. The flip side is for us to adhere to a timeframe as best as we can and make sure that these types of action items come to the Board in August or September at the latest.

Dr. Evans: Some of them can't because if a child study team places a kid in November, that's an out-of-district placement. We have to go out and get a contractor to do that.

Comm. Irving: I hear that, but there are eight different actions here for transportation services. I find it hard to believe that all eight fit into the criteria you just named.

Dr. Evans: Well, I've signed probably 20 in the past week for youngsters who were placed by child study teams in placements outside the district that require transportation. They're still being identified.

Comm. Hodges: Mr. President, the simple answer is, as he said, to have them accompany it. It does happen that they'll make an evaluation and the child has to go to a facility. But then the sheet with the report should be right there...

Comm. Irving: It explains exactly what nature it is.

Comm. Hodges: That's exactly right. That should become a practice because it is a policy.

Comm. Guzman: A couple of days ago or yesterday there was a bus that was transporting special education students and I was a little concerned because I know we're awarding a lot of contracts and I want to make sure that in these contracts we have the information of what happens if one these buses breaks down or stops working while they're transporting students, which was the case yesterday. We had a small bus

and it had maybe two or three special needs students. The bus happened to break down in the middle of the street. The bus couldn't go anywhere and you couldn't bring the children down because these were children that were in wheelchairs and things of that sort. So the person driving the bus and the assistant couldn't do much to help the children off the bus. Meanwhile, they called the company. I tried to assist them as much as I could. I even had to call the Paterson Police Department to direct the traffic because where the bus actually stopped was in the middle of an intersection. She couldn't get it running. She couldn't get it moving. There was nobody around to help push the bus or move it out of the way. But it took an hour and a half for another bus to actually get there to these children. These children were sitting on that bus for an hour and a half. They couldn't move. They couldn't get them off the bus. I was a little concerned because you have these children for this long. You don't know if they have needs, if they need to go to the bathroom, or other special needs. To me that became a little concerning because how do we handle it. Not us, because we know they are the ones who have to work and they should have some type of backup. But how are they handling that backup where we actually get a faster response and not have these children waiting for an hour and a half inside the bus for another bus to be replaced?

Dr. Evans: The first call that should be made, unless somebody is injured, is 911. But otherwise the first call should be to our transportation office. They can expedite getting another bus there. They work with the transportation companies. If that call is not made, correct me if I'm wrong Ms. Ayala, the driver of the bus may call their bus company and the response may be slow. But calling our transportation office, which should be the first call, gets somebody there much faster.

Comm. Guzman: Yes, I actually asked her what she did and she said she called her company. She didn't say she called the district. She called her company. My second question was how about the parents. These parents must be waiting for their kids at home and it has been an hour and a half. She said she had a list of the parents.

Dr. Evans: Bus drivers of special needs kids have a list of phone numbers.

Comm. Guzman: She did tell me she had a list and she called each parent and let them know. But it was still a little frustrating and concerning to me to actually have kids just sitting there for an hour and a half. Besides calling the Paterson Police Department for them to direct the traffic which took 45 minutes it was just a whole hassle.

Dr. Evans: By way of follow-up it sounds like one of the things we need to do. Ms. Ayala will take care of that, to make sure that the bus drivers know and the companies are charged with making sure they know that they need to call our transportation office.

Comm. Hodges: Is that a part of the contract?

Comm. Kerr: Nobody's really chairing this. I just hear everybody talking. Nobody is addressing me.

Comm. Irving: Technically we are in the fiscal report.

Comm. Hodges: You're absolutely right. Mr. Chair, may I ask a question? Is that part of their contract that they're supposed to call the district?

Dr. Evans: Daisy is confirming that it is a part of their contract.

Ms. Ayala: There is a contract and it is by the Department of Transportation. It's also approved by the county that in case of an emergency they have to contact us immediately and the principal. I'd have to check with my office because at times what has happened is my office has gone out to meet the bus to ensure that the students are safe. We always have someone in the office until the last student is dropped off.

Comm. Hodges: I guess what I'm looking for is that there be some language that specifically says that's supposed to occur. If something should happen to one of those children, and they have some health challenges, when they are sitting on a bus waiting and no one else has been notified the driver is wrong but we could also be considered to be liable for some of that. It's a possibility. If it's written right there...

Dr. Evans: As Ms. Ayala mentioned it's in the contract. So we need to work with the contractors, bus companies, to make sure that the drivers know that is a requirement and they have the numbers. I'm sure they have the numbers, but making that call is the first call they need to make, unless there is an injury. If there is an injury call 911 first. Then the next call or the first call if there's not an injury should be to our transportation office.

Ms. Ayala: I would be more than happy to give you a copy of the contract. There is a penalty if they don't follow the protocol. If they don't adhere to the contract there are penalties out there according to the department.

Comm. Kerr: Concerning the nine contracts that we have here, were these bids? Or were these contracts just awarded?

Ms. Ayala: One was awarded and the other ones were competitive bidding.

Comm. Kerr: Okay. The other thing is, and Dr. Hodges made mention of it, I believe we should put in that contract language which states that if a school bus is down you can't take more than half an hour to send another bus to replace the one that's broken because your dealing with kids who have needs. You just cannot have them indefinitely sitting in a bus. I believe it should clearly stated in the contract that if a bus goes down, not an accident, but just stops running, you should be able to replace it in half an hour. I think that takes care of that. Any more questions regarding fiscal? I have a question on C-18. I just need a little bit more. I'm trying to read this thing and I'm not sure if I'm getting it. I just need someone to explain to me a little more clearly as to what this action item is about.

Ms. Pat Ratcliffe-Lee: I'm Pat Ratcliffe-Lee. I'm the accountant for human resource services and I've been involved with this contract. It's going to cost us we expect \$13.8 million for the year, but it's a self-insured plan. Express Scripts will be administering the self-insurance for us. We have also purchased a stop loss policy so that we expect our liability should not exceed \$13.8 million, but we're hopeful that our actual experience will be less and so we'll end up spending less. Do you have other questions about the contract?

Comm. Kerr: Presently we have Medco.

Ms. Ratcliffe-Lee: Medco was purchased by Express Scripts. So it is essentially the same company.

Comm. Kerr: It was a rollover contract. There wasn't really a fresh bid that went out for the contract.

Ms. Ratcliffe-Lee: No. We had placed the contract for bid at the beginning of the last fiscal year and we had awarded the contract to Medco. But in any event, we weren't really satisfied with the wording in the contract and we got the contract reworded. It's now ready for signature and we're asking for your approval before Dr. Evans signs it.

Comm. Kerr: I'm seeing some dates there. Let me read this. "Whereas, CSB has recommended to the Paterson Public Schools that they accept the proposal of Express Scripts and award a contract for administration of the health plan to Express Scripts for the 2011-12, 2012-13, and 2013-14 for the Pharmacy Benefit Management Agreement effective July 1, 2011. We are in 2012. How does that work here?"

Ms. Ratcliffe-Lee: I'm not exactly sure how that happened. I started here January 2012.

Ms. Pollak: I believe it was a contract we had in place for 2011-12.

Ms. Ratcliffe-Lee: We had awarded it previously.

Ms. Pollak: It was a contract I believe we had in place for 2011-12 and we renewed it for 2012-14.

Comm. Kerr: Was it presented to the Board?

Ms. Pollak: It is now.

Ms. Ratcliffe-Lee: There was a previous Board presentation and approval.

Comm. Kerr: For the new contract.

Ms. Ratcliffe-Lee: For the original contract prior to July 2011. I believe it was May 2011 there was a Board resolution that approved the contract.

Comm. Hodges: What period of time.

Ms. Ratcliffe-Lee: A three-year contract.

Comm. Kerr: So if it's a three-year contract and we approve it in 2011, why is it before the Board in 2012?

Ms. Ratcliffe-Lee: We've revised it a little bit and there's a legal matter.

Dr. Evans: Those are the issues that have to be discussed in executive session.

Ms. Pollak: Like I said, I would discuss that in executive session.

Comm. Kerr: Okay. My problem is when you put something as complex as this before the Board as a one-pager, all kinds of stuff, and expect it to just pass it's a serious problem to me. There is some information there that we should have had with this because by reading this it tells you there's nothing. Nothing was attached. Now I'm being told we'll do it in executive session. I'm exhausted to tell you the truth.

Ms. Ratcliffe-Lee: In relation to the medical and health benefits contracts, I'm very hopeful that this will not happen again and contracts will go out to bid and be approved

and signed on a timely basis. But in executive session you'll get additional information that will clarify what happened here and give you more details.

Comm. Kerr: Okay. Thank you.

Ms. Ratcliffe-Lee: The contract has been extensively reviewed by our brokers, Conner Strong, by me, and also by Schenck, Price, Smith & King.

Comm. Kerr: I'm kind of curious. Did they tell you how many vendors they vet before they decided on this one, Conner Strong?

Ms. Ratcliffe-Lee: Yes. At the time we had Benecard as our vendor. They got a proposal from Benecard. Since I wasn't here I don't know of any other vendors that might have been involved. I know for sure Benecard was and this was the least cost for the same benefits and services.

Comm. Kerr: Thank you. Are there any other questions? That ends my report.

Comm. Irving: Thank you, Comm. Kerr, and I'll make sure no one tries to usurp your authority ever again. You are the chair.

Facilities

Comm. Irving: Can someone inform me if facilities met? The facilities committee has not met. In facilities we got the update from Mr. Sapara-Grant. Are there any questions on facilities that maybe we can take now?

Comm. Hodges: On D-2, this is to authorize the State District Superintendent to submit applications to the Executive County Superintendent for the year 2011-12. I guess I'm trying to find out why we're doing that.

Dr. Evans: Let me ask Mr. Sapara-Grant to come and address that.

Mr. Sapara-Grant: Mr. President, if you don't mind, I'm going to talk about D-2 through D-9. I believe the discussions might be the same. For the past couple of months, I've been meeting with the County Superintendent's office on documentation that needs to go to them. They discovered that there have been lapses and gaps in some of the documentation for a couple of years. So the County Superintendent's office is working with us to try and get all our documentation in place. In discussions they've agreed that we want to go back two years and formalize the documentation over two years that will help us come current. So the resolutions that are coming in some of them are for 2011-12 and the others are more current for 2012-13. D-2 talks about alternative methods of providing toilet rooms for Early Childhood students. When you do not have bathrooms in the classrooms for Early Childhood students you need to put in an application to the County to use alternative means. The records show that the district had not requested that for a couple of years. So in the process we're trying to get the documentation correct. So there is an application for 2011-12 and there's another application for 2012-13. In addition to that, there are initial applications for leased properties. D-3 discusses three properties. St. Theresa's and St. Mary's were picked up by the district during the emergency from Hurricane Irene, but the initial applications never went to the County. YES Academy, which has been occupied by the district for a couple of years, never went to the County as a district site that was being used so they needed us to go in and do that. Subsequent to that, the following year all those initial applications would become renewals. So, the next one for 2012-13 would become applications for

renewals of those properties also. In addition, there is the use of temporary classroom units, TCU's. In the past this was done through the SDA because they leased the TCU's to the district. Last year the district purchased 35 TCU's from the SDA. We have taken over the application of the use of TCU's, except for one location, School 3, which the district leases directly from Scotsman. So these resolutions are to bring the district current with the documentary requirements of the County Superintendent's office.

Comm. Hodges: That covers D-2 through D-9.

Mr. Sapara-Grant: That's correct.

Comm. Hodges: ...which brings us to D-10. That's a big jump in funding. What is the nature of that increase?

Mr. Sapara-Grant: Two years ago the Board approved a contract to Sal Electric for the guard houses that were supposed to accompany the fencing at Eastside High School. When we finally put our funding together the documents were sent to the city for permits. When the documents went to the city, they rejected the guard house companies and the district had to go in and rebid to get the guard houses for Eastside. The documents came in and working with our consultants they were sent back to the city. The city required additional platforms in addition to the foundations that were already shown in the documents for the guard houses. So this shows the difference between the original contract and the additional work that was required by the city at the five locations.

Comm. Hodges: Basically \$150,000 difference?

Mr. Sapara-Grant: No, \$27,763 difference.

Comm. Hodges: I misread that then. Okay. I misread that.

Mr. Sapara-Grant: The Board had already approved the \$185,000 two years ago.

Comm. Hodges: Okay. Thank you very much.

Comm. Irving: Any further questions?

Mr. Sapara-Grant: Just one thing. These items were supposed to go to the facilities committee before coming to the workshop. Unfortunately, because of the weather the facilities committee meeting would be early next week. But we thought we would at least bring them in here and then we can have further discussions at the facilities committee meeting. Thank you.

Comm. Hodges: There is just one other issue. At PANTHER Academy, Room 113 has the leak on the first floor.

Mr. Sapara-Grant: Yes. The leak at the roof was supposed to be a warranted issue. But after reviewing it with the warranty company it was determined that it wasn't covered by the warranty. So we are getting our own vendor to come in and fix it. It's been an issue that has been going on for a while.

Comm. Hodges: Is there a timeline for that repair?

Mr. Sapara-Grant: Not right now. It was supposed to have been done last week, but I have to revisit the timing of the projects being done by the roofing company to determine when it can be done. A lot of projects were pushed off for a week.

Comm. Hodges: Thank you very much. At John F. Kennedy, the production room for the woodshop.

Mr. Sapara-Grant: We're still working with the staff at the woodshop to get this done. Unfortunately, we had a setback in staffing and we have tried to revamp our staffing. We are also working with the Construction Trades Academy and the instructor because there's a space that needs to be built within the woodshop itself. With the help of my department and the input of the instructor the kids are going to use that as a practical experience. My department will provide the materials and the kids are going to do that. It's one of the two last elements left in that space.

Comm. Hodges: What about the air handling system?

Mr. Sapara-Grant: That's being worked on. The air handling system I believe is for 117. That is an existing air handling unit that is defective and we're working to get that corrected.

Comm. Hodges: They were going to put one in that room because it didn't have one there. It was used for band or whatever it was before. It's the dust collection system.

Mr. Sapara-Grant: We're working on that.

Comm. Hodges: Dr. Evans, the reason I'm concerned is because now you're going to have two. There are two rooms that handle the construction trades. They will not have the same capabilities. So what you have is a curriculum that the way it's structured now it's assumed that there are just two different sections, but one room is going to be able to address construction and the other one is going to be set up for woodworking. So what really has to happen then is there has to be some sort of cross-activity where you spend some time in one room and some of the other time in the other room. Otherwise, that means you have to change the curriculum and that hasn't been addressed yet. The concern is this is year one and a half and they're still not functioning the way they're supposed to. That's an issue.

Comm. Irving: Any further questions?

Mr. Sapara-Grant: I'm giving Dr. Hodges one more chance.

Comm. Hodges: What about the drain in the parking lot at School 4?

Mr. Sapara-Grant: It hasn't been replaced yet. It's scheduled to be replaced on the outside of School 4.

Comm. Hodges: That is my last question on facilities. Thank you.

Policy

Comm. Irving: Comm. Simmons isn't here and I'm not sure if the policy committee has met. They're meeting next week. Are there any questions on any policies that are before us for first or second reading?

Comm. Hodges: Yes, there are. There are two questions. In speaking with the Superintendent we had pulled the chess and the penmanship and there was some confusion apparently. Now that should be put forth for first reading, both policies. Not next time, but in two weeks.

Dr. Evans: Unfortunately, since you and I last talked a lot has happened and I simply have not gotten back to it by way of follow up to our conversation. But now we are at a point where I can go back and address it.

Comm. Hodges: So those should appear before the Board on the 28th.

Dr. Evans: We'll see. We need to review them. Remember, there were some processes that we put in place that involved the curriculum folk. I'm not sure if they've had a chance, but we talked about a way of addressing it. You and I talked about a way of addressing it.

Comm. Irving: In curriculum we did address it and it was up for discussion at last month's curriculum meeting. It was discussed that how ever the policy is constructed that we use the check clubs as a vehicle in which to work through to then give each school the opportunity to create clubs which the district would support through the policy. That was the general consensus of the conversation. Aside from that Joanne had talked about the fact that from the clubs each principal could decide how they want to implement a chess curriculum into their program because of the skills. It teaches critical thinking, quantitative learning, deduction, logic, reasoning, etc. So when we left it in curriculum we had discussed going the club route and Joanne was going to take that information back to the Superintendent. I don't know if you guys have had that conversation.

Dr. Evans: No, we have not.

Comm. Irving: I just want to let you know we did have that conversation.

Comm. Hodges: The concern I have is I'm not sure how many clubs there are. That's number one. Number two, the policy simply acknowledges it can be introduced as a recognized course by the State of New Jersey. I don't want to relegate it just to clubs because that means we have to get some teachers to agree to host those clubs and skills will be contingent upon the availability of teachers to be advisors. I want to see a little bit more aggressive introduction to the curriculum because we do not have critical thinking as being taught. Although I do understand there are going to be some efforts made the common core standards as they currently exist do not address critical thinking. It doesn't. That was what we learned at the workshop. They plan to complete those sections by June of this year, but they're not being taught now and those models of teaching critical thinking are not in place currently. So all I'm trying to do is make sure that there's some introduction at the classroom level. It doesn't have to be for credit but just to help not leave it to the whims of people who want to be advisors after school.

Dr. Evans: I understand. I'm a chess player and I understand the value of it and the importance of it. But what I don't want us to get into is mandating policies that all of a sudden create a series of activities that require additional resources, additional personnel, and additional training. Once it's policy then obviously we have to do something with it. So it's how we handle it that I'm concerned about.

Comm. Hodges: I'm open to having the wording changed that would address your concern. I just don't want it to go the way of other things that have happened here. The other thing is penmanship, which we do teach now. All that does is replace cursive writing where it has gone by the wayside because we can't replace certain of those skills. I think both of those should go to first reading and you can then address that at that point.

Dr. Evans: The way I would like to leave this is for Dr. Hodges and I to get together. We've discussed it already a couple of times and we can follow it up with reexamining the wording and see if we can come up with something that we mutually agree on to move forward with.

Comm. Hodges: Which day, Dr. Evans? I'll be there Thursday and Friday.

Ms. Pollak: Can I just as the advisor to the policy committee just remind folks that you have to be a little bit careful. I understand the intentions, but I don't think we have specific policies on every piece of the curriculum that we want. We leave it to our curriculum folks and our general adoption of policies. You have to be careful that your policies don't become so particularized that they lose their status as true guiding policies.

Comm. Hodges: That was a point of the wording, to make sure that does not happen. The policy does not prescribe that you teach chess. It does not prescribe that you teach penmanship. It is the Board's choice to say that we want these things taught as part of our curriculum. That's all it does.

Ms. Pollak: Right. The policy committee can look at it. But I don't think you would have any other particular curricular segments identified in policy.

Comm. Hodges: Exactly, but that's the whole point.

Comm. Martinez: Dr. Hodges, I support completely the pursuit of this endeavor and I would like to volunteer myself. If any other Commissioners would and you being one of the longest standing members here maybe we can get proactive in trying to work with the schools to start these chess clubs ourselves and set the example and the tone for some of the students and the teachers. I'd be more than willing to work with you on that.

Comm. Hodges: Again, I have no problem in hosting or trying to promote chess clubs. I really don't. The issue, as Dr. Evans knows, is that I'm far more interested in the critical thinking training that the program provides. I'll put on the record that I can't get the district to teach computer languages, so this is the poor man's way of getting around that, which is what I really would like to see done, the teaching of logic and that kind of thing. I can't get that done in a classroom, so since we have such a profound problem with critical thinking, analysis of problems, and students working their way through problems this was another approach to get at that issue.

Dr. Evans: I understand exactly where Dr. Hodges is going and hopefully we can find a way to get there. It's teaching critical thinking skills. He's exploring various ways of getting at that. I think there are ways that we can do that and that's why we need to continue to have that conversation. He's right in his assessment of the common core at least to date not addressing critical thinking skills to the extent that it needs to and that we all want it to. There are some areas where they attempt to get at it, but it's not enough. It really is not enough. So I support the effort, but I think we need to work

together to find a way to address critical thinking and make sure that our curriculum includes a heavy focus on critical thinking skills.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: Personnel met yesterday, November 13. In attendance was myself, Comm. Martinez, and Dr. Newell. We present to you F-1.

Comm. Irving: All the personnel items are going to be discussed in executive session?

Comm. Cleaves: Yes, personnel items will be discussed in executive session.

OTHER BUSINESS

Comm. Irving: With that said, before we move into executive session, is there any other business that we need to discuss? I do want to just remind the Board members at our meeting on the 28th we are going to be recognizing and honoring the students who had perfect scores on the NJASK. So we're asking all the Board members to show up at 6:00, which I know is a stretch. Some of you guys are going to be working, but whoever can get there. I have to be there. The Superintendent has got to be there. So as soon as he and I show up we're just going to start. That's no disrespect to anyone, but the longer that takes the longer our meeting takes. So as soon as the Superintendent and I show up at 6:00 we're just going to begin that ceremony and start right away. So whenever everyone gets there you guys can just fold yourselves right into the process.

Comm. Cleaves: Also, to all the Commissioners, I'm soliciting your articles for the newsletter.

Comm. Irving: Great. When do you want them?

Comm. Cleaves: The deadline is December 14.

Comm. Irving: So about three and half to four weeks. Cheryl, can you please send an e-mail to the Board members, especially the ones who weren't here this evening, letting them know the deadline for submissions? Comm. Cleaves, I'm going to say if you don't get articles from Board members go with it. I think we still need a newsletter regardless of whether or not we have eight, four, or five. Just so you know we normally choose topics that are of interest to us that we want the public to know. There are no bylines, meaning that your name won't appear in the article. The only person who has a byline is the Board President, but you are free and open to discuss and share any topic you wish.

Comm. Martinez: That was my question, if there was anything in particular that you want covered.

Comm. Irving: It's just your own preference for your slant and your opinion on education in the city.

Comm. Cleaves: We can get you a copy of past ones so you can see.

Comm. Martinez: I guess we can talk about anything in particular we'd like to address collectively so we can divvy responsibility. Perhaps some take on some issues and so on.

Comm. Hodges: Mr. President, with all due respect, the original intent was not just our random opinions but issues that the Board was confronted with. It was supposed to be what the Board is addressing or what the Board is doing. So you can give your opinion on what the Board is doing, but it should be something Board-related and what the Board is confronting. That's the thing. It stemmed from an opportunity to reach out to the community to let them understand what kinds of things were being done by the Board and why.

Comm. Irving: Does that sound cool, Manny?

Comm. Martinez: Good.

Comm. Irving: Comm. Guzman, do you have an announcement?

Comm. Guzman: Yes, I do. I forwarded a flyer to Cheryl for her to show Dr. Evans regarding a presentation that's going to be going on in the city on Tuesday, November 20 at 3:30 p.m. I know the timing is a little hard for those of us who work. I'm going to try to be there. It's called "*From Paterson to Mars.*" It's being presented at Passaic County Community College. I was going to read what the flyer says real quick. "Originally from Peru Mrs. Jacqueline Silva is an Eastside High School graduate from Paterson, New Jersey. Her hard work and dedication have permitted her to work on innovative engineering projects with Lockheed Martin and NASA. Currently she is a mechanical engineer at NASA's jet propulsion laboratory in Pasadena, California." She's going to be coming to Paterson from California and she's going to be doing a presentation. I felt that it was a very good initiative and good information for our children so I asked Dr. Evans if it was possible to distribute it to all the schools. I was told that Eileen Shafer did send out the flyers to all the schools and I'm hoping that the principals sent them out. I'm going to be looking forward to one in my daughter's book bag. It's something that's empowering and motivational for the kids to know that one of our own Paterson students who graduated from Eastside High School is actually working for NASA. I think it's a very good thing and I have the flyer. If anybody wants me to e-mail it to them, I can e-mail it to them.

Comm. Irving: Could you send it to the Board?

Comm. Guzman: Cheryl has it. She can send it to the Board. This is Tuesday, so it's next week. That's why I wanted to make an announcement. It's Tuesday, November 20 at 3:30 p.m. at PCCC's auditorium.

Comm. Irving: Thank you.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that the Board go into executive session immediately following the workshop meeting to discuss personnel and litigation. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 8:14 p.m.