

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

January 9, 2013 – 6:18 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. Wendy Guzman  
Comm. Jonathan Hodges  
\*Comm. Errol Kerr

Comm. Manuel Martinez  
\*Comm. Alex Mendez  
Comm. Kenneth Simmons, Vice President  
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  
January 9, 2013 at 6:00 p.m.  
Administrative Offices  
90 Delaware Avenue  
Paterson, New Jersey**

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

Comm. Irving: We have five presentations and a recommendation in the Superintendent's report, and that's before we get to the public hearing on the HIB and before we get to the resolutions for the workshop and the actions that are on the agenda for this month's meeting. With that said, I'm going to ask the folks who are coming up to present to please give us the nuts and bolts of your presentation. Give us the information we need and allow the Board the time to respond and to have a conversation accordingly.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Verizon Wireless Employee Outreach Program at the Business, Technology, Marketing, and Finance Academy**

Ms. Maria Santa: Good evening to all. Tonight we have with us representatives from Verizon that are sharing information with us because we are about to enter into a partnership with Verizon that will include the Academy for Business, Technology, Marketing and Finance. The way this project came to us is via Ms. Terry Corallo who received communication from Verizon. They reached out to us and expressed their interest in partnering with one of our schools to bring a project that involves selecting students that will participate in a marketing campaign. That campaign involves the students receiving workshops and preparing a marketing campaign to market their Samsung tablet. So today they're here to share information with you on how that process will go. We also have Mr. Kyle Brunson, the principal from BTMF, who is here and he is available to answer any questions you may have in terms of the process that will be followed at the school level if this partnership ensues. So, I would like to welcome Mr. Herbert Perez, Mr. Oscar Minan, and Ms. Suzanne Veraja. Thank you.

Mr. Oscar Minan: Thank you very much. Good evening everybody. It's an honor to be here with the Board of the Paterson School District. As Ms. Santa said a few minutes ago in her introduction myself, Suzanne, which is here next to me, and Herbert Perez are from Verizon Wireless. I am the Northeast Area Marketing Consultant and we're here to present a project that was very interested to the school district and one of the schools. As Ms. Santa said, we approached Ms. Terry Corallo about our project and she was really interested in several elements of the project in particular that you're going to be able to see in my presentation. You already know who we are. As I was saying, I'm in the marketing team for the Northeast area and I oversee all the states from Maine to Virginia and from the ocean to the State of Pennsylvania. We're here today to present you a program that we call the Verizon Wireless Empowerment Program. The first slide is showing you the objective of this program in particular. What we want to do is a Verizon Wireless employee outreach program. What we want to do is there are employees of our company that are coming and they want to show different students in different school districts the importance of having a career. Not only that, but choosing an opportunity to work in a company like ours. This program is also giving the students job experience with Verizon Wireless and you're going to learn a little bit more about how it works. The idea of this program is to empower and to enable students for college and careers. There are several students, including myself, that sometimes in our lives we didn't even have a clear guidance of where we wanted to go. If I didn't have somebody that was able to inspire me and was able to empower me, I would probably not be in front of you giving this presentation and being part of a company like Verizon. What we want to do is we want to make this by deploying technology through mobile learning. I just see Mr. Irving pulling his tablet himself and that makes me proud because it means that definitely is a very important tool.

Comm. Irving: I have AT&T service.

Mr. Minan: That's absolutely great. What I'm trying to say is the importance of having and being connected regardless of the service that you have because there is market for everybody and that's a good point. What we're trying to do here is we want to deploy tablets with the students. We want the students in a specific school in Paterson to utilize tablets because we understand the importance of being connected 24/7. The timing of this program is between January and June and we're trying to have 15-20 students to participate. In the bottom of the slide you can see the program components.

The first element is they will have to interview in order to be selected for the process. They will have biweekly career workshops that Verizon employees will come and give to each of these students to help them determine their career path for the future. Each student will have to present in counterpart a Verizon Wireless project because what we're trying to do to make it exciting is not only giving the tablet to be used for six months free of service, but we also want them to be engaged into a contest which they can also go ahead and win one of these, in addition to a \$5,000 scholarship to go to college. In addition to that, we want them to also have the experience to work for Verizon by giving them the opportunity to work in one of our corporate offices. This is the other element that I was just saying. The student will have the opportunity to work in one of our Verizon Wireless stores and that opportunity will be a paid internship. In addition to the \$5,000 that this first-prize winner will get they will have the opportunity to work for Verizon as an intern and being paid. They will have to obviously develop a project and the project that they have to create will be utilizing their tablet. The idea is to develop a marketing plan for this specific tablet, which is the Samsung Galaxy. The next slide is telling you pretty much the elements of this program. So what we want to do is definitely incorporate into the schools mobile learning. As you guys probably know, it's not the past. It's not the future. It's actually the present. It's happening right now. We are an interconnected community. We all need to have access to the information 24/7. What a tablet does, as you all know, is give you access to that interconnectivity. We want at the same time to return to the community. We understand the importance of doing that. As a company and as a corporation, we want to return to the community of Paterson in this case. We have also volunteers that are going to be Verizon Wireless employees and we are partnering also with Samsung, by the way. So Samsung employees will be also facilitating the workshops. We want also to develop some teacher integration and also parent integration by utilizing social media. We can just ask these questions right away. Who does not have a Facebook page? Who does not Twitter nowadays? Probably nobody - we all have that. So we want to encourage the students to be more and more communicated. Right now this is the way that we are able to get into the future and this is why we can be more competitive in the career world. The next slide is telling you which is the way we're going to select the student winner of this specific contest. Phase I is we have all these students attending to these workshops. Each of them is going to present a project utilizing their tablet and the format to present the project is PowerPoint, like the one that you're seeing in front of you. In addition, they will have to create a 30 to 45-second commercial promoting the tablet. The idea is to develop and encourage them to utilize all the marketing strategies that they have been learning in school, the use of technology, which is really appealing to the younger generation and the cross generations. The idea is also to make them aware that they are competing to get this grand prize. The picture that you're looking at is the graduation ceremony of the Newark Innovation Academy in Newark where the winner won a \$5,000 scholarship that you can see over there and they got the tablet. You have a second and third prize of tablets as well. Some of these kids were not even considering the opportunity to go to college and this is why we're here, because we want to encourage the majority of the population and the students in several schools that may not probably have at a certain point, an idea of where to go. We want to give them some path by interacting with people that are already there. So the first prize will be getting the \$5,000. They will have to present their presentations in our corporate office in Morristown. All the students will be taken to our corporate office in Morristown, New Jersey and they will have to present in the same way I'm doing right now in front of you with their commercial. At that moment once they all complete their presentation a judging panel like you guys will be judging their presentations and they will choose the three that have the highest scores. Those three students' PowerPoint presentation and video will be uploaded into a website. Then the general public, not just the school in Paterson, but

everybody will have the opportunity to vote for their favorite student, which is their favorite presentation and their favorite video. This is the way we're going to choose who is going to be the winner. So the one that receives the majority of the votes will get the \$5,000 scholarship, a new Samsung Galaxy tablet like the one that I have, and then they will have the opportunity to get the summer internship at the Verizon Wireless store. One of the requirements, obviously, is the student will have to be 18 years old by the time that we have the end of the contest, which will be in June. This program will last for six months, as I said before. The second and third place will have a Samsung Galaxy tablet as well. The award ceremony will be awarded at the graduation if that is possible. But if it's not possible we will organize a private graduation ceremony in the specific school that was awarded or that is participating in the program. Moving to the next slide, it's very interesting because what it does is it's telling you how we're going to integrate the tablet utilization. One of the things that we want to do is we not only want the student to use the tablet for the program itself. We want the student to utilize the tablet in their daily classes. We want them to go ahead and take the tablet to school. We want them to do their homework utilizing the tablet. We want them to go ahead and share their findings utilizing the tablet via social networking. The second element is workshops that will educate the students on the use of applications. We not only want them to go ahead and create a PowerPoint presentation and a video, but we want them to discover the world of applications that a tablet can give to all of them. The students will also prepare a marketing plan utilizing the tablet tools. This is where the Verizon Wireless employees will be teaching them how to use the tablet. The students will film a video commercial with the tablet promoting the tablet. The idea is to promote it to themselves. We don't want them to promote it to the outside world, but to promote the tablet to people like them. They commit to post their findings on social media so that way they can increase and gain more experiences and enrich their own experience itself. The other element that is very important is we want the parents to be engaged into the tablet utilization. With that said, we want the kids to go ahead and teach the parents how to use the tablet. We want the parents to go ahead and grab one of these elements and make sure that they connect with the school in making sure that the students are bringing their homework on time, attending classes, and communicating with the school itself. It's a powerful element. The next slide is just giving you an idea of one of the study applications that we're going to utilize with this specific tablet which will definitely help the Paterson School District to raise their students' grades to a higher level, which is utilizing a study application called Study Island. That's what we're going to use. With Study Island the student is able to go ahead and get into math tasks and then the coordinator of the program will be able to see how much time they are spending in that specific question and if they need any help to go ahead and progress to the next question, and if they need any other help in any specific topic. The other application, which I'm putting there as an example, is a model, which is a kind of Facebook but in a very controlled environment. I want to talk about this right at this moment. The tablet is a powerful tool and it has to be used in the right way. We are partnering with a company called Sori which will ensure that the table is locked. By saying that the student will not be able to access any kind of website that means violence or any kind of website that is compromising their integrity as a person. I'm talking about adult websites. The student will not only be secure with that, but at the same time the tablet will be secure in terms that they will not be able to take the tablet outside of the State of New York, New Jersey or Pennsylvania. With that said, if the tablet is lost all the information from the tablet will be locked and lost, and the person who found the tablet in the bus or stole it from the student will not be able to access the student's information at all. Moving to the next item, this is just an example of the workshop schedule and the volunteers that will be participating in the program. I'm not going to stop strongly on this, but I'm just going to mention a couple of elements. First of all, one of the topics that we're going to use is how to manage your money. We want

to teach them information about that. We want to teach them how to interview for a job. We want to let them know how to write a resume, how to create a cover letter. We want to help them determine what career and what college to choose. We want to also teach them how to dress for success. We want them to make sure that when they come to make a presentation or to apply for a job they are dressed the appropriate way, not the way they feel they want to get dressed. We want also to teach them presentation skills. We want them to make sure that they are able to be in front of an audience like the audience that I have right now and be collected and very well prepared to present what they need to present. We want also to help them out to understand the importance of time management in terms of bringing their school assignments on time, being on time where they need to be, preparing and planning for the future, and the importance of internships. Before getting them into our corporate office in Morristown and have them in front of all my corporate vice presidents and executives from Verizon, we will have two sessions where we will have a dry run with them. So we're not going to set them up for failure. We're going to set them up for success. They will be very well prepared in order to be successful in their presentations. The next slide is telling you a little bit of information regarding what are the program benefits. We definitely want to measure and the benefits have to be measured in order to understand that this program makes sense or not. One of the elements that we're going to take into consideration is attendance. Is the attendance of the students growing as a result of using the tablet and being part of this program? Not just in the program but in school itself?

\*Commissioners Kerr and Mendez enter the meeting at 6:30 p.m.

Mr. Minan: Are we triggering the interest of these students to come to school every single day as opposed to dropping school or not going into school? Those are the benefits that we want. We want GPA progress. We want teacher feedback. We want also the program coordinator assessment. We want the people that are involved in this program from the school to go ahead and give us feedback. We want the student counselor to be involved. We want the workshop facilitators to tell us that this student in particular is now more up to speed in their homework and that they are more up to speed participating and being vocal and explaining what their opinion and point of view is. We want also a very high participation in workshops and we want parent involvement. I'm very glad that we have this presentation that includes many of you that are already parents and are interested in what's going on with their kids. The voting page will leverage the results as far as how well they develop into the program. For us it's a very important benefit to return to the community making sure that we're going to make a difference in this specific community in Paterson. We want academic improvement. We want them to go ahead and really understand the importance of choosing a college for their future. We want to increase technology knowledge because right now the person that is not up to speed with technology is living in the past. We want to expand the technology experience into the classroom and this is a very important message. It has been proved already that when you give a tablet to a student the amount of time that they spend on the tablet, not playing Angry Birds, but actually researching is multiplied several times. So it's a very powerful tool that goes beyond the classroom. We're not going to just go ahead and seclude a person to the four walls in this specific location. We're going to go beyond that and that's priceless. Move the school system into a mobile learning alternative. That's the most important benefit that you can ever see because if we have a classroom like this one, for example, and we get it all with laptops when the school is closed after 5:00 p.m. then the laptops are here and the learning process is over. But if we have these specific tablets we can put probably in our backpacks or in our portfolios, take it with me, and use it wherever I want all the time internet connected we go beyond that experience. This partnership is a joint effort between Samsung, Sori, the school and the community. This is my last

slide, which is telling you pretty much what is the program timeline. I'm not going to get very far into this, but I would like to finish by putting a video of this experience that we already presented in the school district in Boston, Massachusetts. That will be the end of my presentation and I will be open for questions.

Comm. Irving: Thank you very much. This was a pretty good topic of discussion in the curriculum committee. Unfortunately, we couldn't get these questions answered, which is why the representative from Verizon is here. I'll entertain any questions from the Board members for Mr. Minan. Are there any questions for Mr. Minan at this time?

**(Video Presentation)**

Comm. Kerr: In our committee meeting last evening the program was lauded. Basically everyone thought it was a great program. But the question was asked whatever the kids may develop through this process, who will be the owners of that?

Mr. Minan: It's a very good question, sir. The kid is the owner of whatever they develop. Their commercial is theirs. We're not going to utilize their commercial to profit out of this. We're not going to utilize their commercial as part of a commercial campaign we're going to launch at all. The only way we're going to utilize their findings and their work, their commercial and PowerPoint is to put them in the website so everybody in the world will be able to see what they can do and vote for them. The only places where those commercials and those PowerPoint presentations will be are in that specific website, which is not a Verizon Wireless sales website at all. We're not going to be selling anything out of that. We're not going to be profiting anything out of that. We're not going to utilize any of these PowerPoint presentations or commercial ideas from them for any of our future campaigns. The idea is just to go ahead and create these fun contests around the utilization of the tablet and not only that, but trigger their curiosity and open their mind to utilize the tablet beyond the classroom.

Comm. Irving: Is each student at each school individually competing? Or is it a team competition?

Mr. Minan: Yes, it's individual. The Boston Public Schools requested to do a team effort. We still have the time to try to do it in teams. We learn as we speak and as we go. The only reason why we decided to steer away from the team scheme is that sometimes we see that this person may work better than the other person and we would really like to have an individual approach where they can develop and we can also measure how they are really improving themselves. It's more difficult and it can be diluted the improvement that a group has over you by yourself improving by utilizing the technology. How is this technology having an impact in your personal life as opposed to a group? Sometimes we can see that the impact that we can have in a group kind of dilutes because I can hide behind one or two that are working harder than me. This is why we steered away from the group option. But if you guys feel strongly that you want to go for the group option obviously we'd like to consider whatever works more or better for the school and this is why we want to have obviously the school input.

Comm. Irving: All the students at the end of the program get to keep the tablets. Am I correct?

Mr. Minan: The students will have the tablets for six months with free service unlimited. Once the program is over the tablet goes back to the school and the school will keep the tablet for the next year when we have the program one more time. Who is going to keep the tablet forever?

Comm. Irving: The winner.

Mr. Minan: Yes, the winners. So number one, number two, and number three we'll give them a brand new tablet. Not the one that they used, a brand new one.

Comm. Hodges: Let me just state, Mr. President, looking over the agenda I will not be asking any questions in regards to the resolutions tonight because I think that there are some substantive issues that need to be covered. So I may submit some questions moving forward, but I will not be asking any questions. That should save you about two hours.

Comm. Irving: Thanks.

Comm. Hodges: Are the students going to be trying to develop their own apps?

Mr. Minan: This is up to the school again. What I present is the option to create a marketing plan and a video commercial. The Boston School District, in particular the John O'Brien School, is a math and science school and they wanted to develop an application and they did that. So we are open to that. If the Board feels strongly that the school should be developing an application as opposed to doing a marketing plan and a commercial, we are totally open for that. This is what I presented in my presentation both options. So if there is a third option that you guys want to explore we are definitely open to discuss that.

Ms. Suzanne Veraja: I just want to add to that. We haven't been doing this program that long. I believe it's just the third year and it started as a marketing program. I work in sales. I support the education vertical for New York Metro. It's been developing as it goes along. It started as teaching kids how to prepare for the working world and we had Verizon employees volunteering from our multicultural team and it was more of a marketing effort. But then when we looked at it closer we realized we should really talk about how to integrate these tablets into the curriculum. We're not educators, so we look for your feedback. We're throwing ideas at you that we think would be valuable like Study Island. It doesn't have to be that one. There is a mutilated of LMS systems you can use. You don't have to pick the ones that we're suggesting. We're just saying that might make sense. So we're open to ideas.

Comm. Hodges: That wasn't my issue. We have an absolute prohibition against teaching programming in this district. I'd love to see that broken. If they were going to be able to keep the apps and maintain ownership of the apps that they develop, then I'm really excited over the program.

\*Comm. Guzman enters the meeting at 6:52 p.m.

Ms. Veraja: On another note we do have a grant contest going on right now through the Verizon Foundation. This is separate from what Oscar is doing, but you definitely want to put your school in for that. It's about exactly what you're talking about. There are going to be five middle schools and five high schools that win in the country. It's a \$10,000 grant. You would put together a team of 10 kids to come up with an idea of an app they'd like to create. Whoever wins that, we partner with MIT and the winners would have MIT come in and teach them how to develop the app. So you definitely want to take notice of that as well.

Comm. Hodges: We won't do that here.

Comm. Irving: Can you just make sure that information gets disseminated to the principal of the BTMF program? I just want to make sure that gets communicated. That sounds like a very interesting program.

Ms. Veraja: It's right on the Verizon Foundation website, but I'll send a flyer as well.

Comm. Hodges: Thank you very much. I appreciate that.

Comm. Mendez: Good evening. I just want to thank you for that great presentation. In case of any damage to the equipment during the program, what will be the steps to follow?

Mr. Minan: Good question. This is our experience. In the three years that we have this program we actually didn't have any tablet being damaged, but actually we had only three tablets lost. That is one tablet per year. When I give a tablet, I expect from the students not only to utilize it and have fun and get all the technology, but I'm looking for accountability as well. We have been discussing with Ms. Santa about how we can come into situations like that and what kind of alternative we want to put together. I talked with our legal department and one of the things we wanted to do is if you as a student want to participate in the program you need to have your parents – father and mother - sign a document saying if I lose the tablet or if I break it then I will have to pay an amount of money to replace that tablet. Because the tablet has been already used we do not expect them to pay the full retail price. We're looking at about a \$100 threshold. The only reason why we're doing this is because we don't want Paterson next year to start not with 20 tablets, as we want to start in 2013, but with 19 because Joe lost his tablet or because Jane threw it into the floor and the tablet got shattered. We don't want the other kids that are coming behind them that are going to have this opportunity and that are going to be really excited to be part of this project because this is worse than word of mouth. Once they know what's going on everybody wants to be part of this. I just came from Newark where we're having this program on the second year. Eastside High School heard about this program in a conversation between educators and they contacted me. They found out my number. I didn't even know them. They invited me over to present this program, not in front of this respected audience, but 300 kids in an auditorium. So I was more nervous than I am right now. I was sweating. Guess what? We only told them this is the program and you have only 20 spaces to fill. Do you know how many people signed up for that program out of 300? 256. So now Eastside High School in Newark is having a big problem and we have to push the kickoff from January 23 to February because they are really trying to be fair and figure out how they are going to put 20 kids out of 256. To your question, I feel that it's kind of unfair that we give 20 tablets and we don't make them accountable. We give them a very powerful tool and say, "You lost it? That's fine. Don't worry about it. We'll get another one." So we want in that matter also to have the parents involved and also be accountable. They have to for the future of Paterson, Newark, or whatever school that we are pitching the program. So to answer your question again, if they lose a tablet they're not going to pay \$300 or \$400 that it may cost. They're going to pay \$100 because it's a used tablet. But we will replace the tablet that was lost with a new one. So we are still absorbing a subsidy over that. Just to make sure, we have several other schools that are participating in this program. We expanded this program to two schools in Boston. We have the New York City Department of Education, which is the biggest district in the United States with 1.1 million students interested in having that and they want us to have this program in the five boroughs of New York, in addition to the two schools in Newark plus Lancaster, Pennsylvania. They have two schools over there. We have one school in Syracuse that we're going to launch and one school in Washington D.C. So this is expanding and we didn't advertise much out of this. People



know about it and they immediately grabbed the phone and started making phone calls. Who do I need to talk to? The phone rings off the hook.

Comm. Teague: Getting back to the commercial piece of it, would you consider at some point on a national level getting all the first-place winners and allowing them to compete for one of those individuals to do a commercial of themselves to put on T.V.? Would you ever consider that?

Mr. Minan: Sir, you're giving me chills right now because that's where I'm going. That's my vision. In the future we would definitely like to open this at possibly a national level and at the state level where one school competes against the other. But in the beginning you may think probably that having this program in three years gives you a lot of knowledge. It does, but we still are learning and to your point that's our vision. In the future we would like to have several schools competing to get a better prize, partnering with other companies as well and such. We are taking first baby steps until we're more mature and we're going to be able to run a marathon pretty soon. The input that we have been receiving from the schools is very valuable because as my partner Suzanne said, she is in the sales part of Verizon and I'm in the marketing part, but we need the input from the educators, from Ms. Santa, from you, from Mr. President, from everybody here. You guys are going to take this program where we need to be and the input that you guys are giving today is absolutely valuable. What you just said a few minutes ago is valuable.

Comm. Hodges: I just wanted to say we have an Eastside High School over here too and an information technology program which this would fit very nicely with. So I'm very interested in what Suzanne had said earlier in terms of helping us move in the direction of programming. It would chip away the iceberg. I would like both your cards.

Mr. Minan: Absolutely. Just a final thought that I would like to leave you with, we're going to use this program for the first six months of the year. That doesn't mean that in the future we won't turn this program into a yearly basis where we have a first draft of people. What's the point of having tablets here in the school for six months and the other six months they're going to be turned off into a closet? It doesn't make sense. So once we have the leverage to go ahead and have this program on an every six month basis we will do. I'm happy to hear the curiosity and the excitement that I can feel from this group of people tonight. Thank you.

Comm. Irving: Thank you.

### **NJASK Spring 2012 Cycle I Final Report**

Dr. Evans: Lauren Kazmark should come forward. We have recently received the final results for NJASK for the fall. As a result, a complete report of assessment for not just NJASK, but including HSPA and some of the other tests that we give, has been prepared and she's going to provide us an overview of that report.

Dr. Lauren Kazmark: Good evening everybody. This is an overview of the state assessments that are given in grades 3-11. That includes grades 3, 4, 5, 6, 7, 8, and 11. 9 and 10 are not given state assessments in New Jersey. The state assessments common assessments across all grades are designed to demonstrate mastery of skills related to the curriculum standards for New Jersey. Where are we as a district? This is a cumulative number for all grades 3-8 and 11. We have 12,790 students with valid scores in grades 3-8 and 11 - 40% proficiency in NJASK 3-8 and HSPA. That was for language arts. 50.6% in mathematics, 12,847 students with valid scores in grades 3-8

and 11. 63.4% proficiency in science just in grades 4-8, 3,876 students tested with valid scores. This is an overview profile in language arts, math, and science demonstrating what we just went over separately. We see upward trends in language arts and math, and a dip in 2011 for science and then going back up in 2012. This is a district aggregate based on grades 3-8 in the first column and then you see grades 3-5 and 6-8 broken out. So you see the middle school concept with scores as well as the elementary 3-5 concept - improvements in all cohorts, some statistically insignificant and some greater. This is a comparison between 2011 and 2012 Zone schools proficiency and above. The reason that we included this is to show some of the initiatives that we put into those Zone schools last year, the kinds of gains that they saw, and then the reasons why we've included additional schools into that concept this year so that they could receive those same kinds of support and initiatives. The next few slides are going to be consisting of the different subgroups and this is going to be just total students. Here's our total student breakout across each grade. This is not a cohort comparison. This is just the third grade students in 2011 and then the third grade students in 2012. Moving up now you see that as a cohort comparison. Again, this is total students. These are the third graders who then became fourth graders and who are now fifth graders and then so forth moving over. This is for mathematics. It's the same concept. This is just the 3-8 and 11 for 2011 and then the new group for 2012 and then a cohort comparison for them for third graders into fourth graders who are now considered fifth graders. Now moving into the subgroup for general education students we see again the same charts, the 2011 group and the 2012 group. You see gains in third grade, eighth grade, and fifth grade that are pretty significant. This is language arts and then a cohort comparison. Again, that's third grade into fourth, fifth into sixth, and seventh into eighth with pretty significant gains. This is mathematics in general education. There were gains across from year to year with different groups of kids and again gains in grades 3, 5, and 11 are pretty significant and then the cohort comparison. This is our special education students who have taken the NJASK or the HSPA excluding kids who take APA. There were gains across grades 4-11 and math as well in grades 4, 6, 7, 8 and 11. High school is showing pretty significant gains. These are LEP students 2011-2012. There were increases in grades 3, 4, 5, 6, 7 and 11 with grade 11 showing pretty significant increases and the same for math.

Comm. Irving: I'm looking at the LEP mathematics. You said there were significant gains.

Dr. Kazmark: I'm sorry - in grade 11.

Comm. Irving: Okay.

Dr. Kazmark: Okay. This is a subgroup comparison of demographic groups. This is what we've just gone through for total students in general education, special education, limited English proficient, current LEP and former LEP. This is NJASK only. The reason the current LEP and former LEP are broken out is that they're both included in a LEP subgroup. When we talk about LEP scores we include both former LEP and current LEP, so this has been broken out. This is the different demographic group breakdowns. This is for mathematics. Again, NJASK only, total general SPED, LEP, current LEP and former LEP, and then in mathematics proficiency and above for demographic groups. This is those same charts for HSPA. These are our grade 11 students - demographic group and mathematics. These next few charts are four-year comparisons for language arts literacy and mathematics total general education, special education, and limited English proficiency. The total students are in the blue, general education in the red, special education in green, and purple for LEP. This grade 3 language arts for NJASK, grade 3 for math, and grade 4 language arts. Again, some

slight increases but for the most part consistent flat growth. Grade 4 science illustrates that dip for that one year and then back up. NJASK grade 5 language arts, grade 5 math, grade 6 language arts, grade 6 math, grade 7 language arts, grade 7 math, grade 8 language arts, grade 8 math, and grade 8 science. This is HSPA for grade 11 language arts and math. These are the final state assessments in addition to NJASK and HSPA that we give in the district. The first one is the access of ELL students, which is a language acquisition test that we give to anybody in a LEP program. These are the percent of students scoring 4.5 and above, which is the benchmark for proficiency with language. Notice in 2011 we tested 3,254 students. In 2012 our valid score number was 3,711. So it's a significant increase and then obviously an increase in the amount of students who have reached that 4.5 and above. This is our biology competency test given to any student currently in a biology class - total students, general education, special education, and LEP. This is our 2011 and 2012 algebra I end-of-course exam showing district proficiency for anybody in an algebra I and algebra II class.

Comm. Hodges: Excuse me. What is this biology competency test measuring?

Dr. Kazmark: It's an end-of-course assessment that the state uses for biology.

Comm. Irving: It started last year.

Dr. Kazmark: No. We've been doing it a few years, maybe five.

Comm. Hodges: So this is the...

Dr. Kazmark: It's an end-of-course assessment that the state gives to anybody that's in any kind of a biology class. It's not called an end-of-course assessment like algebra is, but that's essentially what it is.

Comm. Hodges: This is the end-of-year test.

Dr. Kazmark: Yes, a state assessment. It's secure with the same kind of protocol as HSPA and NJASK.

Comm. Hodges: In biology?

Dr. Kazmark: In biology.

Comm. Irving: And algebra I.

Dr. Kazmark: And algebra. The last year 2012 algebra test was not a state mandate, but we did give it also. That's it. Are there any questions?

Comm. Irving: Oh, Lauren, you know there is.

Dr. Evans: Can I make some comments before we ask the questions?

Comm. Irving: Please do.

Dr. Evans: First of all, I want to call your attention to the fact that we began intervening in the high schools in advance of the major work that we're now doing in our elementary schools. We actually spent our first year and a half restructuring high schools and when you look at the math scores and the English language arts scores you see significant gains that result. I think that's in part an artifact of the fact that we started early. We're

into our second year of intervening in a major way in our elementary schools as illustrated through the work of the University of Pittsburgh's Institute for Learning. In another year or so I expect much greater gains than we're now realizing. When you look at the aggregate scores for grades 3-5 and 6-8 you do see gains. But another part with that data is that when you look at 6-8 in particular in comparison to 3-5 there are clear implications for much more work on our behalf for grades 6-8. It's calling for a different model. As you know, we're currently experimenting with the middle school model in one of our schools with a complementary k-5 arrangement. I'll save my last comment as we proceed. It may surface during your questions.

Comm. Irving: Sure. I always have quite a few, but I'll yield to anyone else if you guys want to start. If not, I'll go.

Comm. Hodges: You know I have questions. I'm struggling to understand this biology end-of-year test over and above the language arts and literacy. I really need to know how the district explains these kinds of test scores for biology. Please be mindful of the fact that that is my major. I just want your explanation as to why we're not doing that well and what we plan to do about addressing this.

Dr. Evans: We are currently exploring the full answer to your question. But as Ms. Riviello and I have discussed, our math and science programs, and two programs that were designed at the state level to help improve performance at those levels, I don't think there has been a full realization of all that was to happen. And that's progressive science and progressive math, two programs that actually changed the order, in the case of science, in which sciences were offered. Physics First is really the hallmark of that program. I think the heavy focus on Physics First probably had a negative impact on the oversight and the teaching and learning that we pay close attention to in the biology and other areas. I think that's one reason and I think a second reason is that state level testing has focused heavily on math and science. There has been a dramatic push over the years to do whatever we can to improve math and English language arts scores sometimes at the cost of biology, not intentionally. It's just that when you're paying more attention to one or two subjects than others, then that means you're not showing as much time and attention because you're limited in terms of the attention that we really need to show to the other subject areas. The third reason I would suggest has to do with the fact that we're talking about critical shortage areas in terms of teachers, particularly in math, the sciences, special education, and English language arts. Finding really strong people in those areas has been a problem nationally, not just in Paterson. But the conversations that Ms. Riviello and I are having, we're talking about whether or not we want to do something different as it relates to progressive math and science, both in terms of the coursework itself and the order of the coursework, but certainly we have to do something with the teaching that occurs in those classes because those scores are deplorable in that area.

Comm. Hodges: Dr. Evans, I don't want to denigrate my own major, but of the sciences this is one of the more manageable, though more interesting, and it's a direct reflection of the investment that you put in terms of time. It doesn't require problem-solving or math. It just requires you really teaching the subject and exposing students to an understanding of order, the environment, nature, and basically you're memorizing facts. That's really what biology is doing. One of the problems I have with the way this is set up tonight is that this document deserves its own meeting.

Dr. Evans: We agree.

Comm. Hodges: We're going to be glancing over all of the details and I am not satisfied with your responses on this. The next thing I really want to do is talk about what we want to do about this. This is not the forum for that given what's going on tonight, so I'm going to back away from this. But I really would like in very short order to schedule a meeting with the Board to discuss this because this has grave implications for us in terms of what the state plans to do with the RACs, their ASDs, on and on.

Comm. Irving: The only comment I just want to add to that is at the tail end of my questions I was going to recommend that. I think to truly understand exactly where we are and where we're going you literally in my opinion have to pull out the four-year comparisons based on grade level and based on discipline. Pull them out page by page and then line them up so we can really see for ourselves exactly where we've gone and where is the cohort going from grade 3 to grade 8...(end of tape) (Beginning of new tape)...explanation do we have that we would see. I mean, I know the explanation for why our kids begin to rise in the third and fourth grades, but then in fifth and sixth grades and seventh grade in particular they start to diminish, and in eighth grade they go back up slightly. It's confusing for me to sit here in this moment to try to figure it out, but I think it's worth a much longer conversation. I think what might be important too is when we have this meeting to actually give Lauren some questions to use that we have in a way to set up the data that might be more palatable. Just in this forum all we can do is flip through. That's just the way the paper is printed, but there might be some way that we might be able to figure out how to atone for the general education population and looking at last year's cohort and laying them out and then go to LEP. For me that would be very helpful.

Comm. Hodges: This is a canary in the coal mine. This is the easiest of the sciences. This is not physics.

Comm. Irving: I hear you, but I think that's just one of the issues or problems.

Comm. Kerr: When I look at some of the schools, I see some precipitous fall between the third and the sixth grade. I just cannot understand how you can account for that - in one year you're falling 15%. I don't get it. The problem is you might say biology is just reading something and trying to memorize it, but if you can't read there is a problem.

Comm. Hodges: Yes, that's my point.

Comm. Kerr: I'm more concerned about language arts because if you can't read biology means nothing.

Comm. Irving: It seems to me though that the HSPA scores in particular we're addressing that and I think the presentation Joanne did earlier this year about what we're doing in math, that to me sounds, as I look at the eleventh grade scores, as comprehensive as we can get to how do we address math. I don't think we're there yet for how we do that with the 3-8 NJASK population. Although you alluded to it, targeting specifically what are the concerns from the 3-5 range and the 5-7 range? I look at the data and it's all over the place. There's no way you can rationally at a glance just try to target what the problem is unless you really sit down and evaluate at each grade level and each cohort exactly what's happening here.

Comm. Kerr: It's very erratic.

Comm. Martinez: The fluctuations are so drastic that it makes you question. I'm looking here at fifth and sixth grade and it looks decent. Then they get into seventh grade and it

drops. So it makes me wonder if there is a disconnect with what's going on in the elementary level and when they get to middle school, sixth, seventh and eighth, is that something that's taking place? The students aren't being prepared well enough in the fifth grade that when they get to sixth grade to handle that work. That's a drastic drop. While I do see gains, they're modest and I believe giving credit where it's due. These gains are not anywhere near substantial enough to mask the deficiencies that are showing here.

Comm. Hodges: What I mean by a canary is that this is an indication of how you're processing information. If you can't read, which is what you're talking about, then we're not getting to computations, analysis of data, and problem-solving in biology. You haven't gotten to that. So if you can't do that, then how do you address chemistry? How do you address physics? That's what Physics First does, it moves you to the analysis before you get to the supposedly more complex science of biology. If we can't do this I'm stunned. I'm not wasting any more time but to say that we really need to have a more comprehensive discussion just on this and talk about next steps, plans, and whatever on top of the analysis that we're receiving. I'm shaken by this.

Comm. Martinez: I agree with Dr. Hodges 100%. I think we can belabor this point all evening, but we need to really pull this apart at a later date. Just for the sake of moving forward we should move on. We have a lot to get to, but we need to really spend significant time addressing this in the future.

Dr. Evans: If I can make a final comment. One of the reasons that we engaged the University of Pittsburgh's Institute for Learning was to address some of the very issues you're raising. They're into their second year with us and when we first brought them in we identified specific grades for them to start with. Some of the grades that you're identifying as problematic are among those grades and they're in their second year of working with them. To say it differently, their job is to teach teachers how to teach so that kids can learn to their potential. That is their job for us and they are extremely good at it. The dips that you're identifying are where they're spending a lot of time. So I would suggest to you that those figures are going to change. That does not address the problem with biology. For me that's a different problem that we definitely need to address in a very different kind of way.

Comm. Irving: Thank you, Dr. Evans. I'm going to let Comm. Mendez comment, but I just want to say this. I'm working with Tineish and Cheryl now to schedule a special meeting on this topic. This is the stuff that excites me about doing this job. We look at this information and we ask, what are we really dealing with here? I think everyone has to understand what we're really dealing with here. I just don't think even for myself this gives us the best snapshot just at this moment about what's here and what we're dealing with. Then we can have an opportunity to talk with Dr. Evans and his staff about some solutions that we have. So Tineish and I are going to try to figure out two dates we're going to have after the regular meeting specifically about this topic because I think this is what we do - to notice trends, make recommendations and suggestions.

Comm. Mendez: I definitely agree that we need more time to digest this data and try to find some solutions. But Dr. Evans, do you think that at this point we're receiving enough professional development to address this topic? Do you think that with the professional development that our staff is receiving at this time we will see a different result in the following year coming up?

Dr. Evans: With the exception of the work that's needed in the sciences that Dr. Hodges and some of you have called attention to, yes. But when we get into higher

level sciences and mathematics we're talking about a different level of intervention. So I would say with that exception, yes. I would also say with some of the sciences and mathematics courses in the high schools the IFL is working with them as well. But they've not taken on the full group or array of subject areas at the high school level yet.

Comm. Kerr: I know there are some parents here this evening who would like to address the Board and they have students here. It's kind of getting late, so I would like to move a motion that we go into public portion, get that off the table, and then get back to our business.

Comm. Irving: Sure. Before I take a second on that motion, let me just say we're going to schedule a meeting on the NJASK Spring 2012 Cycle I Final Report for the 30<sup>th</sup> of this month. So we'll have four Wednesdays in a row. It will be the last meeting this month. It will probably be here. I would love for that meeting, Dr. Evans, to be like a working meeting. So if we can have some staff actually here at the table with us instead of you guys over there. I think it would be pretty advantageous for us to figure out where we are to look at the data, for staff to recommend to the Board what have we seen, and then for us to have some conversation and some direction about where we're moving to, how it's being addressed, or if it's not being addressed what's the plan in place in order to get there. I just wanted to make that clear. We're going to go into public comments, but we're going to have to do two things though. We're going to have to go into public comments and then come back. After the HIB report is done, we need to go into another public portion as well. By law there has to be a hearing on the HIB report although there might not be anyone here for it. If it pleases the rest of the Board, I'll entertain a second to his motion to go into the public portion at this time.

## **PUBLIC COMMENTS**

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

Ms. Irene Sterling: Good evening and Happy New Year to you. This afternoon following Dr. Evans' presentation to the Joint Committee on the Public Schools a community coalition called Paterson Reads had a press conference and you can read all about it in tomorrow's Herald News and Record. We're talking about getting all kids to read on grade level by the end of third grade - a set of strategies that the community is working with you on in support of Dr. Evans' and this Board's work. The piece that I would like to bring to your attention and to have you consider when looking at this data along with the test data is your chronic absentee data. When we look at chronic absenteeism, it is all absences, whether excused or unexcused. We have more than half of our high school kids who are absent 15 days or more. So if you want to look at some of the things that are impacting what we're talking about here on your test scores you need to look at our kids in school in order to receive whatever quality of instruction they're getting in addition to looking at the quality of instruction that they're getting. That's also true at several other grade levels where chronic absenteeism is significant in a number of these schools and really needs to be part of a solution so that teachers have kids in front of them on a consistent basis in order to teach. Thank you.

Comm. Irving: I just want to remind folks who may not be regulars that the public portion is limited to three minutes, so we ask you to stay within the three-minute time. When you hear the clock I will ask you to wrap up.

Mr. Owen Golding: Good evening everyone and thanks for the opportunity.

Ms. Gillian Morris: Good evening, my name is Gillian Morris.

Mr. Golding: Actually we're here to voice our concerns about a couple of incidents that happened with her son.

Ms. Morris: Last year on December 21 the school bus dropped off my son at a different location where he wasn't supposed to be. I called the bus company and they blew me off. I called the case manager. He goes to a special school. He goes to Felician for exceptional children so he wasn't supposed to be alone. The bus company dropped him off. I called the school and his case manager who spoke to the bus company and yesterday again they dropped him off at the same stop that he wasn't supposed to be at. I'm concerned about it and I'm upset. I just want to see what can be done about it.

Comm. Irving: We have a protocol. We're going to ask someone to get with you to find out more information.

Dr. Evans: Which school is it? Ms. Peron will handle it.

Comm. Irving: We will have Ms. Susana Peron sit with you after you're done with your comments to learn more about what's happening and make sure that this does not happen again. I absolutely apologize. This should not be happening and Ms. Peron I know will ensure that we get this taken care of.

Mr. Golding: I just want to add that the reason we're concerned is because it happened twice. A letter was written to the case manager on January 2 and we were basically told it was not going to happen again and they would talk to the staff member. I would like to know, and it does not have to be this evening but later on, what kinds of controls we have put in place to deal with this. Brian has special needs and this is like potential danger for him. It just so happened that his mom gave him a key because of another situation. That's the only reason he got into the house. But if he's taken out of his routine and he had gone back on the street, he doesn't know danger and he doesn't know how to cross the street. This could have been really dangerous. We were satisfied that it would have been taken care of just like you said, but we have to basically know what kinds of controls are in place and what happens on the bus. The other thing is, was there was an incident? Did it escalate? Does anyone know about it? Did anyone know that it happened on December 21? Those are the kinds of questions we're looking to be answered. Again, it's a potentially dangerous situation. It's not just that it's not going to happen again. What is going to be different going forward? Who are these people working on the bus? Do they have a schedule? Is it a daily schedule? Do they have changes? Are they following the changes? Those are the kinds of things we want to be answered.

Comm. Irving: You're absolutely right. You're very right to get those answers and we will ensure that the Board follows up with our administrative staff.

Comm. Hodges: The Board needs a report, Mr. President, because of the recent issue with buses. We need a clear understanding of what changes are going to be implemented so this situation doesn't go on.

Comm. Irving: I'd like to believe that's going to be discussed in executive session at some level or length.

Dr. Evans: Absolutely.



Comm. Irving: Ms. Peron, can you just speak with this family. This is Ms. Susana Peron and she handles the out-of-district placements. She will certainly, not just take your information, but I know she'll get back to you and rectify the situation as soon as possible. Thank you so much for coming this evening.

Ms. Morris: Thank you.

Mr. Golding: Thank you.

Ms. Latura Austin: Good evening ladies and gentlemen. I'm here concerning my daughter Dariale. She attends John F. Kennedy BTMF Academy. My daughter has had altercations with other students inside the school. The last altercation ended up in harassment and her being threatened. I spoke with Mr. Field. I spoke with the detective in the school. I also called down to speak to Dr. Evans. I was switched to Ms. Santa and then to Ms. Huntley's answering machine and nobody has gotten back in contact with me. They're telling me that they want to set up a meeting to recommend her going somewhere else, but I've had enough of meetings. I don't want my daughter to be there another day. They're telling me they're going to put her in in-school suspension. She's missed days because these girls are still harassing her. I'm not understanding why I have to have this meeting. My sister had to also take her son out because he was stabbed, but she didn't have to have a meeting. They automatically signed papers for him to go to another school. I don't feel like my daughter is safe there. I went to Kennedy when I was younger and it's totally different from when I was there. She doesn't want to be there. When you have your child calling you on the phone saying, "Mommy please, I don't want to be here anymore," I don't want my daughter to be there anymore. I don't know why I have to go through all of these procedures and protocols and all of this stuff when I'm a parent concerned for her daughter's safety. Why do I have to go through all of this when it's just a piece of paper that has to be signed for her to just be gone so that she can get her education and not have to be watching her back with people threatening her saying, "Watch your back because we're going to get you." Nowadays you have to take it seriously because these children today don't have any compassion for anything and they will hurt you if they're saying they're going to hurt you.

Dr. Evans: If you would talk with Ms. Santa and give her your details she will follow up with me and the rest of our staff and take care of it for you and with you.

Ms. Austin: Okay. Thank you.

Ms. Carol Dobbins: Good evening, my name is Carol Dobbins. I am a parent, a grandparent, and I am the secretary at Rosa Parks High School. I have some concerns about the testing. I have two children, one senior and one junior, in school and the STAR Assessment is being given. In addition, one of my grandchildren is taking pre-calculus and the other one is taking trigonometry. Then they have these other tests that are being given to see what they've accomplished. I just personally feel from what I've heard from the other parents that they feel that their children are being over-tested. I can understand the STAR Assessment if it's going to do something, but from my understanding it's just a test to see how far advanced they are. I feel that the time and effort that's being put into that would be better spent if there was an after-school program to help these children with their studies. You can test and over-test to get the grades up, but in the end what has it accomplished? It's accomplished something for the next year, but these students are still at a point where they need to learn. So if you have something like that in place I feel that it should be balanced. If you're giving it this

month next month go in and give those students who had that assessment some extra help. I have a problem because I have one that's going to be taking the SAT and the HSPA and is now taking pre-calculus. That's a lot of testing for a child to concentrate on. My grandkids are honor students, but that does not mean that they are over the hump. The same way they've gone up they can come down. I just feel that the over-testing is a hindrance to them rather than a help.

Dr. Evans: The STAR Assessments are designed to actually be used to identify where the kids are doing well and not so well, and are supposed to be used to redesign teaching so that areas where they're not doing well the students can improve. So it sounds perhaps that maybe – because we really need to talk to the teachers and the principals – it may not be used in the way that it was designed. But designed properly it's actually a teaching tool in determining after teaching a series of lessons over a period of weeks did the student get it. That's one of the mechanisms for determining whether or not they got it and if they didn't it identifies where they're weak so re-teaching can occur. That's how it's supposed to be used and it's supposed to be given only once a quarter. It's typically a 15-minute exam done on the computer. So what we will need to do is follow up with the school based upon your concerns, see indeed if it's being implemented with fidelity, and then make whatever adjustments we need to make. I will ensure that we get back with you.

Ms. Dobbins: Thank you.

Reverend Michael McDuffie: To our Superintendent, Deputy Superintendent, Commissioners, our city, and residents, first I want to thank you for your leadership here in the City of Paterson. Thank you. We're praying for all of you to continue the great work that you're doing. We love the network skills. The challenging thoughts and coming together to network makes a tremendous team and we thank God for your leadership. I'm the President of the Paterson Pastor's Workshop and I've changed the name of the workshop to Clergy on Fire. We are a group of churches and faith-based communication who've come together to help give a helping hand to this Paterson district. We're not looking for money. We're not here for bureaucracy and political parties. We're here to help serve the needs of the community, show acts of kindness, and help you out so that you can concentrate on the education process. We have begun a program called the IAAM Initiative. Those are four letters letter – infiltrate, adopt a school, adopt a block, and make disciplined ones. That simply means we are concerned, not just about our church edifice, but about the blocks around our church which means community, store owners keeping our blocks clean, and getting in and networking and partnering with schools so we can make sure the vision of our Superintendent, which trickles down to our Deputy, our leadership team, and our principals comes to pass. We took your vision statement and we indoctrinated it in our churches and these are the churches already working on it. They're already at it. We're already in the schools doing it. We work with the Action Team Network and with your plan. These are the churches we come on behalf of. They are Mount Zion Missionary Baptist Church, the Rock Foundation Ministry Church, Greater Bible Way Church, New Life Evangelistic Church, Teens to be Heard Outreach, Crowned with Glory International Ministries, City of My Partners, Mighty Sons of God Fellowship Church, Harvest Outreach Ministries, Agape Christian Ministries, Holy Tabernacle, Apostolic Church, Healing Tabernacle Love Ministries, Prophetic Church of God, Calvary Baptist Church, Greater Bible Way Church, St. Phillip's Ministry, United Methodist Church, Paterson Assembly of God Church, St. Luke's Baptist Church, Gilmore Tabernacle, Resurrection Kingdom Ministry, Community Baptist Church of Love, Love and Wisdom Inc., Angels Watch Me International Church, Mark E. Dee Ministries, Madison Avenue Reformed Christian Church, the Church of Christ, Insight Ministries, Sons of Thunder,

and a few churches coming along. Even the mosques have reached out to me and we are leading an initiative to help bring your vision to pass. We've put together a 4-day program which will take place on January 18 through January 21. On the 18<sup>th</sup> we're doing a prayer unity service at Harvest Outreach Ministries, which is a church located on 21<sup>st</sup> Avenue. We're showing diversity between Hispanics and Blacks and people coming together in spite of color to pray for all of our leaders. On that Saturday we're doing Teens with a Dream from 9:00 to 3:00 dealing with sex, dating, finance, and bringing teens together. We're also doing our pre-Martin Luther King program for the churches. The guest speaker is Pastor Dr. Alexander McDonald III from Second Baptist Church. On Monday hopefully we'll have a ribbon-cutting ceremony. It was brought to my attention through the leadership of this school district that we want to change the name of Martin Luther King School to Dr. Martin Luther King. I got with Dr. Clayton of the NAACP with Clergy on Fire and made a proposal to this body and brought it to this leadership. Hopefully tonight this Board will approve it and we are able to change the name of the school from Martin Luther King to Dr. Martin Luther King.

Dr. Evans: You have in front of you a resolution that was prepared that actually requests on our behalf and I've signed off on it requesting your support to actually change the name to Dr. Martin Luther King, Jr. Elementary School. I think you had some comments as well, Mr. President.

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

**Resolution to Change Name of Martin Luther King Elementary School**

**WHEREAS**, The Paterson Public School District recognizes Rev. Dr. Martin Luther King, Jr. who was a prominent civil rights advocate and was instrumental through the Civil Rights movement to successfully lead this country from a system of exclusion to one of inclusion; and

**WHEREAS**, if not for the leadership, labor and struggles of Dr. Martin Luther King Jr. through the Civil Right movement vast regions of the United States of America would have remained morally indistinguishable from apartheid South Africa; and

**WHEREAS**, Dr. Martin Luther King, Jr. was an advocate for all people regardless of race, color, sex or age; and

**WHEREAS**, Dr. Martin Luther King, Jr. won the Nobel Peace Prize in recognition of his non-violent approach to rectifying the many ills of this country; and

**WHEREAS**, Paterson, NJ was one of the last venues Dr. Martin Luther King, Jr. visited prior to his untimely and violent death on April 4, 1968; and

**WHEREAS**, it is a testament to the great legacy of Dr. Martin Luther King, Jr. that nearly every major city in the U.S. has a street or school named after him because of his role in American history; and

**WHEREAS**, Dr. Martin Luther King, Jr. academically distinguished himself throughout his educational pursuits graduating from Boston University with a Doctorate of Philosophy in Systematic Theology awarded on June 5, 1955; and

**WHEREAS**, it was fitting for the Paterson Board of Education to recognize Dr. Martin Luther King, Jr. for his educational and humane achievement by naming a Paterson Public School in his honor in alignment with the Bright Futures, Strategic Plan for the Paterson Public School District; and

**BE IT RESOLVED**, that on behalf of the student population at the Martin Luther King School and the citizenry of Paterson, New Jersey, the Paterson Branch of NAACP and the Pastor's Workshop (Clergy on Fire) calls upon the Paterson Board of Education to officially correct, by amending, the name of the school by appending the appropriate title reflective of his academic achievement and leadership so that the school is renamed to **Dr. Martin Luther King, Jr. Elementary School**.

**It was moved by Comm. Martinez, seconded by Comm. Cleaves that the Board adopts the resolution.**

Comm. Hodges: Is this not supposed to go through our school naming...

Comm. Irving: I knew that would be a question you'd have. The school naming committee met via conference call. The four of us had a conversation about this resolution after my conversation with Dr. Hodges. It is the recommendation of the school naming committee that this indeed be brought forth to the Board and passed. The reason why it's being done today is because the wishes of the NAACP and the Paterson Pastor's Workshop was that it happened before the MLK holiday. We do have a special meeting next week that's about security and public safety and I just don't think that this is an appropriate resolution to bring up at that point in time. So between now and the 21<sup>st</sup> this is the only meeting that we can have to actually make this a formal action, but it has gone through the school naming committee.

Comm. Cleaves: For the record, it's not renaming the school. We're just amending the name of the school to include "Dr." in front of it.

Comm. Irving: I think having a school in honor of the Reverend Dr. Martin Luther King, Jr. is an absolute privilege. To amend the name to reflect the credentials which he had, him being an educator and an educated man, but also being a minister and a person of faith only further reinforces who he is.

Comm. Teague: And also the fact that Paterson is one of the last places that he actually came to before he made his transition, before he was taken away from us, I think we owe it to him to make sure we do right by him by all means.

Comm. Irving: Are there any other comments or questions on this?

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

Comm. Cleaves: Yes.

Comm. Guzman: Yes.

Comm. Hodges: Pass.

Comm. Kerr: Absent.

Comm. Martinez: Yes.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Hodges: The concern is I haven't had a chance to read this. I understand that and the reason I'm a stickler for these things is because somebody can hand me something else in the future that I don't want. I do support this, but what I don't support is being given a resolution the night of the meeting and told to vote on it seconds after I've received the information. I'm going to repeat this – this is not something that I would fight. I have no problems with it. I have a lot of problems with how this was handled. So I can't put my name to this even though I heartedly endorse the naming. I will be there for the ceremony, but this is wrong the way this was done. My vote is no.

Comm. Kerr: I abstain. I was not part of the discussion. I really don't know what was discussed.

Comm. Irving: I think principle is important and we all have principles, but what's right is right and I don't even agree. This man gave his life so that I can sit here as a 30-year-old man and be President of this Board. I'm not going to let formalities or anything - give him his just due. My vote is yes.

### **The motion carried.**

Rev. McDuffie: I thank you so much. To Dr. Hodges, he brings a good point. I acknowledge that. I want you to also know that this is an issue that has been on the table for close to eight years with the NAACP. For the first time we brought it to the leadership and they said let's do it because it would make it so pertinent. I appreciate the mercy shown. I appreciate your opinion, Dr. Hodges. I understand that, but I thank god for helping pass this and it shows for one time that the churches can come together with the NAACP and other houses of worship to do something in one accord. Thank you so much to this Board.

\*Comm. Simmons leaves the meeting at 7:50 p.m.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Discussion on Internal Audit Report Findings on Early Childhood Provider Paterson Love Kids Care II Preschool for the 2011-2012 Fiscal Year**

Comm. Irving: I'm going to ask everyone in the back, we just want to continue with the meeting and the only way we can do that is if we get some... I don't have a quorum, so I need someone up here.

Ms. Nancy Aguado-Holtje: Good evening Commissioners, Dr. Evans, and colleagues. The Paterson Internal Audit Unit conducted an audit of Love Kids Care II, a provider participating in the New Jersey Department of Education Preschool Education Program for compliance with the terms of the contract for the 2011-2012 fiscal year. The provider is a non-profit childcare center providing services to the children of Paterson. The center is located at 526 Broadway in Paterson and was budgeted to serve a total of 30 children. The 2011-2012 approved budget totaled \$409,559. As a result of the audit five deficiencies were noted, which I will identify and provide our corrective action and

method of implementation. Finding number one is the district will recover unspent funds of \$12,368.69 from the provider. The method of implementation will be to reduce the tuition payments to the provider. The second finding was the provider charged IRS penalties totaling \$2,420.63.

Comm. Irving: Hold on a second, please. Folks in the back, it is absolutely loud and we need to be able to do our work here. We have a presentation going on so I'm going to ask everyone in the back to please just lower down the cadence just briefly. I understand there are conversations about important issues, but they need to happen and we still need to do our business. Thank you.

Ms. Aguado-Holtje: The corrective action will be that the district will direct the provider to establish sound fiscal controls in managing DOE funding. The district will ensure that IRS payments are made timely and penalties are not charged to us. The district will monitor payment of payroll taxes by continuing to review the general ledger and bank statements for timely and proper payments. The third finding was the auditors noted minor accounting errors. The district will direct the provider to implement fiscal controls and a self-review procedure that will eliminate accounting errors. The method of implementation is to continue to review the general ledger and the expenditure report to ensure accounting controls are in place. The fourth finding was the auditors noted numerous outstanding checks as of year end. The district will direct the provider to review and research old outstanding items on the bank reconciliation for ultimate clearance. The district will determine if un-cleared items represent NJDOE funds. If so, the district will reclaim those funds. The method is to review un-cleared items on their bank reconciliation. The last finding was deficiencies were noted in review of required staff credentials. Our corrective action is that we will continue to do site visits and documentation reviews to ensure all documentation is on file. Our method will be to continue to do site visits and document review. This concludes my presentation. Are there any questions?

Comm. Irving: Oh, yeah. I'm President. I go first. The explanation is just a little vague. I think a few more specifics would be very helpful for me. When we talk about deficiencies and staff credentials, what are we talking about?

Ms. Aguado-Holtje: One person that worked at the center for May and June 2012 did not get the TB shot. That was the finding. They are no longer employed at the center.

Comm. Irving: So that has corrected itself.

Ms. Aguado-Holtje: Correct.

Comm. Irving: The outstanding checks, what are we talking about here? When you hear these audit findings it's always good to know the context of what we're talking about. So when we're talking about outstanding checks, are we talking about checks for vendors? Are we talking about payroll checks?

Ms. Aguado-Holtje: It varies.

Comm. Irving: This provider had a series of outstanding checks.

Ms. Aguado-Holtje: Yes.

Comm. Irving: These checks were put out there and no one was cashing them?

Ms. Aguado-Holtje: Could be.

Comm. Irving: Could be or correct?

Ms. Aguado-Holtje: Both. It could be. We don't know. It doesn't state. It just says that it's to different vendors. It doesn't state the reason why they were never cashed.

Comm. Irving: Do we not do any follow-up? This is our audit.

Ms. Susana Peron: We do. Actually, what happens with findings like this is when they check the general ledger and the reconciliation sometimes they're pressed for time, they're pressed with information, and they may miss some of those outstanding checks. I can go back. I don't attend the audit exit conference so I don't know the specifics of this finding and the specifics of what type of check it was, but I can get that to you.

Comm. Irving: I just think it's important. I don't know if this is as serious as maybe three or four people didn't cash their check before the audit findings were done and maybe reimbursement wasn't done. I don't know. I've just never heard of that type of practice where at the end of a fiscal year any business would have any. You might have one or two if there is some professional development or some service that someone has provided for you and they hold onto it. It's just a little awkward.

Ms. Peron: It depends at the time that they're doing the review.

Comm. Irving: ...audit, yes, which is why it would be very helpful to know.

Ms. Peron: So they may have a list of all the checks and then at the time there's still time for clearance. Something like 2006 is very outdated. So I would really have to get the specifics for that check. I don't have that.

Comm. Irving: It would be very helpful.

Comm. Kerr: Ms. Peron, going back a little we have had this kind of problem with audits before regarding our Early Childhood service providers. I believe we had some discussion before that the district would be helping these providers with their accounting so and on and so forth. I thought we were at the place where it was a standard procedure in terms of our operation. What happened to that?

Ms. Peron: I knew that was going to come up at this meeting, Comm. Kerr. We did develop a tool. We also developed a self-review process for these types of items. We can share that with you perhaps maybe at a fiscal committee meeting. We would do the presentation for you. My team would come in and we'll show you the tool that we developed. Through your recommendations by way of one of these audits we talked about that. We brought it back and we looked at it. Together with my fiscal team we did develop a tool. We will show you the tool. It's a formalized process and it has due dates with the entire process. It's a conversation we need to have and a presentation we need to make to you. So maybe at a fiscal committee meeting we can do that.

Comm. Kerr: But the question I need to ask is, are all our service providers being made aware of this particular tool that is available to them to be used?

Ms. Peron: Yes, they are. The self-review process, that one yes. The tool actually is a little further into detail and those are the providers that have an MOU and are currently

developing a center improvement plan. It's a detailed process. The self-review is for all of them and we implemented that.

Comm. Kerr: At the outset have we explained to these people the problem that situations like this cause us and kind of let them know that they will be sanctioned if they really violate the protocols of accounting?

Ms. Peron: Yes, sir. I believe that some of them have seen by way of what has happened to some of our providers that are not in the collaborative today. Some of that has been a combination of educational, curricular, and fiscal issues as well. If you have fiscal issues to an extent that the center cannot be renewed or has to be closed, I believe that all of them now are more aware of it. We do present to them at the beginning of the year all of the processes that we developed for this type of monitoring and for the type of monitoring in the classroom through the MOU and the CIP. The MOU is the Memorandum of Understanding that outlines all of the issues and the comprehensive program. Then the Center Improvement Plan is worked with them on a quarterly basis. We actually did the first review with them. They were due December 14 so we're going back out to review that one. They get a third opportunity. By the last review they will know if the issues are not resolved, if this is their third MOU, they're in danger of not having a contract renewed.

Comm. Kerr: Thank you.

Comm. Irving: Ms. Peron, I just have one last question. It's just on the finding about the IRS. How much in taxes were they behind?

Ms. Peron: It doesn't state. It's not that they were behind in taxes.

Comm. Irving: They didn't pay their payroll tax.

Ms. Peron: They charged it to us.

Comm. Irving: Was it a procedural error or clerical error?

Ms. Aguado-Holtje: It was \$2,420.63.

Ms. Peron: It was a penalty.

Comm. Irving: That's an IRS penalty.

Ms. Peron: They can't charge the penalty to us so we have to take that money back.

Comm. Irving: Of course. That sounds like a very minor payroll issue to me.

Ms. Peron: It's a small center.

Comm. Irving: If it was \$10,000 or \$15,000, I'd really be concerned because that means it was happening over and over again. Thank you very much. Are there any other questions on this item? Thank you, ladies.



## **Report of Violence, Vandalism, and Harassment, Intimidation, or Bullying Data**

Ms. Kathy Lepore: Good evening Dr. Evans and Board Commissioners. We're about to present the Violence, Vandalism, Substance Abuse, and Harassment, Intimidation, or Bullying Report for the period of January 2012 to June 2012. I think everyone has the report in front of you. It's a PowerPoint. With the Substance Abuse Department we provide school-based best practices in the schools. We have currently 11 certified Student Assistance Coordinators. Formerly we had 24 but we were cut. Currently we have 11, which provide prevention, education, early intervention, and support services in the areas of mental health and substance abuse within the schools. Some of the highlights that I have had in this PowerPoint in regards to this department are school sponsored activities. They're highlighted in red, such as the internet safety and bullying topics, school assembly programs, classroom presentations, role playing activities on ATOD, which is Alcohol, Tobacco, and Other Drugs, and violence. We comply with the New Jersey Department of Education School Violence Awareness Week, the third week in the month of October. We infuse classroom lessons into the academic curriculum. The SACs will go into classrooms and conduct lessons on various topics such as ATOD, violence prevention, mental health, suicide. Collaborative partners we work with within the school district, within Paterson, the county and the state - we work with the County Probation Department, the Sheriff's Department, the Police Department, local treatment facilities, and also Performed Care which we refer out to parents. We also do something like the Comfort Zone Camp. We are involved with DYFS, group counseling by the SACs. We work with the ImmediCenter, which is our contracted provider for medical evaluations, drug screenings, assessments, and treatment referrals. We do parent outreach such as dissemination of parent information materials in English and Spanish, cyber-bullying internet safety, the substance abuse policy, and mental health information. Since you have the report in front of you, I'm sorry I hit the wrong button here. It's on page 9. These are the drug and alcohol cases for 2011-12 and some for 2012-13. Some information that you would be interested in is students have been found positive for a variety of substances. The first one is marijuana. Alcohol comes in second. Then we have had cocaine, Ecstasy, prescription drugs and in one case heroin possession. Students can be found positive in these categories – under the influence, which is the use of substance type, possession, refusal, and sale/distribution. Also on other findings we had more positives than negatives now since we don't have enough SACs. We have poly-substance abusers, which is dual use. This means they could be positive for marijuana and alcohol, marijuana and cocaine, or marijuana and PCP. We have several out-of-district students now found to be positive. We have several students distributing a controlled dangerous substance in the buildings. In 2011-12 this is the second year in row we are second in the state in the number of positives. Some new drug that is out, some new trend is K2 Spice, and now we have hookah pens that are found in the buildings. We try to keep on top of everything regarding that.

Captain James Smith: Is everybody familiar with the hookah pens? I saw that kind of look on everybody's face here like, "hookah what?" The hookah pens look sort of like just a pen, but when you open them up...

Ms. Lepore: This one happens to be a plastic vial. The pen is inside of it. It contains on the outside, if you look at the reading, 12 milligrams of nicotine. Students have been smoking this in the buildings and then passing it around to their friends and distributing it. It costs about \$7.95 to \$10.00 in various bodegas. We found out about this several weeks ago from another school district that has this problem. The next day we got a call because now it's out.

Comm. Irving: It's like electric cigarettes.

Ms. Lepore: If you break it apart there are wires inside. It's a plastic see-through vial and the pen is included inside. It's got a stopper on top and then you open up the stopper and just slide it out.

Capt. Smith: Chris, we do want that pen back though.

Ms. Lepore: If they were left on the desk it would look like an ordinary pen. However, that's the newest thing that's out and I just received an e-mail a few days ago to look out for weed candy like Lifesavers and Gummy Bears and also now weed soda pot. Those are the newest things that are coming out and coming around. Students can look information up on the internet on how to find it and where to find it and so forth. You can't keep up with it. On page 10 are the substance abuse cases and the comparison over the years. I just want to point out that the 2011-12 row is a combination of the reporting period of July 2011 and December 2011, and also January 2012 and June 2012.

Comm. Irving: I hate to do this because I just told Eileen I'd wait until everybody was asked, but I just need clarification, Kathy. I'm sorry. The column says "percentage tested negative." That means the rest tested positive. Am I correct?

Ms. Lepore: Yes.

Comm. Irving: I just want to clarify. We'll have Capt. Smith come up next and then we'll have Mr. Best come up next. Then we'll ask the questions together.

Capt. Smith: I'd like to thank Alan Knight for not leaving and being here to help us with this.

Ms. Lepore: Page 11 of the report is just a comparison of the year 2009-10 with the number of individual interventions conducted by SACs and also referrals. If you look at 2010-11 when SACs were cut they dropped down dramatically as well as the number of referrals. If you notice in 2011-12 they went up because one SAC was called back and started back in February. So those numbers improved. The more we have the more referrals we can conduct in the buildings. That concludes my presentation.

Comm. Irving: Kathy, don't go anywhere because we are going to ask questions at the end.

Capt. Smith: First of all, good evening Commissioners, with the exception of Chris Irving, Deputy Superintendent Shafer, and Lisa Pollak, our esteemed General Counsel. I'd like to present the figures for the violence and vandalism for the year 2011-12. If you notice, it's similar to what Kathy had on the bottom. They're done in six-month intervals, but if you see the 57 and 52 they add up to 109. We did an annual. It was a combination of the two because the state now requires us to report in six-month intervals instead of annually. So you'll be getting within another couple of months the first part of the year from July 1 through December 31 of this year. This includes last year from January to June 30. That's why we're glad we put it in written form also in front of you. As you can see, we had a drop from 2010-11 to almost a little less than the 2008-09 level. I'll be able to answer any questions at the end because T.J. is going to present the last page of the Harassment, Intimidation and Bullying.

Mr. T.J. Best: Thank you, Mr. Irving. The numbers are in front of you, not on the screen. This is for the reporting period of January 2012 through June 2012. We are responsible for reporting six months prior in that period. The total HIB reported were 81 and the number of confirmed HIB cases were actually 28 that were reported to the state. Non-bullying cases were at 53. In addition to this, just reflecting these numbers over the second period you can see that they've gone down dramatically. From the first period of reporting over half has gone down. We continue to do numerous trainings for students, staff, parents and the community at large. We'll be here to answer any questions. Thank you.

Comm. Irving: You have the audacity to make that comment with me sitting here.

Comm. Cleaves: My question I guess is for Capt. Smith regarding the violence vandalism weapons. Does vandalism also consist of students fighting in the classroom and destroying equipment? Is that considered vandalism?

Capt. Smith: If the equipment is damaged, yes.

Comm. Cleaves: What are the repercussions for children destroying the equipment, say computers?

Capt. Smith: If a student destroys a computer the principal calls for a conference with the parents and they seek restitution. If it's a theft of a computer, then it has to go through the juvenile court process, providing the juvenile is below adult age. Then we seek restitution through the court, similar to even if it's an employee, even though it implies here, as you can see recently with the tracking systems that we put in our computers. We take damage and also theft of our equipment very seriously. I think that has had a profound effect on people stealing our computers knowing now the certainty of...(end of tape)

Comm. Kerr: Capt. Smith, good to see you.

Capt. Smith: Good to see you, too.

Comm. Kerr: I'm still baffled and confused by some of these numbers that I'm getting in this report. Is it a monthly report you get from the schools concerning what actually takes place in the school in terms of violence and that kind of stuff?

Capt. Smith: Basically, the way it works is not monthly, but on a daily basis. If an incident occurs they fill out an EVVRS form if it falls under that category. It has to be a reportable offense that's under EVVRS. A shoving match between two students doesn't constitute a reportable offense under EVVRS. However, on a daily basis the schools send it over to us and then when the state system is up, provided that it's up, then we enter it into the state system. In addition to that, we take it one step further. We have a health, safety, and welfare committee with the PEA that does meet monthly. All reports that we receive not only from the school but from their members are then submitted to the health, safety, and worksite safety committee. We then go over it there and it's analyzed by the people, not only on the PEA side, but on our side with representatives such as Chris Sapara-Grant, myself, Laurie Maloney, our Risk Management Officer, their attorney Sasha Wolfe, and Pete Tirri. We go over all of these instances so we can take preventative measures. That's why you see some of the numbers coming down because we act immediately to rectify any of these types of situations, except the situations that happened in the last two days.

Comm. Kerr: When you look at some of these reports and the amount of days kids are suspended because of the acts they committed this number just doesn't fit neatly into that package. If you look at Eastside and Kennedy and what is coming back, look at those reports. The reports are frightening. When I look at this, this is like nothing happens. To be honest with you, this 109 for 2011-12 just doesn't make sense to me. I don't know if the numbers are sanitized. I'm not saying they are.

Capt. Smith: They aren't.

Comm. Kerr: I'm not saying that, but it just doesn't grab me as real.

Capt. Smith: I would say this to you, Comm. Kerr. The majority of our grammar schools don't have any reportable instances of violence because they're handled on the level before. There's better education with us. I remember coming here the first year and I had six aggravated assaults at School 20 from a kindergartener. When I went over there I found out that he didn't get his corn flakes and he hit the teacher on his arm because he wanted another bowl. That doesn't constitute an aggravated assault. They were listing it as that.

Comm. Kerr: It's not violence? The kids get suspended for that?

Capt. Smith: The five-year-old? No. We gave him another bowl of cereal.

Comm. Kerr: If I take a pen as a student and use it to stab another student...

Capt. Smith: That's a different story.

Comm. Kerr: Or if I push another kid as a student and the kid does it in such a way with intent to hurt the kid, what do you consider that?

Capt. Smith: That would be considered an EVVRS report. Depending on the age and also the classification of the child sometimes you might have to do a manifestation determination on that child to see if it fits within his program. The situation that you described there would definitely be a reportable offense, but the situation as I alluded to earlier where somebody just wants another bowl of cereal is not an aggravated assault. That's what it was listed as. Not as a five-year-old, no.

Comm. Kerr: Paterson with our name if it's only 109, we're doing good.

Capt. Smith: Thank you. I appreciate that.

Comm. Mendez: Good afternoon and thank you guys for this great information. The perception that Comm. Kerr has I believe that some of us here on this Board have that perception too. My particular perception is that there have been a lot of incidents inside the school that are not being reported, such as bullying incidents. These should be reported and they try to keep them inside the building. That's a reality.

Capt. Smith: These figures here are in addition to the bullying figures on the back. Do you follow me? They're not inclusive of those bullying figures. Do you know what I'm saying?

Comm. Mendez: What can you do in that case when there is an incident in the building that is not being reported to you or to any other level? That incident is not going to be reflected in this report. There's no way.

Capt. Smith: Here's what we do to combat that problem that you're talking about. A couple of years ago Pete Tirri approached Dr. Evans with the same problem. So when we established our health, safety, and worksite safety committee it was like a dual oversight. Not only an oversight from the administrative team from our end here, but also who had the same questions that you and Comm. Kerr had, that they're not being reported. I said, why don't we do this then? Why don't your members report to the committee any instances where you feel the principal hasn't reported it? If indeed it's a reportable offense we'll add it and then we'll question the principal as to why it wasn't reported. So we have dual oversight here. We have oversight from the PEA plus we have oversight on the administrative side here. They want it reported to PEA. They want everything accurately depicted because they want a safe, caring, and orderly environment such as what Dr. Evans wants. So when we get that I determine and look at what's reported. Plus there are some that may be mis-categorized. Somebody might say a kid was assaulted two blocks from the school. Although that might warrant a serious incident report, Comm. Kerr, it's not an EVVRS report because it didn't occur on school property. We have to make sure we follow the parameters that are set up in the EVVRS. So we do all we can on our end. If there's an incident that you know of that isn't reported naturally it can be reported with us and we'll include it and bring it to the committee. We'll add it to it and we'll do what we have to do. But we conduct all kinds of trainings and mediations. Parents have sat in all the time in all the different high schools and grammar schools. We have a hearing officer that goes around to each school. At one time it was Carol Smeltzer and now it's Rich Sanducci. He goes around from school to school for hearings on any of these types of cases and sits with the parents. So we attack it from a variety of venues.

Comm. Mendez: What are we doing with this information? What kind of plan do we have with the parents directly? What type of activity? I see that you're working on partnerships. You have collaboration from the Sheriff's Department and the Police Department. More specifically from the Sheriff's Department part, what are we doing with the parents right now? Are we having any type of forum with the parents? I have done that. Last year I conducted a gang awareness forum at the Paterson Museum and I had the opportunity to have almost 300 parents there because they want information. They want to know what's going on with our youth. They want to know what's going on inside the schools because they don't have that information. It's hard for them to get that information on the new drugs and all those kinds of problems that we're facing with our youth right now. So I believe that we should focus our efforts to work with the parents a little bit more. I don't know what kind of plan you have directly right now, but that will work. If we're working in partnership with the Sheriff's Department, we have already what we need to conduct different forums with the parents from 6:00 to 7:00 after work in different locations.

Capt. Smith: Let me give you just a little insight into that. Not only just acts of violence, but acts of substance abuse with Kathy Lepore, I have to compliment Kathy that she has night hours here from when parents can come in and address things because a lot of parents are working during the day and not afforded the luxury of coming during the daytime. She has these types of situations that warrants a parent to come in and I've seen her here many nights sitting down and going over with parents. You yourself referred a few cases to me where I called up the parent and had them come in and address whatever concern they had. This goes not only to PTOs and parents where they request that we come out there. I'm seven days a week, twenty four hours a day and no overtime. So I want you to understand that we go out there and we service the needs of the community.

Comm. Irving: Capt. Smith, I'm going to give you a break. I have a question for Kathy and T.J. Kathy, I'm just looking at the numbers and we have 11 SACs in the district and they cover work in all 53 schools.

Ms. Lepore: No. All schools, except the k-4 schools.

Comm. Irving: So we have SACs in all the high schools.

Ms. Lepore: Yes.

Comm. Irving: But what does the data tell us about when kids really start to experiment with this stuff?

Ms. Lepore: Depending on the surveys you'll find them in the middle schools and you'll find them in the high schools. It's just all over. Kids experiment and that's what they do. We've seen down to seventh graders. We have seventh graders in treatment programs and in after-school programs. We had one in a residential program last year. You cannot say it's in one grade or another. It's in all grades and whenever we find them we find them.

Comm. Irving: The point I'm just trying to make is that I know we did the reduction in SACs two and a half years ago and we did it with the staff as well. Then we were able to bring back staff and World Language teachers. I think, Dr. Evans, we really need to have a very long conversation about the roles that SACs play in this district and the frequency for what these kids nowadays are confronting. They're getting all types of gateway-type substances that can introduce them to other issues. I think as we start to construct the budget for next year we have to consider adding at least a handful more. Kathy, I don't know your staffing structure, but we definitely need them in the middle schools without a doubt.

Ms. Lepore: We all have someone assigned to a middle school, but it may be just one day a week.

Comm. Irving: That's not enough.

Ms. Lepore: I know. In some instances, for example School 9 has someone there two days a week because it's 1,000 students. However, we cannot predict what school is going to have a problem. We had some last year in a school and it dealt with distribution besides being in possession.

Comm. Irving: The SACs are the ones who are helping to facilitate that piece?

Ms. Lepore: Yes.

Comm. Irving: Got it. I think it's important that we just understand the role that SACs play. I work with a great deal of them in the state. With all due respect to security and law enforcement, the Student Assistance Coordinators are trained to not just intervene but also to counsel. I think that's a big difference. A police officer may be the most well-meaning, caring police officer, but they still have a certain level of authority that might be a bridge for some kids. I just want the Board and even the Superintendent and the Deputy to understand that this role is not one we can take lightly. The school climate, as we know, is absolutely important when we're talking about the quality of education for kids. I would love to have a much longer conversation, Dr. Evans, about how we look at school climate and the role that SACs play in that. We have to get back to a number

that at least makes their role – with all due respect Kathy – truly meaningful and purposeful to really impact kids in the district. To go from 10,000 interventions, which I can look at that number and say an intervention might be as simple as counseling a child because they're feeling bad to as big as finding someone treatment options. But the truth of the matter is if they're there they're able to intervene. So the more staff we have the more services we can provide the kids who might otherwise find themselves in the higher grades. The middle school grades are the point I want to get at. The middle school grades are really my concern because with all these recreational “fun” drugs that these kids play with such as candy, cola, and brownies, this is not smoking a cigarette, smoking a joint, or snorting anything up your nose. Kids find this behavior to be less stringent and severe than shooting up or putting something in your arm. They can eat some candy. They can put bath salts on their tongue and do all types of stuff. So I really want this recommendation to truly be heard, Dr. Evans. I think we really have to begin to readdress the substance abuse component in our district and the numbers that are here show it. When 60% of our kids are being tested positive for drugs in any given year we can clearly have some impact by providing some more education. That's just a comment I want to make and then I just have a question for Mr. Best.

Comm. Kerr: Let me just make a quick comment. We are a district that likes to talk about data and clearly the data presented tonight shows that there is a clear correlation between the increase in the use of the drugs by our kids with the decrease of the SACs in the schools. There's absolutely no question about that. So I want to agree with you, Mr. President, that this is a situation. I know if I ask you a direct question maybe I understand the Superintendent may not want to answer it. I'm not going to put you on the spot. I'm not going to do it.

Comm. Irving: You won't, but I know somebody who might.

Comm. Kerr: We really need to look into this area because the facts are the facts and the data is the data. We need to have more SACs in the schools where they can counsel and help our kids to stay straight from involvement with these particular drugs. We have to do something. I don't know if you feel the urgency to do it, but I do and I think that's something that we need to look at.

Comm. Irving: Thank you. Mr. Best, my question just has to do with the harassment, intimidation, and bullying. I know that at least at this point in time that's your role presently, right?

Mr. Best: Yes.

Comm. Irving: Thank you.

Comm. Kerr: That's just one of.

Comm. Irving: But I do not want to take lightly the level of reporting that this law says must be done that is not happening in this district. The law clearly states upon every act of bullying. If we have 28 confirmed, I do not recall a single moment at a Board meeting receiving a report on any of these 28 instances. Nor do I recall in the year prior to receiving a single report of any 65 since the law has been initiated.

Mr. Best: I'm going to just again say that this reporting cycle is for the previous year. I assumed this responsibility at the end of September. It was our understanding that due to the fact that we are a state-operated school district that the Superintendent has the ability to confirm and affirm those cases. We're actually in the process now of getting

formal approval from the State Department of Education. That's the presumption that we were working from.

Comm. Irving: That's the wrong presumption. There are particular reporting procedures and where this has to go is not just the Board. It's also the parents and there are specific deadlines associated with it. At the end of every single incident it has to be reported to the Board at the next Board meeting. Dr. Evans, we haven't done so. I go back to this law because many of you guys know I do this work around the country professionally. Kathy knows. She's seen my company's work with the SAC Association of New Jersey about the anti-bullying law and making sure that districts are in compliance. It kills me and pains me to go to other districts and to do presentations about how they can be in compliance and to know that we're not. Folks need to understand the liability to this is so severe. All it takes is one small incident for a parent or someone to get a high-priced lawyer and to go to town. Case in point, the law states that the Board has to be trained on the HIB law. I don't know about you guys, but we have not sat down as a body to do so. In addition to that, each school has to have two hours of mandatory suicide prevention every single year. So staff has to be trained on suicide prevention every single year and has to know that. These are all the things that I go and tell other people that they have to do. In this district, I want to make sure that moving forward we indeed do so. So by the next Board meeting we need to see a report at least for the last month. If there has been none, then there are none, but every month there needs to be a report given to the Board on the HIB occurrences or the occurrences that have been designated as harassment, intimidation or bullying. It might be some work on your end, but unless those come to the Board technically we're not in compliance at all with it because the reports have not been submitted to the Board. You can submit them to the State District Superintendent all you want, but the law says the Board of Education. It does not say anything about state-operated school districts, school districts that are not under state control or locally controlled. It says a reporting procedure that has the Superintendent and then the Board. Dr. Evans, I just want to make sure I'm clear with you that these reports have to start coming to the Board.

Dr. Evans: We understand. We're working through the process now. There really was initially a misunderstanding of what those requirements were until actually T.J. assumed the role. He and Lisa together have clarified for us what the requirements are. That's been cleared up and we're refining the process and will begin the reporting very soon.

Comm. Irving: Dr. Evans, we had two district anti-bullying coordinators before T.J. even came into the position.

Comm. Hodges: And a presentation when this was rolled out right here in this room.

Comm. Irving: Absolutely. I'm sorry. I can't cosign that. Whoever is in that role should know the reporting procedures. I know Mr. McCollum when he was in that role went to the state training. He was there because my associate director was in that room with him. I know Mrs. Jones went to the statewide conference on bullying. I know because my company runs the statewide conference on bullying. So I'm sorry. The reporting has to begin and if we don't do it this Board finds itself in a very bad place. When I get a report that says we have 28 occurrences and we're doing the best we can to make sure that we follow the protocols, we're not doing it and we have to. I'm not going to let this go. I do expect by the next Board meeting to have a report for the HIB cases that have occurred in this district because the law says we have to.



Comm. Hodges: I guess my questions are for the Superintendent. If there is severe damage to a classroom and equipment secondary to a fight, would that be something that the Board gets notified of?

Dr. Evans: It depends on circumstances. If you're asking if we should report every fight or every situation where there's damage, that's one question. I'm really not understanding the question.

Comm. Hodges: The combination of damage to a classroom and equipment as a result of a fight. This isn't a fight where someone knocks over a chair. But if there's significant damage, is that something that the Board would get?

Dr. Evans: It may very well. I'd have to hear specific circumstances before I can answer that definitively.

Comm. Irving: Is there a circumstance that you're speaking of, Dr. Hodges?

Comm. Hodges: I think what needs to happen is more information needs to be given when more information is obtained. The reason I raise the issue is like Mr. Kerr I have some discomfort with some of the numbers and some of the information that we've gotten. Historically that has been a problem and I don't really see the incentive on the district's part to submit numbers like that given the whole procedure, which is one of the problems I have with the law in the first place. This particular incident that may or may not have occurred may cost the district a lot of money in terms of damage to equipment and so forth, and I think the Board should not be kept in the dark about those kinds of things. Increasingly, I'm getting information from this school and that school that we're not hearing from your office and that's disturbing. This is yet another event that came to my attention recently. I didn't have the information myself. It was shown to me so I'm going to let the information reach you in another form. But it troubles me because of the amount of damage that occurred, presumably, and the fact that the Board was not made aware this kind of thing happened.

Comm. Irving: I don't want to belabor this, but I have to go back because even the report that we have here I would challenge does not satisfy the requirements for the biannual reporting to the school district because the Board hasn't received the actual reports for the instances of bullying in the district. So while we have a spreadsheet that says how many were HIB related and confirmed there's a presumption that the Board has received the actual reports during the course of the year. We're mandated by law to have two reporting cycles during the course of the year. Am I right, Mr. Best? You just came into this and you know this. The reporting is just a summation of what the Board has received during that cycle. We have not received any reports. I just want you guys to grasp this. This is not cute stuff. There's a school district in South Jersey that just settled a lawsuit with a family. I believe it was a six-figure lawsuit, but it was because the reporting procedure had not been followed and no one reported the incident to the school. So we really do need to see exactly where we come as far as these reports. This should be done because the school should have done them and there should have been some end report given to the Superintendent who is the first person who should have received the report when they're completed. It should be as simple as asking the school district coordinator to give the reports to whomever is now coordinating it.

Mr. Best: We actually have all of the information that you speak of. We do have the information. We've been following all of the procedures that we felt at the time were necessary with the exception of the one that you're speaking of in particular. There are

actually four separate documents and reports that go into one HIB incident. You have the initial written report which comes as soon as someone finds out whatever that incident is. Anyone can report that. It could be the student themselves, a person who witnesses it, even if it's a janitor or security guard. Whoever witnesses it has a responsibility to report it, which is why all staff in the district has to be trained. It does say that in our policy as well. Then we have two days to begin an investigation after the initial written report was done by whatever staff member or student. Then we have 10 days to complete the investigation and then another two days for that to go up to the Superintendent or in this case the Assistant Superintendent to confirm the case. After that's confirmed then it comes down to the anti-bullying specialist for the district with a checklist to make sure that all of the steps were followed throughout the process. We then report that to the state and keep it in a binder in our office. That's the current process.

Comm. Irving: It goes to the Superintendent and to the Board. Then it goes to the state. I just want to make sure we're clear. It goes to the Superintendent, then to the Board, and then to the state.

Mr. Best: Okay.

Comm. Teague: Being a freshman Board member, I'm still feeling my way here and I'm trying to figure out the process by the SACs and how they go about finding that a student is using drugs to be able to test the students to get to the numbers.

Ms. Lepore: What happens is we have a behavioral checklist and we're required by code to conduct trainings to the staff annually in which they will go over a variety of issues regarding referrals to the SACs and the behavioral checklist, how to complete it, where to forward it and the procedures. From there once a staff member submits a behavioral checklist to the building principal they contact the SAC or designee in the building and then they proceed with them sending it out. It indicates observable signs and symptoms and behaviors that the student exhibits at the time or the staff member feels or believes that the student is under the influence at the time. They cannot use it as a discipline tool or threaten students, such as "Johnny, if you don't behave I'm going to send you out for a drug test." We tell them specifically it must be done in good faith. Otherwise, we have a problem.

Comm. Irving: Are there any other questions? I thank you three for the report and the information that you've given. I appreciate it. Thank you very much.

### **Discussion on Resolution No. A-1**

Comm. Irving: Dr. Evans, before we move on to Item E, I do want to be aware that we have six more items to go before we get to the items requiring a vote and we do have someone from NJCDC here who has been waiting now almost three hours. I'll be honest with you. If we wait any longer we'll be here at least another hour and a half, and it is what it is. So if it's okay with the Board, I would like just to go to A-1 to ask whatever questions we have of the representatives from NJCDC and then we can go back to the security report. I just want to be conscious of their time. So Mr. Gowdy, if you want to come forward I'm going to just read A-1 and then share with the Board some of the questions that came up in the curriculum committee meeting. A-1 is an action item to approve the continuation of the partnership with New Jersey Community Development Corporation to provide leadership and oversight related to transportation related and innovative programming for the Garrett Morgan Academy for the 2012-2013 school year in an amount not to exceed \$65,000.00. With that said, I do want to

acknowledge that this partnership already exists and this is coming to the Board after the agreement has been signed. Yet, there are still questions that I know several of us had. Mr. Gowdy, one of the questions that I know I had was dealing with the school committee. I forgot the name.

Mr. Gowdy: Partnership Council.

Comm. Irving: Yes. We just want to know who is a part of that Partnership Council. How often do they meet? In addition to that, I know the other question I had was about the fundraising piece. As part of the memorandum of understanding or contract we have with each other NJCDC is supposed to help assist in raising funds for the school as well. Who's on the council? What partnerships has NJCDC brought to the table? How does that amass to dollars?

Mr. Gowdy: First of all, good evening everyone. As far as the Partnership Council is concerned, it usually meets about three times a year. The representatives are individuals whether it's companies, businesses, colleges, and universities that all deal with some aspect related to the theme of the school, which is science, transportation, and engineering. For example, BMW has been one of our long-standing Partnership Council members. There are also State Farm Insurance, Rutgers University, Kean University, and New Jersey Transit. So we have about maybe 10 different representatives on the Partnership Council. Part of their role serving on the council is to help provide resources directly to the school and the resources aren't just dollars. They are also volunteers and people resources as well to support the teachers, the learning and the theme of the school. One example of the types of resources and partnership we have is actually very similar to the presentation that was done with Verizon. One of our Partnership Council members that I mentioned, BMW, is working with the senior class this year and they're doing a full-blown project with the seniors where they're actually doing field trips, having students come down to BMW, sit with professionals who work for the company and for the organization to learn about engineering and the things that they do on a corporate level. They do job shadowing events. They actually bring individuals to the school and actually work with the students for about three or four months on an actual project. This year the project that they're working on is related to texting and driving, and also trying to develop some innovations within the Mini Cooper, which is one of the BMW cars. So the students are learning everything they can about the cars, doing research on fatalities and incidents that occur with driving and texting, they're actually going to design whether it's technology, software, programming and they're going to prototype whatever it is that they are doing and present that at BMW in about three months as part of a group project. So as opposed to the way Verizon is doing it, we're doing it as a group project with the students. Our goal is to with every single grade level do a project like that with members of the Partnership Council. In addition to that, we also try to get the Partnership Council to sponsor different events for the school. Garrett Morgan is always participating in a robotics competition. Between registration, transportation, and everything else it costs between \$10,000 and \$15,000 for students to participate in a robotics competition. So, part of what we do is to get our Partnership Council members to come on board as sponsors so that the students can participate in those competitions or in that particular competition on a yearly basis. They'll be doing that again this year. In addition to that, we also get our Partnership Council members to provide funding so that we can give scholarships out to all the seniors who are graduating from Garrett Morgan on an annual basis, sponsor our award ceremony, and our graduation dinner as well. Those are some of the things that the Partnership Council does and some of the resources that we bring in as well. In addition to the cash resources we also have mentoring programs. One of our partners

is State Farm Insurance. They come in and mentor our seniors during the course of the year and they're also a great sponsor for us during our senior awards dinner also.

Comm. Kerr: One of the questions that was asked in our meeting is that we are now asked to vote for this resolution to continue the program. However, we never got a report as to the success of the program. We don't know anything about the program. So we being asked now to vote for its continuation, it is very unfair. I'm not saying NJCDC did not report. I don't know if you did report. I don't know in terms of the district. We never got it. So how can we improve that piece? A program like that we all know what is happening. We know the success rate. We know what needs to be done. Therefore, when something like that comes before the Board it's an automatic.

Mr. Gowdy: Last year one of the projects that we worked on was a four-year strategic plan. I think out of that particular project there are a number of benchmarks and activities that we said we were going to do to help support the school. So I think on an annual basis we can provide in written form and in presentation form to Dr. Evans and to the Board on the progress that we're making in implementing that strategic plan. That strategic plan also dovetails very nicely with the MOU and the things that we said we were going to do. It just kind of takes it to another level and provides some of that information that you're requesting. It's actually built into implementation of that plan.

Comm. Kerr: It's actually in there now?

Mr. Gowdy: Some of that information is in the plan. Last year we did a needs assessment and we did add some information in there. It's about a 20-page document which we can forward to you as well to Dr. Evans. It basically outlines all of the things that we're going to do, the needs that we've identified in the school based on talking to staff, students, teachers, parents, and our Partnership Council as well and the plan that we're going to put in place moving forward. That's something that we can provide.

Comm. Kerr: That would definitely be helpful to the Board so we know exactly what is happening and get that information to help in whatever way we can. Things have been thrown at us so many times and unfairly so. Sometimes we'll vote on these things just because of good will. We say yes, but in truth and in fact we do not have the information that we need to have in order to say yes or no.

Mr. Gowdy: That's not a problem. We collect data on all the partnerships that we have and we would have no problem sharing that information.

Comm. Irving: Are there any other questions on A-1? Thank you, Mr. Gowdy.

Mr. Gowdy: Thank you and good night everyone.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Security in the Schools**

Dr. Evans: I will be brief. What we have for you tonight is the first draft of the School Safety and Security Report that I indicated to you in one of our previous meetings that we would prepare and bring to the Board. We're simply providing it for you tonight to review in anticipation of next week's meeting when we will engage you in discussion in a more complete review of the information that's in it. If you could refer to that and go to page 3, you see a very brief outline of the material that's included therein. What I asked Ms. Shafer to do was to review what we currently have in place, what we are currently

doing to ensure that our schools are safe and the first part of this plan does that. It reviews the security guards, and we have three tiers of security guards in place, it gets into other measures including the locks and how we're handling that, PA systems, procedures, and those kinds of things, which are represented in the first three bullets. It gets into bus safety and crisis communication. Then I've asked her to develop some recommendations for us to consider moving forward. That should present a venue through which conversation and discussion can follow and the Board can make recommendations, react to what's here, and ultimately provide guidance to us as it relates to what you feel we should do in terms of the plan. You may determine after reviewing it that what we have in place is sufficient or you may determine that we need more in specific areas. Similarly, we have engaged other groups. In fact, Ms. Shafer and I met with PEA recently and shared with them what we were doing and asked for their input. They actually gave us a number of suggestions and I think those have been reflected in here. Lastly, there is a community forum that's scheduled to follow the Board workshop that will then engage the community and ask for some feedback as well. So we ask that you review it. If you have any questions between now and the Board workshop where we will discuss this in greater depth feel free to call Ms. Shafer and she can entertain those questions. Or you may hold them until the workshop when we obviously engage in discussion around it.

Comm. Irving: Great. I ask everyone to please take a look at the draft report and come ready for next week Wednesday so we can fully discuss this. I assume, Dr. Evans, Captain Smith will also be at that meeting as well as Ms. Shafer and the folks who are part of this committee as well.

Dr. Evans: Correct.

Comm. Irving: Very good.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Dr. Evans: I have three or four very brief items in the interest of time. First of all, today at International High School we hosted the Joint Committee on the Public Schools Subcommittee on Data, Research, and Evaluation. Some of you were there and I appreciated you being there. In that activity I was asked to provide an overview of where we were in terms of our student outcomes. Some of the outcomes you saw tonight were represented there, as well as some additional information regarding what we were doing. But my point is I thank each and every one of you who were there. There were some Board members there. Irene Sterling was there and a number of other folk providing support for us as we move through that plan. The report was very well received by the subcommittee and while they had some tough questions relating to some of what we were doing they applauded our effort. So we appreciate that. The second item actually was an exercise that followed the subcommittee meeting. The PEF led by Irene Sterling held a press conference on Paterson Reads. You have a flyer, a copy of the actual press release, and some attached information. I think some of you have already looked at it and seen it and you received it through other means as well. It delineated the support that's being provided for helping us to help all our youngsters to read on grade level by grade 3 and that is the focus of that work. There are a number of partners that the PEF and others have engaged to work with PEF and the district to make this happen. So I thank Ms. Sterling and the PEF, as well as the Paterson Alliance, for helping to make this possible. Over the past week unfortunately we've suffered a couple of losses, one of which involves the young lady that we all have been involved with to some degree, Onyx Williams. Just for the Board's sake, a number of questions have been asked. We're still waiting for a final report from the Rutherford

Police Department before we make any formal statements in terms of next steps. I anticipate that there would be next steps, which may include our own investigation as well. But at some point in the very near future and perhaps as early as next week in the workshop meeting we should bring the Board together in executive session and share with you the information that has come to us, where we are, and what we're doing. But we're waiting now to get the final report from the Rutherford Police Department.

Comm. Irving: I think it would be advantageous to share with the Board what we know so far in executive session tonight.

Dr. Evans: Okay. We can do that.

Comm. Irving: It's been too much time between last week and now to wait another week to get information. I don't know if Captain Smith needs to be in executive session to share what he's doing on his end. I just don't feel comfortable honestly with everything that's going on waiting that long to hear this information. Even if you told us we know what happened on day one, I'd rather at least the Board know what we know at this point in time.

Dr. Evans: We can do that. I was just checking to make sure it was on the agenda and executive session is on the agenda.

Comm. Irving: So Captain Smith, hunker down. You're hanging with the Board late.

Dr. Evans: The other loss is Ms. Brenda Patterson's father. Mr. Bascom Patterson passed recently and I think Mrs. Jones has shared information regarding the services for Friday and Saturday. I just wanted to make sure everyone got that and will pay their respects. Thank you. That concludes my report.

Comm. Irving: Are there any questions for Dr. Evans on his report? Dr. Evans, I want to first go back to this real quick and just say I thank you and Ms. Shafer for actually being very timely for putting this together. You said you'd do it within a week and a half and this is pretty substantial. I thumbed through it. I think the biggest piece I'm going to be looking for is just some recommendations and I don't know if that's in here. Ms. Shafer, for me it would be very helpful if at that meeting you come with some recommendations that you're recommending to the Board just as kind of a launching point and starting point for conversation. That's the only thing on that. I just want to say thank you for a job well done and getting this together in a week and a half.

Ms. Shafer: Thank you. I just wanted to say there are some recommendations in there, but we're going to be also meeting with principals next week to get their recommendations. We want the Board to give recommendations. We're having the community forum with recommendations. Then we'll come back to the Board, go over all of these recommendations, and then see what we need to add, delete, and so on.

Comm. Kerr: So it's still a work in progress. I know this is presented as a basic outline of where we're going and what we need. But there are some schools that need to be addressed as entities by themselves. There are some schools that are more at risk to some of the ills of society than others and in those schools where we have more incidents of violence and so on I would like for us to tailor security plans for those schools. I'd like to see something like that included.

Comm. Hodges: I'm less interested in recommendations at this point than I am a philosophy or an approach to have that fleshed out, which will then give you a direction

to follow. One of the concerns that I have, and I mentioned this before, is people do stupid things around a crisis period in terms of their judgments, laws, rules, and regulations – things that if they had taken additional time they would have thought better of. That's why I'm loathed to jump. We have all these Megan's Law and all these other things which sound good at the time the issues are going on, but when you stop and think about the actual long-term results they make absolutely no sense and don't serve the purpose that they were initially intended. They were done because in the crucible of the event it looked good for the politicians and also for the press. That's the absolute wrong time to be making those plans. What you really need to do, from my point of view, is to really firm up a philosophy and bring in the community around those kinds of discussions. From that you craft, as Mr. Kerr says, what we need to do here and what we need to do there as opposed to this type of thing. That to me makes much more sense than just addressing this. In the heat of this event people want to do everything, but everything might not be to our benefit, we can't afford it, and it doesn't necessarily make sense over the long term. I don't want to hear the word "recommendation" because people are going to say, "Yes, let's do that and that." Who can say no? Who wants to say, "Let's not do that," and have something happen? That's the problem with that approach. I'm not going to go any further. That's the point I'm trying to make.

Comm. Irving: I'm going to say this because I'm not sure if anybody on your staff will and this Board's job is to point out what may not be obvious. While I think you gave an excellent presentation today, and I absolutely think the presentation you gave was excellent, I think there were opportunities during the course of the meeting where it seemed as though there were members of the subcommittee who were trying to really ascertain the serious need in the district and I felt as though it was glanced over by some of the comments you made. I hope you didn't do it directly, but when the question was asked about facilities, it was painted over. When the question was asked about the budget, that was painted over and the perception sitting down, and I don't know from the folks who were there your perception, but at least from sitting in the audience it made things sound to me that things were not all that bad. Although they're not, they're not all that great in this district either. I think those are really good opportunities to speak with the joint committee and share with them all the good that's going, but also to say here are some of the issues that we're having. For me it sounded like you're toeing the party line. I have no better way to say it. If you were, I understand who pays your bills and signs your checks, but I think that to the detriment of the district that a more, well-rounded picture needed to be painted of what's going on, what's happening, but also the need that's here. I'll be just truthful. I left that meeting very disheartened and upset because we do have facility needs and we do have issues with facilities. The DCA has not delivered and I think directly or indirectly I felt like folks were kind of handing you the mantle or pitching you a softball and either you didn't want to knock it out or you were afraid to or you didn't want to ruffle any feathers. But to me those folks came to hear all the good but also all the challenges that we have and how the state and legislature can help. I'm just speaking frankly. I was absolutely disappointed and a little upset because I think that coming from you and the work relationship that we all have I thought that would be a prime opportunity not to put yourself in the position where anyone in the state or even on this Board would say, "He's not doing right by us," but just to state the fact that our facilities are awful. In the winter kids are cold. In the summer there are classes that are so hot kids can't breathe. We were cut substantially three years ago and have been flat-funded ever since. Those are facts. We have overcome and we have figured out as a Board and we do quite well as a team, but they're still facts that folks needed to have. I had to share that with you here on the record because I left that meeting today so disappointed and quite upset because I just didn't think that the full picture of what was painted was the entire full picture.

Comm. Hodges: I want to echo your remarks, Mr. President. I thought it was an extraordinary presentation and I was therefore very hopeful for the follow-up comments. In the years that I've been in this district Senator Pou and I have had very few times that we've been on the same page. She was there for almost five minutes trying to give you an opportunity to paint a clear picture of our facility needs. I watched the chairman and he wanted to say, "Get on with it," but she was trying to say, "Isn't this the case," and trying to really lay it out there so that you could tell them why you're reading these articles in the paper about how bad our facilities are or why we're unable to keep up because we have a work order system that can't keep up with the load because our buildings are 100 years old. If that kind of thing were said it would have validated some of the concerns that they are already aware of. The funding question, I apologize to you again for the position that you are in as the Superintendent of Schools in a state-controlled district. You do have divided loyalties or responsibilities, I'll put it that way, and it is an awkward and unfortunate position. But we don't and quite frankly when we were sitting there our needs weren't served by some of those responses. What I mean by "ours" - the students here. The notion that we were doing okay with the funding, even in the short period of time, that goes back to the entire assembly and they're saying, "The language Christie put in there is fine because they're doing okay." We're a struggling district and they're not complaining about they need more money. They need to expand their programs. We have kids here who get 9% and 18% on science and we can't craft a program to address this because the funding is okay. I was very troubled by that portion. There were a couple of other areas. But I was so much troubled that I actually went to the legislators after the meeting and said the Board may have a different point of view and I asked them to invite the Board to have a hearing with them. This is for you, Mr. President. They in turn said to us, "No. We want you to invite us to a working session and we will come," so this Board can sit down and give their understanding of what's going on, which is going to be different from yours. It has to be because your role is different as a state-appointed Superintendent. It's different from what ours is and our concerns. There was a question raised about are there are conditions under which the Commissioner of Education will return the district to local control. No, there aren't. There are not. There are no conditions under which they will do that. Christie will never do it as long as he's Governor. So for us to paint the picture that if we just do this, when we've already done it, we will get back to local control is...(end of tape) (Beginning of new tape)...those conditions are not in place, the ones that they received on the record. They're not in place. They have no intentions of giving us local control. If you get to the 80% threshold and they still don't give you local control... By the way, the need to improve test scores is not one of the conditions for return to local control. It isn't. That's not what the law says. To get full control that's part of the bargain, but that's not the condition that we're being up for governance. It absolutely is not. That's not stated in the law. So it's that kind of thing that we may be at variance on and again I think your perspective has to be different because of where you are and the conditions that you're under. But I will tell you that if you were not in these conditions that would not have been the report that you would have given to legislators asking you what do you need and how do we help you and what's going to be the impact of these cuts and this language on your district. You stated it very clearly. The state has said that you have the worst facilities in the State of New Jersey. They said that. But if they're reading in the paper that we have 91 charges at a school there are reasons for that, because you have a work order system that's overloaded with problems of the district. There are 11 buildings that are 100 years old. They didn't hear any of that. They didn't hear that you can't hire additional electricians and carpenters. When they heard about teachers not being laid off they didn't talk about how you laid off administrative staff. I'm putting this on record for a reason, because it wasn't on their record. It needs to be on us. We're losing administrative staff and that money is going to be reallocated for teaching so we don't lose them. Those things should have been on



the table, from my point of view, when they asked for them so that they can then go back and legislate and deliver what we needed to have. You're in a position that I don't think you have to comment on what I'm saying, but that was the concern for us and I'm happy that they're giving us an opportunity to reach out to them. Mr. President, I encourage you to write them and get that scheduled. They want a working session. We're going to sit around the table and discuss some of these issues and we should be prepared in advance of them getting here so that they have the information. Thank you, Mr. President.

Comm. Irving: Are there any other comments from Board members?

Comm. Martinez: Not to belabor the point, I just think it was a missed opportunity. These are the very legislators who can go back to Christie and lobby on our behalf and we didn't take full advantage of it - simple and plain.

Comm. Irving: Dr. Evans, you don't have to respond. Just take it in. I felt the need to make sure we share that because your staff works for you and I'm sure some of them may have seen that. They're not going to tell their boss that there might have been a missed opportunity. Our role is absolutely different and as the overseeing body even to you it's our responsibility to share our thoughts and opinions with you. I just felt after today I just couldn't let that pass without us at least mentioning it.

Comm. Hodges: Mr. President, people in the audience were turning around to me and saying, "Wait a minute." These are people who don't spend a lot of time watching what's going on, but they were turning around to me and saying, "Why isn't he saying this about that and the other?" That's what caused me to jump up and run down... There's one more piece I'm going to give you in the facilities section.

Comm. Irving: Got it. Probably no one is going to speak to it, but we have to by law have the public hearing on violence, vandalism, and HIB.

#### **PUBLIC COMMENTS AND HEARING ON VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, OR BULLYING DATA**

**It was moved by Comm. Mendez, seconded by Comm. Cleaves that the Public Comments and Hearing on Violence, Vandalism and Harassment, Intimidation, or Bullying Data portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.**

No speakers.

**It was moved by Comm. Hodges, seconded by Comm. Mendez that the Public Comments and Hearing on Violence, Vandalism and Harassment, Intimidation, or Bullying Data 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 December 17, 2012 in the grand sum of \$5,276,375.42 starting with vendor number 322926 and ending with vendor number 3798833 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: \$5,276,375.42

**It was moved by Comm. Mendez, seconded by Comm. Cleaves that Resolution No. 1 be adopted. On roll call all members voted in the affirmative. The motion carried.**

Comm. Irving: Ms. Ayala, just remind me, this is the report we received last month? Am I correct?

Ms. Daisy Ayala: That's correct.

Comm. Irving: Thank you. This is the report when they came up here and did the whole spiel. So it would not be in this agenda. It was in last month's agenda, last month's packet.

Ms. Ayala: Right.

Comm. Irving: I just want to make sure we're clear for everyone. Are there any further questions on the audit findings?

## **Resolution No. 2**

WHEREAS, The Paterson Public Schools District caused an annual audit of the district's accounts and financial transactions to be conducted by a public school accountant for the 2011-2012 fiscal year pursuant to NJSA18A: 23: and,

WHEREAS, said "Comprehensive Annual Financial Report" and "Auditor's Management Report" for the fiscal year ended June 30, 2012, were filed with the Office of the Commissioner on December 4, 2012, pursuant to NJSA 18A: 23-3: and

WHEREAS, a presentation of the audit with discussion of the district's fiscal status, audit findings and recommendations was made to the Board and public by members of the audit firm of Lerch, Vinci & Higgins, LLP, at the board meeting of December 5, 2012, and

WHEREAS, the presentation included a public discussion of the audit results including the district's overall financial position, reserved, unreserved and excess surplus fund balances, funding of worker's compensation and compensated absences, food services' operations and the nine (9) audit findings and recommendations, three (3) of which were repeat recommendations, that are addressed in the Corrective Action Plan and Specific Correction Action Plan; and

WHEREAS, the synopsis of the CAFR was distributed to the public at the December 19, 2012 board meeting with copies of the synopsis available at the meeting and at the Office of the School Business Administrator upon request; and

WHEREAS, a Corrective Action Plan has been drafted and disseminated to the board and appropriate parties by the Interim School Business Administrator addressing each of the nine (9) audit recommendations presented in the Auditor's Management Report in response to their recommendations; and,

WHEREAS, a Specific Corrective Action Plan has been drafted and disseminated to the board and appropriate parties by the Interim School Business Administrator addressing the repeat audit recommendations presented in the Auditor's Management Report in response to their recommendations; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Public Schools Board of Education accepts and approved the "Corrective Action Plan" and the "Specific Corrective Action Plan" for the fiscal year ended June 30, 2012, and,

BE IT FURTHER RESOLVED that the Paterson Public Schools hereby incorporates the Synopsis of the Audit with each specific audit recommendation listed below and the resulting Corrective Action Plan and Specific Corrective Action Plan as part of the minutes of this meeting of December 19, 2012, and notes public discussion of same for the minutes:

## II. Financial Planning, Accounting and Reporting

It is recommended that:

1. Employee medical benefit bills be reviewed on a monthly basis to ensure that only active employees are receiving coverage.
2. Employee contributions toward health benefits be calculated and remitted in accordance with Chapter 78 of Public Laws of 2011.
3. Timesheets for services performed by substitute teachers be signed for approval by appropriate supervisory personnel.
4. The District reference the Uniform Minimum Chart of Accounts for New Jersey Public Schools, 2008 Edition, and other available reference materials, such as the Budget Guidelines for the proper classifications required to be in compliance with N.J.A.C. 6A:23A-16.2(f)
5. Internal controls over federal grant reporting be reviewed and enhanced to ensure that final grant report expenditures and the District's accounting records are in agreement for the respective program year.
6. In all instances, individuals and their perspective salaries charged to federal grant programs be approved in the minutes as grant funded expenditures.

## III. School Purchasing Program

It is recommended the District review its vendor master files on a periodic basis to determine the validity of vendor information and all inactive and duplicate vendors be removed accordingly. In addition, procedures be implemented to ensure unnecessary vendor accounts are not created when purchase orders are issued.

## V. Student Body Activities

It is recommended that internal controls over the maintenance of the School No. 13 student activity account be reviewed and enhanced to ensure compliance with District policy

## VII. Transportation

It is recommended that amounts reported in the DRTRS reflect amounts included on the respective supporting work papers and documentation to support student eligibility.

BE IT FURTHER RESOLVED, that the Interim School Business Administrator be directed to forward to the Passaic Executive County Superintendent the minutes together with two copies of the CAFR Synopsis, two copies of the Corrective Action Plan, the Specific Corrective Action Plan and certified board minutes adopting the above items; and,

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

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

Comm. Irving: We kicked this back to workshop at the regular meeting because this had not gone through legal. There has been a legal committee, so I believe we should have satisfied the Board's willingness to want to have this be vetted.

### **Resolution No. 3**

WHEREAS, the State-Operated School District of the City of Paterson (the "District") and the City of Paterson annually are required to enter into an agreement regarding cooperation between education officials and law enforcement agencies; and

WHEREAS, the form of the agreement is mandated by the State of New Jersey; and

WHEREAS, the Uniform Memorandum of Agreement has been executed by the State District Superintendent and by the President of the Board of Education;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the City of Paterson that the execution of the Uniform State Memorandum of Agreement between the Paterson Public Schools and the Paterson Police Department for the 2012-2013 school year is hereby approved.

**It was moved by Comm. Mendez, seconded by Comm. Guzman that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.**

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

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

Comm. Irving: We just went through A-1. Mr. Gowdy was here. Do we have any questions for any of the actions? I'll just deal with the first page. Do we have any questions for any of the actions dealing with A-1 to A-7? Oh, I apologize. Everyone should have received the curriculum committee report as well. I passed it around. The curriculum committee met this past Monday. Staff members present were Ms. Peron, Ms. Riviello and Ms. Santa. The Board members present were all the committee members. We discussed the actions that are before you. The responses should be in the report that I handed to the Board members. If you have any questions outside of that feel free to entertain them at this point in time.

Comm. Hodges: Mr. President, I'm not going to ask any questions about... I said I wasn't going to do that. Your report seems to be a lot of questions as opposed to...

Comm. Irving: Well, I'm glad you said that. Typically all the staff attends the meeting and then we get the questions answered. I don't know if it was the month or holiday, but no staff attended. The goal was to have those folks here this evening and none of those folks have shown up either, which will now lead me to believe, Ms. Riviello, that the expectation as the chairperson is those folks will now be at the regular meeting to answer any questions that the Board has or that we receive.

Comm. Hodges: Oh, how nice.

Comm. Irving: They have three chances to get it vetted before the regular meeting.

Ms. Joanne Riviello: They were all invited and the morning after I sent the invitation out again. When I got here this evening and saw that they weren't here, the questions that the committee had I e-mailed each of them thinking maybe I would get responses that I could share with you at this time. I've been checking the whole three hours and I haven't gotten responses from any of them, so I will work on getting them here through the assistant superintendents.

Comm. Irving: I'm going to make this very clear. This is the first time this has ever happened so I'm not going to say it concerns me. But after not coming to the committee meeting and then not coming to the workshop, now this concerns me. There is an expectation that the folks who have action items come. Even at the committee meeting if their action comes and goes I let them ride out. So we're not even talking about a very long commitment at those meetings. I will be inclined not to vote for any action that I don't get answered directly. With that said, I think it's important that those folks now come to the actual Board meeting to deal with whatever questions and address the Board. Even if any of you had questions this evening, you're still not going to get them answered.

Ms. Riviello: Right. I think most of the remaining ones are under Mr. Johnson's purview. He was out sick. He's still out sick. I did communicate with him briefly by phone today, but it was more about his condition as supposed to these questions. But I will e-mail him as well and we'll do our due diligence to try and get them there, or at the very least if I can get answers then I can at least correspond those answers to the questions you had.

Comm. Irving: Sure, but I also want to make it very clear the expectation that they will all be at these meeting, with the exception of the folks from NJCDC. Clearly, they showed up tonight.

Ms. Riviello: Yes.

Comm. Irving: If anyone has questions you can certainly pose them now. We will take them for the record. I absolutely apologize. I thought that those respective staff members would be here.

Dr. Evans: Can I get a list of who those staff members are?

Comm. Irving: Ms. Riviello, can you just send Dr. Evans? I'm really just at a loss for words. I'm actually kind of embarrassed because I know I made it very clear and I know Ms. Riviello, Ms. Peron, and Ms. Santa all communicated to the folks who had actions

that the Board had intended for them to be at this workshop meeting. This is inexcusable. It really is. Any questions you do have, please submit them to either Ms. Riviello, myself, or Cheryl and we'll get you answers. Even if you want to pose a question on the record at the regular meeting, I encourage you to do so. I certainly enjoy brevity, but I believe more in process than brevity. The process is that the Board has questions. There are folks who want these items approved and want the funding for them. They should at least make themselves readily available or a designee or staff member or subordinate or someone to share with the Board exactly the answers to the questions that we have.

### ***Legal***

Comm. Irving: There were no submissions for legal because the only legal action was the one we just passed, which was the memorandum of agreement.

Comm. Hodges: Mr. Martinez, do you have a recommendation for the Board from legal?

Comm. Martinez: Actually, in my notes that I took that afternoon I didn't put anything together.

Comm. Hodges: A recommendation regarding the local designation for the Historic Preservation Commission.

Comm. Irving: Have we gotten a clarification from Ms. Pollak on that?

Ms. Pollak: Was it sent out to everybody?

Comm. Kerr: We got it in the packet.

Comm. Irving: Was that sent after the packet was sent, Cheryl?

Ms. Williams: Yes.

Comm. Irving: Yesterday?

Comm. Hodges: Mr. President, can you come back to legal?

Comm. Irving: Absolutely.

### ***Fiscal***

Comm. Kerr: I was out of town last Thursday, but I know that the fiscal committee did have a meeting. Comm. Teague, were you at the fiscal meeting last Thursday? Would you mind just giving a brief report as to what happened?

Comm. Teague: We basically went over the reports that we had - the actual payment of bills. It was a pretty brief discussion. Once we figured that you weren't going to be there, we just went right through it quickly. I'll just be honest.

Comm. Irving: Ms. Ayala, is there anything else that we may have missed? Do you mind just sharing that? So the corrective action plan that we just approved was reviewed as well.

Comm. Teague: Right.

Comm. Irving: Very good.

Comm. Teague: I'll be honest as well. I was also half asleep as it was. I took an Aleve and all of that.

Comm. Irving: No worries.

Comm. Teague: I hope the sick people didn't hear that, or whatever the name of that group is. I took an Aleve on school property.

Comm. Irving: I love how it gets late and everybody gets goofy. The later these meetings go everybody gets a little quirky.

Comm. Kerr: Tonight we have action items C-1 through C-21. Are there any questions?

Comm. Irving: Comm. Kerr, I have two questions that I actually wrote and jotted down, but I did not transfer them over so I'm going to submit them to Ms. Ayala directly. I believe they had to deal with C-17 and the HVAC contract as well. I'll just have to e-mail you. It was just about the bidding process for how we got there, but I'll e-mail it.

Comm. Kerr: I have a question for C-14 and C-15 and these are revisions of existing contracts. Mr. Sapara-Grant, when this contract was first developed, was it developed for a specific job? Or was it something like the fence? We establish money into an account just to do fencing.

Mr. Chris Sapara-Grant: It was established as a general account. We projected that we would need about a certain amount of money based on our budgeting. But then as we went around and we realized the level of disrepair it was necessary to go in to ask for the additional 20% to increase the amount. In fact, there is so much work to be done that we are developing a budget now and we've increased the monies for next year because blacktop and concrete around our schools is in real bad shape.

Comm. Kerr: What about C-15? It's the same revision of the contract and that one is just for Motor Vehicles.

Ms. Ayala: That is for the maintenance of the district vehicles. We actually have two vendors, but this vendor's prices have been more reasonable so we've been doing more business with this individual. The total amount of the contract will not exceed \$100,000, \$50,000 to one vendor and \$50,000 to another vendor. But we seem to be using this one more so we're going to reduce the other one and only use \$40,000 with that vendor or maybe \$30,000 depending on the future because it's only halfway through the year. Then we're going to use this one because his prices are more reasonable.

Comm. Kerr: Okay. That makes sense. On C-16, is that you, Mr. Sapara-Grant?

Mr. Sapara-Grant: Yes, it's mine.

Comm. Kerr: Regarding this 48% discount that we're going to get on inventory, how does that work?

Mr. Sapara-Grant: Can you repeat the question, please?

Comm. Kerr: I see here it says, "Whereas the responsible bidder proposes a 48% discount from their inventory." I guess that's part of the arrangement that gave them the contract. How do we verify that we are getting 48%? How does that work?

Mr. Sapara-Grant: When we look at their list of services and we get invoiced it actually has a discount of 40% calculated into it. So we verify that. The question you're asking I think is more of a procurement question for purchasing.

Comm. Kerr: It says inventory, so I guess it's material.

Mr. Sapara-Grant: Whatever they give to us reflects that discount. We check in our office to make sure that whatever discount it is that has been acceptable is reflected in the invoicing. But what I can do is talk to the purchasing agent. I'm not sure Daisy would have an answer on the protocol why it's acceptable, but it is acceptable.

Comm. Kerr: I'm just wondering if they just put this into language and that's where it ends. It's \$100 so you get...

Mr. Sapara-Grant: It's verified. We have a lot of contracts like that. For instance, the moving contract has a discount that is applied to all the services that they provide when we have our invoices. There is a bid price and there is the discount. All the discounts need to be reflected. If not, we send the invoices back.

Comm. Kerr: I just need to know how this will be verified and set up in your system to make sure that whatever is in the contract is what we're getting. Anybody can throw anything into it and not abide by the language.

Mr. Sapara-Grant: My office verifies that. There are unit prices. So after services have been provided or materials have been provided there are the list prices that are published and then the bottom line is an application of the 40% off that. We verify the list prices. It's not that they would raise the prices and then give us a discount.

Comm. Kerr: Right. Thank you.

Comm. Cleaves: Are you done, Mr. Kerr?

Comm. Kerr: No. You have a question?

Comm. Cleaves: No. I'm filling in for him.

Comm. Kerr: Okay. I didn't realize it. I thought it was my chair.

Comm. Cleaves: There was a pause, so I thought maybe you were finished.

Comm. Kerr: On C-18, this transportation jointure piece, is there anybody here from transportation?

Ms. Ayala: C-18 is with Passaic County. If they have a route going from point A to point B already in place the prices come a lot lower if we're going to add one more individual on that bus. That's why it's called a jointure. We do it with Bergen, Essex, and Passaic County.



Comm. Kerr: If that's the case, why do we have a price tag? Will it be not just putting a student on a bus, but establishing bus routes?

Ms. Ayala: Yes. We do establish bus routes. However, with Passaic it's a little different. For example, normally when we engage a vendor we have from point A to point B and those are all Paterson's. When we do the joint venture it's less costly because we're doing it with the county and they'll have different students, not just Paterson.

Comm. Kerr: I do understand that, but my question is this. You have \$144,000 here. \$144,000 is a big slice of money, at least in my world. So I'm sure we're not talking about putting two kids on a bus and sending them to Bergen County because the bus was passing through Paterson and going to Bergen County. This to me is an established bus route.

Ms. Ayala: Correct.

Comm. Kerr: So if it's an established bus route being that it's a joint venture between us and Passaic County...

Ms. Ayala: You're asking for a lot of logistic detail that I don't have here. I would be more than happy to meet with the manager of transportation and give you all the specific details.

Comm. Kerr: Because of the money that we have established here of course you had to have something to support the \$144,000. So we have to be talking about established routes, not just two kids going on a bus. So we should at least know exactly...

Ms. Ayala: For what you're asking I have to look at the specifications, the bidding, and the contract to answer that question. Then it's the types of students that we have.

Comm. Kerr: Why don't we get that information when we get these action items?

Ms. Ayala: I have no problem submitting it. I'll ask for the information, but do you want the specifications?

Comm. Kerr: Yes, because I need to have that because information that we get sometimes is not sufficient and you still have questions in the back of your head that need to be clarified.

Ms. Ayala: Sure, Commissioner, I'll be happy to provide you with that information.

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

### ***Legal***

Comm. Irving: I want to go back to legal because I do want to have a discussion about this local Historic Preservation Designation. In just reading this, Ms. Pollak, you certainly clarified exactly what levels of designation we currently have. I guess what I just need to understand is what is the recommendation that you have from this as far as the local piece.

Ms. Pollak: It's just to give the Board information.

Comm. Irving: What does the last piece mean? I read it, but I'm still trying to figure out what it means.

Ms. Pollak: You want to know the ramifications of local designation?

Comm. Irving: It's really good legal work, but I don't read legal.

Ms. Pollak: I'm sorry. I thought you had gotten it at the end of last week. I think it was sent out.

Comm. Irving: I'm sure it was sent, but it might be in a yellow packet on top of the three other yellow packets that are sitting inside my house on top of the big yellow packet that I got. I'm just speaking frankly.

Ms. Pollak: I would welcome you to read it.

Comm. Irving: I just did. The last piece is what I have a question for. I'm just trying to understand in the last paragraph...

Ms. Pollak: Under next steps.

Comm. Irving: Or if you can just explain what these next steps mean for us or what our options are, I think it would be very helpful.

Ms. Pollak: I think the discussion that the Board needs to have because it's already on the national and state registers and it is apparently fairly imminently going to be designated a national landmark. What it doesn't have is municipal landmark status. The national landmark status, really short of having national funds given to us, doesn't have any strings attached to it. The state landmark status does. The state through the DEP can set some conditions. The municipal landmark status the controls are wielded through the Preservation Commission, which is an animal of the municipal body, but it has an independent life. They can propose without your consent or approval that any property within the municipality be designated a landmark and then it goes to the municipal body. If it were designated a landmark then they do have some controls. They have the ability to grant permits and permits as you know are for any number of things. It can be for a light switch, or plumbing, etc. Whatever the City of Paterson required you to be permitted for it would then if you have local status require you to go through the Preservation Commission. With regard to any larger plans it would go before the planning board and the planning board would turn to them for a review and their approval. So while the owner is not the one who goes before the municipal body to ask for landmark status necessarily, you can take a position on it.

Comm. Irving: Got it.

Ms. Pollak: My sense is that the municipal body is interested in knowing what the Board's position is on it because it's the municipal body that makes the decision. So I think what this Board needs to do is have a discussion based on this about whether or not you are interested in having the local Preservation Commission have that kind of oversight over the property and whether you want municipal landmark status having already received national and state landmark status.

Comm. Irving: Thank you, Ms. Pollak. There is a recommendation from the legal committee and I just want to make sure that recommendation is shared.

Comm. Kerr: Do you have it now?

Comm. Hodges: Mr. Chair, he has a report.

Comm. Martinez: I can provide a report. Present at the meeting were myself, Dr. Hodges, and Ms. Pollak. The items discussed were obviously Hinchliffe Stadium, the recommendations, and the MOU, which we still need to get some further clarity on. But just going back to Hinchliffe, simply put, my recommendation would be accepting the municipal designation would only add another layer of complication. It could potentially complicate things a little bit more and inhibit our flexibility. On the flip side of that, we do want to welcome input and invite the municipal council to be a part of the process, but not necessarily by accepting this local designation. We have the federal and the state and by taking the local it would essentially be more red tape for us to have to cut through in order to actually get anything done. Quite frankly, the state that the city is in right now there's not much that they can put forward in the way of monetary funds to help us achieve anything. Again, it's open for discussion, but my recommendation would be to say thank you but no thank you for the municipal designation.

Comm. Hodges: To the Superintendent of Schools, were you aware of the national designation that was being sought by this committee?

Dr. Evans: The national or municipal?

Comm. Hodges: The national.

Dr. Evans: Initially I was not. It was brought to my attention after some initial activity.

Comm. Hodges: So you were not told that they were going to work on our behalf.

Dr. Evans: Correct.

Comm. Hodges: That's number one. Were you aware of the attempts to pursue the municipal? Was that discussed with you in advance?

Dr. Evans: No. That surfaced in a meeting that several of us were in together. It was the meeting when the gentleman with the national organization came in to facilitate. That's where I learned it.

Comm. Hodges: But they didn't come to you as the presumed owner of the building to pursue that.

Dr. Evans: No. As I understand it, the Mayor and I, because he and I talked about it later, were hearing it for the first time.

Comm. Hodges: Okay. That's a concern. In the past, I understand that you have worked on projects like this. Have you sought the municipal designations in the past?

Dr. Evans: I haven't sought them, but the local preservation society has sought to have facilities that had designations that were at the state level and the federal level come under their purview and that be considered with the renovation that was in a project that I was familiar with. It did and it did impact on costs.

Comm. Hodges: It did.

Dr. Evans: Yes.

Comm. Martinez: To continue to just play devil's advocate a little bit, the only detraction that I see in not accepting this designation in speaking with one of the Commissioners was that when they meet at the federal and state level and they say you don't have the backing of your local municipality it looks a little odd.

Comm. Irving: But the question that I throw is, how do we think we're going to get the money for this thing? I do not believe that the feds, the state, or even the local municipality. I still hold firm and if I leave this Board kicking and screaming this will be what I'll say about Hinchliffe. The only way it's going to happen is unless there's an aggressive capital campaign to raise this money. That is the only way it's going to happen. Maybe you have a capital campaign and you find some rich somebody who will do matching funds, but I don't see the feds or the state level kicking in the dollars needed to really rebuild this. Stabilization is great, but we're stabilizing a section of the place. Even that to me sounds silly for how bad and in disarray that facility is in. I took some time after the initial meeting to learn some more about this because I had no clue what any of this stuff meant. I certainly understand what the historic designation could mean, but I also have to be realistic about the prospects for funding. If the local piece comes with all these strings and the city is not pitching in, I just don't see at this point in time if it's worth it to support the municipal designation, which I might add we don't have any authority over. All we can do is to recommend to the City Council what the Board thinks we can do. But if whomever from the Friends of Hinchliffe Stadium do enough pushing on the City Council's arm they'll do so. I will speak whatever the Board's decision is with Councilman Davis about our decision. But at this point in time the way it comes from the legal committee after hearing from Ms. Pollak and reading what she wrote, I would be inclined to say let's pass on it at this point in time. Maybe things will change.

Comm. Kerr: You mean the municipal designation you're talking about.

Comm. Irving: The local. Pass on it this time. I don't believe it should be a no, but I think at this point in time it does not serve this Board. Maybe when you fix it and rebuild it, then you go for the municipal designation because all the work is done. But I think at this point in time it probably isn't advantageous to do so. That's my opinion.

Comm. Mendez: When you mentioned the re-stabilization, I believe in that first step. I do believe that because if you look at it with what we have done with that property for the past 20 years since it has been closed it is falling apart. I do believe that with the re-stabilization of one side I know there are a lot of entities out there that we can put together an aggressive campaign to fundraise money to continue the process of building the stadium. But I have faith on this first step. There are a million reasons for not doing this deal. There are a lot of reasons why. We could just say let's stop everything. But my question is what's next with that property. We still own that property and we're still liable for any incident that happens inside the property and there's no intention of doing anything. What I do believe is that with the local designation we have something to say about that. But we have all the parts in place to make that project move forward keeping in mind that we own the property and making sure that we're going to be in front of the project. That's my perception, Mr. President.

Comm. Irving: With all due respect, Comm. Mendez, while I support any action being done, I don't want us to constrain ourselves to that point. The last piece I'll say about it is if this group is so inclined to want to get this place built let's do the real work in raising

the money to do it. Everybody stop talking about it, pony up some support, and put together a plan to raise the money for this place. That I have not seen, not from the district, the Board, or from the Friends of Hinchliffe, anyone who's willing to buckle in and say we're going to go for a \$20 million ride and here's how we're going to get there. To me that's the end result. Stabilizing the facility – I think the work of stabilization quite frankly is a joke because it's not stabilization. It's a cosmetic component that we're doing there. Stabilization is putting up enough two by fours, bricks, and mortars to keep that place up and going as you make some other progress happen. To me what we're doing is just a cosmetic component to make folks feel good that they're doing something. But there are a lot of folks who do a lot of nice things for people like help out folks one time a year or give toys or help feed the needy or the sick and people feel good about themselves. I'm not with that. I think that we have to be thinking long-term and I think the long-term is raising the money for this and really being aware of what this local designation truly means. I just am not inclined to support it. That's my opinion.

Comm. Martinez: It's going to take a sustained effort and I agree. When you're talking about rehabbing this building you're talking about the structural integrity first before anything. So clearing up the façade and making it look nice sends a message, but at the same time the structural integrity is still what needs to be addressed.

Comm. Hodges: You're confusing me a little bit, Alex. Let me just clear my mind as to what your thinking is. The historic designation is separate and apart from the stabilization process. They have nothing to do with each other.

Comm. Mendez: And I understand that.

Comm. Hodges: Okay. I just wanted to make that clear.

Comm. Irving: But I still feel the way I feel about the stabilization.

Comm. Hodges: Right. I'm going to surprise some of you. I am in favor of historic designations for buildings like this. I am in favor of them. The problem is when trying to raise money the designation was considered to be a potential hindrance in doing that. We approached Andre Sayegh and I went to see Senator Lautenberg to get the earmark. We originally asked for a \$10 million earmark for Hinchliffe and that was when they were giving earmarks out. All we could get was the \$200,000 from the federal government. They're not giving out earmarks now. So thinking that the federal government is going to weigh in and help Hinchliffe Stadium because it's an historic site may happen, but it's highly unlikely. So that's a problem. And by the way, the reason Hinchliffe Stadium is not functional now isn't because the district didn't like the stadium. It couldn't afford to maintain it. And if you now go and potentially triple the cost of maintenance because of an historic designation, who's going to pay for that, the city? They have the money? That's your taxes.

Comm. Irving: You pay a lot of taxes.

Comm. Hodges: As do I. It's my taxes, too. So the issue is I really think we need to get a professional organization, and we have discussed this in the past, to go after funding as Mr. Irving has stated and do this in a realistic and professional manner. This isn't a "pass the hat" type of deal. This is some serious money. That's number one. I agree with you on the stabilization, though. The stabilization is important only because at least two things may happen. That area where they're going to stabilize is in serious condition. So any effort to stabilize that is important and the district might be forced to do something else in terms of safety because of its proximity to School 5. There's a

huge section that was crackling and if that falls there are going to be some substantial problems. So stabilization is really important. But if we do some things that will enable us, at least in this initial round, to get a field in there it enhances the profile of the project while additionally giving your students a place to play, at least on a field. But it will enhance the profile publicly and help possibly mitigate the trouble we're going to have with raising funds. That's the position. I'm not looking to fight with these people. I want to work with them. Designations are nice. However, at this particular point in time it's problematic because it may shut down the avenues that we can pursue in terms of finance.

Comm. Mendez: We agree on one side. The stabilization will give other people the opportunity to see what we're doing in that stadium and it will give them the view about what can be done in that stadium. I will repeat it. There are major companies that put a lot of money into sports and we can put a major campaign to collect that money. When it comes to taxpayers, I see the stadium as big revenue for the city and for the Board. There's no question about it. We don't have any facility like that in Passaic County - not at all. There are other cities that have that type of facility and those types of facilities bring a lot of revenue to the city. We can make that happen.

Ms. Pollak: I think Chris can maybe clarify for the Board because I think there is some sort of a February 1<sup>st</sup> deadline.

Comm. Irving: We need to make this decision tonight.

Ms. Pollak: Okay, so as long as you understand that.

Comm. Irving: This is all surrounded by their request to submit this application for additional funding and they're hoping to have the municipal designation by that point. With that said, we can toss this around. I don't know if everybody is ready to make a decision on it tonight or at the regular meeting. I don't care. I feel good enough about making my decision now.

Comm. Hodges: You're confusing me now. Which point - the historic designation?

Comm. Irving: Yes, the municipal designation.

Comm. Hodges: Over and above the stabilization thing?

Comm. Irving: No, the stabilization has nothing to do with us.

Comm. Mendez: Also, the deadline of February 1<sup>st</sup> is for the stabilization project. They're putting all the documents together to make sure that they qualify to receive those grants.

Comm. Irving: But what they're asking the Board to do is to support the City Council's recommendation for the municipal designation. What I'm saying is that if we want to tonight we can make a decision on whether or not we support the municipal piece and forward that recommendation to the City Council.

Ms. Pollak: That's what I'm asking. Chris, maybe you can clarify. I don't believe that the trigger of February 1<sup>st</sup> and that initial phase of stabilization which is part of the city's \$1 million bond and the money from the state is tied to the municipal designation. But it is something you have to do.

Comm. Irving: So let's just make a decision. I'm still trying to get to the point that we just need to make a decision on whether or not we want municipal designation.

Ms. Pollak: What decision does the Board have to...

Mr. Sapara-Grant: There are two things happening here and I think it's getting a little bit cloudy.

Ms. Pollak: They are separate.

Mr. Sapara-Grant: The request initially was to get the Board's concurrence that the stabilization project should proceed and that the district would contribute \$196,000 towards the pot to get a sliver of the project initiated so that we understand what's going on. Somehow when the resolution went to the City Council it got clouded by a second independent request for municipal designation. I think at the last presentation when Mr. Gallus was here the request was concurrence from the Board that monies be released towards the pot of \$1.2 million to proceed with the stabilization project. I think in the confusion everything stalled. So there are two things happening. The Board needs to concur that the HUD grant that has been given to the district can be put towards the stabilization project, the \$1.2 million that has the February 1<sup>st</sup> trigger. The other portion has no triggers and it's at the liberty of the Board to decide whether or not you want to. I do not want to open up a can of worms, but I believe in 2009 or maybe a little bit earlier this Board made a decision about municipal designation and I believe the Superintendent notified the City Council or the preservation group that that was the Board's decision. There were some public hearings that were supposed to have been held, but I'm not sure from the documentation I've seen that it was held. But the district was on record as not supporting it though the preservation group does not need the district's permission. But the district is allowed to weigh in and because they are an arm of the City Council there might be some reservation in that direction. But two things – the district needs to concur that the \$196,000 should be released towards the \$1.2 million for the stabilization and then under a separate discussion the Board can reaffirm or decide what it wants to do about local designation.

Comm. Kerr: Should we have a resolution defining exactly our position regarding the \$196,000 HUD grant and vote on that piece?

Comm. Irving: And then vote on the municipal designation separate?

Comm. Kerr: Right. So we kind of decouple the two things.

Comm. Hodges: Mr. Chair, we're meeting with them on the 15<sup>th</sup>.

Ms. Pollak: You may not need a resolution. You may just tell them.

Comm. Hodges: Right. We're going to be meeting with them and a sense of the Board can be established and the Superintendent can convey that to the City Council President, basically reaffirming or not what we've already said in terms of the historic preservation situation. You probably are going to need a resolution to send money to this group.

Comm. Irving: So let's get that resolution prepared for the regular meeting for the financial piece. I think by consensus most of us are saying that we are going to reject the municipal designation at this point in time. I don't see anyone objecting to that. I'm not going to be at the meeting on the 15<sup>th</sup>. I'll still be in Atlanta. I guess the

chairperson, either Manny or the Vice President, can make the City Council aware of the Board's intention in that conversation. Someone can share and state our case as to why we feel the way we do.

Mr. Sapara-Grant: Mr. President, a little bird just whispered to me that I need to remind the Board that the \$196,000 is strictly for Hinchliffe Stadium. So we cannot use it on anything else.

Comm. Irving: How much was that total HUD award?

Mr. Sapara-Grant: \$196,000.

Comm. Irving: So we're just going to earmark the \$196,000.

Comm. Hodges: It was \$200,000 minus administrative costs.

Comm. Irving: Got it. Thank you.

### ***Facilities***

Comm. Mendez: The facilities committee met yesterday. I will have the minutes at the next meeting. Staff present was Mr. Sapara-Grant, Comm. Cleaves, Comm. Hodges, and myself. We discussed different topics, topics that I'm very sure are connected with the safety plan that we will implement in the district such as the construction of the guardhouses at Eastside High School. We're building five guardhouses at Eastside High School, three on Park Avenue and two on Market Street. That's in progress. Also, I received a report that School 1 has no heat in a couple of classrooms, but that's been taken care of from Mr. Sapara-Grant. Also, at School 28 and School 4 the fence was supposed to start this coming Thursday. At School 25 we're finished with the fence and we're also waiting for the "no trespassing" sign. It's my understanding that Mr. Sapara-Grant will have that ready for next week according to this information that I received yesterday. We already spoke about Hinchliffe Stadium and we will meet with the City Council on the 15<sup>th</sup>. I know there will be an extensive discussion about Hinchliffe Stadium and the designation. Also, we spoke about PANTHER Academy. There's been a situation. Let me just explain it to my colleagues and I know that we're all aware of this case. We used to use the PCCC cafeteria for the students because we don't have a cafeteria at PANTHER Academy. According to the information that I received when we built that academy it was the intention of sharing the PCCC facility - the gym, the auditorium, and the cafeteria. Because of the bad behavior of the students they broke the deal with us. PCCC doesn't want the students to use the cafeteria and it's my understanding that we're only using the gym at this time. Since then we've been looking for a solution about PANTHER Academy because what they're using for a cafeteria is a classroom, which is unacceptable. Some of the solutions are not possible because we're talking about budget problems and buying land and building a site for a cafeteria. For me it's kind of hard because I understand that every student that goes to PANTHER Academy – that's a privilege. There are a lot of students that go to Eastside High School and Kennedy that want to do anything they can to go to PANTHER Academy. Because we cannot control the behavior of the students at the college we lost that great agreement that we had. I believe that we should stop looking for any option. Dr. Evans, I believe that we have to go back to PCCC and if they allow us to go back and try to renegotiate the agreement that we had I believe that's the best option. I want my colleagues to understand and concur with me on this. If we cannot control our students, if we have a staff that cannot control the students...(end of tape) (Beginning of new tape)...there's a lot of misbehavior from students and we're not holding anyone



accountable, not even the parents. It hurts me that we have to look for other solutions because they cannot share the building with PCCC. So I will leave this on the table, but I believe that if there is any possibility for us to go back to PCCC and meet with the President or the person in charge to try to renegotiate that and go to PANTHER Academy and set the tone there letting them know that they're going to have to pay. There's going to be a consequence for any misbehavior at PCCC.

Comm. Hodges: There's an additional side issue we mentioned. There was a differential in the cost of the food. That was the other issue. That was an issue, but the overriding issue why we lost use of the cafeteria and of the library was the behavior of the students. But there was that cost differential that has to be worked out as well.

Comm. Mendez: I do believe that we can get that part into the negotiations with PCCC to see if they allow us to go back and let our students use the cafeteria, the auditorium, and continue letting us use the gym.

Comm. Irving: Dr. Evans, does PCCC use any of our facilities at all? You get where I'm coming at here, right? They get to use our school and our facilities and we use some of theirs. With all due respect, I've been in PCCC's cafeteria and seen some of their students and they act like some of our high school students. The fact that behavior might be an issue is a rampant problem amongst their own student body as well. But that notwithstanding the fact that we have an agreement where they use PANTHER for classes and courses and we're regulated to just use of the gym.

Comm. Mendez: Just the gym.

Comm. Irving: That sounds absolutely ridiculous.

Comm. Hodges: Mr. Chair, to be fair to them, we had students climbing up on the cafeteria tables and carrying on and causing disruptions in the library.

Comm. Irving: I absolutely hear that and I think that is something we need to take up with the administration, but that does not warrant terminating a full partnership where clearly it's now become a one-sided deal.

Comm. Hodges: I imagine that they would be more than happy to have your students back if we could convince them to conduct themselves in a manner that would allow them to function on the campus. The fact that they're not there is our problem. We seem to be unable to do that and if we're unable to do that we can't ask them to take responsibility for the insurance issues, if nothing else, if our kids aren't going to behave.

Comm. Irving: I find it hard...

Comm. Hodges: I agree with you.

Comm. Irving: There might have been some kids jumping on the tables, but I find it hard to believe that every single child from that school goes over there and causes a ruckus. I really would like to see some type of resolution put into this. This is ridiculous.

Dr. Evans: President Rose has expressed the desire, and of course it's been over a year since he and I talked about this issue. We did talk about it and the issues that Dr. Hodges and Comm. Mendez mentioned are the issues, student control and the cost of the lunches. He is open or was open a year ago at least to entertain allowing them to come back, but some controls definitely would have to be in place. Plus at that time

they were considering different arrangements, and I don't know where it went, for their food service provider. Some colleges whether it's community colleges or otherwise have private providers providing their food services. So that impacts on costs. They don't influence that. Obviously just as we do they take bids for a lot of different things and whoever gets the bid obviously sets the costs and those kinds of things. So there may be some things beyond his control, but the point is he was willing to entertain us going back but there would have to be some controls and there would be a cost to us. PANTHER has only one administrator and I think we have a part-time individual going in there helping to some degree.

Comm. Hodges: They also have someone who has administrative certification in there, two people, and a VP.

Dr. Evans: Exactly. In fact, when we were having these discussions there wasn't a VP. We'd have to make sure that both the school is covered because there will be kids at PANTHER while some are across the street eating lunch, and then some controls as it relates to crossing the street. I've been there at certain times of day and one of the security guards walks out while kids are crossing the street for one reason or another. I've been there at other times of the day when they weren't and I went in to ask what the difference is. Why is it that sometimes someone is there and the other times there aren't? We got sidetracked with some other issues that surfaced and I never really got to ask the question. But it's things like that that will also have to be considered. There may be some additional costs to us for supervision, either crossing the street or inside the cafeteria itself.

Comm. Irving: The point I'm just trying to make is can we just make this happen? Clearly the Community College is entertaining the idea. We know we have the need. What steps do we have to do in order to begin to negotiate exactly what the rates are and then set up the protocols in place? The fact that we're even having a conversation about our administrators not being able to keep our kids in line just floors me. I don't even understand how that's even a real conversation to have in a school that size. We can't find competent administrative staff who can keep these kids in line. It's crazy. It's even insane for me to say that we have staff who are principals, vice principals, or administrators who can't control young people. Then why are they there?

Dr. Evans: I think the issue was that there wasn't supervision.

Comm. Irving: Right, but we're saying we have to have these contingencies. The fact is they should be in place now and if they are in place let's move this on and not have kids sitting in a classroom eating food. It's worse off that they don't have a gym or cafeteria, but let's give them some access to at least get out and walk to another campus facility to see how a college campus facility works.

Dr. Evans: I will revisit this with President Rose as early as early next week if his schedule permits.

Comm. Teague: I'm going to sit down and talk to Pastor Mike too because his church adopted that school. So I have to find out if there is any disconnect with that and let him know.

Comm. Irving: Maybe they might help with the monitoring voluntarily.

Comm. Kerr: Dr. Evans, is there a cost involved in us using the gym and the cafeteria? Is there a cost involved for them using PANTHER? What's the arrangement?

Dr. Evans: I honestly don't know the answer to that.

Ms. Shafer: There is no cost.

Comm. Kerr: There's no cost. So if there is no cost, what are we talking about in terms of controlling the kids? I'm sure we have security in the district and so on. Just redeploy folks at a certain time to address that issue and we can get it to happen.

Comm. Irving: The point I'm trying to make is this seems so fixable. It's unbelievable we're having this conversation. That's the point I'm trying to make. This seems like something that we can fix. The fact that this is an issue when it comes up in a facilities conversation and at a workshop meeting is just asinine. It makes no sense.

Comm. Hodges: It speaks to a number of things. You don't want somebody coming to your house when their kids don't behave well.

Comm. Irving: You tell that parent to tell that child to sit...

Comm. Hodges: Well, that hasn't happened. That's the bottom line. It hasn't happened. Are you through with our report, Mr. Mendez?

Comm. Mendez: Yes, I'm almost concluded. Dr. Evans, after you have your meeting can you inform us how the meeting was? Consequently we're going to have to put a plan in place to see if we can go back to PCCC with our students. That concludes my report.

Comm. Hodges: Before you conclude, Dr. Evans, the President and I were approached by a member of the SDA. She came up to me today and this is also why I was angry...

Comm. Irving: She was as optimistic as you were – even more.

Comm. Hodges: She came and gave me the schedule of our facilities, which she's going to e-mail to me.

Comm. Irving: I can't wait to see it.

Comm. Hodges: But I have a partial list of our outstanding projects in the district.

Comm. Irving: That should be happening relatively soon.

Comm. Hodges: Please pay attention to the dates. They're going to start working on Hazel/Marshall this year. They're going to start working on School 16 in earnest this year. What is happening later on this year? The elections! I'm sure it's just a coincidence, but they're going to get around to the windows, which is like a three-year project now, at School 6. For three years we have not been able to get them to replace the windows. They've gone out and now they've hired a company to do the windows and that's going to start this year, before November. They're also going to start the atrium and that repair work this year at International. The completion date for Hazel/Marshall – and this is beautiful – is 2016. The completion date for School 16 is 2016. What is going on in 2016? She came and handed this to me or told me this and I was stunned. At first I discounted what she was saying, but then I said it's clear what's going on here. I'm angry because at best this is gross neglect of the needs of children. At worst this is a cynical misuse of state funds and state fealty to manipulate the needs

of children for personal gain. They're not my dates. They're the dates that they gave me. When I got home I was shocked at just how ridiculous that all is. But I imagine there will be a bunch of shovel in the ground opportunities and a bunch of ribbon-cuttings coming and you can figure out when they're going to be. He wouldn't set foot in an urban center before this, but he's coming now. That's also in part why I was so exorcised, Dr. Evans. These projects have been lingering for a long time and they have not put a brick in the ground during his entire administration, not a brick anywhere. But they're going to do it now. So to not have the legislators understand that and the impact that that has on us was to me very problematic. When they then came and told me that news I was just thoroughly beside myself.

## ***Policy***

Comm. Irving: Everyone got the policy report and the policy resolutions that were handed out before Comm. Simmons left. Are there any questions on policy?

Comm. Guzman: Mr. Chair, he wanted me to read the report. The policy committee met on Monday, January 7. The meeting began at 5:20 p.m. and Board members in attendance were Comm. Mendez, Comm. Teague, and Comm. Simmons. Staff member present was the district General Counsel Ms. Lisa Pollak. The agenda included policies that are currently on hold, policies on security/safety under review, regulations on security and safety under review, and also regulations for adoption to be adopted by the Board. In light of the recent tragedy in Newtown, Connecticut, the Chair Mr. Simmons requested a review of all the district security policies and regulations along with our regular business. We also received the following guidance from our policy consultant on this issue, which I believe you all have a copy in front of you. The committee had a lengthy discussion on the policies on hold, which are school volunteers and volunteer athletic coaches and co-curricular activity advisors/assistants. These policies have been on hold since March of 2012. We are currently waiting for the administration to determine if and how background checks will be handled for volunteers. It was agreed at the meeting that these policies need to be completed and submitted for first reading. It was also determined that the district should require a criminal history background check. Administration was asked to determine how this requirement will be accomplished. Regarding the Small Business Enterprise Encouragement Program the committee is still awaiting the recommendation of the fiscal committee on how this policy will be implemented. Regarding penmanship and chess in school the policy committee had referred these two policies to the curriculum committee. Administration indicated that the policy on chess in school has been redrafted. It is awaiting the Superintendent's review and approval. The committee agreed not to move forward with the penmanship policy. Regarding Items 2 and 3, which were policies and regulations on safety/security under review, it was reported that administration is currently preparing a safety/security plan for Board review. It will be presented at the workshop and regular meetings. Regarding Item 4, the regulations for adoption, the committee reviewed seven mandatory regulations that require Board approval. The resolution has been provided at tonight's meeting. The Board will have an opportunity to review and submit any suggestions between now and the regular meeting. If anyone has any suggestions, please contact Mr. Simmons at your earliest convenience. The meeting was adjourned at 5:50 p.m.

Comm. Hodges: I'm trying to understand about this penmanship.

Ms. Pollak: Dr. Hodges, I think there was a slight misstatement. I think the case was that the committee determined not to recommend that policy to the Board. It will come before the Board, but it did not have the committee's recommendation.

Comm. Hodges: They're voting it down?

Ms. Pollak: No. It can't be voted down by committee, but when it comes before the Board the committee does not recommend it.

Comm. Hodges: Okay.

Comm. Guzman: Are there any other questions?

Comm. Kerr: Which policy needs to come before the fiscal committee?

Comm. Guzman: Regarding the Small Business Enterprise Encouragement Program.

Comm. Kerr: Any decision as to whether we will see that policy so we can review it and do some in-depth work with it?

Comm. Guzman: I'm not sure if it was sent over. I'm sure Cheryl will know. It was sent over to them, so we're waiting on the response from them, correct? Yes.

Comm. Kerr: It was sent over to the fiscal?

Comm. Guzman: Yes, to the fiscal committee and we're waiting on a recommendation on how it would be implemented.

Comm. Kerr: Okay. I'll talk with Daisy.

Ms. Pollak: I can discuss this later, but I think the policy that's been deferred for so long on background checks for volunteer coaches the recommendation of the committee was that it be referred to the supervisor of athletics for a recommendation on how it might be implemented. So I will take that to Anna Adams.

Comm. Kerr: So what you're saying is you have actually accepted the policy.

Ms. Pollak: It isn't accepted until it comes to the Board. That was just the committees.

Comm. Kerr: So why send it to the athletic director to get information on how it will be implemented? You mentioned that the recommendation is that it be sent to the athletic director to determine how it would be implemented. Is that what you just said?

Ms. Pollak: Yes. Let me explain because the issue I think that has held it up all this time was who was going to pay. The discussion was who would pay for a background check. It's not inexpensive. It's about \$70 to \$75. Then the issue was if you agree that the district will pay for background checks for volunteer coaches, what kind of a threshold do you put in place? One recommendation I think from Strauss Esmay was that you would reimburse a volunteer after they had performed 75 hours of volunteer service. That seemed to the committee at least like a lot of hours before the person got reimbursement. But I think the committee members at the time didn't really understand fully how volunteers work, what kinds of hours they would typically work, and what would be a recommendation for how many hours a volunteer would work before they would get reimbursed by the district. Then that would become the recommendation that the policy committee would put before the Board for first reading.

Comm. Kerr: Okay.

Ms. Pollak: You don't necessarily want to reimburse on day one and then have them never show up again.

Comm. Kerr: Right.

Comm. Hodges: I need some clarity on the rationale behind not moving forward on the penmanship.

Comm. Mendez: From the top of my head I don't have that information with me right now.

Ms. Pollak: As I recall, the discussion was because it was not recommended. It was sent to curriculum for their input.

Comm. Teague: Did we hear anything back from them?

Ms. Pollak: Yes.

Comm. Teague: We did?

Comm. Guzman: It was sent to curriculum because that's what we had discussed in the last meeting. We were waiting on curriculum to receive a response from them to see what response we get to then move forward with it.

Comm. Irving: I can make very clear here in this public space that there was no formal recommendation made by the curriculum committee. Ms. Riviello made a recommendation from her office as the chief curriculum officer, but the curriculum committee never made any formal recommendation to vote up or down. Whatever recommendations may have come came from the academic side of the house of the district, not from the curriculum committee.

Comm. Kerr: But we have never had it as a part of our agenda.

Comm. Irving: We brought it up for discussion.

Comm. Kerr: When was that?

Comm. Irving: There was a meeting that you weren't there for.

Comm. Kerr: Okay.

Comm. Irving: We did bring it up for discussion and we discussed it at length. From what I remember Ms. Riviello when we discussed it even in the workshop meeting was going to figure out the feasibility of what it would take to implement the chess policy and the penmanship policy. That's where we left it and then it got bounced back to policy because that's where it originated. But it has not had any formal action taken by the curriculum committee. I just wanted to make sure we're clear on that.

Comm. Hodges: Let me just say this. This is where we are in technology. This is actually a little behind the curve now. You don't have to enter your signature here, but if somebody gives you a handwritten note you have to be able to read it. And if you cannot read it, then that's a problem. You have to be able to sign a document. Kids can't sign a document. They can't sign a check. They can't sign a mortgage. You need

to understand what is happening. People have their phones and I have a phone too, but I can sign my name.

Comm. Kerr: And write a prescription.

Comm. Hodges: I don't mind if you tell me no because I will bring it back next year. But I need to have a clear understanding. I need someone to tell me we don't value teaching kids how to write and sign their name. I want this district to dare tell me that. I really want you to do that. Please do that. I'm begging you to do that for me.

Comm. Irving: It seems as though the district won't have to. They're going to have the Board to say it.

Comm. Guzman: Are there any more comments or questions?

Comm. Irving: Before we leave out tonight, let's just get a clarification on the penmanship piece in particular. Where did we leave off with this?

Ms. Riviello: Dr. Hodges, that was not the recommendation that I made to the Superintendent, but the question that I did ask the Superintendent was, where are we taking the time from? You saw what our test scores look like. Are we taking the time from language arts to teach cursive writing regularly? Are we taking the time from math? Where are we taking the time from? We discussed that in curriculum and at that point although it wasn't a recommendation it was a concern and I didn't have the answer to that. I said I would refer it back to the Superintendent. I imagine it went from the Superintendent to policy from what I'm hearing tonight. But I e-mailed Ms. Pollak earlier this week when an e-mail conversation came up about it and the same concern that I said then I am saying now. If we're going to teach cursive writing on a regular basis, where are we taking the time from? With test scores the way they are we have 90-minute blocks and our students are not successful now. Do we take it away from one of those blocks?

Comm. Hodges: The question is when they get to college and they ask them to sign their financial aid statement, when will you get the time then?

Ms. Riviello: That's an appropriate question. As a 21<sup>st</sup> Century skill, however, you talked about banking. I haven't signed a check in a long time. I just deposit it through the ATM with my account number on it. I never sign my name to any of them, but I can sign my name.

Comm. Hodges: You have an advantage over our students. I'm not badgering you.

Ms. Riviello: I don't take it that way, believe me.

Comm. Hodges: I want an intellectual discussion. That's all I'm seeking.

Dr. Evans: We really are still looking at it. Joanne did refer it back to me with the question that she raised. I don't have an easy answer for her, but it's still on my desk for consideration.

Comm. Hodges: We currently teach penmanship. You teach it now. You have to teach kids how to write. I will defer to you, Dr. Evans, and I will be at your desk on Monday.

Comm. Irving: Dr. Hodges, I just want to make very clear that those recommendations did not come out of the curriculum committee. I just want to make sure that we're being transparent with each other.

### **Items Requiring Acknowledgement of Review and Comments**

#### ***Personnel***

Comm. Cleaves: First, I'd like to say the policy committee meeting began at 5:20 and ended at 5:50 and they have three pages. My meeting started at 5:00 and ended at 6:30 and I had one sentence. So I'm impressed with the policy committee. The personnel committee met on January 7 at 5:00. Presiding was Comm. Cleaves. Member present was Comm. Martinez. Staff present was Dr. Newell and Ms. Murphy. The committee reviewed personnel recommendations by the Superintendent for the month of January 2013 as they appear in the Board packet and we present to you F-1 for personnel. Are there any questions? That's my report and I understand we're going into executive session for personnel.

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

The meeting was adjourned at 11:00 p.m.