

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 5, 2012 – 6:11 p.m.
Administrative Offices

Presiding: Comm. Kenneth Simmons, Vice President

Present:

Dr. Donnie Evans, State District 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. Corey Teague
Comm. Christopher Irving, President

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

Comm. Irving read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 5, 2012 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Home Instruction, and the Department of Education Review of Education Jobs (Ed Jobs) Funded Programs, Special Education, and the Carl D. Perkins Grant

Ms. Susana Peron: Good evening Commissioners, Dr. Evans, and staff. The first audit report is on Home Instruction. So let me just give you a little bit of background and summary about the report and then I'll go through the corrective action. The Internal Audit Unit conducted an audit for the Paterson Public Schools Home Instruction Program for the year 2011-2012. The purpose of the audit was to determine if the

program was in compliance with all the applicable regulations. The audit was undertaken to determine whether or not students were receiving appropriate home instruction as required by law. The auditors found six findings, which I will address through the Corrective Action Plan. The Home Instruction Program consists of one employee, a Senior Coordinating Specialist, who reports to the Director of Special Services. That has been restructured and is going to be handled differently for the 2012-2013 school year. The first finding is the district is not always scheduling students with the appropriate number of hours of home instruction required by law. The corrective action is that we must ensure that all students are placed on home instruction and appropriately scheduled to receive no less than the minimum number of hours required by the statute. The method of implementation and what we are going to do as of September 15, 2012 is assign a supervisor to monitor Home Instruction and the program. We have developed and monitor a database that includes all the pertinent information. Under finding number two, the district did not always provide the NJDOE Passaic County Executive County Office with written notification of our intent to provide special education students with home instruction as required by law. The district must comply with the law and provide the county office with written notification of students placed on home instruction. From October, we are going to develop a uniform procedural guideline to be implemented and distributed and in-serviced to all our special education staff, supervisors, and senior specialists. Under finding number three, the documentation supporting student home instruction was often incomplete and not in compliance with the requirements. The corrective action calls for home instruction staff to completely fill out and submit the confirmation of bedside instruction as required by code. All visiting hours of service should be documented, signatures of guardian obtained, review of timesheets for completeness, and an approval of a department administrator. Our method of implementation is to develop a uniform procedural guideline to be distributed and in-serviced to the special education staff. Monthly reports will be submitted to administrators who have oversight of the program. Under finding number four, the district does not use the required Individualized Program Plan, an IPP. The corrective action is that the district must develop and implement the use of an IPP as required by code. Our method of implementation is that we will develop an IPP for students in need of home instruction. As of this time we do not have one. Under finding number five, the district maintained records of students receiving home instruction and they were incomplete. The department should maintain accurate and complete files for students receiving home instruction and required documentation including the return to school from the bedside roster. Our method of implementation is to develop in our policies and procedures the accurate forms and procedures to ensure compliance with the code. The last finding, finding number six, is the Office of Home Instruction does not have a policy or procedural manual, hence the findings. The method of implementation is that we are going to develop a policy and procedure manual to ensure compliance with the New Jersey Administrative Code. At this time, this completes this audit with the six findings. Are there any questions?

Comm. Hodges: There's no mention of timelines for any of these.

Ms. Peron: Yes, there are.

Comm. Hodges: Where?

Ms. Peron: In the Corrective Action Plan we have outlined the completion date of implementation.

Comm. Hodges: Excellent. My question then becomes, will there be a mechanism that enables the Board to monitor the progress of this implementation plan, meaning benchmarks and some sort of report on an interim basis?

Comm. Irving: Can I just follow up on that? My suggestion is that there at least be some quarterly updates sent through the Superintendent to the Board on the progress.

Ms. Peron: Of the Corrective Action Plan?

Comm. Irving: Yes. So maybe by November or December we should be able to see of the six actions and recommendations that you've done two and are working towards the other four. At least it allows this Board with everything else we get bombarded with to at least say, where are we with this? We can at least do that from our end by asking Cheryl to put it on the Board's calendar so that at a respective Board meeting in three months we'll have an update and then we'll have another update. It kind of keeps everyone on task.

Comm. Hodges: That partially addresses the concern. What I'm looking for is that, but included in that would be the percentage of implementation or following of whatever new rules or procedures are being put in place. How much adherence do you have to these new policies and procedures? If we're being held responsible for these things taking place just having the procedure manuals or whatever it is does not address the issue. The issue is compliance. So we have to monitor the degree of compliance and that's what I'm looking for.

Ms. Peron: I think that's a fair thing. That's why we have completion dates for implementation. So if we take the findings and work with those dates we could provide an update through the Superintendent at the Board meeting, or at any other workshop meeting that you would like. I think that's fair.

Comm. Hodges: What that also does is it makes the employees aware that they're going to be held accountable for the degree of compliance. If you have students that aren't getting these appropriate services, then it will become a problem and we can catch it before it becomes too much of a problem.

Ms. Peron: I agree. I think that's fair. I have another audit report.

*Comm. Teague enters the meeting at 6:20 p.m.

Comm. Martinez: Before we move on, are there any penalties or ramifications for not being in compliance?

Ms. Peron: From the state? Up to this date none that I know of, Comm. Martinez. I know that we have these findings and the New Jersey DOE is scheduled to come in to review the Special Education Department once again. They'll do it on an annual basis, but we are on a schedule before an annual basis. They're coming back I believe early spring to review the CAPs and the work that has been done because there were so many findings. If you listen to the next audit report you'll understand why they're scheduled to come back. This begins the second audit report and Corrective Action Plan if there are no other questions for the first one. The second corrective action audit report deals with the Education Jobs. The New Jersey DOE visited the Paterson Public Schools to monitor the district's use of Ed Jobs funds and the related program plans where applicable to determine whether the district's programs are meeting the intended purposes and objectives as specified in the current year applications. The onsite visit

included staff interviews and documentation reviews related to the requirements of the following programs – Education Jobs, Special Education, and Carl. D. Perkins Grant for the period of July 1, 2010 through March 31, 2012. In this audit report there were 16 findings. Of the three programs, Education Jobs had one finding, Special Education had 15 findings, and the Perkins Grant had zero.

Comm. Irving: This is just for clarification. If you can just back up and explain Ed Jobs and the service it provides to the district. I'm not too familiar with it and I'm sure if I'm not some of the other Board members here may not be as well.

Ms. Peron: Okay. The Education Jobs Act of 2010 was provided by federal law. They provided monies to us, the local education agencies, to provide programs and services for our district based on specific areas such as special education and other jobs that were needed to provide services for students. We were awarded I'm not sure how much money. I wasn't in this department at the time, but I know it was millions of dollars. So we had to hire staff for certain jobs and titles. Now they are following with documentation for the grant applications for the needs assessments. We had to actually show that we needed these jobs in order to receive the money. There were annual audits. They audited payroll records, accounting records, and purchase orders because some of the money also went to provide instructional materials. Does that provide clarification?

Comm. Irving: Yes. Thank you.

Ms. Peron: So for the Ed Jobs the finding was that the district's reporting of jobs created and jobs retained for Education Jobs funding was not calculated using the proper federal methodology, and jobs created and jobs retained were overstated. The corrective action is that the jobs created and jobs retained report on future 1512 reports must be calculated using the appropriate federal methodology. The method of implementation is that the business department's plan of action was to discontinue charging salaries and utilized funds for health benefits. The individual responsible for this finding and the method of implementation is Daisy Ayala, the Interim Business Administrator. As you can see, I'm unsure about what the report for 1512 is. So if you have any questions pertaining to this finding, Ms. Ayala can help me out. Thank you. For findings 2 through 16, they're all dealing with special education. Just to give you a background of what's been happening in the district, last year we had Montclair State University come into the district and provide us with a review of programs. They spent a great deal of time in the district serving parents and teachers and visiting classrooms to see what instruction looked like. They did an actual inventory of staff and provided us a thorough report of their findings. I believe we shared the executive summary of that report with the Board. Through that report there were many recommendations which we have taken into account and are working constantly to remedy and provide and develop procedures and policies for the Department of Education Services. One of which we are continuing the work with Montclair. They are going to come in because I will be bringing that action to the Board, if the Board approves, for them to come back and provide their technical assistance with putting together the procedural manual for the district, not only in special education, but for policies and procedures pertaining to special programs, Section 504, gifted & talented programs, special education, all of that. With that procedural manual we are also developing a professional development plan for not only the special education services staff, but for district administrators, district teachers, and child study teams so that this procedural plan becomes a living document. It's not just another piece of paper or another booklet to say how we do things. We check it when we need to, to assure compliance, but that we use it to assure compliance, to live by the code, and provide the services that our children need.

With that I say many of our methods of implementation rely on the development of that procedural manual. Finding number two – I'm going to begin with the special education findings and just walk you through that. The district did not consistently inform parents regarding all meetings through provision of notice of meeting for students referred and/or eligible for speech language services, notices for students referred and/or eligible for special education, and related services for students 14 or older whether a meeting would include transition. The corrective action for this is that the district must ensure that parents are provided notice and that meetings contain all the components to assure parents the opportunity to attend. The district must conduct speech language specialists regarding the procedures for implementing code. Our method of implementation is our department supervisors will review cohort child study team documents with EZIEP, our database management system for our individualized student program plans, to ensure written notice and that written notice complies with code. Professional development will be conducted on a monthly basis for our child study teams and speech therapists to address notification requirements and requirements for transition. Code requirements will be provided to staff via written notification. Finding number three – the district did not consistently inform parents of proposed actions through provisions of written notice for students referred and/or eligible for special education and related services. When notice was provided it did not contain all required components. The district must ensure that parents are provided written notice of a meeting that contains all required components within 15 calendar days of the meeting. The district must provide training for child study team members and speech language specialists regarding the procedures for implementation of code. Again, the department supervisors will review their cohort child study team documents utilizing EZIEP to ensure written notice complies with code. Professional development will be conducted.

Comm. Irving: I know there are 15, but...

Ms. Peron: Do I have to read them all for the record?

Comm. Irving: You can submit it to the Board. If you're going through all 15 we're going to be here long.

Ms. Peron: All 15 are in the same realm.

Comm. Irving: The question I have is all these regulations or policies that special education has to go by are not new regulations or policies.

Ms. Peron: Absolutely not.

Comm. Irving: So my question is this assessment was made last academic year. They found these corrective actions under what timeframe?

Ms. Peron: It began in July 2010 through March 31, 2012.

Comm. Irving: Okay. So that's when we first got on the Board. So this is an outgrowth of the issues we had back when we first got on the Board with regard to providing the services after the RIF'g of the respective staff members across the district.

Ms. Peron: That's correct, Commissioner.

Comm. Irving: I want to make sure the public knows this, which we have in many capacities and ways rectified by bringing in speech therapists who were contractors and

hiring these speech therapists. I bumped into three of them today in the hallway. So we're already on the path to correcting these measures.

Ms. Peron: I'm happy to say that is valid and correct. I want to say that all compensatory services will be completed by the end of this year.

Comm. Irving: Whose responsibility is it to ensure with regard to these corrective actions?

Ms. Peron: Susana Peron.

Comm. Irving: So you're going to be the person who is ultimately going to spearhead making sure that every single corrective action has been met.

Ms. Peron: With the help of my team, yes I am.

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

Comm. Irving: Do we have a timeframe for the state letting us know when these corrective actions need to be done?

Ms. Peron: They review it on a monthly basis. We submit our corrective action plans to them on a monthly basis and they provide feedback. At the end of the year we received a letter and they have closed many of the items on the corrective action for the compensatory and a lot of the services that weren't offered. We can share that with you.

Comm. Irving: We brought it up before, but I just want to make sure it goes in on the record and we're actually able to schedule this. I do want to in the interest of making sure that the Board is made aware of the progress that we're making ask that we have an update on this in another two or three months, maybe the December Board meeting or workshop. I think that's enough time for us to come back and say, where are we with regard to the corrective actions for all these and what progress has been made? I guess for me, I would be more interested in looking at the progress. What have we done? To me corrective actions are like a punch list and the more you complete the punch list the better you're doing. If you're not able to complete those on the punch list at least we can now hold the Superintendent accountable to ensure that these get done. Is that something that we can do?

Ms. Peron: We can do that.

Comm. Irving: Cheryl, can you just make sure?

Ms. Peron: In December?

Comm. Hodges: I'm a little bit more concerned about this. The balance of these issues occurred over what period of time?

Ms. Peron: July 2010.

Comm. Hodges: This is what I'm really concerned about. Some of us know this district was being monitored for just these kinds of issues from 2004 to the point where they were about to remove funding. I think Dr. Clancy in 2005 brought someone in just to address special education. He hired this special education director to address all this

multitude of issues and they were supposed to have been addressed because all the findings went down. I know that there were some problems with personnel and what have you, but 15 findings is a lot. Given our past history you would think that we would be extra sensitive in this area. That's disturbing. I'm not going to belabor the point, but I'm simply going to say that is extremely disturbing and I sincerely hope that some personnel adjustments are made so that this kind of thing is made clear that it's unacceptable. These kids are the most vulnerable that we have.

Comm. Irving: With that said, I'd like to know what personnel adjustments we've made.

Dr. Evans: One of them is sitting before you. We have a new director.

Ms. Peron: We have restructured special education. We're bringing on board two new supervisors to work with us in the area of inclusion instruction. We have hired additional staff. We have reorganized our child study team members to be a more cohesive team. Some of our child study team members were assigned to four and five different schools. So their fulltime equivalent was about .4, .2, or .6, which equaled nothing because it's a difficult task to manage that on a daily basis. So what we did was we tried to put the team and make it a more cohesive team and make them work in the most two different schools, and then create cohorts with supervisors so that supervisors can have the review of their work, the communication with them to build the relationship and the communication with the building administrator. We have now planned to take advantage of administrator monthly meetings with my colleagues. My assistant superintendents are going to let us utilize some of their time with their administrators to bring and provide professional development in the area of special education to the administrators so that they're all on board. We train them on how to utilize EZIEP so that they too can hold their child study team members accountable and everyone knows what's happening at the school and at the district level for our children. So there has been a lot of restructuring and reorganizing of the department. Some of the staff has been moved back into the schools where the work is. There have been many changes in staffing.

*Comm. Mendez and Comm. Kerr enter the meeting at 6:45 p.m.

Dr. Evans: If I may add to Ms. Peron's comments in response to Dr. Hodges' question, you've heard me talk about special education before and I'm not going to be as polite as Ms. Peron has been. One of the first observations I made when I came to the district – and I'll quote myself – I said special education in Paterson stinks. It did. It smells a little better now, but there are still a lot of fixes necessary. In fact, that was the primary reason for engaging the folk at Montclair State University to come in and do, not a cursory review, but a comprehensive study or review of special education and make substantive recommendations for changing the program to get better outcomes, to be in compliance, and all of the other things that we need to happen with special education. That process has begun. They've done the study. You have the overview of the study, the executive summary that Ms. Peron has mentioned, but it's a very comprehensive study and it makes some substantive recommendations. Those recommendations run deep and we've taken them seriously. Essentially the special education staff today at the district office is new. There are some continuing people, but most of the people in the staff are new. That's one of the major changes that we've made. We felt the need to replace staff. Now we're dealing with procedures and processes and Ms. Peron and her staff are working on that to fundamentally both redesign those processes and procedures, but make sure that they're compliant, user-friendly, and all of the things that we want, and not to mention the fact that we've got to make sure that the people in the classroom are delivering services or teaching to where our kids can perform at much

higher levels. Our special education students can perform at much higher levels as compared to what they're doing, but we have to have teachers doing the right thing. That's not to suggest that all of our teachers are doing a bad job because some are doing a great job. But there are too many who have focused on the compliance issues and the paperwork that needs to be done, although it needs to be done, and paying less attention to the quality of teaching. That is changing fundamentally. We're serious about these changes. So you're going to see a new special education program evolving as we move forward.

Comm. Hodges: This procedural manual is going to be purchased?

Ms. Peron: No. It will not be purchased. It's going to be our document. Montclair is going to serve as a facilitator and we are going to put together a team of like titles, teachers, guidance counselors, child study team members, physiologists, supervisors, parents, and community stakeholders. We have a scheduled plan. Our timeline to complete this is February. They're coming in to facilitate the process and they're doing the typing and putting together, but it is our manual. They are not writing it for us.

Comm. Hodges: They're charging us for the typing and the facilitation, I'm assuming.

Ms. Peron: And professional development. Yes, they will be and that Board action will come next month.

Comm. Hodges: I'm sure we can find one or two secretaries or other people who can type somewhere in this district, or maybe not.

Ms. Peron: I'm sure we could, but it's a little more than just the typing that goes into it. We're working with researchers and educators to put this together to spearhead and facilitate this work for us. It's a little more than typing. Are there any other questions?

Update on the Gifted and Talented Program

Dr. Evans: Before you comment, I'd like to provide a little background information. This topic came up at the last Board meeting and I was reminded that Ms. Peron actually did a presentation for you last spring.

Ms. Peron: March 27th.

Dr. Evans: March 27th. Many of the questions you were asking were addressed in that workshop, but a lot more work has been done since then. So what she's going to do is both answer the questions that you raised in that last Board meeting, but also update you with regards to the work that has gone on or has occurred since then to facilitate the opening of the program tomorrow.

Ms. Peron: I have extra copies of the Gifted & Talented. This is the Newcomers packet update.

Comm. Irving: Are you going to do both?

Ms. Peron: I'm going to do both. It's my meeting tonight. As a result of last Board meeting you specifically had specific questions about Gifted & Talented. So I tried to capture your questions and I tried to include the evidence and the information that you requested. I'm not going to read this for you. We can walk through the packet and if you have specific questions you would like me to address we can do that. Many of you

have gone and have witnessed the Gifted & Talented program meeting that we had with the parents and the students. So let's work through this and I'll just remind you the grade levels are 4-8. We're located at School 28 on the third floor. We are very much a part of School 28. I think it's really important when you walk into someone's house that you become the family member there, too. So we very much included Mr. Medley and Nancy Castro in the planning and the professional development of Gifted & Talented. The younger students in the academy for k-4 wear a light blue and navy blue uniform, and the Gifted & Talented students, because they're older in the middle grades, wear a navy blue top and khaki pants. So there's no distinction. It's just the age. I feel really important that this program doesn't become the academy, that we grow and build capacity in the district so that Gifted & Talented can be everywhere in every school eventually from pre-k through 12. Through the district's strategic plan we followed the first priority to provide effective academic programs. We met goal one to restructure the school, goal six to provide G&T, and goal seven, professional development. In your packet you will find the plan that I presented in March 27th. I will update that plan for you and submit it to you at the next Board meeting because we've had Dr. Joyce Van Tassel, our consultant from Rutgers University, come in and work with the teachers over this summer. We have condensed our goals for Gifted & Talented. When we first set out this plan early on in the year in January and March when I presented it was a plan for k-8. So we had different goals for the different grade levels and the learning emphasis. Because now we're just focused in on middle school for this year the teachers, the consultants, and the professors thought that we should condense the goals. I will bring those goals to you. It was still in draft form. We met last week with Dr. Evans and we reviewed and showed Dr. Evans the work that the teachers had done. So it was just being provided and I was working on this so I didn't give you the new plan, but I will at the next Board meeting. This is the original plan. It's modified. We collapsed a number of goals. We have six cognitive goals and we have four effective goals. If you walk through the packet you will see all of the Board actions that we've submitted for the consultant to come in and work with us. For the professional development that we provide our teachers we provide them with a 15-credit course in Gifted Education from Rutgers University. We have hired nine teachers to work at the academy. They went through an interview process and the selection was done with the committee. There are 20 teachers who are registered and taking the courses for professional development. They are some of the teachers from School 28 and some of the teachers from Dale Avenue because we hope to expand this program into pre-k through 8. So we're sharing and building capacity for the different levels of teachers. I have kindergarten teachers, middle school teachers, and then third grade teachers taking the courses in Gifted. The teachers have provided and I will include in next month's packet some of the modifications that they have made to the curriculum. The most important question that you want to hear is the one about where is your curriculum. I'm here to tell you that the curriculum is the district curriculum. We're utilizing what the district utilizes. What makes it different is that we are modifying the scope and sequence. We are modifying the pacing charts because we have to meet the needs of these gifted learners. So when we talk about differentiating instruction, Gifted is it. Everything is in-depth and inquiry-based. The most important and the most critical thought to take away from this program is that we are developing critical thinkers and problem-solvers. The goal of Gifted Education is the goal of education - for our children to become critical thinkers, to have them look at a problem and not only solve it in one way, but solve it in four different ways and talk about it and discuss it. So we take the topics and we make them more complex. We use question-based. We use Bloom's Taxonomy, all of the best practices that a teacher can use. We have added in some different resources and you will see that we have ordered some books and some other resources that were recommended through Rutgers University. You have the entire list there for the resources that the teachers will be using. We have Jacob's

Ladder student workbooks levels two, three, four, and five. We have Math Base 10 and Beyond Base 10. Those are some different resources that we have added to the academy and all of the money that has been expended for Gifted & Talented is also detailed for you in an itemized two pages. I don't know if I've answered your questions. I don't know if I've given you enough information.

Comm. Hodges: I'm excited about the critical thinking aspect of your approach. However, we have 29,000 students and that happens to be a major stumbling block. So I guess my real issue is how do we capture some elements of that approach and inject it into the regular curriculum as it should have been a long time ago? Our testing has shown that our students struggle in that particular category. They don't analyze questions and they don't actually work through problems aggressively when they're confronted with them. So I'm very happy to see the Gifted & Talented students receive that, but I need to know the plan to implement some significant portion of that curriculum for the regular students.

Dr. Evans: One of the reasons that we're using the Institute for Learning's Principles of Learning is just that, to build the skills or capacity among our teachers to deliver this type of curriculum. That is the major reason we chose them. That's what the Principles of Learning are about and obviously making sure that our teachers are proficient in those principles across the district and making sure that our curriculum also includes the content. That's another discussion altogether since the content is now being driven through the Common Core work. But bringing those two together, the Principles of Learning and the Common Core, and making sure the content is addressed through the Common Core and how teachers deliver it using the Principles of Learning to teach those skills is the vehicle that we will use to do that. That's easier said than done because sometimes it's re-teaching our teachers how to teach or what to teach. Again, that's easier said than done, but it's what we're doing.

Comm. Hodges: Since we're not going to be in the classroom, I need to know what benchmarks you're going to present to the Board on a regular basis to help us understand that these things are in fact taking place. I think that's going to be critical given the fact that we're under the gun, so to speak, with the RACs. So I'm looking for a systematic approach to demonstrating that these types of skills are in fact being received and mastered – and the key is mastered – by our students before the end of the year. So I'm not looking for a year-end assessment. I'm looking for something that shows that there is some steady progress. I know you have to measure it. So I need to know how this happens so that the Board can monitor this progress.

Dr. Evans: The arrangement we have with Renaissance Learning and the quarterly reports that we give would be a beginning. With some modifications that can become the vehicle, but we certainly can do that.

Comm. Hodges: I know you can. The question is I need to know that's what's going to happen because I do not want to wait come June and we're discussing that. That's going to be inadequate. So I need to make sure that we're going to have a regular update in place so that we can know that this is happening.

Ms. Peron: We have very much in place an assessment system for Gifted & Talented. Dr. Joyce Van Tassel had met with us to actually talk to us about assessing and evaluating the program and there are tools that she has trained our teacher coordinator and the supervisor to go into the classroom and assess not only what the teacher teaches, but how the student is learning and what the student is learning. So I can provide those walk-through tools in my next packet for you. We also have performance-

based assessment for these students as well as the district assessments. But she talked about measuring the growth and the progress of the program throughout the year with specific benchmarks and not just at the end of the year.

Comm. Hodges: Right. There are some formative assessments that do capture those particular threads and that's what I'm really looking at.

Comm. Irving: Ms. Peron, with all due respect, I think this was an update for how we got here, but I don't think anything new has been presented with regard to the curriculum of this program. Just hear me out. If we're using the regular curriculum that the district has, what makes this Gifted & Talented program so different? If I had whatever variations and they were in front of me I would know that. But if I'm going by the fact that it's written here in this packet you gave me, which is just a packet of information that you gave us before and action items that we already approved, there's nothing new that's in this packet. You're trying to sell this and you're doing a decent job of it, but I'm not going to buy this. If the school is ready, what makes it rigorous? What makes this program or these children be tested above and beyond? Critical thinking is great, but as Dr. Hodges indicated, that should be an element that every single school in this district should be pushing for. Aside from just critical thinking, are we implementing a STEM-related component to the school? Is there advanced English programs? Have we implemented a chess program into the school? When Pedro Rodriguez was here he had advocated for a Gifted & Talented program that really looked at challenging young people at a level above where we currently are. That's what makes these young people so special. I can't sit here and allow you to give this report and me sit here and say that's okay because it's not. It is absolutely not. With the Superintendent to my right, I'm making it very clear that the next update this Board should receive is if we are using the regular curriculum, what's irregular about this program? If it's regular this is just another school.

Dr. Evans: Let me begin to answer that. When we say the regular curriculum, the content is the content represented in the regular curriculum, but it's accelerated and it's at least one year beyond. They're not getting exactly the same that youngsters in the same grade are getting. They're getting an advanced version of the same content one year later. They're one year ahead in terms of the content. But then the delivery and where they're going with it is totally different. Then Ms. Peron needs to answer that.

Ms. Peron: I just want to say you're absolutely right. I didn't bring anything different because the units that the teachers are developing were developed the last week of August.

Comm. Irving: Last week.

Ms. Peron: Last week. The units of study have been developed by the teachers. However, I will bring those to you and I will tell you that they will be presented in some classrooms and not in others. The beauty of Gifted Education is the individuality of each child. It's the differentiated instruction that goes within. So we have to measure where the student is, we have to learn what their strengths are, and then we have to take them to that next level. So they may be sixth graders working in algebra.

Comm. Irving: All I'm saying is that I agree with you and I hear that, but I have nothing to gauge that with at this point in time.

Ms. Peron: You need the scope and sequence.

Comm. Irving: It's only fair that if you're going to present this to this Board to ask us to have a conversation about it, we're having a conversation about so much anecdotal jargon and terminology without us really sitting down and vetting and saying, how does this algebra look in an advanced or seventh grade classroom? What would it look like for a child who is advanced or who scored this way on a STAR assessment? I don't even know if that's being taught.

Comm. Hodges: To be fair, at School 28 they did mention this in-depth approach to applying the curriculum and we were not privy to all of that. I certainly want to associate myself with your concerns. One of the things that worried me is that the curriculum is not going to be across the board. It will be in some classes and not others. I'm a little worried about that. I think we just need another presentation to flesh out exactly what we're getting so that we can understand what a Gifted & Talented program really means. The other thing is in the back of our minds this was supposed to lead down the road to an IB program. You need the students who are capable of performing at that level developed in the elementary school. So I'm trying to be patient to see where this is going. That's why I'm asking for the benchmarks, just to show me what in fact you are producing and the formative assessments so that we know where we're going and you can make corrections and strengthen. But he's absolutely right. One person's Gifted & Talented program in another district will just mean 'A' work and that's just not enough. We want to send that message very clearly to people because even though they've heard it said they've not always listened. We want a Gifted & Talented program. We want students to leave here and be able to not only get into college, and not only stay there, but to excel. So what we're looking for is a program with substance and depth and far-reaching so that these kids can truly be challenged like very few students are in this district currently. It's not going to be we're calling it a Gifted & Talented program. That's what the President is trying to convey. I'm being nicer for the time being, but that's the issue. Will you speak to this notion that some students will get the curriculum and others wouldn't?

Ms. Peron: It's the differentiating of the instruction that's going to make the difference. We have content highly-qualified teachers in math. We have them in language arts. So we will have mixed age grouping at times. Just because you're 10 doesn't mean you're not sitting in a room with a 12-year-old because developmentally and academically you're at the same level. So there will be some mixed age grouping. There will be curriculum across the board top and bottom. What the teachers are doing are actually setting up and preparing the units of study to take the content and provide it more in-depth so that the students can take it and work with it in a complex way for them to figure out and solve problems. The thread of the school has changed. The theme of the school has changed. They will be exploring change in all the content areas, how change occurs in science, math, and history. So they have developed these studies and in this packet there are samples of what those studies and the topics are and the resources that they will be using. I haven't provided and I can't provide that we will be working out of this resource on page 29 and in October we will be in chapter three, page 82. That's impossible to do because the teachers are being trained to really differentiate and meet the needs of the students. So when I tell you that a fifth grade textbook will be used in the fourth grade or a sixth grade textbook will be used in the fourth grade it's going to happen. But it all relies on the teacher understanding the needs of the child through formative assessment, through objective assessment, and preparing those lessons to meet those needs. I will bring those units of study to you and that will provide maybe a little more clarity about the curriculum and the types of activities and work that's going to go on in the Gifted & Talented classroom. We're going to use inquiry-based. We're using all forms of communication. We have an interactive whiteboard in every classroom. We have five computers. We have a

computer lab. I'm really excited and I concur with you. This type of learning needs to happen across the district in all our schools in every classroom, but we're not there yet. We have to do it through building capacity through the teachers. These teachers will become our lead teachers and our peer teachers. These classrooms could become model classrooms so that we bring in other teachers and they see what learning looks like and what excitement is in terms of education. I couldn't bring that to you tonight because as I said they developed it. They're working with a renowned expert in Gifted Education, Dr. Joyce Van Tassel, which has been from day one working with us to assure that we meet all of the standards in all of the areas in Gifted Education. So this is a little different. This is not an extra ditto. This is not an extra book that they're going to receive. This is about instruction and education based on what the student needs. Our parent student conferences are going to be student led. Our students are going to explain to their parents the work that they've been doing, how they got there, and what the next step is. They are going to be describing the work that they do every day in the classroom. The teacher is going to be the facilitator and the parent is the one that's going to learn about what's going on with their teaching. So, all of these plans and different activities are underway. I'm not trying to sell you something. This is not my product. This is our product. This is a product of the teachers putting it together. What I need to assure is that the implementation of the program happens, that it happens every day, that instruction happens every day, and that we provide those resources and the teachers do their job in collaboration with the building administrators.

Comm. Irving: And I think we have to ensure what the program is and what it looks like. That's all I'm saying.

Ms. Peron: That's fine.

Comm. Irving: Can we just move on and the next time we have the opportunity – will this be ready by the next Board meeting?

Ms. Peron: Yes, it will.

Comm. Hodges: Mr. President, I think you have some people from outside the district who are making a presentation. Is that correct?

Dr. Evans: In the 'C' section. Are you referring to the item relating to the TV station?

Comm. Hodges: Yes.

Dr. Evans: That's in the 'C' section and they've asked that that be moved up earlier, but we're not there yet. If the Board wishes, you can move that up even earlier.

Comm. Irving: What are we talking about?

Dr. Evans: Item C-18.

Update on the Newcomers Program

Ms. Peron: Again, the question was, what curriculum are we using? The answer is we're using the district curriculum. The difference in this program is that like Gifted we differentiate instruction, but we modify it as well. The strategies and the methodologies that we use to present information to our limited English proficient students are different. Let me just tell you a little bit of how we got here and you have this in your packet. The Newcomers School is a place for newcomers. The criteria are that they are new to this

country and have been here for less than a year. The grade span is also 4-8 and the language is Spanish. So these are Spanish-speaking children from various countries that have moved into our district and will attend the Newcomers Program. We have identified about 150 students. The learning emphasis is pretty much the same as the Gifted & Talented, except that we are going to be using intensive bilingual instruction. We have to educate these students in their dominant language and most of the time that dominant language is Spanish. At the same time, we are going to infuse intensive English as a second language, not simultaneously, but during that same day. So they are going to receive their academic skills all in the native language and then they will have their developmental ESL intensive English at the same time. Why do we do that? We do that so that they don't fall behind. We do that so they continue learning the skills that they need to learn at the grade they are at. When they're building their basic communication skills in their cognitive academic language they can easily transition into English and not have lost the skills that they needed to have in the third, fourth, and fifth grade. A lot of these students, not all of them, have interrupted education. They may have been educated in their country for some time, then they stopped going to school, they come here, they'll spend some time here, and go back to their country. So these teachers also have to learn and provide differentiated instruction. They may have a class of fourth graders at very different varying developmental levels. So we are going to be using the SIOP method, which is a sheltered English instruction. We are going to be using TPR, Total Physical Response. These are best strategies and best practices in bilingual education. We are also going to use the natural approach to language. We have hired 10 teachers. We have an ESL teacher and content specialist teachers. They are all duly certified in bilingual in the content area. I am looking to hire a reading specialist because some of these students need extra help in building vocabulary, phonics, decoding, and word skills. So we need the expertise of a reading specialist. Then we have a media specialist, an applied technology teacher, art, phys. ed., and all of that. I have included the WIDA standards for you. WIDA is the assessment that we use to assess the academic learning of these students and also we use an assessment to measure their oral language proficiency. The goal of this program is not to keep these students in this school for over a period of over four years. The goal of this program is to have these students enter and possibly exit in a year, but ready to be successful in a general education classroom with some support in bilingual education.

Comm. Hodges: What is the goal of the bilingual program then?

Ms. Peron: The same thing.

Comm. Hodges: So what is the difference?

Ms. Peron: The difference is when you have a group of students by law if you have 20 or more with any given language you have to provide a self-contained classroom for them. So district-wide sometimes in every school we don't have that. So the services change. We may have developmental ESL and supplemental ESL. The goal of the bilingual program is always to have that child acquire the English language that they need to be successful in school, but at the same time sometimes they are in a transitional stage where they have some language and their native language is not the only language that they have. So this is for newcomers to the country that have had interrupted education that are not on grade level or that are severely behind grade level. Sometimes that has happened in our bilingual program, but as you can see and as assessment shows there's a huge gap between our ELL learners and our general population. So we too in this district are working on restructuring and reorganizing the bilingual department.

Comm. Hodges: That's my concern. A year is a long time. We want to get the children immersed. Is your focus also to repair some of the academic deficits? I'm trying to wrap my head around the fact that we're doing the same thing in the bilingual program.

Ms. Peron: We are and we're not.

Comm. Hodges: I want it to be more effective.

Ms. Peron: We want our bilingual program to be effective.

Comm. Hodges: That's not what I mean. I expected this program to be different than the bilingual program and almost accelerated because you want to get the students up to a certain level where they can then go to the bilingual program. That's what I'm assuming.

Ms. Peron: Yes. It will be accelerated in the area of ESL. In a regular bilingual program when a child enters at any of our elementary they may have ESL for 40 minutes. In a program like this they will have ESL every day. So that is a major difference.

Comm. Kerr: Ms. Peron, what I need to know as a lay person not too well-versed is how we go about the instruction in terms of the ESL. We're going to teach the kids in Spanish because that's their dominant language. Considering the time factor that we have we're only going to have a certain amount of hours to bring them up to speed. How are we going to effectively bring those kids up to speed teaching them in their native language and getting them versed in their new language? I just need to know how we are going to tackle that real problem. Is there a design in this new program for that considering the time?

Ms. Peron: I didn't provide the schedules for the classrooms. I have to think that way. I'm sorry. I apologize. In terms of educating a bilingual child, in terms of bringing them up to par academically one year isn't a long time.

Comm. Kerr: I just mean, how are you going to do it?

Ms. Peron: We're going to do it by giving them the content academic skills in their native language and then actually scheduling a portion of the day for them to attend...

Comm. Kerr: How many hours?

Ms. Peron: They're going to have a 90-minute block like the rest of the district has in language arts and math. In between that 90-minute block there is English infused in that block because we're going to have some ESL strategies and activities infused in the language arts and math. They're going to have 60 minutes of ESL and then they'll have their specials. They're not going to have specials like all of the other regular elementary students. They will have gym, of course. They will have art. But infused in those classes will be ESL strategies and teachers. They're all dually certified in bilingual and ESL. At the beginning the native language teaching will be 100%. As the year progresses the percentage of time and instruction changes. So it may change from 60/40 to 80/20. So the 90-minute block at the beginning of the year will be in the native language.

Comm. Kerr: That sounds good. I really would like to see the design. I'm more interested in the design than anything else.

Comm. Irving: I don't want to belabor that. This Board voted on this program and plan, so I appreciate you giving us an overview. But this is all the stuff that we helped to create and we know. The piece I think that's really necessary is just the schedule. What are the courses? I think this is a little different than Gifted & Talented because we're still not too sure what we're getting. But we vetted this program and we've had many conversations as a Board about what this program will look like. The ones who voted on it did. Actually, in the transformation meeting I think we had a lot of discussion and discourse amongst us before we voted on it. That's just my perceptive. With that said, I think it's just important for us to see exactly what a typical day will look like. The end result was I thought that most of their day would be in their native language and that there would be a course or some focus on learning English. I don't know how that takes shape. That's not our responsibility to impose that. That's your job to tell us what it looks like and for us to critique it and say whether it works. Again, getting the curriculum or the course mapping for the respective classes is very important. You said before they're going to get art, but that's only if we have an art teacher. I'm looking at the information you gave me and there's a vacancy in art in the school.

Ms. Peron: It's in process. I couldn't write that until the paperwork goes through.

Comm. Irving: Okay. What about the other vacancies?

Ms. Peron: Four vacancies are in process right now. I do have two vacancies left.

Comm. Irving: Which are?

Ms. Peron: Math and library media specialist.

Comm. Irving: So we're going to start off the year probably with a substitute for math?

Ms. Peron: Yes, we are. It's a tough title to come by.

Comm. Irving: This is not the only school that has vacancies, but with the need you have for a bilingual math certified... I get it. I hope we're still going out there and trying to find someone.

Ms. Peron: Of course.

Comm. Irving: When can we expect to see that?

Ms. Peron: The next Board meeting. I'm still working out schedules with the help of Joanne Riviello who has more experience in scheduling a school. She has been really helpful to me in terms of those block schedules. In Early Childhood we integrate education. So it's quite different when you have to provide specials to teachers and the allotment of time for each specific subject. Right now it's a work in progress, but I believe by the next Board meeting it has to be developed because kids are in school and we have to have it running.

Comm. Mendez: What is the capacity of this program? We have 148 students so far on the Newcomers Program. Is that correct?

Ms. Peron: Yes. I believe the capacity for elementary School 11 is about 200.

Dr. Evans: 301.

Comm. Mendez: I know you talked about the staff. Do we have the teachers in place already? I hear there are four positions pending.

Ms. Peron: Pending, yes.

Comm. Mendez: On the Gifted & Talented Program, do we have the full team ready to start that program in full capacity?

Ms. Peron: Yes, we do.

Comm. Mendez: What is the capacity of the Gifted & Talented Program?

Ms. Peron: I believe we're up to 127 students, but enrollment is growing.

Comm. Mendez: That's what we have so far?

Ms. Peron: Yes, that's what we have so far.

Comm. Mendez: 127?

Ms. Peron: Approximately. Don't quote me on 127. It may be a few more or a few less, but it's approximately 120 students.

Comm. Mendez: Thank you.

Comm. Guzman: I have said from the beginning when this came to light while we were in the committee that I was 200% in support of this. I see the struggle that our kids are having, especially in that area where the school is located. I know there are children from all over the district, but I know specifically the struggle because that's the area that I live in. I live exactly surrounding School 15, Roberto Clemente, and School 11. So I understand and I see what's going on. You mentioned that the program was only one year. What I understood was that it was going to be depending on the child and how much time they needed.

Ms. Peron: The Newcomers?

Comm. Guzman: Yes.

Ms. Peron: The goal is one year. However, it will vary. As you say, it will depend on the child and the developmental level that they come in, academically, and how quickly they acquire the language. So it may vary from student to student, but the goal is to transition them into a general elementary school so that they can be successful with their peers.

Comm. Guzman: I had a lot of concerns. I know you mentioned a year, but I remember going back to the meetings where I asked how we're going to know which child was ready to move on. We said that they were going to be tested through the program. But we need to make sure because in order for them to understand the material and actually go into regular course work they need to understand the language. It's kind of hard when you're trying to push two things at the same time and they are just confused and get tired and frustrated and don't want to learn either or. Thank you very much for clearing that up.

Comm. Hodges: We did thoroughly discuss the concept, but not the approach. That's the concern that I have. If we're going to do it, I want to make sure it's done well, not just get done. The concern that I have was simply the length of time of the stay. My understanding was a little bit different as to what we were going to do. I'm not going to burden the Board because apparently they're not as focused on it as I am. I'll come by and see you and try to get a firmer handle. As we all know, bilingual education is not settled in its approach anywhere in the country. We want to be more effective at getting these kids up to speed so that they're not lingering behind. That's the problem. That's why I was so startled when you said they were going to be there a full year. That's what my question was. I was surprised. I'll come by and talk to you rather than belabor this.

Comm. Cleaves: We are all concerned, just for the record. But if you have a bilingual student that you're teaching, when do you change that over to teaching them in English so when they're mainstreamed now that they know the content they're still able to continue to flourish as opposed to going backwards because now they're put into another environment?

Ms. Peron: It's not an arbitrary decision that you make. It is one that you make through assessment and through observation of the daily work. You have to measure the amount of vocabulary that the child has. You have to measure the expressive and receptive language that the child can now understand and comprehend. You have to measure the writing skills and more importantly the reading comprehension. So, because the child has been there for four months they may be able to follow a basic conversation that is just a basic conversation, but in a classroom the conversation goes beyond your basic communication skills. The technical vocabulary of education is different. So you have to know that they're going to understand when the teacher gives them a given task or that they have to analyze a problem that they will have that technical vocabulary to be able to express themselves either orally or through writing. So it's not something that we can just arbitrarily say he's got about 200 vocabulary words and he can put five sentences together. That's fabulous, but depending on the grade level, skill, and subject we have to assess that. So we have to measure oral language proficiency. There are formal assessments that do just that and they will level each child and put them in a level of novice, beginning, and intermediate. So it varies. It's complex. When it comes to language it's even more complex because there are so many factors that are involved in learning language and in speaking, reading, and writing. So we have to administer the assessments to these children to be able to move them and make that decision for them. Teacher recommendation is important and length of time. All of those things need to be taken into consideration. We have to build a profile for each and every one of these students so that we understand where they are, where they're going, and where they can go to. I hope I answered your question. Are there any other questions?

Discussion of Resolution No. C-18

Dr. Evans: Can we move up C-18? It's a request to approve entering into a contract with Media Consultants to provide consultant services for the refurbishment of the John F. Kennedy TV studio from September 20, 2012 through January 15, 2013 for a total not to exceed \$9,500.00. I think Dennis is going to lead a presentation.

Mr. Dennis Vroegindewey: Good evening. Actually, we're here to answer any questions that you might have. We're doing this actively at the encouragement of Dr. Hodges. We're involving Mike Taylor. He slipped out to grab a bite to eat. He didn't realize it was going to run this long, but he'll be returning soon. He's been very active with public access television. Through Dr. Hodges' encouragement we have him on

board to act as a consultant with us as we take the Kennedy studio and bring it back to its former status and make it a state-of-the-art facility again. The contractor work would go to Media Consultants. We have Jim Segnorini who used to work back in the days when Bob McNeil ran the TV studio. He did a good job as a consultant with us and he's done a lot of things across the State of New Jersey. I think he even worked at Rutgers stadium outfitting them with different media equipment. So we've brought him along. Al Knight, in one of his former capacities, did work in the TV studio and represents the communications department, which will be actively involved with the studio as well as we open it up to communicate with the district. It will allow us to increase the community's use of a TV studio. It will also provide and expand opportunities for students, which is one of the district's goals. We will be refurbishing the technology in the district with state-of-the-art equipment. We have Mr. Segnorini here to answer any questions you might have about what his work would entail.

Comm. Hodges: I need to fill you in a little bit. Originally, Mr. Taylor, who works as a trainer down at Cablevision, which is public access, approached me because he attends video contests that are held around the state. He was happy to tell me that the little town of West Milford's middle school won a television contest. His point was that we have a studio that we used to run that was equipped and furnished with money from both the district and the assistance of Cablevision and it has fallen into substantial disrepair. He had originally contacted the district to give a presentation of what was possible just to show you the skills that we could teach our children and the wonderful opportunities that were available to them. That was his original intent. This has blossomed into a project now to refurbish the television studio and to bring it online substantially updated from where it is. There is a whole digital change that has occurred and we are not there yet, but the foundational pieces are in place. So that's basically where we are. Then we're trying to use the studio to teach students how to perform at that level.

Mr. Vroegindewey: The first step is to get the studio up to 2012 standards. Then you'll hear more down the road about the program that we hope to have there, staff that might be hired to educate the children, and connections with the community. The first step is to get a consultant who knows the ins and outs of what we need there and to help put it together, and that's Jim.

Mr. Jim Segnorini: I actually built the first studio with Bob McNeil. It was amazing the awards he was bringing back from Washington and seeing these kids in all the other municipalities around saying, "This is Kennedy High School is Paterson. They're winning all these awards. How can we get in on that?" In turn, I built Clifton, Nutley, Cedar Grove, and a whole bunch of schools. The beginning of a lot of this was Kennedy High School. It was a very good thing for the kids and the kids were very proud of what they did. It's great that these guys called and brought me in to see it and I couldn't believe what it looked like after leaving it so many years ago. It fell into disrepair. It's great for the kids because I work in the television industry and there are a lot of jobs out there. It's a really good job that you could have where you can make a good living. It's not something where you can go from the school. You can go to a four-year college. You can intern at any of the networks and then your career takes off from there.

Comm. Kerr: I just need to know what the refurbishing would look like. We have a price tag here of \$9,500. That seems very small to me. I've developed media centers.

Mr. Segnorini: That doesn't include the equipment.

Comm. Kerr: That's what I need to know, exactly what this represents.

Mr. Segnorini: That represents the putting together a bid to go out to the vendors, to bring it back and do design, installation, and engineering, which includes all the functional drawings, manufacturing, putting everything in the racks, and cabling, which is installation. That's the engineering end of it as well as putting a bid spec together to go out and get the equipment. This equipment would be state-of the-art, which is SDI equipment. We won't go HD and the reason is because Cablevision is nowhere near HD capability as far as transmission, including the studio on Ellison and all its local programming. It's not high definition. So in essence the kids could get ENG cameras, go out, shoot packages and bring them back, if you have non-linear systems there – which you had in the past where they edited on because everything is non-linear now – they would shoot it in HD, edit it in HD, but they would have to down convert it to SDI in order to put it on television.

Comm. Hodges: By non-linear you mean that you can do it out of sequence and using the computer.

Mr. Segnorini: Everything is done on the computer - exactly.

Comm. Hodges: And out of sequence.

Mr. Segnorini: Yes.

Comm. Kerr: So this is just for the design.

Mr. Segnorini: This is for the design, installation, drawings, bids to go out for the equipment, and training.

Comm. Kerr: Before we lock ourselves into the first part of it and not be able to fund the second part, can you just give me an idea of what the second stage of the refurbishing would look like in terms of a price tag?

Mr. Vroegindewey: We have a budget of \$150,000 for the refurbishment for the equipment. That's beyond the cost of this. He's projected that we're coming kind of close.

Mr. Segnorini: We will be within the specs originally laid out.

Comm. Kerr: I've not seen that. I've just seen this one. I just don't want to get too far afield. I want to know what the cost will be before we say yes and then this is a big ticket price operation here.

Mr. Segnorini: You're right. A studio could go in the millions. We know what we're dealing with. We're going to keep it within a price where we can control a lot of the costs. Through my connections with Rutgers and with the people I deal with I deal directly with manufacturers. So it helps us out in the sense that we cut out a lot of middle people.

Mr. Al Knight: Hi, Commissioners and Dr. Evans. This is Al Knight, your Media Technician, and this is really weird not being behind my camera. The \$150,000 amount was arrived at when I personally specked out an equipment list just by going through BNH photo video and their professional video equipment thing online and arrived at that figure as a good amount that the studio could be refurbished and have low-end

professional equipment, which is still state-of-the-art. When I say low-end it's still better than consumer equipment and better than what they call "prosumer" equipment. So it will be what a student television studio should be in state-of-the-art. Like Jim said, you can spend that much money on a lens, let alone one camera. So we're going to have a pretty darn good setup for not a whole lot of money and that's my opinion. Does that help?

Comm. Kerr: We'll talk about the other part of it. I support having a good studio up there.

Mr. Knight: My desire has been to make it plug-and-play. It should be that we can go in, flip a couple of switches, and be ready to do a line edit production with a crew. The studio has not been in that configuration for at least the last four years.

Comm. Mendez: \$150,000 sounds like a very reasonable price. I don't know that much about technology, but I know how expensive it is. What kind of condition do we have now at the studio? The only time we use that is when we have election debates and I believe we bring your cameras.

Mr. Knight: Yes, I bring in my own equipment.

Comm. Mendez: So we don't have any equipment. Is that correct?

Mr. Knight: Right now the studio is virtually useless except it's a room with a lighting grid with obsolete lights in it and a control room that does nothing. So what it has been used for, for the last couple of years, is the class that was taught in there the teacher was doing ENG, which is electronic news gathering. It's like when the kids go out with a portable camera and then they come back and edit on computers. Nothing was done in a fashion of a television studio, which would be a line edit where you have a director, a soundman, a floor manager, and cameraman. Nothing was ever done that way as long as I've been here. But that is the way it was done when Mr. McNeil was here. Those are the skills the kids need to learn in order to go out and get a job. There is the possibility of getting a media job where you have only learned ENG, but it's highly unlikely. You need a whole bag of skills and one of them is the ability to work in a studio.

Mr. Segnorini: When you make the next step into college that's where all of this comes into play. If you go to Montclair State, which has an excellent facility up there, they're going to put you in a studio environment and as a student if he only did editing on a non-linear system he's going to be lost when he gets into that studio. In the past the kids that came out of Kennedy High School excelled when they went to further their education in television production because all these positions - technical director, producer, director, audio engineer - they already had that experience and they just took it up to the next level.

Comm. Mendez: I believe it's a great idea. The one thing that I would like to see with this project is on the curriculum side some kind of plan. That \$150,000 would be very well-spent on that area.

Mr. Vroegindewey: You'll be hearing that in the near future. I know Eileen Shafer is beginning to put a posting to get a teacher and we'll make sure it's a high-skilled person that we have on board. Then we have some templates for curriculum, but then we'll get him involved also and we'll present you with a curriculum course that we propose.

Comm. Martinez: This sounds very promising. Some of the questions I intended to ask were touched on. What's the timeframe? Are we talking this year or next year to get it up and running?

Mr. Vroegindewey: We hope to have it done by January.

Comm. Martinez: With the curriculum in place and a facilitator to oversee it?

Mr. Vroegindewey: That's our goal.

Comm. Martinez: To what extent will the students be able to use the facilities? Is it exclusive for Kennedy students? Is it something for district students?

Mr. Vroegindewey: I know that the School of Education is where the TV programming and some of the course work will occur, but we have to talk with the Kennedy staff. I also know that there will be electives for kids at Kennedy. But then beyond that, and that's where I think Mike Taylor's influence will come, we want to expand it and take this so we can have more digital entries and contests and more action throughout district. This could be a symbol and we could possibly even have meetings there at the studio with representatives from the various high schools and sort of get the ball rolling for more digital learning and projects.

Mr. Segnorini: Also, the school owns the television channel. So these kids could actually do their projects and they'll put them on TV and go home and view them. The families and everybody can see these projects. It's not just limited to what's in that studio. Once you teach these kids you have football games, basketball games, and plays. This is all part of this activity where these kids could actually go out like in a lot of these schools. I know Wayne Hills and Wayne Valley go out. They're only on the municipal channel. They don't have the luxury of having their own educational channel, so it's a shared resource. It's endless what these kids could actually do.

Comm. Martinez: It sounds very promising. Thank you.

Comm. Teague: I spoke to Mr. Taylor back in March and he informed me that there was a way that they could actually do the School Board meetings live. That was possible. Can this program be integrated with that to make that public access?

Mr. Knight: Historically speaking and from people that I've spoken to who were here long before me – I've been here for five years now – Board meetings were never broadcast live in real time. However, right now when I record you guys when you have the meetings they are running three days a week twice a day on those three days. The ability to go live has really kind of always been there. Even now when we do the meeting at Kennedy all I need to do is flip a switch and I put you on the air. But that has not been part of my job to do that. I've never received a directive to do that officially, so we do not do that. But that has always been a possibility.

Comm. Teague: I think the community needs to be able to see us more so than just a recording. The reason why the Council meetings are viewed more so is because they're seen live.

Mr. Knight: I agree. But it has not been my job to do that. I've always recorded it and run it the rest of the week. If you guys come up with a directive that commands that I have to broadcast you live, I'd be happy to do it. But what I'm saying is it's as simple as flipping a switch.

Comm. Irving: That's something that if you want to engage the Board in a conversation and put it before the body, we would welcome that conversation.

Comm. Hodges: One concern that I did have is that you have the capability of running this signal from Delaware as opposed to Kennedy where the modulator is currently located. I would encourage you to do that because it gives you enhanced capabilities and more flexibility. We haven't chosen to do that for whatever reason. It's a simple box. Bring it from Kennedy to over here and you can just make any changes instantaneously. I do understand that one of the problems we've had is that occasional somebody goes over there in the school and pushes the wrong button and then all the programming stops and people from here have to go over to Kennedy in order to turn it back on again. If it was here you wouldn't have that problem because the control would rest totally with adults. There was some concern over doing that, but since it's our equipment we should be doing that.

Dr. Evans: We're working on it.

Mr. Segnorini: The only thing with that is that there is a transport issue because the connectivity lives at Kennedy High School. So the fiber transport which goes to the Cablevision hub, which I think is on Michigan, would have to be relocated into this building. Then there would be no connectivity between the high school and this building. So as far as going live from a Board perspective, you wouldn't be able to.

Comm. Hodges: We have fiber optics here, so that shouldn't be a problem at all. It gives us enhanced capabilities if we did it from this office.

Mr. Segnorini: If the fiber is in place, it's a no brainer.

Comm. Hodges: The fiber is in place. That's not going to be an issue.

Comm. Mendez: What kind of technology challenges will we face if we decided to move our regular meeting to a different school? I'm asking this question is because I don't know if we've done this before but in the time that I have been here all the regular meetings were held at Kennedy High School. I think it would be great for the community to have the Board in different schools. For example, School 18 is all the way on the other side of town. It would be great if we had one of our regular meetings there and we invite the community that way they could come. I do believe it would be a great idea.

Mr. Knight: The challenge would not be with video. The challenge would be with audio because the schools don't have the equipment to handle a dais with 12 microphones and a sound system and recording capability. So the bulk of the equipment that has to go out in the field in order to make a meeting for you guys is audio not video. A video camera and a recorder is a little thing. I've done meetings for you guys in other schools and it's very challenging. Part of the challenge is that in the auditorium spaces and the cafeteriums that are available to hold the Board meeting very frequently there's little or no lighting. Any sort of audio visual support that you guys require would not be in place. Here we're wired up for PowerPoints with internet connectivity and that whole gamut. So it is challenging. There are a handful of schools where it's not challenging and then in the vast majority of the schools it's very challenging because we're lacking in that regard.

Comm. Hodges: That just means that we have to update those other schools.

Comm. Mendez: Also, I want to entertain that conversation with the facilities committee to identify the schools where we have no challenges to bring this to the table to see if we can start doing that. I believe that it would be a great idea. We have to be out there a lot more and the community needs to know what we're doing. They need to be involved.

Mr. Knight: And then also regardless of where we are that would totally negate the ability to ever run the meeting live. It would have to be recorded. We don't have satellite uplinks for now.

Comm. Mendez: For now we can go with this until we go live.

Comm. Irving: I just want to echo Comm. Mendez' sentiments. I actually like the idea, but maybe we can do it in a more specific way that during the course of the year we go to at least one of the wards so maybe every third meeting we're somewhere else. I think that's the point you're trying to make, but I think it has to be done in a way that makes sense for the technology department that's conducive for them to be able to do this. We could say we're going to the fifth ward, but if there's not a school that's conducive to it we would just have a really badly lit meeting, which nobody wants to watch.

Mr. Knight: One of the things I've been working with Mr. Barca on is finding some services and equipment for live streaming on the internet, which would increase our reach visually a thousand fold, rather than just the cable TV channel. That's something we're looking at.

Comm. Hodges: I definitely want to thank you very much. As difficult as I have been with Dr. Evans sometimes and will continue to be occasionally, he has been very supportive of this approach and this program. It is moving forward at last and I'm very appreciative because I think this has some exciting potential. If we work it the way we're capable of and really push it we could bring an outstanding opportunity to our children educationally. So I want to thank you for pushing this forward. There are some other items that we're looking at that we're hoping will also get the same kind of push in the coming days, if we can move forward with them. So I thank you tonight and I'll give Mr. Taylor a call because I'm sure he's a little concerned.

Mr. Knight: I'd just like you guys to know that you have right here in this person, Jim Segnorini, the best. This man will really get things going for us and I think we're really lucky to have him on board again.

Comm. Hodges: He is well recommended. I've heard his name in a number of places.

Overview of Security Needs at John F. Kennedy High School

Dr. Evans: The next item is an Overview of Security Needs at John F. Kennedy High School with particular emphasis on issues regarding the fence that the Board shared with us recently. Coming forward should be Director of Security, Mr. Smith; the Principal for Operations at Kennedy High School, Amod Field; and our Executive Director for Facilities, Chris Sapara-Grant. There should be a packet coming around to Board members that includes two items. Number one is a memorandum from me setting the stage for the presentation that you're going to hear from Mr. Field, Mr. Smith, and Mr. Sapara-Grant. I'd like to take a moment and do something I normally don't do and that's read the memorandum because I don't want to lose anything that's included

in this message here, plus the audience does not have a copy of this memorandum. Board members do and I think there are one or two extras that will be shared with people. It's dated September 5, 2012 to the Board regarding security plans for John F. Kennedy High School: "In recent meetings you expressed concerns about not being made aware of details of the security issues and resulting security plan including fencing developed and is being implemented for John F. Kennedy High School. Although a meeting on this matter was held last spring with representatives of the City Council, the School Board, the Paterson Police Department, the Passaic County Sheriff's Department, and my staff and the item was included on subsequent facilities committee agendas, the decisions that followed were not clearly communicated to you. Please know that I am deeply regretful that the Board as a group was not fully informed as this matter evolved. As you know, internal communication continues to be a challenge for our district and we continue to work diligently to ensure timely communication with all internal stakeholders, especially the Board. Regarding Kennedy High School, during the 2011-2012 school year the security and safety of students and staff assigned to the school became a major concern. As you know, the school is bordered on the west by Totowa Avenue, a major corridor bordering the Passaic River, by Preakness Avenue on the north, and the Passaic River and a park on the south. Prior to last school year, the school and the area benefitted by a Safe Corridor provided by the Paterson Police Department." For those who don't know, a Safe Corridor means that at certain times of day there are policemen strategically located in a particular vicinity in an effort to curb any activity that would threaten our students and our staff as they either are entering the building in the morning or exiting in the afternoon. "However, serious budget reductions resulted in the loss of the Safe Corridor. The result is continuous threats to the safety of our students from individuals who come onto the campus from the park or the surrounding streets and threaten and/or assault our students. On occasion others have threatened our students from the perimeter of the campus and often displayed weapons. You may recall receiving copies of incident reports when the police department has been called. As a result, the school's administration with the assistance of our Director of Security was directed to develop a plan for increasing the safety of those assigned to the school. A PowerPoint providing additional background and elements of the plan is attached. The PowerPoint is organized as follows – the need for creating a new safety plan for the school, the elements or components of the state-of-the-art safety plans for schools, components of the new JFK plan, and anticipated outcomes from implementation of the new plan. In today's Board workshop Amod Field, JFK's Principal for Operations, Jim Smith, the Director of Security for the district, and Mr. Sapara-Grant as well will provide an overview of the plan."

Mr. Jim Smith: Good evening, President Irving and distinguished Board members. We're going to go through the PowerPoint presentation and naturally I'm sure we'll have an extensive question and answer period. We will sit here and try to answer your questions to the best of our ability. I'm going to start off with the front page, crime prevention through environmental design and the securing of the John F. Kennedy educational complex. Benjamin Franklin once said an ounce of prevention is worth a pound of cure. We have been selected by the State of New Jersey. There are 160 school districts statewide that represent the MOSS Project, which is an acronym for Making Our Schools Safe. Amod will now take over the slide presentation. Our district has been selected as one of the 160 statewide to be part of the MOSS initiative. One area of the MOSS initiative is target hardening. Part of target hardening is the site access control to John F. Kennedy educational complex as well as other schools within the district. Site access control involves vehicle pathways, access points, crossing areas, and perimeter fencing. In a simple word, target hardening is looking at all things that could make your educational facility safer from lockdowns to having adequate

locks, to delivery procedures, to perimeter fencing, a variety of issues that we are getting help on because we're one of the 160 school districts selected. In addition to that, as being one of the schools, there are only 60 school districts statewide that are classified as Tier I, Paterson being one of them, which gives us an elevated level of assistance from the state. The state was in here last week. We were going over all our different safety plans as well as what we need to achieve in safety for all our educational facilities. So we want to let you know this isn't just happening as a result of the fencing. This has been an ongoing process that we've been working with. Some of the current obstacles we have that are specific to John F. Kennedy was currently the Paterson Police force has experienced a reduction of more than 150 officers. Initially they had to lay off because of budgetary considerations 125. They were able to hire back 37, but because of retirement the net effect was actually more than 150 officers citywide, which was approximately a third of the police force. The elimination of more than 20 school crossing guards regarding police officers covering these corridors has further exacerbated the problem. So, in addition to the 150 being laid off now you have police officers occupying school traffic because they haven't called back school crossing guards. As Dr. Evans alluded to before, the elimination of the school safety corridor that was previously supplied by the police has been eliminated due to lack of manpower. That safety corridor was in effect for more than 15 years. Just to bring it to light and to make it real to all of you, at the end of the day we had motorcycles come up from the motorcycle unit. They would assist and we had a designated area such as Liberty Street and Totowa Avenue and they would provide additional patrols during dismissal times. This would allow students a Safe Corridor to go home. That's been eliminated because of budgetary considerations. I'm going to let Mr. Field talk about the next two slides because he actually lived this and I responded to it. So I think I want to let Mr. Field talk about that.

Mr. Amod Field: Good evening everyone. During the months of October and November there were several outbreaks of violence between African American and Dominican males involving machetes that led to attacks on John F. Kennedy students. In one incident they actually drove up on campus. I want to touch on that for a second. We were very lucky in that particular situation that one of our students were harmed. There is an abundance of informal conversations where the students feel comfortable talking to our teacher coordinators, counselors about the extensive amount of fear that they face every day coming to school and feeling as though the safety that we provide them inside the school gives them a sense of purpose, but they're in fear of coming to school. On their way to school there are a lot of different issues that take place that they don't always feel comfortable sharing with their parents as well. What you see now is the report of incidents surrounding the John F. Kennedy complex. There are multiple. The unique thing about this is that our security team, even though they don't change in the phone booth and turn into Superman, they were actually able to address these issues that took place outside the school. In one particular incident we had a young lady came and spoke to our principal of curriculum and instruction and shared with her that she had been touched inappropriately. So me and Sergeant Molte took a walk across the street and had a conversation with the store owner and 25 minutes after that conversation we looked out the window and the young lady was able to identify the person that came and attacked her and an arrest was made. So these situations are very real and relevant in our day-to-day operations at John F. Kennedy. Another situation took place in back of our building where a young lady was inappropriately touched as well and we were able to capture the culprit that did that. So there are a lot of things that have taken place outside the perimeter of the school and we have been very fortunate to have been able to catch those.

Mr. Smith: Getting back to inquiries, we talked about being informed. A decision was then made to target harden John F. Kennedy to provide children with an atmosphere where they could feel safe anywhere in the educational complex. As part of that MOSS initiative that I alluded to earlier in the target hardening process it was determined that a decorative fence would provide safety from outside intruders. The design color to match the interior windows of John F. Kennedy was selected. The following slides will demonstrate successful examples across our country at some of the most prestigious educational settings. I'll let Mr. Field take it from here.

Mr. Field: Crime prevention through environmental design – the proper design of the effective use of aesthetically pleasing fence can lead to reduction in the fear and incidents of crime and improvement of the quality of life. When we talk about Maslow's theory of hierarchy safety and security is first and foremost. Major concepts are natural access to control, the use of sidewalks, pavement, lighting and landscaping to clearly guide the public to and from entrances and exits, and also the use of fences, walls, and landscaping to prevent and/or discourage public access or from dark and unmonitored areas. Major concepts of natural surveillance are the placement and design of physical features to maximize visibility. With that we also have our security system that's also being put in place at this particular time. So a lot of these things that we were able to deal with we were dealing with, with somewhat of a blind eye. Again, to commend the people that work in security with me on a day-to-day operation.

Mr. Smith: This includes the building orientation windows, entrances, exits, parking lots, walkways, guard gates, fences, walls and signage. As Amod just alluded to, we had extensive meetings with Dr. Evans, Assistant Superintendent Shafer, myself, Mr. Field, and we discussed what safety mechanisms we can put in place in addition to fencing. What we came up with and which is now in place and will be operational in the next 30 days is surveillance cameras in covering over every inch of not only the outside but also the interior. We put in access control points where we will be able to monitor if we had a computer lab in there who's going in and out and at what times. So this fence part of it was part of an overall safety security plan. It's only one aspect of it, but it works in conjunction with all the others.

Mr. Field: I'd like to mention that in transition when the student athletes go back and forth from the park to the school we also have the capability of filming the practice because there are a lot of things that happen in transition with the young people going to the park to practice. So we will have the ability to have some eyes on that as well. Major concepts are territorial reinforcement, the use of pavement treatments, landscaping, screening, and fences will define and outline ownership of property. One of my favorites, fencing has been used in institutions of higher learning since their inception - Brown University today, Harvard University, Princeton University, and Salve Regina University. This is a unique design here with the birds for our young people.

Mr. Smith: School safety and security plan - a school security plan has been developed in cooperation with the State Department of Education and Homeland Security. That's part of that MOSS initiative we were talking about. This plan allows school security drills to take place on a monthly basis to increase the school's capacity to handle any emergency, which you're familiar with Comm. Irving. This plan also allows for the assignment of police district security officers and also private security. As I alluded to earlier, cameras have been added to ensure that all portions of the building as well as the outside perimeter are covered 24 hours a day seven days a week. Access control points are also being added to ensure that we know who are entering different rooms as well as the portions of the building and also at what times. A fact that many people may not be aware of is that almost every school in the City of Paterson has some type of

fencing. Eastside High School, Sports Business Academy, Destiny Academy, Public Safety Academy, which comprises the Boris Kroll complex, Great Falls Academy, and Rosa Parks. In addition to Rosa Parks having fencing it has those natural barriers that we alluded to earlier because it comes all the way up to the sidewalk. The John F. Kennedy perimeter fencing in this diagram was provided to us by our distinguished Executive Director of School Facilities, the incomparable Chris Sapara-Grant.

Mr. Chris Sapara-Grant: Good evening. What I'll do is I'll try to walk you through the plan as it is right now just in terms of orientation. The upper part of the screen is Preakness Avenue and on your left-hand side is Totowa. I will start from the point that is identified in the red circle as A. The red outline identifies the ornamental fencing. The ornamental fencing comes in two heights, a six-foot height and an eight-foot height. Starting from point A, which is the circle by the auditorium going up north towards Preakness, would be a six-foot ornamental fence with slide gates to allow for access in an emergency, drop-offs, and the rest. Going all the way up to Preakness you take a right. It will remain as a six-foot fence. On your sketches on the corner of Totowa and Preakness there are some squiggly lines which identify some hedging that will become a visual barrier so that the landscaping is enhanced a little bit. Going down Preakness towards your right there would be a couple of access points. The first one would be the pedestrian access point and then as you go further towards the emergency circle you would have vehicular access. So it's going to be a drop-off and in case of emergencies we will have access there. As you go towards the point that is identified as the B on Preakness at the top the fencing then goes back to an eight-foot height. From the B point shown there we currently have chain link fencing that goes towards the right all the way down towards the entry into the parking lot. So we currently have eight-foot fencing. The strategy is that the public face to the school complex would have colored ornamental fencing. It's almost a maroon color to match the trim of railings and windows in the current school. From the point that Jim showed – and I think it's shown in blue or green – we will have chain link fencing on what I consider the blind side of the property where we have the parking lot. The chain link fence is already in place and if you go there it does not impede the visual park-like element that exists currently. There are going to be a number of vehicular access points and a number of strictly pedestrian access points. The strategy is that in the mornings when students are coming in the pedestrian access points will be open. After a selected time the pedestrian access points will be closed off and all access to the school would be from Preakness Avenue through the main entrance. The vehicular access points would all be equipped in such a way that in case of an emergency you are able to vacate the campus. You'll have the push-bar to be able to leave the campus in an emergency. However, when there is not an emergency they are secured. We will also have a couple of vehicular access points, one on the lower side of the plan towards the park right there and one on the right-hand side coming in from Preakness on the upper right. Those points would always be secure. In the diagram you may not see that very clearly, but on your little plans you actually see some colored boxes. Those identify guard booths that will be in place. The guard booths are going to come in later on as part of a capital project so that they are equipped with power, heat and communications to the main building. They serve two purposes. One is to be able to control the access points, but they also serve as visual points. If there are any extracurricular activities happening in the vicinity then we have eyes that can view and communicate what's going on. In a nutshell, that's what we have in terms of the fencing strategy. The fencing that we have right now complies with local zoning ordinances and codes. So we are in good shape with that.

Dr. Evans: To underscore the magnitude of the problem there are two specific examples I want Mr. Field to share with the Board of the kind of problems that we faced. One involved the vehicle that pulled up with the group in it wielding machetes on the

Totowa side on the perimeter of the campus. They didn't come onto our grounds, but they were on the perimeter of the campus threatening our kids. The other was the young lady who was chased across the bridge by someone onto our campus. Fortunately, she was able to get inside into safety. If you'd elaborate on those two to basically make the point we have a serious problem here.

Mr. Field: There have been weapons and machetes that have been hidden around the perimeter of the building. The vehicle came through the complex and drove by with students diving out of the way and students hysterical. This has happened in real time. It's serious. It went on for a period of time. I can't say enough about the importance of having this fence up. Hopefully we can get by whatever personal feelings that we may have about the fence and understand that it's about the safety of the students. In the other attack the young lady is running and sprinting through the park, someone is chasing her, and a sexual assault. There have been many others that go undocumented. We had another situation with a young lady. It was a DYFS situation and I can't give you names, but because our schools were safe inside she travelled from Egg Harbor, left the residential facility where she was, and came back to our school because she felt it was safe. The things that were going on outside the school were major issues. I have some other statistical data that I won't go into at this moment that I can go into more depth with. But I need you to know the seriousness of this issue is real.

Comm. Simmons: Of the incidents that were listed, how many of those, if any, involved John F. Kennedy students?

Mr. Smith: They were all John F. Kennedy students. The perpetrators were not John F. Kennedy students, but they were on John F. Kennedy students. The John F. Kennedy students were the victims.

Comm. Kerr: How many were reported and apprehension made or prosecution done?

Mr. Smith: The ones with the machetes we were able to confiscate the weapons, arrest the people involved because of the personnel that we had there. Because we worked in conjunction with the police we had built the capacity of the police officers and also the district officers at John F. Kennedy as well as Eastside. That's why Zatiti Moody is here. So by building capacity we took a two-pronged approach. We built the capacity of our district officers and at the same time we were able to have police officers assigned and they were able to help us with that. Of the 23 right off the top of my head every one where we had a suspect involved an arrest was made.

Comm. Kerr: How many? There were some serious incidents of violence mentioned there. Were we 50%, 75%, or 80%? What I'm trying to get at is that the fence went up in a mighty hurry with not much consultation. I remember having a discussion on this Board regarding a fence at Kennedy and we came to a consensus on that that aesthetically it would not serve the purposes at Kennedy. Since that time I as a Board member was not told of an increase in terms of the violence that's coming from the outside in. I heard a lot about situations from within the schools, but not from outside coming in that would drive us in such a mad rush to install that fence. So I'm just trying to find out what were the real motivations for this fence.

Mr. Smith: I had a feeling that type of question, which is a legitimate question, would be asked tonight. So I was in contact today with the Paterson Police Crime Analysis Division and I wanted to have the calls for service and incidents within the last 12 months from 9/1/2011 to 9/1/12 the calls for service and crimes in the area of John F.

Kennedy High School. There were 10,302 calls for service in that area. Then when we delineated it as to aggravated assaults...

Comm. Kerr: Mr. Smith, let me say this. We have to determine what was from the inside and what came from the outside. If students are on the inside committing violence a fence would not prevent that. So the fence is to stop folks coming from the outside into the inside and creating the problems.

Mr. Smith: Not just that, but also to provide a safe haven and a safe area for them. They do gym in the parking lot. They do gym outside the gymnasium. So it's not just them coming from the outside. It gives them a sense of safety when they're in that parking lot. They know that they're going to be protected from anybody coming outside. Kids that may have been a little vulnerable before that may not have wanted to participate in gym and come outside now have that sense and feeling of security. The 10,302 incidents that I talk about are important for a few reasons. A little while back I'm sure you're familiar with School 21. One of the prime reasons that teacher, Jennifer Smith O'Brian, was convicted and tenure charges were upheld was because of the number of incidents which occurred around the surrounding area of School 21. These are things that the kids had to deal with on a daily basis and the judge took that into account. So having had that experience made me completely sensitive and now I know the courts are sensitive to the 10,000 calls for service surrounding John F. Kennedy.

Comm. Kerr: Let me say this. If you recall I was very skeptical of the violence report that came in district-wide. It came in a very small number and I'm saying if you should add up all the incidents that happened at Kennedy for 10 years from your report it would not come to that amount.

Mr. Smith: These are the incidents that have occurred around outside of Kennedy High School. You're exactly right. I agree with you. They wouldn't come anywhere near that because the school is well protected inside. That's why the amount of incidents wouldn't come out there. That's because we have people with capacity inside there. That's because we've taken dramatic effects in our school security plan to make sure of that. That's because of the quality of the people that have been hired. That's because of the two principals at John F. Kennedy. That's because of a number of events that we are able to protect that.

Comm. Kerr: So we were doing a pretty good job there.

Mr. Smith: Yes.

Comm. Kerr: Without the fence with the addition of surveillance cameras and your security team just patrolling the perimeter of the school, don't you think it's a good possibility that we could do better even without the fence?

Mr. Smith: I think you're right. In that aspect we could do better. However, can we do the ultimate? Can we do what the state requires? Can we do some of the recommendations that the state requires with the perimeter fencing?

Comm. Kerr: Are you saying this is a state requirement?

Mr. Smith: We are saying that part of the state hardening tools is one of the areas that they recommend is perimeter fencing. In addition to the perimeter fencing one area that they recommend is the lockdown mechanisms for us to have adequate locks for all of the schools.

Mr. Field: I do want to share with you when our security guards, teacher coordinators and parent coordinators are patrolling the dismissal we had a situation where one of the students felt comfortable sharing something with our supervisor of guidance. There was a car that was repeatedly driving around Kennedy a couple of times. The student recognized the vehicle, told the guidance counselor, and five minutes later there was an arrest for a weapon. These things are serious and there have been a couple of incidents like this. So I look at this as a proactive approach of what we need to do until something happens major. We don't want to be on the side where we were talking about this and we shoulda-coulda. I understand those other issues, but to live it and breathe it on a daily basis and that young person was arrested with a weapon, these are real things in real time. What I said earlier about changing in a phone booth, if we talk about the trespassing, fortunately we have over 122 doors. There are a couple of times where we had trespassers. We caught the trespassers. There were a couple of times where Dr. Hodges tried to sneak in and we caught him. But at the end of the day we don't want to be lucky. We want to be proactive and make sure that we are doing everything humanly possible to defend what we need to defend and keep those things from outside coming in.

Comm. Kerr: Again, we are talking about outside more so than on the inside.

Mr. Field: Yes.

Comm. Kerr: With security cameras and people patrolling I think that would be able to reduce.

Mr. Field: We will always look to get better. We're never satisfied. We'll do everything humanly possible to continue to get better with patrolling outside areas. Let me just give you one statistic - 48 fights with weapons. Let's understand what we don't want to get inside of our building. Again, these are just a couple of things. We talked about quality of life. Again, it's tough times and people are doing extreme things. So we have to make sure we're doing everything humanly possible to defend it by any means necessary.

Comm. Kerr: When do these incidents happen, during school or after school?

Mr. Field: They happen periodically, to be very honest with you. They happen before school, after school, and sometimes during school. We haven't developed a pattern yet. The pattern that we do know is that they happen consistently and we want to prevent them.

Comm. Kerr: Considering the fence, it would happen outside.

Mr. Field: Yes, I would say that it would help defend that.

Comm. Guzman: I want to commend you for coming here and bringing this forward. You are in the buildings and you see what's going on. We don't. I'm not saying it's going to eliminate the problem because we know it's not going to disappear from one day to the other, but if you feel that's what it needs, in my opinion, put up three fences if you have to. I really don't understand why we're placing so much focus on the fence. I really don't. We have a list here of over 30 schools that have fences on them. I really don't understand what the problem with the fencing is. We're here to think about our children. We're here to think about what's best for them and if the people inside the building are seeing a problem it's because there is a problem. We know there's a

problem. I know there's a problem at Eastside. I know there's a problem at Kennedy. We know it. We're just not there on a daily basis like you are to see it. I just don't understand, what's the issue of the fence? What are we seeing against it? This is what I just don't understand. If there's someone that can give me a valid point on why the fence shouldn't go up then I would like to hear it because I personally don't see it. I really don't. That's my opinion once again.

Comm. Mendez: First of all, I want to thank you for your presentation. I have been at Kennedy so many times but I inform you ahead of time. I'm not like Comm. Hodges. I've been there so many times and I have to say there is a lot of progress with safety at Kennedy. I was at the building where you guys were conducting a lockdown and it was very good. I see you're losing a lot of weight running around the building, which is good. This is the conversation that I believe we have to have. The fence is there. I was there during the week. I see the fence is already in the back. I guess you guys are going to start working now in the front. I would like to know the timeline and also I would like to know the plan that we're going to have with the fence. I believe that we have to have a plan behind that. There's going to be a fence at Kennedy, but I think there is no reason for having a fence if the door is going to be all the way open and if there is no security at the door. We had this conversation before at the facility committee. That's the plan that I want to see with that, if we're going to have security in the morning and at dismissal, somebody in place at the door in the morning checking the students' identification. Are we going to get into using the swipe badges? Those are the types of conversations that I would like to hear and I would like the timeline in which we're going to accomplish this. Also, it's the same thing with Eastside High School. Now we have the fence. When are we going to get into that type of technology, having somebody outside checking the students in the morning and the afternoon? That's what I would like to hear. Also, I've been just repeating this to Dr. Evans. I see this in other districts. I see security staff patrolling the area with a scooter. I definitely want to see that and I'm not going to stop repeating this. I'm going to keep going on and on until we make that happen because that works. Especially with Eastside High School, there are five schools around there and Mr. Moody and the staff have been doing a great job inside. I've been inside at dismissal time in the afternoon and it's a jungle. It's difficult and it's tough, but they're doing the work. I would like to know how many police officers we have inside Kennedy High School at this time.

Mr. Smith: Three.

Comm. Mendez: And Eastside?

Mr. Smith: Three. We had six at one time, but we had to work smarter, so we hired some people to build capacity. They served in the same capacity. They had law enforcement experience and we were able to cut costs and be able to do it for three at each.

Comm. Mendez: So I would like to know how we can make that happen, having a police officer patrolling on a scooter going around. He's going to be able to go even around the community across the street.

Mr. Smith: I think we can address that same concern you're talking about, just to let you know some of the things that we've done, which we're going to let you see very shortly. We're going to have a command center that's going to be state-of-the-art at Kennedy High School. We already have it at Eastside. You're going to be able to see from all the different cameras positioned throughout the whole John F. Kennedy educational complex everything in the perimeter of the school as well as what's happening in the

interior. Naturally we're not going into the bathrooms or the classrooms, but we're going to have all the hallways and the stairwells. We're going to be able to pick up a car license plate. That's how sophisticated our cameras are going to be there. We also have radio communication in place already. So, combined with that, we're going to be able to tighten it up even more than we already have done. I think that the best solution that we're working on so far is what Zatiti Moody and also Amod Field is doing with the multi-cultural teams that we're meeting with after school and meeting with the kids and talking with them. That also helps us address some of the issues that are from the outside. In addition to that, I know this is not always touched on here, but when we have a shooting in the community the first thing that we do is to check to see if it's one of our students. If it's one of our students we contact the Superintendent and the assistant superintendents and they mobilize a crisis intervention team. We respond to the school. A lot of those things go unsaid because we do it as a matter of course. We do it as good practice. We do it as best practice. So I think that as far as the scooter goes that's a discussion for another day. We might be able to. I think that they're willing to donate a couple to us right now and the next question will have to be we have to sit down with the Superintendent and see what the upkeep of it is and see if it's a feasible supplement to our security plan. We'll consider it.

Comm. Mendez: I definitely want the Superintendent just to consider this idea because for me perception is everything and the perception that the community has about Kennedy and Eastside has been changing with the academies and the uniforms. People see different things happening at Eastside High School and at Kennedy because people talk about it. Now they see Eastside High School with uniforms. They see another type of behavior with the students, but now if we implement that that's going to be a very positive point for both buildings.

Comm. Teague: I don't have a question, just a statement. The crime in the city is out of control. There's no question about it. We can't play around. Just as Comm. Guzman said, there's no reason to play around with this. The crime in this city is beyond compare. The Mayor can't seem to figure out what's going on and none in his cabinet can figure out what's going on. So whatever you need to do to make sure that our children are secure and safe, even with the cut from the police department, do what you have to do. We're tired of hearing about children being gunned down in the street or involved in whatever. They don't need to have to worry about dealing with violence when they're going to school. How can they learn and function when they're worried somebody is going to come on the property and hurt them or whatever the case may be. You don't even have to go looking for trouble for trouble to come and find you. So if there is a way that we can deter that from happening, it's fine with me.

Comm. Martinez: Thank you all for your presentations and I think Mr. Field hit it right on the head. I just want to reiterate the thanks that the others offered and to say that Mr. Field, you hit it right on the head. It's simply a notion of being proactive. We don't want to wait for something tragic to occur to say we should have done what we were talking about. Let's be proactive. I think you demonstrated it very well in this PowerPoint. If it's aesthetically pleasing and acceptable the values far outweigh the hindrances or misperceptions that can come with it. It's about being proactive - simple and plain.

Comm. Cleaves: I'd like to echo what Comm. Martinez said. I'd also like to thank you. I am part of the facilities committee and one of our difficulties in our meeting was we weren't getting any concrete answers. We were being told that the fence was going up. But now after seeing the presentation it makes it all real as you said it is. It is real. We know that it is real, but I think if we would have had this presentation months ago it would have cut down on a lot of the chatter that we had. We know that things are done

and we know that everyone in this district makes decisions with our children first in mind. So I think if we would have had this a couple of months ago it would have cut down on a lot of chatter and also would help us facilitate better questions from the constituents as to why this fence is going up at Kennedy High School. We could not answer those questions that were being brought to us. But I appreciate your presentation. I appreciate the thought that you put into it. I appreciate that you're being proactive in keeping our children first.

Comm. Kerr: Sometimes I feel like we tend to believe that the simplest things that we are able to hold onto as a solution to a problem are usually the best. But my challenge here on this Board is to question actions and make sure that whatever goes forward is the best and most reasonable approach we can find. I'm not claiming that I'm always correct and my views are superior to anyone's view, but I try very hard to look at things not in the simple accepted usual way that everybody does. I try to view it at 360 degrees. So if sometimes my questions seem a little bit too much it's because my mind works that way. I'm not faulting you guys for doing your job. You did your job. You were asked to do a job and you did it. My question really is whether or not our approach truly solves the problem. I must say to the Superintendent that to me it's a little bit disrespectful and disingenuous to get this letter here which says in recent meetings you have expressed concerns about something and apologetically saying you should have gotten information you did not. As a Board member, I have a responsibility and I believe if the Superintendent with his cabinet sat in meetings and came up with a decision as heavy as a fence around Kennedy and the Board had already walked through that process and made the decision, I believe it was only right for the Superintendent to come back to the Board and say to us, "Let's revisit this situation. We have new information." Lay that information on the table. That's what respect is about. I never knew of that fence until it was reported to me by a reporter. I'm a Board member. When I passed by Kennedy it was already up. This is not the right way to do business and that is part of my concern, the way we approach our business. I just hope and trust that this fence that's now in place will stop all the issues that we have at Kennedy in terms of security or reduce it to the point where we need not even talk about it any longer. I just hope and trust that we will get there. But I also hope that moving forward we'll find a better way of communicating what we need to communicate to this Board because we're elected. I don't care about those who want to swing on the fence. I'm elected and my position is respected. I'm not going to allow anyone to step on the position. I'm going to give you respect and you give me respect. That's what I'm here for. I give a lot of my time. I'm not getting paid and if I'm not going to get the respect due, just a discussion, it makes no sense that I'm here.

Comm. Hodges: I, too, want to thank you for your presentation. However, I'm going to be a little bit more critical in examining it and you'll understand that. Some of you know I've spent 11 years working in the emergency room at St. Joseph's. In part the reason I'm here is because I watched children die. So you don't have to tell me how serious that is because I've had to walk out of the trauma room and tell a number of parents that their baby isn't coming back anymore. So to be very sure, I take this extremely seriously. Having said that, you quoted Benjamin Franklin earlier and he also said those who would sacrifice a little liberty for a little security deserve neither and lose both. Now, the concerns from the initial meeting, and in fact the only meeting that I attended, about this fence, I think Councilman Goow raised the issue. There was an unfortunate case of a young man that was killed by high school students. He was killed right next to School 5.

Mr. Smith: Hector Robles.

Comm. Hodges: Yes. Would the fence have saved his life?

Mr. Smith: No.

Comm. Hodges: A number of those assaults that took place which occurred off the campus the fence isn't going to have any impact on any of that.

Mr. Smith: No, I don't agree with that. You've displaced it to the outside where the Paterson Police jurisdiction is, but you're now not involving students from our school and our job is to protect them.

Comm. Hodges: Yes, it is. But the concern that I have is that whatever transpires we've shifted it across the street.

Mr. Smith: Maybe.

Comm. Hodges: That's part of my concern. We haven't corrected anything. We've simply shifted it a little bit to the point now where there's a noticeable demarcation between the school and the community so that people may think that they're over there and we're on our own over here. That's one of the concerns.

Mr. Smith: We have that demarcation right now.

Comm. Hodges: But the impression might not be the same not only in the minds of the community, but also in your staff. That's a concern.

Mr. Smith: I got you.

Mr. Field: We've had communication with some of the residents in the area and shared at the end of the day that they were concerned about the students' welfare in the building and they did agree with the Paterson Police Department being supportive in trying to deal with the issues that happen on the outside. So we have a responsibility first and foremost again to make sure that we're protecting what's going on inside. It's not to say that we're just ignoring that other piece. Again, the documentation that you looked at was the police officers leaving and going out and dealing with those arrests and being part of that process. I want to say that's part of policing the community and being a part. We're not sitting there looking the other way. This is a team concept.

Comm. Hodges: I agree with you 100% and it happened without the fence, didn't it?

Mr. Field: It absolutely did.

Comm. Hodges: That's all my point is.

Mr. Field: It can as you did. With the fence I would have analyzed you earlier from sneaking in.

Comm. Hodges: Actually, I've never had to sneak into Kennedy.

Mr. Field: You know what I mean. My point is that the fence gives us a visual.

Mr. Smith: One last thing, Dr. Hodges. Someone brought up before about could we put extra policemen. There are no more policemen in the world than at Paterson Police headquarters and that has a fence around it. So what I'm saying is there is no more

protection in the world than the Paterson Police Department and we have a fence surrounding that. So what I'm saying is that's done for prevention also.

Comm. Hodges: Perhaps if they were a little nicer they wouldn't need that fence.

Mr. Smith: Some of them are really nice. You used to stop over and visit me when I was over there.

Comm. Hodges: Again, the issues that were raised by the community members at that meeting, the only meeting that I attended, was the loitering on private property, kids going into stores and causing disruptions, and litter from the school campus all the way down to Wayne Avenue and so forth. The fence isn't going to address any of that.

Mr. Smith: Loitering – no. What were the other two?

Comm. Hodges: The loitering on private property where kids were hanging out on the stoops of the neighbors.

Mr. Smith: That's not within our jurisdiction.

Comm. Hodges: That's not going to change from any of this. The fence won't provide you a Safe Corridor either, will it?

Mr. Smith: No. It will provide a safe haven for the kids that are in John F. Kennedy.

Comm. Hodges: Which they already have now because you've quoted your wonderful statistics, which I'm very proud of you for.

Mr. Smith: Thank you. I appreciate that.

Comm. Hodges: Absolutely. And you've just said what a fine job you've done and I'm impressed by that.

Mr. Smith: Keep that up, Dr. Hodges. Keep going.

Comm. Hodges: Absolutely. All of this occurred prior to the fencing, I'll also add.

Mr. Smith: I agree.

Mr. Field: Let me say something to Dr. Hodges for a second...

Dr. Evans: I think at this point we just need to listen to Dr. Hodges.

Comm. Hodges: I'm also responsible to bring to you the concerns that have been brought to me. I don't live next door to that school. I did not attend Kennedy High School. The concern that was brought to me wasn't my concern. It was raised as an issue and a long-standing one by the political people and the people who live there. Did you notify anybody that this fence was going up in the neighborhood?

Dr. Evans: I didn't.

Comm. Hodges: Therefore it didn't happen to anybody other than what they saw in the paper. No one reached out to the people across the street to say we're putting up a fence.

Comm. Guzman: It's school property.

Comm. Hodges: It's a school property, but it faces people who live there. Now they will be facing a fence. That's just a question that you need to consider. Of issue to me was how this fencing was placed, where the funding came from, and what the costs were because normally any large expenditure comes to the Board and there is a bidding process. This is what really bothers me. If you had security concerns over and above what our discussions were previously... As it was left with us, you would modify your design and get back to us if you had to do anything else. Nothing else happened in terms of that conversation. So if there were additional security concerns they occurred without the Board knowing them. That to me is totally unacceptable because if there are additional security concerns then this Board should be made aware of them. If we're not going to be told about security considerations that are enhanced or worsened or what have you, then there's absolutely no reason for us to be here. We're responsible for communicating and addressing at least security with our constituents and that did not happen. So the cost of the fence, how it went up, who did it, was there a bidding process, why wasn't there a resolution, all those things are questions that I have. You can address the community at a later date. I'm not going to argue any further than I have.

Dr. Evans: We'll be happy to provide Dr. Hodges that information by Monday of next week.

Comm. Simmons: Dr. Evans, does that conclude your presentations?

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have two or three other quick items. I want to thank the entities, groups, or individuals that have provided thousands of backpacks for our students. I know I probably will leave somebody out, but I know that Senator Pou sponsored an activity a few weeks ago that gave out a number of backpacks. Assemblyman Wimberly sponsored one today. Big Brothers Big Sisters sponsored one earlier this week, I think Tuesday. Actually, I think one of our Board Commissioners, Comm. Guzman and Councilman Tavares, also sponsored one. There is an article that was published recently by Bruce Lowery as an editorial in one of the newspapers talking about backpacks as perhaps being an indicator that people should pay closer attention to, particularly when you talk about urban versus non-urban populations. But I really want to thank everyone for participating in making those available for our students. Point number two, tomorrow is the first day of school and we'll have about 29,000 showing up at our doors. Deployed in every school throughout the district is district office staff. You won't find many people, if any, supervisory staff on up including me, in this building for the next few days because we're going to be out there in schools assisting, monitoring, and doing whatever we can do to help. So I really do thank our staff. Actually, the schedule I'm holding is one that Mrs. Jones put together through Wednesday of next week assigning everybody to a school. In fact, the only person not assigned to a school is me and I'm going to be in every school. My goal is within next week to set foot in every one of our buildings to make sure that things are going well and we're off to a great start. So I do want to thank staff and Mrs. Jones for putting that together. Lastly, I want to mention a publication that I think comes out annually. This is New Jersey's Top Performing Public High Schools. It recently was published and I think Ms. Corallo e-mailed it through the network that we usually get publications. If you received it and reviewed it you will notice that for Passaic County among the top 10 high schools is Health and Related Professions Academy in Paterson. It is ranked number eight in our

county. So we're very pleased about that. Our goal is to fill the top ten list at some point with Paterson schools and as we continue to do what we're doing we certainly are going to get there. Again, I want to thank everyone for all that they've done to help get us ready for this fall opening, particularly Mr. Sapara-Grant. Did he leave? He has been very busy and I just want him to know how much we appreciate it. Every year we give him a lot more than is realistic to give a facilities department to do over the summer because we've made so many changes, but he always rises to the task. I really do appreciate it and I want him to know that.

Comm. Hodges: Dr. Evans, we had a guest who's outside of the district and unfortunately because of the number of presentations on the agenda he was asked to be here at 6:00. He was here at 6:00, but we actually didn't approach his section of the meeting. I would just suggest in the future that if you're going to have someone from the public who's going to present that they either be told to come later or be first on the agenda.

Dr. Evans: Sure. We will do that.

Comm. Hodges: I'm embarrassed. I have to go apologize to him because he was told to come here at 6:00. I didn't even see him on the agenda. The sad thing is he never got a chance to give his presentation, which is all he ever wanted to do in the first place.

Dr. Evans: If he will come back for the next workshop we'll be happy to accommodate him.

PUBLIC COMMENTS

It was moved by Comm. Mendez, seconded by Comm. Guzman 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. First, I want to acknowledge Dr. Evans' national leadership as one of 19 superintendents who signed on to a call to focus on chronic absenteeism. I sent you an e-mail announcement about that. That makes Paterson very proud that he did that work and we look forward as the Paterson Reads Coalition to working with you more on that issue. It's helping people understand the difference between truancy and chronic absenteeism. Truancy is when people are absent from school just by skipping. Chronic absenteeism includes absences that are excused and that pattern of chronic absenteeism is the one that underlies a large amount of the problem that we've got to tackle, which is a very different problem than truancy. Secondly, I want to invite you as a further part of Paterson Reads to our culminating activity for our summer reading program, which is a book fair for Paterson. For three days we will actually have a bookstore here in town focused on pre-k through eighth grade students and we invite you there to the Y between 1:00 and 7:00 the next three days. We're hoping for a good response. We encourage you to come and bring your children and share with others about it because it's so hard to get good books in Paterson if you don't have a car. You've got to have a car to go out to a fully stocked bookstore with a lot of choices. We think it's very important to find ways to get books to kids on a regular basis. So we're also looking at whether or not to host this book fair throughout the year, perhaps again before Christmas. So I would really look forward to your comments in that regard. Finally, I want to talk about A-16. As you know, the Paterson Education Fund has been instrumental in bringing student advisory to the district. Six years ago we brought what was then Navigation 101 to the district for your consideration. You adopted it. We have Navigation 101 which became Paterson

Pathways for five years in the district. Three years ago when Eastside High School was being transformed into academies we actually did training with the Eastside staff to implement Pathways in the high schools, but unfortunately we were unable to move forward because of issues with the teachers' union around contract minutes. I'm concerned about the Naviance proposal in A-16 first of all because it doesn't include Eastside High School. If we're going to move into this kind of programming it seems to me that we need to move to all our high schools. After all, we have Paterson Pathways in all of the middle schools, not with the kind of technology base that Naviance brings to it, but Navigation itself actually has a comparable program to Naviance which is less expensive. The other thing that Naviance doesn't do that I really want to hold up here because Ms. Peron talked about it earlier today as an important part of Gifted Education and that is the student-led conference. When students present to their parents about what they know they make multiple connections with their learning and it is a feature of the Paterson Pathways program, one we quite frankly wrestled with because our faculties are not used to the idea that students can actually present to other adults what they know. It's the personal connection and the guidance piece of this that's a really important part of what an advisory program brings to our students. Thank you very much and I look forward to seeing you this week and to a good opening of school.

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.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated August 24, 2012 in the grand sum of \$3,954,095.86 starting with check number 176948 and ending with check number 176989 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: \$3,954,095.86

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

Resolution No. 2

WHEREAS, the Paterson Board of Education is required pursuant to N.J.S.A. 18A:11-12 to adopt policy and approve travel expenditures by district employees and board members using local, State, or Federal funds to ensure that travel is educationally necessary and fiscally prudent; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the scope of board members' duties; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the

scope of the listed job title's current responsibilities and the board's professional development plan; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs requires school district travel expenditures and that this travel is critical to the instructional needs of the district and/or furthers the efficient operation of the district; and

WHEREAS, the board of education has determined that the school district travel expenditures to NJSBA programs are in compliance with State travel guidelines as established by the Department of the Treasury and within the guidelines established by the Federal Office of Management and Budget; except as superseded by conflicting provision of Title 18A of the New Jersey Statutes: and

WHEREAS, the board of education finds that a mileage reimbursement rate equal to that of the federal Internal Revenue Service mileage reimbursement rate of [\$0.31] per mile is a reasonable rate; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs are in compliance with the district policy on travel; therefore be it

RESOLVED, that the board of education hereby approves the attendance of the listed number of school board member(s) and/or district employee(s) at the listed NJSBA training and informational programs, and the costs of attendance including all registration fees, and statutorily authorized travel expenditures, provided that such expenditures are within the annual maximum travel expenditure amount and pending district funds; and, be it further

RESOLVED, that the Paterson Board of Education authorizes in advance, as required by statute, attendance at the following NJSBA training programs and informational events:

Total Amount of Attendees: 14
Amount Not To Exceed: \$12,000.00

It was moved by Comm. Mendez, seconded by Comm. Cleaves that Resolution No. 2 be adopted.

Comm. Teague: Is there some way we can figure out if anyone is going to try to stir up trouble like the last time? The night before my bag was by the door and they called me and said it was off.

Comm. Irving: This is an annual program that is approved and funded through the district and is budgeted for. I don't foresee any problems.

Comm. Cleaves: And you can ride the bus.

Comm. Teague: Okay.

On roll call all members voted as follows:

Comm. Cleaves: Yes, excluding voting on myself.

Comm. Guzman: Yes, and I abstain on anything with my name.

Comm. Hodges: I abstain on anything regarding my name and yes on everything else.

Comm. Kerr: Yes on all, except on anything that has any relationship to my personal self.

Comm. Martinez: I abstain on anything pertaining to myself and yes.

Comm. Mendez: Yes, and I abstain from anything that has to do with my name.

Comm. Simmons: Abstention on myself and yes to everything else.

Comm. Teague: I'm abstaining on myself and I approve the rest of it.

Comm. Irving: Yes, and I abstain with everything Comm. Kerr said.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Comm. Irving: We have a lot to go through, especially in curriculum. I know Comm. Kerr went to the meeting last night and I want to make sure you get an opportunity to get your questions answered. But just so you guys know, in 'Other Business' there are three items we need to discuss. Comm. Teague has a letter that he wants to distribute and I think we figured out a way in the last few seconds to how we can accommodate that potentially. I need to update you all on the press conference that's happening tomorrow with Senator Rice as well as introduce you guys to a conversation that this Board has been charged with, with regard to the whole switching of elections for November thing. Last year we were asked to decide that and we've been asked to revisit that and to render a decision. So I will go over all that in 'Other Business' but I just wanted to give us a heads up for where we're going to.

Curriculum and Instruction

Comm. Irving: The curriculum committee met last evening. Everyone has a copy of the curriculum committee agenda. You guys will see the questions that are there and the responses that are here. Some of the biggest highlights from the meeting last night that I do want to echo are the NCLB money and the waiver. If you note the questions that I asked in particular last night, what were the nuances or differences that the district must face now that we have the waiver from NCLB? You can look at the response from Marguerite Sullivan. When it comes to A-1 in particular talking about the Race to the Top application, I did get some clarity from the staff last evening that we are in a different mode or timeframe. For the Board members that were not here and the folks who were here when we did the initial application you may remember that the union did not sign on to fulfilling their component of the application. Because we are about seven or eight weeks away from the timeframe we feel that we have enough time to engage them in that conversation for them to buy into the actual application. Last night those were really the two most pressing conversations that we had. In addition to that, the only other thing that I would want to echo and mention again, and most of the report is here, is we did have a conversation about the amount of money that we give to Passaic

Tech and with respect to when children get sent back to the district how the money doesn't necessarily follow. So we've asked Ms. Peron to put together a list for the last year or two of how many young people have been sent back from Passaic County Tech midyear and how that impacts us fiscally. She said she would have that for us if not by the next Board meeting by the next workshop. Consequently, I did have a phone call today with the VP from Tech who called me and he raised some concerns about trying to dispel what he felt were some rumors or inaccuracies with regard to our perception for how Tech is viewed. I don't want to bring that up without having information at hand. But the bottom line is Councilman McDaniel is very interested in at least engaging the Board in that conversation and just sharing information and educating each other on exactly what's going on and what's happening here. He felt that there were some comments happening that may or may not be true. So that was the gist of the meeting last night. Are there any questions?

Comm. Hodges: Just to that issue, I don't know whether the Board was aware that President Best asked me to sit in on a series of meetings regarding Tech.

Comm. Irving: When he was President of the Board?

Comm. Hodges: When he was President of the Board, which culminated this year. The concerns were that Tech was unfairly targeting our teachers, meaning they would structure a pay package which afforded the teachers an extra \$12,000 in return for another period that they would teach. They would take down our math and science teachers in particular. We also lost some social studies teachers. We lost at least 12 over the course of two or three years. This was a concern to us because math and science teachers are very different to get. Originally Tech was supposed to be a vocational school and that was the plan. They have decided to change their so-called mission and the problem that they have in addition to becoming more of a technical school is that they're being very selective and hence our students who are of a vocational nature are not being allowed to go. They're now competing with us for students who are college-bound as opposed to vocation. Therefore, we cannot provide those vocational services to those children because we don't have those programs in place. They were supposed to be our program. The other issue was they tend to send our students back whenever they are displeased with them.

Comm. Irving: To which the Councilman took great...

Comm. Hodges: Umbrage?

Comm. Irving: Yes. He took it quite personally. I'm just sharing with you.

Comm. Hodges: There has been a history that unfortunately speaks to the contrary. The last thing is they would provide services that are in competition to what we are providing, not only us but Manchester Regional and Hawthorne. They all came together to complain about what Tech was doing. So the way those series of meetings ended was they gave their explanation of why they did what they did or in their minds didn't do it. Then they left it in the hands of the superintendents to come together. That was the discussion. They were supposed to come together and craft a compromise. I don't now whether that took place anymore. At that point I turned all that information over to you. The four superintendents were supposed to come together, sit down, and discuss a compromise. I don't think that we had the follow-through that we needed there. That's a problem because the instructions were they were supposed to reach a compromise. That's the background information.

Comm. Irving: Thank you, Dr. Hodges. With that said, I will entertain questions for curriculum. If you want let's just go page by page. Let's just indulge A-1 through A-8. If you want to take an opportunity to look at the questions that were asked last evening in the report you can. I also want to acknowledge because of the length of our meeting some folks have left. So if they're not here we will take note of the questions, Joanne, and get the answer to the Board members. Thank you very much. On A-4, I asked Annalesa at the meeting instead of presenting last night to only the three of us because of the importance of the course guides at John F. Kennedy I felt it necessary for her to come and to at least present on that and to share those course guides with the Board. So let's hear her out for A-4, and then we'll have some questions and then indulge any other questions for A-1 to A-8.

Ms. Annalesa Williams-Barker: Hello everyone. I just wanted to provide a brief overview of the process for the curriculum management and review process. Approximately one year ago I did the same overview for Eastside High School. The context for all this taking place is essentially looking at the academies and the themes that guided their work and looking at what best practices and research said would make a highly-effective environment to have a small learning community. Out of that there were 15 critical components. We did a whole self-assessment process with each of these academies and we were able to determine that we weren't able to address the 15 elements. But we did identify three areas that were critical to address to really bolster those small learning communities or academies. Standard base curriculum was one of them, student centered learning was another, and innovative teaching strategies was another. We looked at a twofold approach to address this. One was the curriculum writing process with a supportive structure and in addition to that also providing professional development for those schools. In addition to that, our targeted purpose was really to make sure that we looked at the curriculum that had existed for those academies. We didn't want to just randomly say this was good and this was bad. So as a result of that we devised a rubric or a criteria reference that we would use to really rate each of the course guides. I've included that in your packet. It would be entitled "Curriculum Quality Evaluation Criteria." It provides an overview of what is expected to be in each course guide. For example, the essential content knowledge to be mastered had to be identified upfront with the supporting instructional learning objectives as well as the curriculum assessment and also the instructional resource that would support that particular unit of study or actual guide for that class. So at your leisure you could look and go through it. We were able to really identify some major elements such as problem-solving and critical thinking. We also identified the understanding around rigor and really looking at the multiple intelligences. So it wasn't necessarily just a standard approach to curriculum development, but it was a way to really address the needs of students in a broader context. So whether they were special education, bilingual, or general education there was a holistic approach and practices to address these students. Also, with the process of writing the guides we looked to include more rigorous approaches to actually supporting the theme of the school. So we also used dual enrollment as an option where students could literally enroll and gain credits before they even left high school. Our main partner in that process was Passaic County Community College. In addition to that, we looked at structured learning experiences that went along with supporting the curriculum. For example, if a student at HARP Academy was learning areas of anatomy they were able to partner with local hospitals to be able to look at different aspects whether to have doctors come in or students could actually visit. In addition to that, we also included a portfolio system that emphasized some basic criteria that would tie to 21st Century learning and also the Common Core. So you'd see areas of communication, problem-solving, career development, and making a direct tie to service learning. Also, we included personal development, having students really reflect on their practices. So if they participated in a project of some

sort, whether it's problem-based or project based, they should be able to go back, analyze their steps, analyze the process, and really make adjustments for the upcoming time. Also, identifying accolades that they received during the course of their year and looking at an overview of their academic performance and deal with some goal-setting objectives. So we didn't look at it necessarily as just writing a guide, but really trying to look at it as a holistic approach. Really that's just the quick overview. Are there any questions?

Comm. Hodges: In the STEM portion of this, how is logic handled?

Ms. Williams-Barker: It's in an introductory course where the students would take a semester of various courses. So logic would be one of them that they would take within that semester to build their capacity to reason and really think mathematically and really get into scenarios where they can apply those skills.

Comm. Hodges: How about Boolean algebra?

Ms. Williams-Barker: I'm not certain, but I'd have to ask.

Comm. Hodges: How is the engineering aspect of this program facilitated?

Ms. Williams-Barker: Right now they're taking a slower pace to try to devise their guides. Right now they focus mostly on the scientific angles specific to getting their freshman courses done. I don't have the actual agenda on there, but it would specify the STEM courses that they are addressing. Right now there isn't a full-fledged approach to dealing with engineering.

Comm. Hodges: I think this academy in particular needs special attention paid to it because it represents one of the strongest academies that we have here. I'm concerned by any hint of delusion of that program. In fact, I'm very concerned about that. The reason I'm asking about the engineering portion of it is because that deals with problem-solving and a problem-solving approach. I'm not thinking about are you teaching electrical circuits or mechanical processes. That's not it at all. It's simply the methodology around approaching problem-solving that the engineering discipline affords you that is so important. That's why I would hope that the curriculum committee would take this back and spend some additional time on making sure that's as strong as it needs to be. Some of those methodologies should be exported out to the rest of the curriculum. But if you don't have it at least here, then you really shouldn't be calling it a STEM program. That's an issue but I won't go any further with that. What constitutes technical writing?

Ms. Williams-Barker: Technical writing is a course that was identified by the principal to really emphasize students being prepared to address formal writing structures. For example, if they're writing a science report they would be able use those skills. In addition to that, they are also looking to incorporate some technology where students would be engaging in more technical writing. So if they're devising a manual, how to use it, and how to construct it. Also within that course it even gets into how students can apply that kind of formal writing within their personal lives, such as resume building, how to construct, create, and formally address. So it's a combination where you look at it specific to the field of various areas of science and also how there can be applications to actual life. How do I use it to really sell myself to my boss or apply for a job or things like that?

Comm. Hodges: Okay. What is the research component of this? The problem is when you come from a STEM program in the minds of people that's just like an international baccalaureate program. It's not as high, but they're looking for students who are really on top of their game educationally. We have a tendency to water some of these programs down for a variety of reasons and I think this particular program needs to go the other way. We really need to bolster it up. There should be a lot more research. There should be a lot more engineering processes taught. The science should have more depth and certainly the mathematics should be bolstered with computing. I'm going to simply refer that to the curriculum committee. Even though I have an MD degree I went to an engineering school. I didn't then, but now I do value some of the thinking behind the engineers. I won't belabor that. I'm concerned about the School of Business Technology, Marketing, and Finance. What constitutes personal finance?

Ms. Williams-Barker: Again, another way to really incorporate more 21st Century skills to teach students how to actually be financially responsible. In addition to that they would learn not in depth more like GDP and things of that nature, but how do they actually set up a budget, what do you need to do if you took a career of your choosing and applied how you'd balance your resources. So you'd consider rental income and things of that nature. Are you planning on going to college? All those different aspects come into it and it's a way to really allow students to be more financially responsible and also accounts as a state recognized way of giving students those credits that are now required for graduation.

Comm. Hodges: One of the concerns I have is that there is a large number of people in this city that don't have bank accounts. They don't know how banking and interest works. Personal finance I'm hoping will talk about checking and savings accounts, mortgages, and something along those lines or at least enhancing their financial literacy. That should be different from entrepreneurship business, which seems to be redundant. Those should be two different approaches because in that you're looking at how business works, business plans, forecasting, and marketing. That's what I'm hoping is going on there. But I'm really concerned about that personal finance component. Of course, we've already discussed in the past the MS Word as opposed to the Microsoft Office.

Ms. Williams-Barker: That was a debate that we did have with the principal as well. They're looking in the next wave to be able to actually build upon that course so it will be an offering of the entire suite of Microsoft. So students will be able to get into Excel and be able to use those tools. PowerPoint is a given, but we want to actually have students be able to do more documentary-type presentations to convey ideas, use digital imagery, pictures, motion, sounds, and all of those things. So a lot more advanced.

Comm. Hodges: I hope that you would put Access in there too and then hire one of those kids to do the compendium. What is covered in banking and finance?

Ms. Williams-Barker: Banking and finance really gets into the banking industry. They look at how Wall Street works to all the way from an investor. It's a lot more in-depth that they wouldn't have gotten in personal finance.

Comm. Hodges: Okay. We have not done the curriculum five-year cycle. I'm assuming that this is not part of that. So the real question, Dr. Evans, is we had a QSAC finding because we were not participating in the review of curriculum over the five-year cycle. That was supposed to start this year. This would have been the time. So, I'm wondering when that's going to take place. Unfortunately, none of the Board members

on the curriculum committee were here the last time we did that, so you're not going to know what that means, which is unfortunate.

Ms. Joanne Riviello: In terms of the five-year cycle for academies in general I have worked with Dr. Evans in terms of putting a committee together to look at what needs to be done to improve the rigor in terms of all these courses. Some of the people on the committee are people that have been involved with the academy process when it was first instituted and moving forward with people right in the industry in some cases. We're working on curriculum which I will be presenting a little later, but as soon as I'm able to move away from particular curriculum - literacy and math - that's next on the agenda.

Comm. Hodges: The problem I have is that we're supposed to be reviewed by the QSAC team in October and so there has to be some sort of indication that the cycle is being review, which means a review of textbooks and all that other stuff. So that all has to take place before this review team is in position.

Ms. Riviello: But I will say to you in terms of textbooks with the rollout of Common Core there isn't a textbook company, I don't care who they are or what they tell you, that is aligned to the standards as of yet.

Comm. Hodges: All I'm going to say is the Board has to have reviewed the curriculum before this co-called October review or we lose those points in QSAC. That's a concern. I'm going to leave it there because now you've been notified.

Dr. Evans: Your point is well made and we will follow up.

Comm. Hodges: Okay. I'll send the rest of these questions to the appropriate people and I'll stop right there.

Comm. Irving: Any other questions for A-1 through A-8? Just as a note, it's halftime and the Cowboys are up 7-3. Dr. Evans, I did have a question on A-8 and the question was specifically for you. We are hiring Seton Hall University to provide the mentoring for all the vice principals in the district or a specific number of vice principals in the district? With that said, exactly what are these vice principals going to leave with after having this mentoring? Is it one-on-one? Is it once a week? Are they doing it in cohorts? That's wasn't clear.

Dr. Evans: There's more background that's necessary. This is not news to you guys, but one of our challenges is that our bullpen is not very deep when it comes to having people to move into administrative positions when vacancies occur. The role that I've engaged Dr. Furman with Seton Hall to perform is to create a core of potential principals, district level supervisory staff, directors, and so on, who can step into positions ready to go with the background necessary to continue moving forward our agenda. Right now we just don't have a deep pool of people to do that. The work that she's doing starts with the 360 assessment. I don't know if any of you know the 360 process where you have individuals who are your subordinates rate you, your colleagues, and your bosses. Then obviously that leads to information on which you are counseled and implications for additional training. But over the course of the entire academic year the training that evolves from that occurs. But the idea is at the end of this year to have people who are more ready than they are now to move into positions that are created and help us to then move forward. There is another piece here that involves mentoring some of our principals if we need to on an as-needed basis or some

of our other newer administrative staff to help us as well. But the bigger portion of this is preparing the future leaders for the district.

Comm. Irving: I got that, but it's still not clear to me how that happens. I just heard everything you said, but I'm just trying to figure out if you have 25 vice principals who are going through this program is the expectation for this person to assess all 25 in the 360 evaluation?

Dr. Evans: Yes. Each one will be subjected to a 360. Then there will be ongoing professional development. They will meet with her monthly and there will be ongoing professional development that all of them will get and then differentiated professional development to address areas that emerged as areas in serious need of improvement on an individual basis from the 360.

Comm. Irving: Just to understand - is this person going to be fulltime? I just find it hard for someone who is a faculty member to be expected to perform such an extensive level of work.

Dr. Evans: No. She has a team that she works with.

Comm. Irving: Okay. That's what I need to hear.

Comm. Kerr: Does this mean we'll be getting someone into the district to train the assistant principals?

Dr. Evans: No. This is led by the Seton Hall faculty.

Comm. Kerr: So how are they going to be doing it? Are we going to be sending these principals to Seton Hall?

Dr. Evans: Both. She's already done one session with them and it was done here actually at either William Paterson or the police academy facility. But it was here. Some of it will be here and some of it will be at Seton Hall.

Comm. Kerr: Is there any form of bonding for these people getting the special training?

Dr. Evans: Do you mean the trainer, or our staff?

Comm. Kerr: Your staff because they're getting the information. So suppose after the end of the training period they just decide to go to Fairlawn, what will our investment be like?

Dr. Evans: We can't force people to stay, but the selection process involved staff who knows folk who have demonstrated through their experience here that they're going to stay in Paterson for a while and that's a question that they're asked once they're a part of the problem. Are you going to be here? Do you want to commit to this program and commit to then apply what you get from the program in Paterson?

Comm. Kerr: But have we asked them that? That's just how I see things. We get stuff in writing so you are legally tied to it. We're working at a deficit here in Paterson and if you're going to invest that amount of money to train people we're going to train them for a reason and a purpose and we don't expect them to get the training and just walk through the door the day after. We have to protect ourselves and our investment. We have to put in place some kind of controls that will make it binding.

Dr. Evans: It's a very legitimate question, Mr. Kerr. It really is a very legitimate question. Most programs do have folk sign something to commit for at least two years. We have not done that. If you're recommending that we do that I think it's a good suggestion and one that we ought to employ.

Ms. Pollak: Can I just make a comment? You can't enslave someone or impress them to work for the two years. So generally what you would do is have some sort of an agreement whereby they would agree to repay you if they leave within the two years. The problem with that is that it's a significant amount of money and it has a really strong chilling effect on people signing up initially. So these people would likely stick around, but if they have to sign that says they will refund, and I don't remember what the number is here.

Dr. Evans: 25.

Ms. Pollak: \$25,000?

Dr. Evans: Oh, you mean dollars. I don't know what that is.

Ms. Pollak: Whatever it is, in my experience it tends to cut way back on the number of people.

Comm. Kerr: So let it be, but if you can't commit to stay, why should we commit training to you? It cuts both ways. I just believe that we can't afford it. We have had that experience here. We have to look at the historic track record of what we're dealing with and make sure that we are protecting our kids.

Comm. Irving: Point well taken. Are there any questions for A-10 to A-19?

Comm. Hodges: I want to continue this conversation. There's a team in place now reviewing evaluations and things. Remember you were going to have a presentation on the teacher and principal evaluation?

Dr. Evans: That's going to come back to the Board.

Comm. Hodges: Soon I hope. I just want a list of all the contracts that we have with colleges and universities in the district, the services provided, and the amount of the contract. I think the Board really needs to actually have in one place that list in front of it so that you begin to see what we're doing here.

Dr. Evans: Okay.

Comm. Hodges: I think that's an extremely important committee. We're not getting any updates about what's going on there and I'm troubled by that. But as we move forward in terms of making sure that these people are performing where you want them to perform the Board should be kept abreast of where that is.

Dr. Evans: Let me make sure we're talking about the same initiative. This past spring Ms. Patterson did a presentation providing an overview of the teacher and principal evaluation initiatives.

Comm. Hodges: Right. The last thing I probably have to say tonight in curriculum is... It just left me. I'll come back.

Comm. Irving: I'm sure it'll come back.

Comm. Kerr: I need to say something that has to do with curriculum, but not directly.
Dr. Evans, where is Dr. V?

Comm. Irving: She's gone.

Dr. Evans: Yes, she is.

Comm. Kerr: There is a reason why I ask the question. I don't know. I'm asking.

Dr. Evans: She recently submitted her resignation from the district to accept the superintendency in the Albany School System in New York.

Comm. Kerr: How long ago was that?

Dr. Evans: I think we just received her resignation in most recent days. It just came in.

Dr. Laurie Newell: We received her resignation.

Comm. Kerr: When?

Dr. Newell: She had submitted her resignation June 30 to give us the 60-day notice and we did put it through. I received her letter from her Wednesday.

Comm. Kerr: This past Wednesday?

Dr. Newell: Yes. We've run it through the system and she is in the system as resigned.

Comm. Kerr: The reason why I ask the question is because Dr. V was the number two person in this district.

Comm. Hodges: Yes, indeed.

Comm. Kerr: If anything had happened when Dr. Evans was not in his place Dr. V was running the show. I just find it strange that she would leave the district and the Board was not officially notified that she's no longer in the district. I have a problem with stuff like that and that's the reason why I ask the question. I was not officially notified. You keep hearing bits and pieces flying here and there and you really don't know sometimes the truth of the matter. I don't know if she was fired or if she had resigned or what was happening.

Dr. Newell: She submitted her letter of resignation and for the next personnel committee meeting it will be added to the Board agenda. I think you're a part of that committee, Comm. Kerr.

Comm. Kerr: No. She doesn't want me on her committee.

Comm. Irving: But it will come to the Board for information.

Dr. Newell: Yes, it comes to the Board.

Comm. Irving: I think it raises an even broader question about the extent of that role and where we go from here. I'd like to have that discussion maybe in closed session. It begs the question of personnel. I know I have some recommendations and some thoughts. I know some of the Board members do. The deputy position, in my opinion, is an important position and I think that in a district our size there should be a number two. But I think we've learned a lesson about what happens when we go out as opposed to even looking in and seeing what happens to be here. So I think the Board needs to be very active in this conversation with you as opposed to you just making the decision by yourself. Maybe at the next Board meeting we can call an executive session to discuss exactly where we're moving with the deputy position. I think it would be apropos. Again, I don't want to get that information on the back end and I think it's important for this Board to be a part of that process.

Dr. Evans: If I may, a memorandum has been prepared that includes a number of items, including Dr. V's departure and temporary measures that we've taken internally to make sure that the areas are covered. Right now Mrs. Jones has stepped in to play a bigger role and the memo specifies that. I reviewed it with the cabinet recently and it's being revised. You should get that in the next day or two.

Comm. Irving: Thank you. Are there any other questions for A-10 through A-19?

Comm. Hodges: The question that came back to me was Annalesa last year developed an implementation monitoring process of curriculum and we've not seen hide nor hair of that implementation scheme. The concern that I have is that this is supposed to tell us how well things are being implemented. You're bringing in the Newcomers school. You have a Gifted & Talented Program. Whatever approach you have this implementation scheme should follow, but it also gives the Board an opportunity to exercise its primary function, which is oversight, by saying this is the degree of implementation we have at this point, on and on. I need to know where that is and to see that so that we can do what we're supposed to do. If things don't happen we again won't know whether the scheme failed or the implementation. I also will remind the President that Dr. Evans is from outside.

Comm. Irving: You don't have to remind me of that one, but I appreciate that.

Comm. Hodges: If the inside help was there.... Never mind.

Comm. Irving: I agree. Are there any other questions for A-10 through A-19?

Comm. Kerr: On A-10...

Comm. Irving: Comm. Kerr, to that question, that question came up last night. There's a supporting document that should be somewhere in your packet in which she lists the scores of the students who received professional development, the rate in which they scored on the HSPA prior to that professor-in-residence coming, and what the scores are. She called me and said she would not be here, but that she submitted the memo and it's right here. It was very important for me that she got this to you. If you guys look at the memo I asked her to just show exactly the justification that we have in keeping this professor-in-residence. The action item doesn't read this, but the big difference is last year it was a grant funded position. This year we're bringing the person in through district funds with our own budget because the grant has expired. So my question was if it's expiring, what justification do we have? She pointed to the fact that her HSPA scores in math went up by 20% for the students who were working with this particular professor-in-residence. So I'm sure that's just one of the questions, but I wanted to at

least point you to that documentation in there. We can peruse that if anyone has any other questions and then come back to follow up. But I also know Ms. Gaines isn't here either. Comm. Kerr, while you look over that I'm just going to ask if anyone has any questions on A-20 through A-67. Again, the breadth of all these questions were asked last night and I know you guys got them. If there are any additional questions feel free to submit them to Cheryl. She will get them to Ms. Riviello and we'll get back to you. Comm. Kerr, any follow up on that? Joanne, Ms. Gaines isn't here so I just want you to take note of this question that Comm. Kerr has.

Comm. Kerr: I'm curious of the size of the increase. We have a 20% increase and credit is given to the professor-in-residence. Apart from the principal saying this is attributable to this person I just need some other supporting evidence to make me feel comfortable that indeed the upward movement in the test scores here was directly tied to that one-month stint at the school.

Ms. Riviello: The professor-in-residence was there through the year. The one-month stint was myself and the math department in this district. Math supervisors were deployed to several of the high schools.

Comm. Kerr: Walk me through what the professor-in-residence does.

Ms. Riviello: Again, I'm not going to be specific to Eastside High School. I'm going to be in general. Professors-in-residence are assigned. In some cases they are language arts people and in some cases they are math people. Principals determine needs based on the way they disaggregate their data. Sometimes it's a direct relationship PD to teachers. Sometimes it's working directly with students. Many times it's both. In addition to that, some schools use their professor-in-residence, Dr. Cardillo is one of them, to help design program and they use the expertise of the professor-in-residence. That's what she did a year ago. She presented World Language. Her professor-in-residence was a foreign language teacher at the college level for many years. So again, the principal has to determine what their needs are and what their data shows and then align that professor-in-residence to what needs to be done. Included for A-9 Mr. Montes also provided information in addition to the increase of his test scores at three or four grade levels. I think he also listed, on the second and third pages of that packet, different responsibilities that the professor-in-residence worked with, with his staff. Assuming the principal has done their due diligence in looking at what their needs are it's aligning their needs to the professor-in-residence.

Comm. Kerr: I just need to know how the process is done. What is their day's activity?

Ms. Riviello: It varies from school to school.

Comm. Kerr: Do you spend 60% of your time with teachers? Do you spend 40% designing program? Do you spend 40% or 50% of your day with students? Give me a sense. Does the guy come and sit in his office?

Ms. Riviello: They're never in an office. I can tell you that.

Comm. Kerr: I don't know.

Ms. Riviello: I think if you took any school in this district that had a professor-in-residence and you ask the question that you just asked you're going to get a variety of answers.

Comm. Kerr: So there is no real structure?

Ms. Riviello: It's really based on the need based on what the professor-in-residence comes in with in terms of their experience towards that need. As a principal myself I found that my teachers at the lower grades had a lot of difficulty with writing. My professor-in-residence at the time had been a strong language arts person and I used her and directed her to that task. Sometimes when she came in she did professional development with the teachers during their vertical articulation periods. At other times she came in and worked with the teacher and the students as a team teacher modeling those same things that she professionally developed with them. So it varies.

Comm. Kerr: Let me tell you where I'm going with it. The fact is this tells me that a professor-in-residence was able to help a score to increase by 20%. Isn't that a model? It is indeed a model.

Ms. Riviello: Evidently Ms. Gaines used that and identified that, yes.

Comm. Kerr: So why don't we replicate this in other areas of the district to make sure that we see better HSPA results in this area? That's where I'm going with it.

Dr. Evans: I was going to say when you use the word 'model' that sounds cookie-cutter to me and this is not a cookie-cutter situation because the need may be different in another school. They will perform a series of tasks and we can narrow the tasks down to either direct intervention with students, professional development with teachers, or program development. Those are probably three big areas. That's as close to being cookie-cutter as you can get. The one common piece across the board is the outcomes you're going to look at to determine if indeed it was worth the investment. But to say that in every school they're going to spend 40% of their time intervening directly with kids and 20% of their time doing professional development, no. That is need driven by the school. The school's need may be different than that and we shouldn't have people doing things contradictory to that. That's why the principal should be doing an accurate assessment of their needs and particularly focusing on what the data tells them.

Comm. Kerr: I would assume that every principal in this district should at least have a working knowledge of what a school needs to improve. So if you wake that person up in the middle of the night that person should be able to articulate what they would need to improve in terms of assistance. So if you call in the professor-in-residence and you say this is my design already the money is there. So you design something and make it applicable to the problems that we're having here.

Dr. Evans: That's not the way it should work. An example that Ms. Riviello gave a minute ago was for a principal who knew what she needed. She needed a program designed. So she engaged the professor-in-residence to design that program to meet a particular need in the school. When they engage them what they ought to know – and if they don't then we do have a problem, but I'm not seeing that as a problem – is I need you to intervene with kids. I have this group of kids and they need a specific instruction whether it's remediation, tutorials, or whatever in math. Or I need you to provide professional development to this group of teachers. I need to see capacity built among these teachers to do this and this. Principals prescribe to that extent reflecting their needs. Yes, that should happen and if that's not being reflected...

Comm. Kerr: It's reflected here. The document says yes. It worked beautifully here.

Dr. Evans: And you want to see it in every case.

Comm. Kerr: Why not?

Dr. Evans: Okay, that makes sense. Yes.

Comm. Kerr: Why not, if it's a success story? Why not?

Dr. Evans: We need to make sure that if principals are requesting approval for a professor-in-residence that they have a design document not saying that they're going to be doing exactly what Ms. Gaines said, but being descriptive in what they are going to do. I follow you.

Comm. Irving: I'm going to bring the curriculum conversation to a close. We're going to move on to legal.

Ms. Riviello: Excuse me, Mr. Irving, do you want me to present the math curriculum, the late entry?

Comm. Irving: Yes, briefly.

Ms. Riviello: You did save the best for last.

Comm. Irving: Yes, I did. But I also saved the one with brevity as well.

Ms. Riviello: As you are aware, New Jersey has adopted the Common Core State Standards for mathematics. Additionally, the department devised an implementation plan that began last September for k-2 math. This September was 3-5 math and high school math and next September is 6-8 math. Training on the Common Core has been completed for all k-5 teachers and high school teachers. New Jersey also developed the model curriculum with consists of five units. Each unit is allotted five weeks of instruction and two weeks for assessment and then remediation or enrichment based on the results of those assessments. To be in compliance with the state mandate and the implementation of the Common Core standards the mathematics department developed the curriculum frameworks for k-5 and the high school based on the standards. The frameworks identify domains, clusters, essential understanding, and what students need to know and be able to do...(end of tape) (Beginning of new tape)...will be assessed with the appropriate content. The pacing also identifies sections of the textbook that may be used as resources for instruction. The curricular for grades 6-8 is currently New Jersey Content Standards and these will be reviewed and revised to meet the state mandates for implementation next fall. What you probably most need to know because we are a district with priority schools we had to submit our curriculum to the State of New Jersey for approval. If we had not submitted we would be required to use the state model curriculum. We sent the mathematics curriculum in, in the spring. We received approval August 28. Our curriculum aligns perfectly with the model curriculum from the state and we can use our curriculum. That's the reason why it's a late submission, because we only found out last week that it was approved.

Comm. Irving: This is the same curriculum that you introduced to the Board last month. Am I correct?

Ms. Riviello: You have it there now. There are four binders on the table. That curriculum that was introduced last month was a course for test preparation. This is curriculum k-5 and high school algebra I, II, and geometry. In the binders are the frameworks for the curriculum as well as the pacing guides.

Comm. Irving: I'm going to suggest in the interest of time, since we still have six more committees to get through, that Board members take a look at this and if you have any questions submit it to you. If we have any follow-up questions, we'll ask them at the regular meeting.

Ms. Riviello: Absolutely. It's not a problem because last time you reviewed them here I didn't make one for everybody, but I can get them made tomorrow morning. Whatever six of you take these, I can get three more.

Legal

Comm. Irving: There are no submissions for legal. Is there a report for the meeting at all?

Fiscal

Comm. Irving: In relation to the Sunshine Law and where we are, I'm going to try to give each committee at least 15 to 20 minutes to have discussion and conversation moving forward. So let's be mindful of the time because past midnight we have to shut down. So FYI, let's try to push the questions we have, ask them, and keep them direct because we have four more and three other action items past this.

Comm. Kerr: The race is never for the swift neither the battle for the strong, but they that endure to the end.

Comm. Irving: ...which is midnight.

Comm. Kerr: The fiscal committee met last Monday, August 30. Members present were Comm. Corey Teague, Comm. Mendez, and myself. Absent was Comm. Manny Martinez – excused absense. Staff present was Acting BA Ms. Daisy Ayala. Our meeting started at approximately 7:15 p.m. We also had at our meeting Mr. Robert Hague from the auditing firm Lerch, Vinci & Higgins, the district's external auditors. Mr. Hague gave us an overview of the scope and timing of the district audit for fiscal year 2011-2012. He told us that the preliminary portion of the audit started on July 18 of this year and the final Comprehensive Annual Financial Report and Audit Management Report will be completed and delivered by the statutory date of December 5, 2012. We also had at our meeting Mr. Neville Williams, Supervisor of the Purchasing Department. Mr. Williams was there to make a presentation on behalf of the purchasing department. He walked us through the process that is involved in the purchasing process. He told us that the department processes approximately 12,000 to 15,000 orders per year with a normal disposition time of between three to four days. I believe that is significant work by the department. He also walked us through the requisition process through to the purchasing process. This was done primarily for the new members of the committee because we set out at the start of the year to familiarize all our members with the processes that are involved with things that have to do with fiscal matters. We then went to the bills list which we found to be in order. Our meeting ended at approximately 8:30. We have here tonight our fiscal actions items C-1 through C-22. Is there any discussion?

Comm. Irving: Ms. Ayala? It just pertains to just trying to understand exactly how these funds and who these funds are travelling with. C-9 through C-15 are all payments we're making. Are these the funds that are following our out-of-district placements?

Ms. Daisy Ayala: These are grants for non public that come in through us and we sort of filter that money to different identities.

Comm. Irving: So a charter school, for example, the money would come through us first but it's earmarked for them.

Ms. Ayala: That's right.

Comm. Irving: In every single one of these cases it's either charter schools or catholic school or some other entity that the money is earmarked for, but because of the public funding...

Ms. Ayala: Of the district, they come to us.

Comm. Irving: Got it. And we have no say-so for how this money...

Ms. Ayala: Absolutely.

Comm. Irving: We do?

Ms. Ayala: Yes.

Comm. Irving: I'm glad you said that. With that in mind, how do we atone and account for the money that these folks are spending if we're the ones who are channeling the money?

Ms. Ayala: We pretty much get the information from the state and they tell us how much money goes to individuals and we send it that way. Once they spend it on textbooks, technology, and things of that nature, and I don't have all the details in front of me, we turn around and supply the report accordingly as requested by the grantor. Then whatever is left over and not spent by them, because it's beyond our control, goes back to the state.

Comm. Irving: Then we really don't have any control with regard to what they do once they have the money.

Ms. Ayala: No, we don't.

Comm. Irving: That was the question I was asking. Once we give them the money we're the middleman.

Ms. Ayala: The only control we have is we keep the money here and then we release it according to the grant.

Comm. Irving: Got it. Thank you.

Comm. Hodges: With regards to C-16, just a commentary. I don't understand why we're paying \$9,300 for a semester for this Farleigh Dickinson program. Even though I support it, it should never have been any more than \$5,000 a semester. That seems to be excessive to me and I wanted to point that out before. That's way out of line. This was not supposed to be a money-making venture. This was simply a courtesy stipend and transportation costs and that's it. This \$9,600 is extreme and that needs to be reviewed. Sorry, Mr. President.

Comm. Kerr: What action item is that?

Comm. Hodges: It's A-65. That's inappropriate. That should not be that high.

Comm. Kerr: How many students do we have in that program?

Comm. Hodges: About 20-25 a semester and we stretch it. I had checked it off here and I forgot about it. That's out of line.

Comm. Kerr: So your question is on C-16.

Comm. Hodges: This is the banking. I gave I don't know how many copies of the original specs for the banking program, which included curriculum k-12 on financial literacy. Now it's a law. Before it wasn't, but now it's a law. So financial literacy from k-12 originally we had a discussion on stocks, securities, options and so forth and insurance products so that you would discuss annuities and all the others. That was all part of the original spec. In addition, there were summer jobs with scholarships, internships, and shadowing opportunities. They were going to build a student-run bank and they had agreed to help build a stock exchange room so that you could then teach the students how to run that. That was in a package that was given a number of times. So this is just their standard package and this is not what they're capable of doing. In fact, they were also going to invite the students up to their training center so that they could see the training process for tellers, on and on. The reason I'm so concerned about this is because now financial literacy is extremely important and is a requirement. The banks have a requirement through their CRA to provide some of these services. I don't want to give them a dime because I do know they provide these services to other communities and there is no reason why they shouldn't provide them here. And, by the way, they agreed to do all this. You won't get one bank to do everything, but there should be a combination.

Comm. Kerr: I don't think C-16 has anything to do with that.

Comm. Hodges: It does because their answer was they have the financial literacy as part of the scope of the assignment for the banks, PNC and TD. They were providing this so-called curriculum.

Comm. Kerr: Let's ask Ms. Ayala if that was submitted to these banks.

Ms. Ayala: Actually, there should be something in your packet. If you look, there should be all the programs that they provide k-12 by different grades and elementary schools. So there is a program that they do have.

Comm. Hodges: That's their standard package.

Comm. Kerr: The question is were the specs submitted to the banks and said we will consider doing business with you based on that spec that you gave them. I don't think that was part of what happened.

Comm. Irving: Can you just answer that? Was it?

Ms. Ayala: Yes. It's not in the specs but it's in the background. It's one of the first things introduced to them – that's what we're looking for. Our intent and purpose is to ensure that is taken care of, providing financial literacy, and in addition to that an

automated system because we're moving in a paperless world. I don't have it in front of me but that's basically the intent.

Comm. Irving: They've had these accounts for quite some time now, at least since I've been here. Now we're going on three years. The question I have is have these services been delivered.

Ms. Ayala: They have been there. It has to be a joint venture. We get together and we kind of work with them. This is the implementation and the timeframe. The service has been there. We've asked them to come in and provide financial to employees and they have come. But we have to reach out and we have to decide within the district what it is that we want them to provide and the timeframe.

Comm. Irving: So you're saying the district has not done its part in reaching out with the requests for whatever services they have.

Comm. Hodges: That's my problem. The point I'm making is that there is a whole range of services that go above and beyond what's listed here that were in the original specs. That's what we were asking them to pursue, that packet, not what they were prepared to give you. They are actually able to give you more than just these things, which is pretty good. But we asked for more and got it, until it all fell through.

Comm. Irving: Dr. Evans, can we invite the representatives from these banks to the principal's meetings to share with the principals the respective services they offer?

Dr. Evans: What we're talking about is a curriculum issue. Ms. Riviello needs to be involved. We're talking curriculum because this would become a part of our instructional program. So she should be at the center with her staff in pulling this together. I'm asking her to do that now.

Comm. Hodges: You had to go with both groups - the finance people and the curriculum. The finance people were supposed to just say this is a range of banks that can provide us the services that we need financially. However, in addition to that we want these things in return. As part of the community reinvestment act these banks have a responsibility to deliver services back to the community. The problem is we haven't asked for them. Part of that, given this \$500 million budget that we have, we have an incentive to get them to deliver these goods if we ask for them.

Comm. Kerr: We were just told that the specs were handed to the banks.

Comm. Hodges: They were not handed to the banks. The specs for the financial part were handed to the bank and as part of the bank capabilities they gave you a list of what they could do. But the original specs that we asked for were not given to us.

Comm. Kerr: So we need to have a discussion based on what we gave them before we make a determination.

Dr. Evans: Actually, you're both right. Everything is in place. Finance has done what it was supposed to do and all that needs to happen now is the meeting that Dr. Hodges alluded to involving Ms. Riviello. She would need to work with Ms. Ayala, get the folk in, and then we need to say here's what we want based on the both the design that Dr. Hodges is referring to and then their response in terms of that menu. If we want to push the envelope beyond that, then is the time for us to push the envelope beyond that. But

we need to get them at the table. That's the next step and that's what I'm asking Ms. Riviello to work with Ms. Ayala on and make it happen.

Comm. Irving: Ms. Riviello, can we have you report the findings of that meeting back to the curriculum committee next month, please?

Comm. Hodges: The first step would be to take a look at those original specs.

Comm. Irving: That's what they have to do.

Ms. Ayala: You can share that with me and we'll get together with Joanne and the bank.

Comm. Hodges: Do you still have a copy?

Dr. Evans: If she doesn't, I do. You gave me a copy.

Ms. Ayala: We'll come up with some plan.

Comm. Hodges: The reason why I'm raising this issue is before you agree to vote on these banks you have to hold their feet to the fire because once you vote for them they don't need to do anything.

Comm. Kerr: We can vote on this. It's binding on us not the banks if we vote on this. We don't have to use them. If we vote on this tonight, just for the convenience of our discussion here, does it mean we have to follow through with the banks on this?

Comm. Irving: We're entering into a contract with them. Are we not?

Dr. Evans: We have to have a bank.

Comm. Hodges: It's a contract agreement with the banks.

Comm. Kerr: Do we have a contract with the bank?

Comm. Hodges: Yes.

Comm. Kerr: To do what? To provide what?

Comm. Hodges: Our banking services.

Comm. Kerr: We can change. Can't you change your bank any time you want to? You can change your bank any time you want to. You don't have to have a contract with the bank.

Ms. Ayala: We have a contract with the bank that was signed that is expiring this month.

Comm. Irving: So this is a renewal.

Ms. Ayala: No. We went out for competitive bidding. We have Bank of America, PNC, and TD. TD and PNC were the winners.

Comm. Irving: But once we vote on this next month, we will in essence be entering into an agreement with these banks.

Ms. Ayala: Correct.

Comm. Hodges: For how long a period?

Ms. Ayala: I think it's a three-year period with a renewal every year.

Comm. Irving: I hear what you're saying, Dr. Hodges, but it seems as though these banks have the services. The onus is really on us to ensure the fact that we follow up with them. To me they probably offer these programs to any district that goes to bid for it. The question is do those districts use those services.

Ms. Ayala: We have to take advantage of it.

Comm. Kerr: Let me ask this simple question. What if the present contract that we have with the bank expires? Where do we go from there? What if we said let the time run out and we have no contract with the bank? Would that prevent us from doing business?

Ms. Ayala: Absolutely not. It's just like your own personal account.

Comm. Kerr: So we don't have a problem there. We have enough time to go back to them with the specs and tell them what we want. We still have time. All we have to do is...

Ms. Ayala: But if we're going to change the specs then we have to go back and do competitive bidding. If we're going to change it we have to be fair to everyone.

Dr. Evans: This is not as simple as we're making it sound. It's not like we have a bank account with \$1,000 in it that we can just say we're going somewhere else. We're talking about a \$560 million bank account and you don't change that at the drop of a hat.

Comm. Hodges: No, you don't.

Comm. Kerr: Dr. Evans, the point is if the present contract runs out, does it mean we can't do business with the bank?

Ms. Ayala: No, it does not mean that.

Comm. Kerr: So we can do business with the bank without a contract.

Ms. Ayala: Yes.

Comm. Kerr: So our operation would not be affected.

Ms. Ayala: Correct.

Comm. Kerr: Okay. That's all I'm saying. It would give us some time to put in place a spec that we would like to see and we go back out. I don't see any problem in that.

Dr. Evans: I do. We just can't play around with our money.

Comm. Kerr: It's not playing around. The money is in the bank.

Dr. Evans: That's what we're doing.

Comm. Kerr: It only comes out when you write a check.

Dr. Evans: We have a payroll to meet. We have obligations to meet.

Comm. Kerr: It would not affect it, Dr. Evans.

Dr. Evans: We cannot tamper with our bank account. We either make a decision to not do this one and go find another before that contract runs out or go ahead and approve this one. I have all the confidence in the world that we can get what Dr. Hodges is asking for. He appropriately has made the point every bank would love to have our portfolio and the money coming through every year. TD Bank has expressed a strong interest. They're not crazy. If they don't do what we want done, one year from now we can drop them.

Ms. Ayala: They know we're going somewhere else.

Comm. Kerr: So why not get something to them then, Dr. Evans? What do we get from TD Bank to do business with them? What benefit does the district derive from doing business with them?

Dr. Evans: They were one of the lowest bidders.

Comm. Kerr: Just that they bid the lowest?

Dr. Evans: Yes.

Comm. Irving: But the point you just made is absolutely correct. In my opinion it should be the services that we take advantage of.

Comm. Kerr: Of course. I don't get it.

Comm. Hodges: Every year in May we have to vote on a list of banks. I have raised this issue every single year. This is why I'm a little concerned, because they knew what the question was, "they" being the district. We actually delayed approval on the banks in lieu of this arrangement, which they again did not follow through on. It's not me being shortchanged. I have a bank account. It's the 29,000 students that are being shortchanged continually. So my concern is simply this – Dr. Evans, I need some guarantee that it will happen this time.

Comm. Irving: I think that begins with the curriculum committee and Joanne and Daisy coming together talking about the respective specs of what this bid is and reporting back to the curriculum committee exactly what we're playing and working with, and your plan for implementing this throughout the district.

Comm. Hodges: And I would advise that if you decide, Dr. Evans, to move forward you at least get some portion of this out of them and make it very clear that there's a chance that you might drop all the banks next year, because I'm personally not going to vote for them, unless the entire scope of the opportunities for our kids are going to be considered and put into a spec at that time if not now.

Dr. Evans: Two things need to happen. First of all, I've asked Joanne to work with Daisy and schedule a meeting. I want to be at that meeting. Secondly, Dr. Hodges, we need to confer again to make doubly sure that all of the specs that you had prescribed in that initial document that I have and Joanne and Daisy have in our command when we sit at the table with the bank.

Comm. Hodges: I'll point out to you that the banks agreed to do this and the district didn't follow through originally. Other school districts are doing these things.

Comm. Irving: In the interest of time we've been on fiscal for 25 minutes. I want to move on to facilities. We have policy, personnel, and three other items. If anyone has any other questions for Comm. Kerr, please submit them to him for further clarification at the Board meeting.

Facilities

Comm. Mendez: Unfortunately, we couldn't meet yesterday but we will meet early next week. We're rescheduling that. We met last week on the 23rd to discuss the issue about Kennedy High School's fence and I think we've heard enough about Kennedy High School's fence. We have the people involved over here. Also, on August 30 we did a walk-through at Frank Napier School 4 and today we conducted a walk-through at School 15. So many parents in the community are concerned about why we scheduled this meeting between 12:00 to 3:00 p.m. I received so many calls between yesterday and today. For me School 15 is something special because I was one of the three Commissioners that went to the community meeting that you had, Dr. Evans, at New Roberto Clemente. I know you saw all the dissatisfaction and frustration that all the parents had. I saw parents crying because they didn't want to send their children to School 15 because it's been unsafe for many years. But now finally we conducted a major repair at School 15 and we couldn't invite the community to let the community know what we're doing as a district. To me that's a big problem. We conducted a walk-through from 12:00 to 3:00 p.m. when we all know that parents have to work. I believe that it should be from 6:00 to 8:00. All the parents should be well informed that from 6:00 to 8:00 there will be a principal and the staff there to let them know what we're doing with School 15 based on the condition that we went through this project. That's what happened today with School 15 and I believe that we should have a date and the date would be on back-to-school night. That day used to be open school and we have to do a good job with communication. Dr. Evans, I don't think we're doing a good job with communication. I don't know if it's the data that we have. I do believe that we have to work on that. We can have the best data possible. At the beginning of the year we should have great data to be in contact with the parents and let everybody know. We have to put a heavy effort on that to make sure that they go back to school and take a look at what we're doing in the school, especially at School 15. I've been there more than three times and I know that job that we've been doing. It looks totally different and the community needs to know the job that we're doing with the facility. That's what I need to say. Are there any questions with facilities?

Comm. Irving: I'm not going to tell you who you sound like, but you sound like somebody to my right.

Comm. Cleaves: I didn't know that there was a walk-through today at School 15 so I wasn't there and I'm part of the facilities committee. But I'm looking at the report that's here for School 15 and it was under high priority. It seems like everything has been

completed except for one thing, which is the interactive whiteboards. You just said School 15 is a mess.

Comm. Mendez: It was before and now that we conducted a renovation...

Comm. Cleaves: Because you made it seem like there was a problem and I'm looking at the report and everything is completed.

Comm. Mendez: The problem that we have now is with the community. They were not invited. We're doing a walk-through at School 15 and you know the condition. Dr. Evans was there and he knows what's going on with the atmosphere that we had at the meeting.

Comm. Cleaves: You had no parent representation?

Comm. Mendez: That's an issue.

Comm. Cleaves: My question is you had no parent representation today?

Comm. Mendez: They extended the visiting until 7:00, but we did not have all the parents.

Comm. Cleaves: You're not going to have all the parents.

Comm. Mendez: But at least most of them. They need to be informed early that we're going to conduct a walk-through at the time that they can go. But the majority of the parents that received the information between 12:00 to 3:00 didn't show up because they couldn't.

Comm. Cleaves: But you want all of the parents to take a walk-through to tell you what?

Comm. Mendez: I don't want all of the parents, but I want the majority of the parents to go inside the school and see what we're doing.

Comm. Cleaves: We went to Dr. Frank Napier and we had a representation of parents, community, administration, and the committee. We had a group of us that toured that school and it was sufficient. Why is it not sufficient for School 15?

Dr. Evans: I think we're talking two different things. In one case, Dr. Frank Napier was a tour actually initiated by the Board to do a walk-through of the building and to see the renovations that had been done and other things that had happened. The meetings that the Commissioner is referring to for School 15 and NRC were parent meetings for them to come in to hear from the principals of both schools and from either Mr. Johnson or myself. Mr. Johnson was actually the person who addressed them. Then get a chance to see the facilities. The principals actually scheduled the meetings earlier and it was called to our attention. That's when the meetings were extended to a later hour to allow for parents who were actually working. That's how that happened. But that was for parents to come in. It wasn't initiated by the Board. It was only like a parent meeting to come in and see the new school. That was what that was about.

Comm. Cleaves: That's what I was trying to get from the chair.

Comm. Mendez: We were talking about two different things, I guess.

Comm. Cleaves: I was confused.

Dr. Evans: The Commissioner is also correct in that the principals did schedule the meeting during the day and late in the game we said to extend it to later hours for parents who are working and could come in, and some did.

Comm. Irving: So did the meeting happen in the afternoon or in the evening?

Dr. Evans: I know the meeting at New Roberto Clemente happened 2:00 in the afternoon. What about the meeting at School 15? There was the meeting, but then they could still come in.

Comm. Irving: I have to agree with him. I understand it is summer, but that probably was not the best time to hold a meeting.

Dr. Evans: It's a legitimate concern.

Comm. Guzman: I want to thank Mrs. Jones, Cheryl, and everyone in the district office because I was one of those people making phone calls yesterday because I was literally flipping when I got calls from parents saying that the open houses were going to be hosted at 1:00 and 12:30 while they were at work. My phone was blowing up yesterday so I managed to call the Board of Education, I spoke to Mrs. Jones and Cheryl, and they were helping me out with the situation. Mrs. Jones was trying to get information. She sent me an e-mail this morning which I believe she sent everyone stating that they had extended the hours. But some of the parents had called me yesterday stating that they had received a phone call stating that they were going to be extended to 7:00. A lot of parents were happy with that. The same people who were complaining to me actually called me and let me know that they had extended the hours to 7:00 p.m. I couldn't make it because I was at work, but I did have another little issue this afternoon and I think I spoke to Lucy. There was a group of parents standing outside of School 15 and the doors were closed. They were out there for like 25 minutes and they are blowing up my phone and telling me what's going on. I said I don't know what's happening. I don't know what's going on. I got in touch with the Board of Education again and this was like at 4:30. I managed to get someone through and for some reason there was a miscommunication. I guess they didn't have a sign of what door to go to and the doors were closed. It was a mess. But I do know that there were parents there. I do know that there were parents that attended. I don't know about Roberto Clemente, but I do know about School 15. I do have an issue because some of the parents that went to School 15 tell me that some of the classrooms are not ready. They took the tour and walked around the building. I don't know exactly what it is. I was already walking into the meeting when they started calling me, but I guess the classrooms do not seem like they're ready for school to begin tomorrow. I don't know exactly what their concern was or what they saw that was not being done, but it was brought to my attention that the classrooms were not ready. I have other issues and concerns that I need to bring to your attention, Dr. Evans. It's through conversations that I'm having with certain people. I don't really want to put it out there because it doesn't sound right, so I just prefer to have the conversation or actually just show you because I have it on my phone.

Dr. Evans: Okay. If I may respond to the issue regarding the classrooms, all of the classrooms are complete. I was out there twice today, early in the day and late in the day. What they may have seen is that teachers were putting up their bulletin boards, there were boxes everywhere, they were putting materials on shelves, and if you had looked in you would have thought it wasn't ready. But the physical structure is ready. They have new floors in all the classrooms, tile or hardwood floors. It has been painted.

The building itself and the classrooms are ready. But again, teachers in classrooms unpacking boxes if you don't understand that's what they're doing and those boxes are going to be gone tomorrow morning, then you might reach that conclusion as well.

Comm. Hodges: Very briefly, Dr. Evans, we apologized to the parents at School 6 because of the untimely notice and we are now facing a situation where we have to apologize to parents at School 15 for the same kind of thing. So we're not learning our lesson in terms of the service that we deliver to the parents, particularly about events that are happening in school. That seems to be a pattern that we really need to get a handle on. Apologies are not going to change the fact that these things continue to happen. That's disturbing.

Comm. Irving: Kemper, without putting you on the spot, in the School 6 case no one told you about the meeting until the day of or the day before. In my opinion if this gets vetted through the Parent Resource Center, were you a part of facilitating this conversation with parents?

Comm. Hodges: That should go through Dr. Evans.

Dr. Evans: Which one?

Comm. Irving: I know definitely not for School 6, but what about for School 15?

Dr. Evans: School 15 and School 6 were solely the principals notifying their populations through ConnectEd. Each principal has been trained on how to do it themselves. When it came to us is when we reacted and that's when the change occurred.

Comm. Irving: But I think there has to be some protocol put in place that if principals are going to do any outreach, especially on the scale of trying to get the whole school community before the school comes in, that they work through the actual established body and organization that specializes in reaching out to parents. So someone in his office or Kemper would say 2:30 may not work. If they say it will, at least it can go up the chain and somebody will at least identify it. But we have an office that we haven't used twice to reach out to parents. In the School 6 case I'm sure we have parent links but Ms. Jones just got here so I'm sure she wouldn't have access to it. So we didn't use it at all in that case. But in School 15's case we could have certainly reached out to the Parent Resource Center to at least engage the parents on the Facebook page you guys have, which is an awesome page and some of the parents have signed up to it, or whatever other mechanisms or resources you use. There is resource in the room, but nobody wants to use it.

Comm. Hodges: In addition to that, I only found out about it when you called me and told me about School 15. Then I happened to notice online that there was going to be changes made. But until Mr. Mendez called me to discuss the facilities meeting or I called you I didn't know about the School 15 walk-through. That was a concern. But the Parent Resource Center might have said you won't get the biggest bang for your buck with one day's notice, particularly over the summer. You might need to give them some additional lead time before you invite them in because that's going to be not very fruitful. I'm not going to dwell on that any further. I received a phone call today about School 14. I was told it was extremely hot in the building and we have the older students on the lower floors and the younger students upstairs in the higher elevation, which of course has the more challenging temperature conditions. That's problematic. I'm being told they didn't have a single fan in there. That's a problem so we might need to look into that to see how that can be addressed, particularly since those younger kids

are not going to have the same capability to handle that difficult temperature as the older ones. That might have to be shifted.

Policy

Comm. Simmons: The Policy Committee met on Thursday, August 30, 2012, at 5:15 p.m. Board members in attendance were Comm. Guzman, Comm. Mendez, Comm. Teague and me. Staff member present was the district's General Counsel Ms. Lisa Pollak. Because everyone has a copy of the report and it is lengthy I'm going to submit it for the minutes. I'm going to ask that if you have any questions I've been informed that all Board members have received copies of the policies that were reviewed. If you have any questions please submit them to me through Cheryl so that we can get those answered before the regular Board meeting.

Our agenda included:

1. POLICIES CURRENTLY ON HOLD
 - a. 9180 School Volunteers
 - b. 9181 Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants
2. POLICIES INTRODUCED BY THE BOARD OF EDUCATION
 - a. Small Business Enterprise Encouragement Program
 - b. Chess In School
 - c. Penmanship
3. DISTRICT REVISED POLICIES
 - a. 1372 Sexual Harassment
 - b. 3216 Dress and Grooming
 - c. 4216 Dress and Grooming
 - d. 3322 Telephone Use for Teaching Staff Members
 - e. 4322 Telephone Use for Support Staff Members
4. POLICIES FOR FIRST READING (ALERT NO. 196)
 - a. 1631 Residency Requirement for Person Holding School District Office, Employment, or Position (New)
 - b. 2430/1 Athletic Competition
 - c. 3324 Right of Privacy – Teaching Staff Members (New)
 - d. 4324 Right of Privacy – Support Staff Members (New)
 - e. 5117 Interdistrict Public School Choice (New)
 - f. 5600 Pupil Discipline/Code of Conduct
 - g. R5600 Pupil Discipline/Code of Conduct
 - h. 7510 Use of School Facilities
 - i. 8613 Waiver of Pupil Transportation (New)
 - j. 9270 Home Schooling and Equivalent Education Outside the Schools
5. POLICY ALERT NO. 197
 - a. 0151 Organization Meeting
 - b. 0153 Annual Appointments

- c. 0167 Participation in Board Meetings
- d. 2361 Acceptable Use of Computer Networks/Computers and Resources
- e. 2363 Pupil Use of Privately-Owned Technology (New)
- f. 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries
- g. 2622 Pupil Assessment
- h. 3282 Use of Social Networking Sites (New)
- i. 4282 Use of Social Networking Sites (New)
- j. 6164 Advertising on School Buses
- k. 6470 Payment of Claims

ITEM 1: POLICIES CURRENTLY ON HOLD

9180 School Volunteers

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

These policies have been on hold since March 2012. They were revised according to statute that indicates a school district can require a criminal history check of school volunteers provided the Board reimburses the applicant for the cost of the criminal history record check. Districts have an option as to require a criminal history check or not. The policy was reviewed by staff and it was their recommendation that we require a criminal history check for those volunteers who are in the district on a “regular basis”—more than five occasions during a school year. The committee still has reservations regarding the fingerprinting aspect of the Criminal History Background Check. We want to be welcoming to volunteers while making sure of the safety of our students. There are questions the committee would like answered before proceeding with these policies, such as:

1. Are students left alone with a volunteer, or is staff always present?
2. Are there volunteers for the Community Schools?
3. What is the estimated expense to the district?
4. Will a background check provide the desired information without fingerprinting?
5. Who will monitor the fingerprinting process for volunteers, i.e. athletic director, personnel, principal, etc.?

ITEM 2: POLICIES INTRODUCED BY THE BOARD OF EDUCATION

- Small Business Enterprise Encouragement Program
- Chess In School
- Penmanship

The committee is still awaiting a response from the Fiscal Committee regarding the Small Business Enterprise Encouragement Program. The other two policies have been referred to the Curriculum Committee due to their potential impact on the fiscal and staffing needs they may require. The committee is also requesting that a survey be conducted to assess the interest before proceeding. Also, the committee believes these may be programs or practices that can be initiated by the building principal.

ITEM 3: DISTRICT REVISED POLICIES

- 1372 Sexual Harassment
- 3216 Dress and Grooming
- 4216 Dress and Grooming
- 3322 Telephone Use for Teaching Staff Members
- 4322 Telephone Use for Support Staff Members

Policy 1372 has been requested as the matching policy that appears in the Teaching Staff Member and Support Staff Member section of the Policy Manual. The Office of Affirmative Action is requesting that the same policy appear in the Administration section of the manual. The other four policies on dress and grooming and telephone use are being revised at the request of the Labor Relations Officer to exclude the specific penalty language in the policies. The policies will allow disciplinary action—it just does not specify what it is. Although some on the committee were not satisfied with this change, we agreed on a first reading for all of these policies.

ITEM 4: POLICIES/REGULATION FOR FIRST READING (ALERT NO. 196)

1631	Residency Requirement for Person Holding School District Office, Employment, or Position (New)
2430	Athletic Competition
3324	Right of Privacy – Teaching Staff Members (New)
4324	Right of Privacy – Support Staff Members (New)
5117	Interdistrict Public School Choice (New)
5600	Pupil Discipline/Code of Conduct
R5600	Pupil Discipline/Code of Conduct
7510	Use of School Facilities
8613	Waiver of Pupil Transportation (New)
9270	Home Schooling and Equivalent Education Outside the Schools

It was explained by each of the policies in this section is being revised or are new from our policy consultant. There was a lengthy discussion regarding Policy 2430 Athletic Competition. The policy is actually being revised due to the new law allowing homeschoolers to participate in curricular and extracurricular activities or sports activities. However, there is a option is the policy which allows the district to decide how many days a student can have unexcused absences before they are excluded from participating in sports. The committee went back and forth on what should be the agreed upon number of days. The district stands to lose \$16 million in funding depending on the attendance rate. The committee would like Dr. Evans to assist in the determination prior to the second reading.

On Policy 5117 the committee would like the administration to look into applying to become a choice district.

On Policy 7510 the committee questioned at length what are private social functions? Our general counsel gave quite a bit of insight as to how to handle the issue of facilities use.

The committee is recommending first reading on all of these policies. Please review these policies and submit any suggestions as soon as possible.

ITEM 5: POLICY ALERT NO. 197

This latest Policy Alert 197 has been submitted to the Policy Committee for review and revisions. We were informed that they are also being reviewed by administration and will be returned to the Policy Committee once completed.

The meeting was adjourned at 6:15 p.m.

Comm. Irving: I just need clarification regarding the two policies that Dr. Hodges mentioned to me that were submitted. They were sent to curriculum and I'm just

wondering what the intent behind it was. I've no problem bringing both policies. One is a policy on chess, which is actually a state mandate. The other one, Dr. Hodges, is...

Comm. Hodges: It's penmanship. Just to clarify, the chess is not a mandate. It's a law which says it recognizes it as a legitimate program or course. All I'm doing is simply including it as part of our policy. The idea is to introduce chess at the second grade level since we refuse to do computing, which I think would actually be better because it does provide similar if not completely the same type of analytical skills, problem-solving, and so forth, and it's cheaper. The other one, penmanship, you may not know that many schools across the country, and sadly including Paterson, no longer teach cursive writing. The thinking is people use their laptops, phones, and tablets. Unfortunately, what happens is the students can't take handwritten notes. So if you don't happen to have one you can't take handwritten notes and you can't read it. The most troubling is you can't sign your name so you have no signature because the writing and manuscript does not give you a signature. So the idea was simply to make sure that we do teach cursive writing along with our manuscript which is taught at kindergarten and first grade. That's all it is. It doesn't involve anything extraordinary. This is just saying we want to pursue it and in my opinion it really doesn't need a review from the curriculum committee because you're not going to do much with it anyway. The state passed it as a law recognizing chess as a legitimate course and that's all it is. So I just happened to wave it through to go into first reading in two weeks.

Comm. Irving: I have no problem with sending the chess back to policy for first reading. To me it makes sense.

Comm. Simmons: The reason it was sent is because of the potential impact on the curriculum and fiscal and staffing needs associated with it.

Comm. Irving: Can we at least send them for first reading and while they're in between the second reading and the final approval vet whatever we need to do?

Comm. Simmons: We can do that.

Comm. Hodges: You already teach penmanship. You're just adding cursive, which actually some people still do in the district.

Comm. Simmons: So we'll just add those two for first reading.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: The personnel committee met on September 4 at 5:15. Presiding was myself and member present was Comm. Martinez. Absent was Comm. Guzman and staff present was Dr. Newell. The committee reviewed personnel recommendations by the Superintendent for the month of September 2012 as they appear in the Board packet. There was a discussion concerning job description. If you look at the report the description is attached. That is my report. The meeting ended at 6:30.

Information Items

Comm. Cleaves: We had three information items in the packet. I have a question for you, Dr. Evans, on 13-A3.

Dr. Evans: I'm not sure where you're reading from.

Comm. Cleaves: It was information items. They were in the packet under the section that says Information Items.

Comm. Irving: What is it in particular?

Comm. Cleaves: Approving retaining Susan A. Cadaro of Passaic Valley Investigations for a special investigation.

Dr. Evans: We would need to discuss that in executive session.

Comm. Cleaves: Okay.

Comm. Irving: Which we're going to have one before the Board meeting anyhow.

Comm. Cleaves: 13-A4, approve entering into a consultant contract with Monique Baptiste to provide writing and program design services for 2012-2013 school year not to exceed the amount of \$24,000. What is the purpose of this?

Comm. Irving: Can we still discuss her? She's a contractor.

Comm. Hodges: That's not personnel.

Dr. Evans: It's a contract. She writes grants for us.

Comm. Cleaves: So we would hire her just to write grants for us? We don't have staff?

Dr. Evans: No, we don't.

Comm. Irving: Believe it or not. I've complained about that since I've been here, that for the money we're paying for consultants to just hiring someone fulltime to work on that process, but no.

Comm. Cleaves: In this description could you make it known that that's what it's for, grant-writing. You said for writing and program design. I'm thinking that's a communication issue and we have a communications department. So if we have a communications department, why do we need this consultant?

Dr. Evans: We need to clean that up.

Comm. Cleaves: That was it. Those were my questions.

Comm. Kerr: Doesn't she do some writing for the district, too?

Dr. Evans: Last year she wrote two documents for me, but that was secondary to her grant writing. She is a grant writer.

Comm. Irving: And a good one.

Dr. Evans: Yes, she is really good.

Comm. Kerr: I'm not saying no.

Dr. Evans: I drafted some things and I asked her to take it, edit it, rewrite it, and she did that. But that wasn't her primary task as a contract provider.

Comm. Kerr: But will she be doing some of that, too?

Dr. Evans: I don't have any intentions at this point. If something came up that I needed some unique writing for myself as opposed to a staff person and they couldn't do it for whatever reason, then I may engage her. But right now I don't really see what that might be. The primary reason for that engagement is grant-writing.

Comm. Kerr: I'm just thinking if you're going to engage her in other areas at least we should have stated it in the document too. If you're going to say it's grant-writing my understanding is that it's grant-writing. If there are other areas where you're going to utilize her services, then I think it should be at least noted.

Comm. Irving: I think that's a fair recommendation. You never know the scope of what you may need. Given the fact that she has provided that service before, it would make no sense to have to come back to the Board. It just makes sense to add that item in there just in case so the option is there for you. It's up to you to ultimately make that call and decide you want to add or rewrite it, but I actually like that recommendation.

OTHER BUSINESS

Comm. Irving: We have three Other Business items. The first one is the letter that Comm. Teague has submitted, then it's the resolution for the November election, and then it's the Senator Rice invitation for the press conference tomorrow. Comm. Teague, I want to start with you if you want to just give us a brief comb over of what this is and your recommendations for it. I think we have some options for how we might be able to adopt this and get it through.

Comm. Teague: Each year I submit a letter to the teacher in both of my kids' class just as something to encourage them for the new year and they read it to the kids and what not. I thought this year maybe I could bring it to a wider audience, to as many of the students as we can. This was just a draft of it, but if there are any other ideas you all would have I really would like to get something to the students to at least encourage and lift the morale for the year of the kids and encourage them to go as far as they can and beyond for the school year. That's why I submitted that letter. I just want to get some feedback and see if you have any objections to it.

Comm. Irving: Just as a point of clarification for everyone, individual Board members shouldn't be sending letters out to students unless the Board collectively agrees they can. But I think that we're in a situation where we might be able to adopt this letter if the Board collectively wants to sign on to it and send it out. The question then is exactly what form would this take. We can certainly publish it on the website. Dr. Evans and I just spoke about that as a welcome back message from the Board. But if you want to post this on your own personal website or Facebook page you're more than entitled to do so. But just amongst us, how do we want to deal with this? In my opinion if we want to do a letter back to the students and Comm. Teague is giving us a blueprint for it, thank you. Maybe we can change some of the wording here and publish that. I'm just giving my opinion.

Comm. Cleaves: I'm in.

Comm. Irving: So just take the language and reword it?

Comm. Cleaves: I think it should come from the Board as a whole.

Comm. Martinez: I agree. Maybe just change the "I" to "we" so it's collectively speaking for us. That's fine.

Comm. Irving: I'll be frank with you. This is a very well-written letter. I actually like 99.9% of the content. I just don't know if everyone else agrees to it. Aside from changing the "I" to "we" are there any other changes or suggestions folks want to make to this? I kind of got a general consensus. Comm. Teague, can you e-mail this to Ms. Williams just changing the wording to include the Board? Instead of "I" it's "we" and then it will be signed by the Paterson Board of Education. Can we get it to Ms. Corallo so that it will be added to district website maybe under some type of tagline message to the Board?

Comm. Cleaves: Can you also submit it to Mr. McDowell?

Comm. Irving: I assume we are all going to publish this on our own personal pages. Comm. Teague, I commend you for taking the initiative to do this and at least put it out there. I don't know if we've ever done a collective message at the beginning of the year since I've been here, aside from what goes on a newsletter.

Comm. Cleaves: Could you also make sure Mr. McDowell gets it also?

Comm. Irving: That makes sense. Can we also make sure Mr. McDowell gets a copy of it so at least I know it will go out into cyberspace and all the parents? How many parents are on your Facebook page, a few hundred and counting? Very good! Item number two - about three months ago the Commissioner of Education asked myself and Dr. Evans to revisit the conversation about moving the election to November. We initially had a conversation about this last year and we were told we couldn't because we weren't a Tier I Board. It was given to my attention that the Board did still have the authority to make the recommendation to Dr. Evans to move the elections to November. I then said let's at least bring up the conversation and have a discussion so I wanted to bring it to the body for discussion. There are many different takes on this. Just as a point of information for the folks who are here, close to 85% of the School Boards in New Jersey have switched their elections from April to November to engage voters, to raise the level of participation in the elections, but also for cost-saving measures associated with it. If you think about and look at what it costs us and this district to run elections and the amount of people who are involved and engaged, I am inclined to support this move. But I wanted to bring it up for discussion this evening and ultimately for discussion at the Board meeting. I don't mind riding it out and having it be a discussion piece...(end of tape) (Beginning of new tape)...10:00 a.m. Newark City Hall. So let's backtrack since I got that out of the way and let this be the discussion piece of the rest of the evening.

Comm. Cleaves: I have another report.

Comm. Irving: Is it the Family & Community Engagement?

Comm. Cleaves: Yes.

Comm. Irving: Can you deliver that at the next Board meeting?

Comm. Cleaves: Everyone has a copy.

Comm. Irving: We'll take questions on it.

Comm. Cleaves: I e-mailed everyone for questions for my committee and I didn't receive any.

Comm. Irving: It will definitely be on the agenda at the next meeting as well as the QSAC Committee.

Comm. Hodges: Point of fact, 94% of the school districts has chosen to do this. It has very little to do with the cost-savings to their district. What this does is enable them to bypass voting on the school budget, which we don't have to do. The flip side to this and the real danger is that you now enable political manipulation in your elections because this now puts you in line with the national elections and statewide elections and now you have the door open for political parties to run candidates. That's the grave concern. In speaking very briefly to a political chairman in this county their statement to me was the School Board elections could use some organization. What that translates into is we should be able to run some candidates because all this is in the minds of many people is a steppingstone to the next political office. This is a showcase. Those people who are here legitimately interested in enhancing the education of their children you will not be chosen by the so-called committees to run for office. Just keep that in mind. It does provide a modicum of savings for us in terms of running an election. This debate was raging in School Boards Association all across the state and they went back and forth with it. The real interest for them is they don't have to take their budgets to the people if it's 2% over the cap. That's why they want this. The concern was very clear. They were very concerned about the fact that this moves School Boards into the political arena where you don't want it to be. So if you don't plan on running for School Board office then I suggest that you don't choose this because it's not going to affect you. It will affect other people who actually legitimately want to be School Board members and not have to be responsive to a major political campaign in order to get here in these seats. That's number one. Number two, it does not in fact guarantee that more people pay attention to the School Board issues because when you have the presidential election, the gubernatorial election, the senate, state, or congressional elections they have signs and all the literature is going to come out. Nobody is going to be paying attention to the School Board members and their campaigns and your little signs will get lost in that sea, unless of course you're a part of that ticket that's going to be supported by the political campaigns. That's one of the major dangers with having it this way.

Comm. Kerr: It wasn't too long ago and I don't quite remember the date. We decided we're going to stay with April. The Commissioner of Education pulled you aside and told you that he needs the district to shift its election from April.

Comm. Irving: I just want to clarify that's not what he said.

Comm. Kerr: You're saying it wasn't his interest?

Comm. Irving: That wasn't what he said. He gave us the option to do so.

Comm. Kerr: We made the decision already.

Comm. Irving: We never made the decision. Absolutely not! We were told we were not a Tier I Board and we could not vote on it. We never made a decision.

Comm. Kerr: We made a decision that we're not going to change.

Comm. Irving: No, we didn't. We could not vote on it because we're not a Tier I Board and it was a moot point. It happened in that room. We could not vote on it because we're not a Tier I Board. That's what Sid Sayovitz said. We were in that room. Ms. Taylor said it was a moot point and we moved on with the conversation. We never voted on it as a Board.

Comm. Kerr: That's not my recollection.

Comm. Hodges: That's not my understanding either. Also, Sid was not certain and what we also said was irrespective of whether we were or not we needed to go ahead and make that statement.

Comm. Irving: No, we didn't. We never voted on anything.

Comm. Kerr: Okay. Say we never voted on anything, but there was some discussion and I believe the consensus was we stay with April.

Comm. Irving: I'll be frank with you. I think the consensus amongst three of you guys was April.

Comm. Kerr: Okay. April was the minority - fine. Let me not go further because I believe Dr. Hodges made the argument that I would make about what's going to happen when you move it to November. The interest of the Board is going to be trounced, swamped, and overwhelmed by the other interests that will be competing for attention in November. My vote remains the same. It's not going to change because I understand the seriousness of it moving to November and how diluted the importance of the Board is going to be in terms of its mission to education. We are going to be caught up into partisan politics. Listen, I'm involved in politics. I'm partisan. I'll tell you that, but I know that's exactly what's going to happen. I'm concerned that people at that level of government are pushing this thing and they cannot tell you anything outside of the cost and all that it's going to do to us. I'm concerned about that. They are not really coming and telling us the full story.

Comm. Teague: I guess I can say I'm the rookie, the freshman on the Board. One of the things about my campaign is I really didn't have any signs or any posters and I wasn't connected with any groups. I think that one of the things about November, if they do move it to November, is that it's going to make us get out there and campaign, hit the streets, and knock on doors. I was out there by myself most of the time knocking on people's doors, meeting people on the streets, introducing myself, letting people know what my platform was, and where I stood on the issues. I campaigned and everyone here can witness to that. I don't know what the situation is about the dates, but whatever it is if we get out there and campaign, we hit the ground, it is what it is. If the people choose to bring us back into office, that's fine. If they don't, we're community servants. We continue to serve our community regardless. So I really don't see a negative to it to be quite honest. I'm a community servant regardless.

Comm. Simmons: I just wanted to echo the sentiments of Comm. Teague. Beyond that, if we think that this isn't political I don't know what campaigns you've been in, because it is. People do run candidates and that's always been the case. I know that from 2010.

Comm. Kerr: The party ran the candidates?

Comm. Simmons: I can't say that the party ran the candidates, but there were tickets and like Comm. Teague I was alone. So there are tickets and if we sit here and say that it's not political, we're fooling ourselves.

Comm. Teague: John Terry himself approached me when I said I was going to run. I'll just leave it at that.

Comm. Mendez: Unfortunately, I have to leave soon.

Comm. Irving: We have to finish up at midnight, so it's okay.

Comm. Mendez: I have to leave in another 15 minutes. For me the low turnout in the election in Paterson is a problem. I was the highest vote getter in history in Paterson. I got 3,000 votes. For the amount of registered voters we have in the city it's just a shame that people are not involved in this election. People don't pay attention to School Board elections. This Board doesn't get the respect we need. In November cost-saving is over \$100,000 that we're going to save. The party is always involved. When I was running they were always involved. That's nothing new here in Paterson in the political arena. With this election it's the same.

Comm. Irving: I'm really interested in having this conversation in public and at the next Board meeting. But I think it's just something that we all really need to look at, do some fact-finding for ourselves, and ultimately make a decision. But the decision has been placed in our hands to make as a Board and I hope that whatever decision we make, we always think about what's in the best interest of the people of the city, of this district, and of the children that are here.

Comm. Kerr: Who created this?

Comm. Irving: That resolution is actually a draft resolution that the State of New Jersey created. Every school district in the state has used that as a platform to adopt. I'm sorry. New Jersey School Boards Association recommended that. I apologize.

Comm. Hodges: Ladies and gentlemen, I urge you to move very carefully here. It is true that political teams run. There's no question about that. But I'm telling you it's surfacing, particularly in these little small towns where there's a democrat and a republican, they're getting far more partisan in their approach. You do not get the same attention as you do now with a singular focus on the School Board election because of all the other higher profile large money offices. They're not paying attention to the School Board issues. If you're running up against a freeholder with all that county money, you're not raising county money. If you're running up against a congressional seat, you're not raising that money. If you're running up against gubernatorial or presidential, you're completely lost in the shuffle. So you really need to take a long hard look at that and forget about yourselves here. Look long-term at the condition you're going to be leaving the district in when you open that door to that kind of strong political influence where you have a party chairman who decides for you who's going to run for your slate without so-called input. That might not include you or the best person. And not people who are interested in being on the School Board, by the way, but interested in being someplace else but need that first exposure to get out there. I personally am really concerned about this because I've seen enough of that in recent years here and what that does to the quality of the performances of the people who are on this Board. This school district can't afford that kind of loss of seriousness with all the challenges that we face now. So I'm really asking you to go slow with this, particularly when it

comes from the Commissioner of Education. I'm really asking you to stop and think about what you're going to be leaving behind you.

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

The meeting was adjourned at 11:47 p.m.

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 5, 2012 – 6:11 p.m.
Administrative Offices

Presiding: Comm. Kenneth Simmons, Vice President

Present:

Dr. Donnie Evans, State District 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. Corey Teague
Comm. Christopher Irving, President

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

Comm. Irving read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 5, 2012 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Home Instruction, and the Department of Education Review of Education Jobs (Ed Jobs) Funded Programs, Special Education, and the Carl D. Perkins Grant

Ms. Susana Peron: Good evening Commissioners, Dr. Evans, and staff. The first audit report is on Home Instruction. So let me just give you a little bit of background and summary about the report and then I'll go through the corrective action. The Internal Audit Unit conducted an audit for the Paterson Public Schools Home Instruction Program for the year 2011-2012. The purpose of the audit was to determine if the

program was in compliance with all the applicable regulations. The audit was undertaken to determine whether or not students were receiving appropriate home instruction as required by law. The auditors found six findings, which I will address through the Corrective Action Plan. The Home Instruction Program consists of one employee, a Senior Coordinating Specialist, who reports to the Director of Special Services. That has been restructured and is going to be handled differently for the 2012-2013 school year. The first finding is the district is not always scheduling students with the appropriate number of hours of home instruction required by law. The corrective action is that we must ensure that all students are placed on home instruction and appropriately scheduled to receive no less than the minimum number of hours required by the statute. The method of implementation and what we are going to do as of September 15, 2012 is assign a supervisor to monitor Home Instruction and the program. We have developed and monitor a database that includes all the pertinent information. Under finding number two, the district did not always provide the NJDOE Passaic County Executive County Office with written notification of our intent to provide special education students with home instruction as required by law. The district must comply with the law and provide the county office with written notification of students placed on home instruction. From October, we are going to develop a uniform procedural guideline to be implemented and distributed and in-serviced to all our special education staff, supervisors, and senior specialists. Under finding number three, the documentation supporting student home instruction was often incomplete and not in compliance with the requirements. The corrective action calls for home instruction staff to completely fill out and submit the confirmation of bedside instruction as required by code. All visiting hours of service should be documented, signatures of guardian obtained, review of timesheets for completeness, and an approval of a department administrator. Our method of implementation is to develop a uniform procedural guideline to be distributed and in-serviced to the special education staff. Monthly reports will be submitted to administrators who have oversight of the program. Under finding number four, the district does not use the required Individualized Program Plan, an IPP. The corrective action is that the district must develop and implement the use of an IPP as required by code. Our method of implementation is that we will develop an IPP for students in need of home instruction. As of this time we do not have one. Under finding number five, the district maintained records of students receiving home instruction and they were incomplete. The department should maintain accurate and complete files for students receiving home instruction and required documentation including the return to school from the bedside roster. Our method of implementation is to develop in our policies and procedures the accurate forms and procedures to ensure compliance with the code. The last finding, finding number six, is the Office of Home Instruction does not have a policy or procedural manual, hence the findings. The method of implementation is that we are going to develop a policy and procedure manual to ensure compliance with the New Jersey Administrative Code. At this time, this completes this audit with the six findings. Are there any questions?

Comm. Hodges: There's no mention of timelines for any of these.

Ms. Peron: Yes, there are.

Comm. Hodges: Where?

Ms. Peron: In the Corrective Action Plan we have outlined the completion date of implementation.

Comm. Hodges: Excellent. My question then becomes, will there be a mechanism that enables the Board to monitor the progress of this implementation plan, meaning benchmarks and some sort of report on an interim basis?

Comm. Irving: Can I just follow up on that? My suggestion is that there at least be some quarterly updates sent through the Superintendent to the Board on the progress.

Ms. Peron: Of the Corrective Action Plan?

Comm. Irving: Yes. So maybe by November or December we should be able to see of the six actions and recommendations that you've done two and are working towards the other four. At least it allows this Board with everything else we get bombarded with to at least say, where are we with this? We can at least do that from our end by asking Cheryl to put it on the Board's calendar so that at a respective Board meeting in three months we'll have an update and then we'll have another update. It kind of keeps everyone on task.

Comm. Hodges: That partially addresses the concern. What I'm looking for is that, but included in that would be the percentage of implementation or following of whatever new rules or procedures are being put in place. How much adherence do you have to these new policies and procedures? If we're being held responsible for these things taking place just having the procedure manuals or whatever it is does not address the issue. The issue is compliance. So we have to monitor the degree of compliance and that's what I'm looking for.

Ms. Peron: I think that's a fair thing. That's why we have completion dates for implementation. So if we take the findings and work with those dates we could provide an update through the Superintendent at the Board meeting, or at any other workshop meeting that you would like. I think that's fair.

Comm. Hodges: What that also does is it makes the employees aware that they're going to be held accountable for the degree of compliance. If you have students that aren't getting these appropriate services, then it will become a problem and we can catch it before it becomes too much of a problem.

Ms. Peron: I agree. I think that's fair. I have another audit report.

*Comm. Teague enters the meeting at 6:20 p.m.

Comm. Martinez: Before we move on, are there any penalties or ramifications for not being in compliance?

Ms. Peron: From the state? Up to this date none that I know of, Comm. Martinez. I know that we have these findings and the New Jersey DOE is scheduled to come in to review the Special Education Department once again. They'll do it on an annual basis, but we are on a schedule before an annual basis. They're coming back I believe early spring to review the CAPs and the work that has been done because there were so many findings. If you listen to the next audit report you'll understand why they're scheduled to come back. This begins the second audit report and Corrective Action Plan if there are no other questions for the first one. The second corrective action audit report deals with the Education Jobs. The New Jersey DOE visited the Paterson Public Schools to monitor the district's use of Ed Jobs funds and the related program plans where applicable to determine whether the district's programs are meeting the intended purposes and objectives as specified in the current year applications. The onsite visit

included staff interviews and documentation reviews related to the requirements of the following programs – Education Jobs, Special Education, and Carl. D. Perkins Grant for the period of July 1, 2010 through March 31, 2012. In this audit report there were 16 findings. Of the three programs, Education Jobs had one finding, Special Education had 15 findings, and the Perkins Grant had zero.

Comm. Irving: This is just for clarification. If you can just back up and explain Ed Jobs and the service it provides to the district. I'm not too familiar with it and I'm sure if I'm not some of the other Board members here may not be as well.

Ms. Peron: Okay. The Education Jobs Act of 2010 was provided by federal law. They provided monies to us, the local education agencies, to provide programs and services for our district based on specific areas such as special education and other jobs that were needed to provide services for students. We were awarded I'm not sure how much money. I wasn't in this department at the time, but I know it was millions of dollars. So we had to hire staff for certain jobs and titles. Now they are following with documentation for the grant applications for the needs assessments. We had to actually show that we needed these jobs in order to receive the money. There were annual audits. They audited payroll records, accounting records, and purchase orders because some of the money also went to provide instructional materials. Does that provide clarification?

Comm. Irving: Yes. Thank you.

Ms. Peron: So for the Ed Jobs the finding was that the district's reporting of jobs created and jobs retained for Education Jobs funding was not calculated using the proper federal methodology, and jobs created and jobs retained were overstated. The corrective action is that the jobs created and jobs retained report on future 1512 reports must be calculated using the appropriate federal methodology. The method of implementation is that the business department's plan of action was to discontinue charging salaries and utilized funds for health benefits. The individual responsible for this finding and the method of implementation is Daisy Ayala, the Interim Business Administrator. As you can see, I'm unsure about what the report for 1512 is. So if you have any questions pertaining to this finding, Ms. Ayala can help me out. Thank you. For findings 2 through 16, they're all dealing with special education. Just to give you a background of what's been happening in the district, last year we had Montclair State University come into the district and provide us with a review of programs. They spent a great deal of time in the district serving parents and teachers and visiting classrooms to see what instruction looked like. They did an actual inventory of staff and provided us a thorough report of their findings. I believe we shared the executive summary of that report with the Board. Through that report there were many recommendations which we have taken into account and are working constantly to remedy and provide and develop procedures and policies for the Department of Education Services. One of which we are continuing the work with Montclair. They are going to come in because I will be bringing that action to the Board, if the Board approves, for them to come back and provide their technical assistance with putting together the procedural manual for the district, not only in special education, but for policies and procedures pertaining to special programs, Section 504, gifted & talented programs, special education, all of that. With that procedural manual we are also developing a professional development plan for not only the special education services staff, but for district administrators, district teachers, and child study teams so that this procedural plan becomes a living document. It's not just another piece of paper or another booklet to say how we do things. We check it when we need to, to assure compliance, but that we use it to assure compliance, to live by the code, and provide the services that our children need.

With that I say many of our methods of implementation rely on the development of that procedural manual. Finding number two – I'm going to begin with the special education findings and just walk you through that. The district did not consistently inform parents regarding all meetings through provision of notice of meeting for students referred and/or eligible for speech language services, notices for students referred and/or eligible for special education, and related services for students 14 or older whether a meeting would include transition. The corrective action for this is that the district must ensure that parents are provided notice and that meetings contain all the components to assure parents the opportunity to attend. The district must conduct speech language specialists regarding the procedures for implementing code. Our method of implementation is our department supervisors will review cohort child study team documents with EZIEP, our database management system for our individualized student program plans, to ensure written notice and that written notice complies with code. Professional development will be conducted on a monthly basis for our child study teams and speech therapists to address notification requirements and requirements for transition. Code requirements will be provided to staff via written notification. Finding number three – the district did not consistently inform parents of proposed actions through provisions of written notice for students referred and/or eligible for special education and related services. When notice was provided it did not contain all required components. The district must ensure that parents are provided written notice of a meeting that contains all required components within 15 calendar days of the meeting. The district must provide training for child study team members and speech language specialists regarding the procedures for implementation of code. Again, the department supervisors will review their cohort child study team documents utilizing EZIEP to ensure written notice complies with code. Professional development will be conducted.

Comm. Irving: I know there are 15, but...

Ms. Peron: Do I have to read them all for the record?

Comm. Irving: You can submit it to the Board. If you're going through all 15 we're going to be here long.

Ms. Peron: All 15 are in the same realm.

Comm. Irving: The question I have is all these regulations or policies that special education has to go by are not new regulations or policies.

Ms. Peron: Absolutely not.

Comm. Irving: So my question is this assessment was made last academic year. They found these corrective actions under what timeframe?

Ms. Peron: It began in July 2010 through March 31, 2012.

Comm. Irving: Okay. So that's when we first got on the Board. So this is an outgrowth of the issues we had back when we first got on the Board with regard to providing the services after the RIF'g of the respective staff members across the district.

Ms. Peron: That's correct, Commissioner.

Comm. Irving: I want to make sure the public knows this, which we have in many capacities and ways rectified by bringing in speech therapists who were contractors and

hiring these speech therapists. I bumped into three of them today in the hallway. So we're already on the path to correcting these measures.

Ms. Peron: I'm happy to say that is valid and correct. I want to say that all compensatory services will be completed by the end of this year.

Comm. Irving: Whose responsibility is it to ensure with regard to these corrective actions?

Ms. Peron: Susana Peron.

Comm. Irving: So you're going to be the person who is ultimately going to spearhead making sure that every single corrective action has been met.

Ms. Peron: With the help of my team, yes I am.

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

Comm. Irving: Do we have a timeframe for the state letting us know when these corrective actions need to be done?

Ms. Peron: They review it on a monthly basis. We submit our corrective action plans to them on a monthly basis and they provide feedback. At the end of the year we received a letter and they have closed many of the items on the corrective action for the compensatory and a lot of the services that weren't offered. We can share that with you.

Comm. Irving: We brought it up before, but I just want to make sure it goes in on the record and we're actually able to schedule this. I do want to in the interest of making sure that the Board is made aware of the progress that we're making ask that we have an update on this in another two or three months, maybe the December Board meeting or workshop. I think that's enough time for us to come back and say, where are we with regard to the corrective actions for all these and what progress has been made? I guess for me, I would be more interested in looking at the progress. What have we done? To me corrective actions are like a punch list and the more you complete the punch list the better you're doing. If you're not able to complete those on the punch list at least we can now hold the Superintendent accountable to ensure that these get done. Is that something that we can do?

Ms. Peron: We can do that.

Comm. Irving: Cheryl, can you just make sure?

Ms. Peron: In December?

Comm. Hodges: I'm a little bit more concerned about this. The balance of these issues occurred over what period of time?

Ms. Peron: July 2010.

Comm. Hodges: This is what I'm really concerned about. Some of us know this district was being monitored for just these kinds of issues from 2004 to the point where they were about to remove funding. I think Dr. Clancy in 2005 brought someone in just to address special education. He hired this special education director to address all this

multitude of issues and they were supposed to have been addressed because all the findings went down. I know that there were some problems with personnel and what have you, but 15 findings is a lot. Given our past history you would think that we would be extra sensitive in this area. That's disturbing. I'm not going to belabor the point, but I'm simply going to say that is extremely disturbing and I sincerely hope that some personnel adjustments are made so that this kind of thing is made clear that it's unacceptable. These kids are the most vulnerable that we have.

Comm. Irving: With that said, I'd like to know what personnel adjustments we've made.

Dr. Evans: One of them is sitting before you. We have a new director.

Ms. Peron: We have restructured special education. We're bringing on board two new supervisors to work with us in the area of inclusion instruction. We have hired additional staff. We have reorganized our child study team members to be a more cohesive team. Some of our child study team members were assigned to four and five different schools. So their fulltime equivalent was about .4, .2, or .6, which equaled nothing because it's a difficult task to manage that on a daily basis. So what we did was we tried to put the team and make it a more cohesive team and make them work in the most two different schools, and then create cohorts with supervisors so that supervisors can have the review of their work, the communication with them to build the relationship and the communication with the building administrator. We have now planned to take advantage of administrator monthly meetings with my colleagues. My assistant superintendents are going to let us utilize some of their time with their administrators to bring and provide professional development in the area of special education to the administrators so that they're all on board. We train them on how to utilize EZIEP so that they too can hold their child study team members accountable and everyone knows what's happening at the school and at the district level for our children. So there has been a lot of restructuring and reorganizing of the department. Some of the staff has been moved back into the schools where the work is. There have been many changes in staffing.

*Comm. Mendez and Comm. Kerr enter the meeting at 6:45 p.m.

Dr. Evans: If I may add to Ms. Peron's comments in response to Dr. Hodges' question, you've heard me talk about special education before and I'm not going to be as polite as Ms. Peron has been. One of the first observations I made when I came to the district – and I'll quote myself – I said special education in Paterson stinks. It did. It smells a little better now, but there are still a lot of fixes necessary. In fact, that was the primary reason for engaging the folk at Montclair State University to come in and do, not a cursory review, but a comprehensive study or review of special education and make substantive recommendations for changing the program to get better outcomes, to be in compliance, and all of the other things that we need to happen with special education. That process has begun. They've done the study. You have the overview of the study, the executive summary that Ms. Peron has mentioned, but it's a very comprehensive study and it makes some substantive recommendations. Those recommendations run deep and we've taken them seriously. Essentially the special education staff today at the district office is new. There are some continuing people, but most of the people in the staff are new. That's one of the major changes that we've made. We felt the need to replace staff. Now we're dealing with procedures and processes and Ms. Peron and her staff are working on that to fundamentally both redesign those processes and procedures, but make sure that they're compliant, user-friendly, and all of the things that we want, and not to mention the fact that we've got to make sure that the people in the classroom are delivering services or teaching to where our kids can perform at much

higher levels. Our special education students can perform at much higher levels as compared to what they're doing, but we have to have teachers doing the right thing. That's not to suggest that all of our teachers are doing a bad job because some are doing a great job. But there are too many who have focused on the compliance issues and the paperwork that needs to be done, although it needs to be done, and paying less attention to the quality of teaching. That is changing fundamentally. We're serious about these changes. So you're going to see a new special education program evolving as we move forward.

Comm. Hodges: This procedural manual is going to be purchased?

Ms. Peron: No. It will not be purchased. It's going to be our document. Montclair is going to serve as a facilitator and we are going to put together a team of like titles, teachers, guidance counselors, child study team members, physiologists, supervisors, parents, and community stakeholders. We have a scheduled plan. Our timeline to complete this is February. They're coming in to facilitate the process and they're doing the typing and putting together, but it is our manual. They are not writing it for us.

Comm. Hodges: They're charging us for the typing and the facilitation, I'm assuming.

Ms. Peron: And professional development. Yes, they will be and that Board action will come next month.

Comm. Hodges: I'm sure we can find one or two secretaries or other people who can type somewhere in this district, or maybe not.

Ms. Peron: I'm sure we could, but it's a little more than just the typing that goes into it. We're working with researchers and educators to put this together to spearhead and facilitate this work for us. It's a little more than typing. Are there any other questions?

Update on the Gifted and Talented Program

Dr. Evans: Before you comment, I'd like to provide a little background information. This topic came up at the last Board meeting and I was reminded that Ms. Peron actually did a presentation for you last spring.

Ms. Peron: March 27th.

Dr. Evans: March 27th. Many of the questions you were asking were addressed in that workshop, but a lot more work has been done since then. So what she's going to do is both answer the questions that you raised in that last Board meeting, but also update you with regards to the work that has gone on or has occurred since then to facilitate the opening of the program tomorrow.

Ms. Peron: I have extra copies of the Gifted & Talented. This is the Newcomers packet update.

Comm. Irving: Are you going to do both?

Ms. Peron: I'm going to do both. It's my meeting tonight. As a result of last Board meeting you specifically had specific questions about Gifted & Talented. So I tried to capture your questions and I tried to include the evidence and the information that you requested. I'm not going to read this for you. We can walk through the packet and if you have specific questions you would like me to address we can do that. Many of you

have gone and have witnessed the Gifted & Talented program meeting that we had with the parents and the students. So let's work through this and I'll just remind you the grade levels are 4-8. We're located at School 28 on the third floor. We are very much a part of School 28. I think it's really important when you walk into someone's house that you become the family member there, too. So we very much included Mr. Medley and Nancy Castro in the planning and the professional development of Gifted & Talented. The younger students in the academy for k-4 wear a light blue and navy blue uniform, and the Gifted & Talented students, because they're older in the middle grades, wear a navy blue top and khaki pants. So there's no distinction. It's just the age. I feel really important that this program doesn't become the academy, that we grow and build capacity in the district so that Gifted & Talented can be everywhere in every school eventually from pre-k through 12. Through the district's strategic plan we followed the first priority to provide effective academic programs. We met goal one to restructure the school, goal six to provide G&T, and goal seven, professional development. In your packet you will find the plan that I presented in March 27th. I will update that plan for you and submit it to you at the next Board meeting because we've had Dr. Joyce Van Tassel, our consultant from Rutgers University, come in and work with the teachers over this summer. We have condensed our goals for Gifted & Talented. When we first set out this plan early on in the year in January and March when I presented it was a plan for k-8. So we had different goals for the different grade levels and the learning emphasis. Because now we're just focused in on middle school for this year the teachers, the consultants, and the professors thought that we should condense the goals. I will bring those goals to you. It was still in draft form. We met last week with Dr. Evans and we reviewed and showed Dr. Evans the work that the teachers had done. So it was just being provided and I was working on this so I didn't give you the new plan, but I will at the next Board meeting. This is the original plan. It's modified. We collapsed a number of goals. We have six cognitive goals and we have four effective goals. If you walk through the packet you will see all of the Board actions that we've submitted for the consultant to come in and work with us. For the professional development that we provide our teachers we provide them with a 15-credit course in Gifted Education from Rutgers University. We have hired nine teachers to work at the academy. They went through an interview process and the selection was done with the committee. There are 20 teachers who are registered and taking the courses for professional development. They are some of the teachers from School 28 and some of the teachers from Dale Avenue because we hope to expand this program into pre-k through 8. So we're sharing and building capacity for the different levels of teachers. I have kindergarten teachers, middle school teachers, and then third grade teachers taking the courses in Gifted. The teachers have provided and I will include in next month's packet some of the modifications that they have made to the curriculum. The most important question that you want to hear is the one about where is your curriculum. I'm here to tell you that the curriculum is the district curriculum. We're utilizing what the district utilizes. What makes it different is that we are modifying the scope and sequence. We are modifying the pacing charts because we have to meet the needs of these gifted learners. So when we talk about differentiating instruction, Gifted is it. Everything is in-depth and inquiry-based. The most important and the most critical thought to take away from this program is that we are developing critical thinkers and problem-solvers. The goal of Gifted Education is the goal of education - for our children to become critical thinkers, to have them look at a problem and not only solve it in one way, but solve it in four different ways and talk about it and discuss it. So we take the topics and we make them more complex. We use question-based. We use Bloom's Taxonomy, all of the best practices that a teacher can use. We have added in some different resources and you will see that we have ordered some books and some other resources that were recommended through Rutgers University. You have the entire list there for the resources that the teachers will be using. We have Jacob's

Ladder student workbooks levels two, three, four, and five. We have Math Base 10 and Beyond Base 10. Those are some different resources that we have added to the academy and all of the money that has been expended for Gifted & Talented is also detailed for you in an itemized two pages. I don't know if I've answered your questions. I don't know if I've given you enough information.

Comm. Hodges: I'm excited about the critical thinking aspect of your approach. However, we have 29,000 students and that happens to be a major stumbling block. So I guess my real issue is how do we capture some elements of that approach and inject it into the regular curriculum as it should have been a long time ago? Our testing has shown that our students struggle in that particular category. They don't analyze questions and they don't actually work through problems aggressively when they're confronted with them. So I'm very happy to see the Gifted & Talented students receive that, but I need to know the plan to implement some significant portion of that curriculum for the regular students.

Dr. Evans: One of the reasons that we're using the Institute for Learning's Principles of Learning is just that, to build the skills or capacity among our teachers to deliver this type of curriculum. That is the major reason we chose them. That's what the Principles of Learning are about and obviously making sure that our teachers are proficient in those principles across the district and making sure that our curriculum also includes the content. That's another discussion altogether since the content is now being driven through the Common Core work. But bringing those two together, the Principles of Learning and the Common Core, and making sure the content is addressed through the Common Core and how teachers deliver it using the Principles of Learning to teach those skills is the vehicle that we will use to do that. That's easier said than done because sometimes it's re-teaching our teachers how to teach or what to teach. Again, that's easier said than done, but it's what we're doing.

Comm. Hodges: Since we're not going to be in the classroom, I need to know what benchmarks you're going to present to the Board on a regular basis to help us understand that these things are in fact taking place. I think that's going to be critical given the fact that we're under the gun, so to speak, with the RACs. So I'm looking for a systematic approach to demonstrating that these types of skills are in fact being received and mastered – and the key is mastered – by our students before the end of the year. So I'm not looking for a year-end assessment. I'm looking for something that shows that there is some steady progress. I know you have to measure it. So I need to know how this happens so that the Board can monitor this progress.

Dr. Evans: The arrangement we have with Renaissance Learning and the quarterly reports that we give would be a beginning. With some modifications that can become the vehicle, but we certainly can do that.

Comm. Hodges: I know you can. The question is I need to know that's what's going to happen because I do not want to wait come June and we're discussing that. That's going to be inadequate. So I need to make sure that we're going to have a regular update in place so that we can know that this is happening.

Ms. Peron: We have very much in place an assessment system for Gifted & Talented. Dr. Joyce Van Tassel had met with us to actually talk to us about assessing and evaluating the program and there are tools that she has trained our teacher coordinator and the supervisor to go into the classroom and assess not only what the teacher teaches, but how the student is learning and what the student is learning. So I can provide those walk-through tools in my next packet for you. We also have performance-

based assessment for these students as well as the district assessments. But she talked about measuring the growth and the progress of the program throughout the year with specific benchmarks and not just at the end of the year.

Comm. Hodges: Right. There are some formative assessments that do capture those particular threads and that's what I'm really looking at.

Comm. Irving: Ms. Peron, with all due respect, I think this was an update for how we got here, but I don't think anything new has been presented with regard to the curriculum of this program. Just hear me out. If we're using the regular curriculum that the district has, what makes this Gifted & Talented program so different? If I had whatever variations and they were in front of me I would know that. But if I'm going by the fact that it's written here in this packet you gave me, which is just a packet of information that you gave us before and action items that we already approved, there's nothing new that's in this packet. You're trying to sell this and you're doing a decent job of it, but I'm not going to buy this. If the school is ready, what makes it rigorous? What makes this program or these children be tested above and beyond? Critical thinking is great, but as Dr. Hodges indicated, that should be an element that every single school in this district should be pushing for. Aside from just critical thinking, are we implementing a STEM-related component to the school? Is there advanced English programs? Have we implemented a chess program into the school? When Pedro Rodriguez was here he had advocated for a Gifted & Talented program that really looked at challenging young people at a level above where we currently are. That's what makes these young people so special. I can't sit here and allow you to give this report and me sit here and say that's okay because it's not. It is absolutely not. With the Superintendent to my right, I'm making it very clear that the next update this Board should receive is if we are using the regular curriculum, what's irregular about this program? If it's regular this is just another school.

Dr. Evans: Let me begin to answer that. When we say the regular curriculum, the content is the content represented in the regular curriculum, but it's accelerated and it's at least one year beyond. They're not getting exactly the same that youngsters in the same grade are getting. They're getting an advanced version of the same content one year later. They're one year ahead in terms of the content. But then the delivery and where they're going with it is totally different. Then Ms. Peron needs to answer that.

Ms. Peron: I just want to say you're absolutely right. I didn't bring anything different because the units that the teachers are developing were developed the last week of August.

Comm. Irving: Last week.

Ms. Peron: Last week. The units of study have been developed by the teachers. However, I will bring those to you and I will tell you that they will be presented in some classrooms and not in others. The beauty of Gifted Education is the individuality of each child. It's the differentiated instruction that goes within. So we have to measure where the student is, we have to learn what their strengths are, and then we have to take them to that next level. So they may be sixth graders working in algebra.

Comm. Irving: All I'm saying is that I agree with you and I hear that, but I have nothing to gauge that with at this point in time.

Ms. Peron: You need the scope and sequence.

Comm. Irving: It's only fair that if you're going to present this to this Board to ask us to have a conversation about it, we're having a conversation about so much anecdotal jargon and terminology without us really sitting down and vetting and saying, how does this algebra look in an advanced or seventh grade classroom? What would it look like for a child who is advanced or who scored this way on a STAR assessment? I don't even know if that's being taught.

Comm. Hodges: To be fair, at School 28 they did mention this in-depth approach to applying the curriculum and we were not privy to all of that. I certainly want to associate myself with your concerns. One of the things that worried me is that the curriculum is not going to be across the board. It will be in some classes and not others. I'm a little worried about that. I think we just need another presentation to flesh out exactly what we're getting so that we can understand what a Gifted & Talented program really means. The other thing is in the back of our minds this was supposed to lead down the road to an IB program. You need the students who are capable of performing at that level developed in the elementary school. So I'm trying to be patient to see where this is going. That's why I'm asking for the benchmarks, just to show me what in fact you are producing and the formative assessments so that we know where we're going and you can make corrections and strengthen. But he's absolutely right. One person's Gifted & Talented program in another district will just mean 'A' work and that's just not enough. We want to send that message very clearly to people because even though they've heard it said they've not always listened. We want a Gifted & Talented program. We want students to leave here and be able to not only get into college, and not only stay there, but to excel. So what we're looking for is a program with substance and depth and far-reaching so that these kids can truly be challenged like very few students are in this district currently. It's not going to be we're calling it a Gifted & Talented program. That's what the President is trying to convey. I'm being nicer for the time being, but that's the issue. Will you speak to this notion that some students will get the curriculum and others wouldn't?

Ms. Peron: It's the differentiating of the instruction that's going to make the difference. We have content highly-qualified teachers in math. We have them in language arts. So we will have mixed age grouping at times. Just because you're 10 doesn't mean you're not sitting in a room with a 12-year-old because developmentally and academically you're at the same level. So there will be some mixed age grouping. There will be curriculum across the board top and bottom. What the teachers are doing are actually setting up and preparing the units of study to take the content and provide it more in-depth so that the students can take it and work with it in a complex way for them to figure out and solve problems. The thread of the school has changed. The theme of the school has changed. They will be exploring change in all the content areas, how change occurs in science, math, and history. So they have developed these studies and in this packet there are samples of what those studies and the topics are and the resources that they will be using. I haven't provided and I can't provide that we will be working out of this resource on page 29 and in October we will be in chapter three, page 82. That's impossible to do because the teachers are being trained to really differentiate and meet the needs of the students. So when I tell you that a fifth grade textbook will be used in the fourth grade or a sixth grade textbook will be used in the fourth grade it's going to happen. But it all relies on the teacher understanding the needs of the child through formative assessment, through objective assessment, and preparing those lessons to meet those needs. I will bring those units of study to you and that will provide maybe a little more clarity about the curriculum and the types of activities and work that's going to go on in the Gifted & Talented classroom. We're going to use inquiry-based. We're using all forms of communication. We have an interactive whiteboard in every classroom. We have five computers. We have a

computer lab. I'm really excited and I concur with you. This type of learning needs to happen across the district in all our schools in every classroom, but we're not there yet. We have to do it through building capacity through the teachers. These teachers will become our lead teachers and our peer teachers. These classrooms could become model classrooms so that we bring in other teachers and they see what learning looks like and what excitement is in terms of education. I couldn't bring that to you tonight because as I said they developed it. They're working with a renowned expert in Gifted Education, Dr. Joyce Van Tassel, which has been from day one working with us to assure that we meet all of the standards in all of the areas in Gifted Education. So this is a little different. This is not an extra ditto. This is not an extra book that they're going to receive. This is about instruction and education based on what the student needs. Our parent student conferences are going to be student led. Our students are going to explain to their parents the work that they've been doing, how they got there, and what the next step is. They are going to be describing the work that they do every day in the classroom. The teacher is going to be the facilitator and the parent is the one that's going to learn about what's going on with their teaching. So, all of these plans and different activities are underway. I'm not trying to sell you something. This is not my product. This is our product. This is a product of the teachers putting it together. What I need to assure is that the implementation of the program happens, that it happens every day, that instruction happens every day, and that we provide those resources and the teachers do their job in collaboration with the building administrators.

Comm. Irving: And I think we have to ensure what the program is and what it looks like. That's all I'm saying.

Ms. Peron: That's fine.

Comm. Irving: Can we just move on and the next time we have the opportunity – will this be ready by the next Board meeting?

Ms. Peron: Yes, it will.

Comm. Hodges: Mr. President, I think you have some people from outside the district who are making a presentation. Is that correct?

Dr. Evans: In the 'C' section. Are you referring to the item relating to the TV station?

Comm. Hodges: Yes.

Dr. Evans: That's in the 'C' section and they've asked that that be moved up earlier, but we're not there yet. If the Board wishes, you can move that up even earlier.

Comm. Irving: What are we talking about?

Dr. Evans: Item C-18.

Update on the Newcomers Program

Ms. Peron: Again, the question was, what curriculum are we using? The answer is we're using the district curriculum. The difference in this program is that like Gifted we differentiate instruction, but we modify it as well. The strategies and the methodologies that we use to present information to our limited English proficient students are different. Let me just tell you a little bit of how we got here and you have this in your packet. The Newcomers School is a place for newcomers. The criteria are that they are new to this

country and have been here for less than a year. The grade span is also 4-8 and the language is Spanish. So these are Spanish-speaking children from various countries that have moved into our district and will attend the Newcomers Program. We have identified about 150 students. The learning emphasis is pretty much the same as the Gifted & Talented, except that we are going to be using intensive bilingual instruction. We have to educate these students in their dominant language and most of the time that dominant language is Spanish. At the same time, we are going to infuse intensive English as a second language, not simultaneously, but during that same day. So they are going to receive their academic skills all in the native language and then they will have their developmental ESL intensive English at the same time. Why do we do that? We do that so that they don't fall behind. We do that so they continue learning the skills that they need to learn at the grade they are at. When they're building their basic communication skills in their cognitive academic language they can easily transition into English and not have lost the skills that they needed to have in the third, fourth, and fifth grade. A lot of these students, not all of them, have interrupted education. They may have been educated in their country for some time, then they stopped going to school, they come here, they'll spend some time here, and go back to their country. So these teachers also have to learn and provide differentiated instruction. They may have a class of fourth graders at very different varying developmental levels. So we are going to be using the SIOP method, which is a sheltered English instruction. We are going to be using TPR, Total Physical Response. These are best strategies and best practices in bilingual education. We are also going to use the natural approach to language. We have hired 10 teachers. We have an ESL teacher and content specialist teachers. They are all duly certified in bilingual in the content area. I am looking to hire a reading specialist because some of these students need extra help in building vocabulary, phonics, decoding, and word skills. So we need the expertise of a reading specialist. Then we have a media specialist, an applied technology teacher, art, phys. ed., and all of that. I have included the WIDA standards for you. WIDA is the assessment that we use to assess the academic learning of these students and also we use an assessment to measure their oral language proficiency. The goal of this program is not to keep these students in this school for over a period of over four years. The goal of this program is to have these students enter and possibly exit in a year, but ready to be successful in a general education classroom with some support in bilingual education.

Comm. Hodges: What is the goal of the bilingual program then?

Ms. Peron: The same thing.

Comm. Hodges: So what is the difference?

Ms. Peron: The difference is when you have a group of students by law if you have 20 or more with any given language you have to provide a self-contained classroom for them. So district-wide sometimes in every school we don't have that. So the services change. We may have developmental ESL and supplemental ESL. The goal of the bilingual program is always to have that child acquire the English language that they need to be successful in school, but at the same time sometimes they are in a transitional stage where they have some language and their native language is not the only language that they have. So this is for newcomers to the country that have had interrupted education that are not on grade level or that are severely behind grade level. Sometimes that has happened in our bilingual program, but as you can see and as assessment shows there's a huge gap between our ELL learners and our general population. So we too in this district are working on restructuring and reorganizing the bilingual department.

Comm. Hodges: That's my concern. A year is a long time. We want to get the children immersed. Is your focus also to repair some of the academic deficits? I'm trying to wrap my head around the fact that we're doing the same thing in the bilingual program.

Ms. Peron: We are and we're not.

Comm. Hodges: I want it to be more effective.

Ms. Peron: We want our bilingual program to be effective.

Comm. Hodges: That's not what I mean. I expected this program to be different than the bilingual program and almost accelerated because you want to get the students up to a certain level where they can then go to the bilingual program. That's what I'm assuming.

Ms. Peron: Yes. It will be accelerated in the area of ESL. In a regular bilingual program when a child enters at any of our elementary they may have ESL for 40 minutes. In a program like this they will have ESL every day. So that is a major difference.

Comm. Kerr: Ms. Peron, what I need to know as a lay person not too well-versed is how we go about the instruction in terms of the ESL. We're going to teach the kids in Spanish because that's their dominant language. Considering the time factor that we have we're only going to have a certain amount of hours to bring them up to speed. How are we going to effectively bring those kids up to speed teaching them in their native language and getting them versed in their new language? I just need to know how we are going to tackle that real problem. Is there a design in this new program for that considering the time?

Ms. Peron: I didn't provide the schedules for the classrooms. I have to think that way. I'm sorry. I apologize. In terms of educating a bilingual child, in terms of bringing them up to par academically one year isn't a long time.

Comm. Kerr: I just mean, how are you going to do it?

Ms. Peron: We're going to do it by giving them the content academic skills in their native language and then actually scheduling a portion of the day for them to attend...

Comm. Kerr: How many hours?

Ms. Peron: They're going to have a 90-minute block like the rest of the district has in language arts and math. In between that 90-minute block there is English infused in that block because we're going to have some ESL strategies and activities infused in the language arts and math. They're going to have 60 minutes of ESL and then they'll have their specials. They're not going to have specials like all of the other regular elementary students. They will have gym, of course. They will have art. But infused in those classes will be ESL strategies and teachers. They're all dually certified in bilingual and ESL. At the beginning the native language teaching will be 100%. As the year progresses the percentage of time and instruction changes. So it may change from 60/40 to 80/20. So the 90-minute block at the beginning of the year will be in the native language.

Comm. Kerr: That sounds good. I really would like to see the design. I'm more interested in the design than anything else.

Comm. Irving: I don't want to belabor that. This Board voted on this program and plan, so I appreciate you giving us an overview. But this is all the stuff that we helped to create and we know. The piece I think that's really necessary is just the schedule. What are the courses? I think this is a little different than Gifted & Talented because we're still not too sure what we're getting. But we vetted this program and we've had many conversations as a Board about what this program will look like. The ones who voted on it did. Actually, in the transformation meeting I think we had a lot of discussion and discourse amongst us before we voted on it. That's just my perceptive. With that said, I think it's just important for us to see exactly what a typical day will look like. The end result was I thought that most of their day would be in their native language and that there would be a course or some focus on learning English. I don't know how that takes shape. That's not our responsibility to impose that. That's your job to tell us what it looks like and for us to critique it and say whether it works. Again, getting the curriculum or the course mapping for the respective classes is very important. You said before they're going to get art, but that's only if we have an art teacher. I'm looking at the information you gave me and there's a vacancy in art in the school.

Ms. Peron: It's in process. I couldn't write that until the paperwork goes through.

Comm. Irving: Okay. What about the other vacancies?

Ms. Peron: Four vacancies are in process right now. I do have two vacancies left.

Comm. Irving: Which are?

Ms. Peron: Math and library media specialist.

Comm. Irving: So we're going to start off the year probably with a substitute for math?

Ms. Peron: Yes, we are. It's a tough title to come by.

Comm. Irving: This is not the only school that has vacancies, but with the need you have for a bilingual math certified... I get it. I hope we're still going out there and trying to find someone.

Ms. Peron: Of course.

Comm. Irving: When can we expect to see that?

Ms. Peron: The next Board meeting. I'm still working out schedules with the help of Joanne Riviello who has more experience in scheduling a school. She has been really helpful to me in terms of those block schedules. In Early Childhood we integrate education. So it's quite different when you have to provide specials to teachers and the allotment of time for each specific subject. Right now it's a work in progress, but I believe by the next Board meeting it has to be developed because kids are in school and we have to have it running.

Comm. Mendez: What is the capacity of this program? We have 148 students so far on the Newcomers Program. Is that correct?

Ms. Peron: Yes. I believe the capacity for elementary School 11 is about 200.

Dr. Evans: 301.

Comm. Mendez: I know you talked about the staff. Do we have the teachers in place already? I hear there are four positions pending.

Ms. Peron: Pending, yes.

Comm. Mendez: On the Gifted & Talented Program, do we have the full team ready to start that program in full capacity?

Ms. Peron: Yes, we do.

Comm. Mendez: What is the capacity of the Gifted & Talented Program?

Ms. Peron: I believe we're up to 127 students, but enrollment is growing.

Comm. Mendez: That's what we have so far?

Ms. Peron: Yes, that's what we have so far.

Comm. Mendez: 127?

Ms. Peron: Approximately. Don't quote me on 127. It may be a few more or a few less, but it's approximately 120 students.

Comm. Mendez: Thank you.

Comm. Guzman: I have said from the beginning when this came to light while we were in the committee that I was 200% in support of this. I see the struggle that our kids are having, especially in that area where the school is located. I know there are children from all over the district, but I know specifically the struggle because that's the area that I live in. I live exactly surrounding School 15, Roberto Clemente, and School 11. So I understand and I see what's going on. You mentioned that the program was only one year. What I understood was that it was going to be depending on the child and how much time they needed.

Ms. Peron: The Newcomers?

Comm. Guzman: Yes.

Ms. Peron: The goal is one year. However, it will vary. As you say, it will depend on the child and the developmental level that they come in, academically, and how quickly they acquire the language. So it may vary from student to student, but the goal is to transition them into a general elementary school so that they can be successful with their peers.

Comm. Guzman: I had a lot of concerns. I know you mentioned a year, but I remember going back to the meetings where I asked how we're going to know which child was ready to move on. We said that they were going to be tested through the program. But we need to make sure because in order for them to understand the material and actually go into regular course work they need to understand the language. It's kind of hard when you're trying to push two things at the same time and they are just confused and get tired and frustrated and don't want to learn either or. Thank you very much for clearing that up.

Comm. Hodges: We did thoroughly discuss the concept, but not the approach. That's the concern that I have. If we're going to do it, I want to make sure it's done well, not just get done. The concern that I have was simply the length of time of the stay. My understanding was a little bit different as to what we were going to do. I'm not going to burden the Board because apparently they're not as focused on it as I am. I'll come by and see you and try to get a firmer handle. As we all know, bilingual education is not settled in its approach anywhere in the country. We want to be more effective at getting these kids up to speed so that they're not lingering behind. That's the problem. That's why I was so startled when you said they were going to be there a full year. That's what my question was. I was surprised. I'll come by and talk to you rather than belabor this.

Comm. Cleaves: We are all concerned, just for the record. But if you have a bilingual student that you're teaching, when do you change that over to teaching them in English so when they're mainstreamed now that they know the content they're still able to continue to flourish as opposed to going backwards because now they're put into another environment?

Ms. Peron: It's not an arbitrary decision that you make. It is one that you make through assessment and through observation of the daily work. You have to measure the amount of vocabulary that the child has. You have to measure the expressive and receptive language that the child can now understand and comprehend. You have to measure the writing skills and more importantly the reading comprehension. So, because the child has been there for four months they may be able to follow a basic conversation that is just a basic conversation, but in a classroom the conversation goes beyond your basic communication skills. The technical vocabulary of education is different. So you have to know that they're going to understand when the teacher gives them a given task or that they have to analyze a problem that they will have that technical vocabulary to be able to express themselves either orally or through writing. So it's not something that we can just arbitrarily say he's got about 200 vocabulary words and he can put five sentences together. That's fabulous, but depending on the grade level, skill, and subject we have to assess that. So we have to measure oral language proficiency. There are formal assessments that do just that and they will level each child and put them in a level of novice, beginning, and intermediate. So it varies. It's complex. When it comes to language it's even more complex because there are so many factors that are involved in learning language and in speaking, reading, and writing. So we have to administer the assessments to these children to be able to move them and make that decision for them. Teacher recommendation is important and length of time. All of those things need to be taken into consideration. We have to build a profile for each and every one of these students so that we understand where they are, where they're going, and where they can go to. I hope I answered your question. Are there any other questions?

Discussion of Resolution No. C-18

Dr. Evans: Can we move up C-18? It's a request to approve entering into a contract with Media Consultants to provide consultant services for the refurbishment of the John F. Kennedy TV studio from September 20, 2012 through January 15, 2013 for a total not to exceed \$9,500.00. I think Dennis is going to lead a presentation.

Mr. Dennis Vroegindewey: Good evening. Actually, we're here to answer any questions that you might have. We're doing this actively at the encouragement of Dr. Hodges. We're involving Mike Taylor. He slipped out to grab a bite to eat. He didn't realize it was going to run this long, but he'll be returning soon. He's been very active with public access television. Through Dr. Hodges' encouragement we have him on

board to act as a consultant with us as we take the Kennedy studio and bring it back to its former status and make it a state-of-the-art facility again. The contractor work would go to Media Consultants. We have Jim Segnorini who used to work back in the days when Bob McNeil ran the TV studio. He did a good job as a consultant with us and he's done a lot of things across the State of New Jersey. I think he even worked at Rutgers stadium outfitting them with different media equipment. So we've brought him along. Al Knight, in one of his former capacities, did work in the TV studio and represents the communications department, which will be actively involved with the studio as well as we open it up to communicate with the district. It will allow us to increase the community's use of a TV studio. It will also provide and expand opportunities for students, which is one of the district's goals. We will be refurbishing the technology in the district with state-of-the-art equipment. We have Mr. Segnorini here to answer any questions you might have about what his work would entail.

Comm. Hodges: I need to fill you in a little bit. Originally, Mr. Taylor, who works as a trainer down at Cablevision, which is public access, approached me because he attends video contests that are held around the state. He was happy to tell me that the little town of West Milford's middle school won a television contest. His point was that we have a studio that we used to run that was equipped and furnished with money from both the district and the assistance of Cablevision and it has fallen into substantial disrepair. He had originally contacted the district to give a presentation of what was possible just to show you the skills that we could teach our children and the wonderful opportunities that were available to them. That was his original intent. This has blossomed into a project now to refurbish the television studio and to bring it online substantially updated from where it is. There is a whole digital change that has occurred and we are not there yet, but the foundational pieces are in place. So that's basically where we are. Then we're trying to use the studio to teach students how to perform at that level.

Mr. Vroegindewey: The first step is to get the studio up to 2012 standards. Then you'll hear more down the road about the program that we hope to have there, staff that might be hired to educate the children, and connections with the community. The first step is to get a consultant who knows the ins and outs of what we need there and to help put it together, and that's Jim.

Mr. Jim Segnorini: I actually built the first studio with Bob McNeil. It was amazing the awards he was bringing back from Washington and seeing these kids in all the other municipalities around saying, "This is Kennedy High School is Paterson. They're winning all these awards. How can we get in on that?" In turn, I built Clifton, Nutley, Cedar Grove, and a whole bunch of schools. The beginning of a lot of this was Kennedy High School. It was a very good thing for the kids and the kids were very proud of what they did. It's great that these guys called and brought me in to see it and I couldn't believe what it looked like after leaving it so many years ago. It fell into disrepair. It's great for the kids because I work in the television industry and there are a lot of jobs out there. It's a really good job that you could have where you can make a good living. It's not something where you can go from the school. You can go to a four-year college. You can intern at any of the networks and then your career takes off from there.

Comm. Kerr: I just need to know what the refurbishing would look like. We have a price tag here of \$9,500. That seems very small to me. I've developed media centers.

Mr. Segnorini: That doesn't include the equipment.

Comm. Kerr: That's what I need to know, exactly what this represents.

Mr. Segnorini: That represents the putting together a bid to go out to the vendors, to bring it back and do design, installation, and engineering, which includes all the functional drawings, manufacturing, putting everything in the racks, and cabling, which is installation. That's the engineering end of it as well as putting a bid spec together to go out and get the equipment. This equipment would be state-of the-art, which is SDI equipment. We won't go HD and the reason is because Cablevision is nowhere near HD capability as far as transmission, including the studio on Ellison and all its local programming. It's not high definition. So in essence the kids could get ENG cameras, go out, shoot packages and bring them back, if you have non-linear systems there – which you had in the past where they edited on because everything is non-linear now – they would shoot it in HD, edit it in HD, but they would have to down convert it to SDI in order to put it on television.

Comm. Hodges: By non-linear you mean that you can do it out of sequence and using the computer.

Mr. Segnorini: Everything is done on the computer - exactly.

Comm. Hodges: And out of sequence.

Mr. Segnorini: Yes.

Comm. Kerr: So this is just for the design.

Mr. Segnorini: This is for the design, installation, drawings, bids to go out for the equipment, and training.

Comm. Kerr: Before we lock ourselves into the first part of it and not be able to fund the second part, can you just give me an idea of what the second stage of the refurbishing would look like in terms of a price tag?

Mr. Vroegindewey: We have a budget of \$150,000 for the refurbishment for the equipment. That's beyond the cost of this. He's projected that we're coming kind of close.

Mr. Segnorini: We will be within the specs originally laid out.

Comm. Kerr: I've not seen that. I've just seen this one. I just don't want to get too far afield. I want to know what the cost will be before we say yes and then this is a big ticket price operation here.

Mr. Segnorini: You're right. A studio could go in the millions. We know what we're dealing with. We're going to keep it within a price where we can control a lot of the costs. Through my connections with Rutgers and with the people I deal with I deal directly with manufacturers. So it helps us out in the sense that we cut out a lot of middle people.

Mr. Al Knight: Hi, Commissioners and Dr. Evans. This is Al Knight, your Media Technician, and this is really weird not being behind my camera. The \$150,000 amount was arrived at when I personally specked out an equipment list just by going through BNH photo video and their professional video equipment thing online and arrived at that figure as a good amount that the studio could be refurbished and have low-end

professional equipment, which is still state-of-the-art. When I say low-end it's still better than consumer equipment and better than what they call "prosumer" equipment. So it will be what a student television studio should be in state-of-the-art. Like Jim said, you can spend that much money on a lens, let alone one camera. So we're going to have a pretty darn good setup for not a whole lot of money and that's my opinion. Does that help?

Comm. Kerr: We'll talk about the other part of it. I support having a good studio up there.

Mr. Knight: My desire has been to make it plug-and-play. It should be that we can go in, flip a couple of switches, and be ready to do a line edit production with a crew. The studio has not been in that configuration for at least the last four years.

Comm. Mendez: \$150,000 sounds like a very reasonable price. I don't know that much about technology, but I know how expensive it is. What kind of condition do we have now at the studio? The only time we use that is when we have election debates and I believe we bring your cameras.

Mr. Knight: Yes, I bring in my own equipment.

Comm. Mendez: So we don't have any equipment. Is that correct?

Mr. Knight: Right now the studio is virtually useless except it's a room with a lighting grid with obsolete lights in it and a control room that does nothing. So what it has been used for, for the last couple of years, is the class that was taught in there the teacher was doing ENG, which is electronic news gathering. It's like when the kids go out with a portable camera and then they come back and edit on computers. Nothing was done in a fashion of a television studio, which would be a line edit where you have a director, a soundman, a floor manager, and cameraman. Nothing was ever done that way as long as I've been here. But that is the way it was done when Mr. McNeil was here. Those are the skills the kids need to learn in order to go out and get a job. There is the possibility of getting a media job where you have only learned ENG, but it's highly unlikely. You need a whole bag of skills and one of them is the ability to work in a studio.

Mr. Segnorini: When you make the next step into college that's where all of this comes into play. If you go to Montclair State, which has an excellent facility up there, they're going to put you in a studio environment and as a student if he only did editing on a non-linear system he's going to be lost when he gets into that studio. In the past the kids that came out of Kennedy High School excelled when they went to further their education in television production because all these positions - technical director, producer, director, audio engineer - they already had that experience and they just took it up to the next level.

Comm. Mendez: I believe it's a great idea. The one thing that I would like to see with this project is on the curriculum side some kind of plan. That \$150,000 would be very well-spent on that area.

Mr. Vroegindewey: You'll be hearing that in the near future. I know Eileen Shafer is beginning to put a posting to get a teacher and we'll make sure it's a high-skilled person that we have on board. Then we have some templates for curriculum, but then we'll get him involved also and we'll present you with a curriculum course that we propose.

Comm. Martinez: This sounds very promising. Some of the questions I intended to ask were touched on. What's the timeframe? Are we talking this year or next year to get it up and running?

Mr. Vroegindewey: We hope to have it done by January.

Comm. Martinez: With the curriculum in place and a facilitator to oversee it?

Mr. Vroegindewey: That's our goal.

Comm. Martinez: To what extent will the students be able to use the facilities? Is it exclusive for Kennedy students? Is it something for district students?

Mr. Vroegindewey: I know that the School of Education is where the TV programming and some of the course work will occur, but we have to talk with the Kennedy staff. I also know that there will be electives for kids at Kennedy. But then beyond that, and that's where I think Mike Taylor's influence will come, we want to expand it and take this so we can have more digital entries and contests and more action throughout district. This could be a symbol and we could possibly even have meetings there at the studio with representatives from the various high schools and sort of get the ball rolling for more digital learning and projects.

Mr. Segnorini: Also, the school owns the television channel. So these kids could actually do their projects and they'll put them on TV and go home and view them. The families and everybody can see these projects. It's not just limited to what's in that studio. Once you teach these kids you have football games, basketball games, and plays. This is all part of this activity where these kids could actually go out like in a lot of these schools. I know Wayne Hills and Wayne Valley go out. They're only on the municipal channel. They don't have the luxury of having their own educational channel, so it's a shared resource. It's endless what these kids could actually do.

Comm. Martinez: It sounds very promising. Thank you.

Comm. Teague: I spoke to Mr. Taylor back in March and he informed me that there was a way that they could actually do the School Board meetings live. That was possible. Can this program be integrated with that to make that public access?

Mr. Knight: Historically speaking and from people that I've spoken to who were here long before me – I've been here for five years now – Board meetings were never broadcast live in real time. However, right now when I record you guys when you have the meetings they are running three days a week twice a day on those three days. The ability to go live has really kind of always been there. Even now when we do the meeting at Kennedy all I need to do is flip a switch and I put you on the air. But that has not been part of my job to do that. I've never received a directive to do that officially, so we do not do that. But that has always been a possibility.

Comm. Teague: I think the community needs to be able to see us more so than just a recording. The reason why the Council meetings are viewed more so is because they're seen live.

Mr. Knight: I agree. But it has not been my job to do that. I've always recorded it and run it the rest of the week. If you guys come up with a directive that commands that I have to broadcast you live, I'd be happy to do it. But what I'm saying is it's as simple as flipping a switch.

Comm. Irving: That's something that if you want to engage the Board in a conversation and put it before the body, we would welcome that conversation.

Comm. Hodges: One concern that I did have is that you have the capability of running this signal from Delaware as opposed to Kennedy where the modulator is currently located. I would encourage you to do that because it gives you enhanced capabilities and more flexibility. We haven't chosen to do that for whatever reason. It's a simple box. Bring it from Kennedy to over here and you can just make any changes instantaneously. I do understand that one of the problems we've had is that occasional somebody goes over there in the school and pushes the wrong button and then all the programming stops and people from here have to go over to Kennedy in order to turn it back on again. If it was here you wouldn't have that problem because the control would rest totally with adults. There was some concern over doing that, but since it's our equipment we should be doing that.

Dr. Evans: We're working on it.

Mr. Segnorini: The only thing with that is that there is a transport issue because the connectivity lives at Kennedy High School. So the fiber transport which goes to the Cablevision hub, which I think is on Michigan, would have to be relocated into this building. Then there would be no connectivity between the high school and this building. So as far as going live from a Board perspective, you wouldn't be able to.

Comm. Hodges: We have fiber optics here, so that shouldn't be a problem at all. It gives us enhanced capabilities if we did it from this office.

Mr. Segnorini: If the fiber is in place, it's a no brainer.

Comm. Hodges: The fiber is in place. That's not going to be an issue.

Comm. Mendez: What kind of technology challenges will we face if we decided to move our regular meeting to a different school? I'm asking this question is because I don't know if we've done this before but in the time that I have been here all the regular meetings were held at Kennedy High School. I think it would be great for the community to have the Board in different schools. For example, School 18 is all the way on the other side of town. It would be great if we had one of our regular meetings there and we invite the community that way they could come. I do believe it would be a great idea.

Mr. Knight: The challenge would not be with video. The challenge would be with audio because the schools don't have the equipment to handle a dais with 12 microphones and a sound system and recording capability. So the bulk of the equipment that has to go out in the field in order to make a meeting for you guys is audio not video. A video camera and a recorder is a little thing. I've done meetings for you guys in other schools and it's very challenging. Part of the challenge is that in the auditorium spaces and the cafeteriums that are available to hold the Board meeting very frequently there's little or no lighting. Any sort of audio visual support that you guys require would not be in place. Here we're wired up for PowerPoints with internet connectivity and that whole gamut. So it is challenging. There are a handful of schools where it's not challenging and then in the vast majority of the schools it's very challenging because we're lacking in that regard.

Comm. Hodges: That just means that we have to update those other schools.

Comm. Mendez: Also, I want to entertain that conversation with the facilities committee to identify the schools where we have no challenges to bring this to the table to see if we can start doing that. I believe that it would be a great idea. We have to be out there a lot more and the community needs to know what we're doing. They need to be involved.

Mr. Knight: And then also regardless of where we are that would totally negate the ability to ever run the meeting live. It would have to be recorded. We don't have satellite uplinks for now.

Comm. Mendez: For now we can go with this until we go live.

Comm. Irving: I just want to echo Comm. Mendez' sentiments. I actually like the idea, but maybe we can do it in a more specific way that during the course of the year we go to at least one of the wards so maybe every third meeting we're somewhere else. I think that's the point you're trying to make, but I think it has to be done in a way that makes sense for the technology department that's conducive for them to be able to do this. We could say we're going to the fifth ward, but if there's not a school that's conducive to it we would just have a really badly lit meeting, which nobody wants to watch.

Mr. Knight: One of the things I've been working with Mr. Barca on is finding some services and equipment for live streaming on the internet, which would increase our reach visually a thousand fold, rather than just the cable TV channel. That's something we're looking at.

Comm. Hodges: I definitely want to thank you very much. As difficult as I have been with Dr. Evans sometimes and will continue to be occasionally, he has been very supportive of this approach and this program. It is moving forward at last and I'm very appreciative because I think this has some exciting potential. If we work it the way we're capable of and really push it we could bring an outstanding opportunity to our children educationally. So I want to thank you for pushing this forward. There are some other items that we're looking at that we're hoping will also get the same kind of push in the coming days, if we can move forward with them. So I thank you tonight and I'll give Mr. Taylor a call because I'm sure he's a little concerned.

Mr. Knight: I'd just like you guys to know that you have right here in this person, Jim Segnorini, the best. This man will really get things going for us and I think we're really lucky to have him on board again.

Comm. Hodges: He is well recommended. I've heard his name in a number of places.

Overview of Security Needs at John F. Kennedy High School

Dr. Evans: The next item is an Overview of Security Needs at John F. Kennedy High School with particular emphasis on issues regarding the fence that the Board shared with us recently. Coming forward should be Director of Security, Mr. Smith; the Principal for Operations at Kennedy High School, Amod Field; and our Executive Director for Facilities, Chris Sapara-Grant. There should be a packet coming around to Board members that includes two items. Number one is a memorandum from me setting the stage for the presentation that you're going to hear from Mr. Field, Mr. Smith, and Mr. Sapara-Grant. I'd like to take a moment and do something I normally don't do and that's read the memorandum because I don't want to lose anything that's included

in this message here, plus the audience does not have a copy of this memorandum. Board members do and I think there are one or two extras that will be shared with people. It's dated September 5, 2012 to the Board regarding security plans for John F. Kennedy High School: "In recent meetings you expressed concerns about not being made aware of details of the security issues and resulting security plan including fencing developed and is being implemented for John F. Kennedy High School. Although a meeting on this matter was held last spring with representatives of the City Council, the School Board, the Paterson Police Department, the Passaic County Sheriff's Department, and my staff and the item was included on subsequent facilities committee agendas, the decisions that followed were not clearly communicated to you. Please know that I am deeply regretful that the Board as a group was not fully informed as this matter evolved. As you know, internal communication continues to be a challenge for our district and we continue to work diligently to ensure timely communication with all internal stakeholders, especially the Board. Regarding Kennedy High School, during the 2011-2012 school year the security and safety of students and staff assigned to the school became a major concern. As you know, the school is bordered on the west by Totowa Avenue, a major corridor bordering the Passaic River, by Preakness Avenue on the north, and the Passaic River and a park on the south. Prior to last school year, the school and the area benefitted by a Safe Corridor provided by the Paterson Police Department." For those who don't know, a Safe Corridor means that at certain times of day there are policemen strategically located in a particular vicinity in an effort to curb any activity that would threaten our students and our staff as they either are entering the building in the morning or exiting in the afternoon. "However, serious budget reductions resulted in the loss of the Safe Corridor. The result is continuous threats to the safety of our students from individuals who come onto the campus from the park or the surrounding streets and threaten and/or assault our students. On occasion others have threatened our students from the perimeter of the campus and often displayed weapons. You may recall receiving copies of incident reports when the police department has been called. As a result, the school's administration with the assistance of our Director of Security was directed to develop a plan for increasing the safety of those assigned to the school. A PowerPoint providing additional background and elements of the plan is attached. The PowerPoint is organized as follows – the need for creating a new safety plan for the school, the elements or components of the state-of-the-art safety plans for schools, components of the new JFK plan, and anticipated outcomes from implementation of the new plan. In today's Board workshop Amod Field, JFK's Principal for Operations, Jim Smith, the Director of Security for the district, and Mr. Sapara-Grant as well will provide an overview of the plan."

Mr. Jim Smith: Good evening, President Irving and distinguished Board members. We're going to go through the PowerPoint presentation and naturally I'm sure we'll have an extensive question and answer period. We will sit here and try to answer your questions to the best of our ability. I'm going to start off with the front page, crime prevention through environmental design and the securing of the John F. Kennedy educational complex. Benjamin Franklin once said an ounce of prevention is worth a pound of cure. We have been selected by the State of New Jersey. There are 160 school districts statewide that represent the MOSS Project, which is an acronym for Making Our Schools Safe. Amod will now take over the slide presentation. Our district has been selected as one of the 160 statewide to be part of the MOSS initiative. One area of the MOSS initiative is target hardening. Part of target hardening is the site access control to John F. Kennedy educational complex as well as other schools within the district. Site access control involves vehicle pathways, access points, crossing areas, and perimeter fencing. In a simple word, target hardening is looking at all things that could make your educational facility safer from lockdowns to having adequate

locks, to delivery procedures, to perimeter fencing, a variety of issues that we are getting help on because we're one of the 160 school districts selected. In addition to that, as being one of the schools, there are only 60 school districts statewide that are classified as Tier I, Paterson being one of them, which gives us an elevated level of assistance from the state. The state was in here last week. We were going over all our different safety plans as well as what we need to achieve in safety for all our educational facilities. So we want to let you know this isn't just happening as a result of the fencing. This has been an ongoing process that we've been working with. Some of the current obstacles we have that are specific to John F. Kennedy was currently the Paterson Police force has experienced a reduction of more than 150 officers. Initially they had to lay off because of budgetary considerations 125. They were able to hire back 37, but because of retirement the net effect was actually more than 150 officers citywide, which was approximately a third of the police force. The elimination of more than 20 school crossing guards regarding police officers covering these corridors has further exacerbated the problem. So, in addition to the 150 being laid off now you have police officers occupying school traffic because they haven't called back school crossing guards. As Dr. Evans alluded to before, the elimination of the school safety corridor that was previously supplied by the police has been eliminated due to lack of manpower. That safety corridor was in effect for more than 15 years. Just to bring it to light and to make it real to all of you, at the end of the day we had motorcycles come up from the motorcycle unit. They would assist and we had a designated area such as Liberty Street and Totowa Avenue and they would provide additional patrols during dismissal times. This would allow students a Safe Corridor to go home. That's been eliminated because of budgetary considerations. I'm going to let Mr. Field talk about the next two slides because he actually lived this and I responded to it. So I think I want to let Mr. Field talk about that.

Mr. Amod Field: Good evening everyone. During the months of October and November there were several outbreaks of violence between African American and Dominican males involving machetes that led to attacks on John F. Kennedy students. In one incident they actually drove up on campus. I want to touch on that for a second. We were very lucky in that particular situation that one of our students were harmed. There is an abundance of informal conversations where the students feel comfortable talking to our teacher coordinators, counselors about the extensive amount of fear that they face every day coming to school and feeling as though the safety that we provide them inside the school gives them a sense of purpose, but they're in fear of coming to school. On their way to school there are a lot of different issues that take place that they don't always feel comfortable sharing with their parents as well. What you see now is the report of incidents surrounding the John F. Kennedy complex. There are multiple. The unique thing about this is that our security team, even though they don't change in the phone booth and turn into Superman, they were actually able to address these issues that took place outside the school. In one particular incident we had a young lady came and spoke to our principal of curriculum and instruction and shared with her that she had been touched inappropriately. So me and Sergeant Molte took a walk across the street and had a conversation with the store owner and 25 minutes after that conversation we looked out the window and the young lady was able to identify the person that came and attacked her and an arrest was made. So these situations are very real and relevant in our day-to-day operations at John F. Kennedy. Another situation took place in back of our building where a young lady was inappropriately touched as well and we were able to capture the culprit that did that. So there are a lot of things that have taken place outside the perimeter of the school and we have been very fortunate to have been able to catch those.

Mr. Smith: Getting back to inquiries, we talked about being informed. A decision was then made to target harden John F. Kennedy to provide children with an atmosphere where they could feel safe anywhere in the educational complex. As part of that MOSS initiative that I alluded to earlier in the target hardening process it was determined that a decorative fence would provide safety from outside intruders. The design color to match the interior windows of John F. Kennedy was selected. The following slides will demonstrate successful examples across our country at some of the most prestigious educational settings. I'll let Mr. Field take it from here.

Mr. Field: Crime prevention through environmental design – the proper design of the effective use of aesthetically pleasing fence can lead to reduction in the fear and incidents of crime and improvement of the quality of life. When we talk about Maslow's theory of hierarchy safety and security is first and foremost. Major concepts are natural access to control, the use of sidewalks, pavement, lighting and landscaping to clearly guide the public to and from entrances and exist, and also the use of fences, walls, and landscaping to prevent and/or discourage public access or from dark and unmonitored areas. Major concepts of natural surveillance are the placement and design of physical features to maximize visibility. With that we also have our security system that's also being put in place at this particular time. So a lot of these things that we were able to deal with we were dealing with, with somewhat of a blind eye. Again, to commend the people that work in security with me on a day-to-day operation.

Mr. Smith: This includes the building orientation windows, entrances, exits, parking lots, walkways, guard gates, fences, walls and signage. As Amod just alluded to, we had extensive meetings with Dr. Evans, Assistant Superintendent Shafer, myself, Mr. Field, and we discussed what safety mechanisms we can put in place in addition to fencing. What we came up with and which is now in place and will be operational in the next 30 days is surveillance cameras in covering over every inch of not only the outside but also the interior. We put in access control points where we will be able to monitor if we had a computer lab in there who's going in and out and at what times. So this fence part of it was part of an overall safety security plan. It's only one aspect of it, but it works in conjunction with all the others.

Mr. Field: I'd like to mention that in transition when the student athletes go back and forth from the park to the school we also have the capability of filming the practice because there are a lot of things that happen in transition with the young people going to the park to practice. So we will have the ability to have some eyes on that as well. Major concepts are territorial reinforcement, the use of pavement treatments, landscaping, screening, and fences will define and outline ownership of property. One of my favorites, fencing has been used in institutions of higher learning since their inception - Brown University today, Harvard University, Princeton University, and Salve Regina University. This is a unique design here with the birds for our young people.

Mr. Smith: School safety and security plan - a school security plan has been developed in cooperation with the State Department of Education and Homeland Security. That's part of that MOSS initiative we were talking about. This plan allows school security drills to take place on a monthly basis to increase the school's capacity to handle any emergency, which you're familiar with Comm. Irving. This plan also allows for the assignment of police district security officers and also private security. As I alluded to earlier, cameras have been added to ensure that all portions of the building as well as the outside perimeter are covered 24 hours a day seven days a week. Access control points are also being added to ensure that we know who are entering different rooms as well as the portions of the building and also at what times. A fact that many people may not be aware of is that almost every school in the City of Paterson has some type of

fencing. Eastside High School, Sports Business Academy, Destiny Academy, Public Safety Academy, which comprises the Boris Kroll complex, Great Falls Academy, and Rosa Parks. In addition to Rosa Parks having fencing it has those natural barriers that we alluded to earlier because it comes all the way up to the sidewalk. The John F. Kennedy perimeter fencing in this diagram was provided to us by our distinguished Executive Director of School Facilities, the incomparable Chris Sapara-Grant.

Mr. Chris Sapara-Grant: Good evening. What I'll do is I'll try to walk you through the plan as it is right now just in terms of orientation. The upper part of the screen is Preakness Avenue and on your left-hand side is Totowa. I will start from the point that is identified in the red circle as A. The red outline identifies the ornamental fencing. The ornamental fencing comes in two heights, a six-foot height and an eight-foot height. Starting from point A, which is the circle by the auditorium going up north towards Preakness, would be a six-foot ornamental fence with slide gates to allow for access in an emergency, drop-offs, and the rest. Going all the way up to Preakness you take a right. It will remain as a six-foot fence. On your sketches on the corner of Totowa and Preakness there are some squiggly lines which identify some hedging that will become a visual barrier so that the landscaping is enhanced a little bit. Going down Preakness towards your right there would be a couple of access points. The first one would be the pedestrian access point and then as you go further towards the emergency circle you would have vehicular access. So it's going to be a drop-off and in case of emergencies we will have access there. As you go towards the point that is identified as the B on Preakness at the top the fencing then goes back to an eight-foot height. From the B point shown there we currently have chain link fencing that goes towards the right all the way down towards the entry into the parking lot. So we currently have eight-foot fencing. The strategy is that the public face to the school complex would have colored ornamental fencing. It's almost a maroon color to match the trim of railings and windows in the current school. From the point that Jim showed – and I think it's shown in blue or green – we will have chain link fencing on what I consider the blind side of the property where we have the parking lot. The chain link fence is already in place and if you go there it does not impede the visual park-like element that exists currently. There are going to be a number of vehicular access points and a number of strictly pedestrian access points. The strategy is that in the mornings when students are coming in the pedestrian access points will be open. After a selected time the pedestrian access points will be closed off and all access to the school would be from Preakness Avenue through the main entrance. The vehicular access points would all be equipped in such a way that in case of an emergency you are able to vacate the campus. You'll have the push-bar to be able to leave the campus in an emergency. However, when there is not an emergency they are secured. We will also have a couple of vehicular access points, one on the lower side of the plan towards the park right there and one on the right-hand side coming in from Preakness on the upper right. Those points would always be secure. In the diagram you may not see that very clearly, but on your little plans you actually see some colored boxes. Those identify guard booths that will be in place. The guard booths are going to come in later on as part of a capital project so that they are equipped with power, heat and communications to the main building. They serve two purposes. One is to be able to control the access points, but they also serve as visual points. If there are any extracurricular activities happening in the vicinity then we have eyes that can view and communicate what's going on. In a nutshell, that's what we have in terms of the fencing strategy. The fencing that we have right now complies with local zoning ordinances and codes. So we are in good shape with that.

Dr. Evans: To underscore the magnitude of the problem there are two specific examples I want Mr. Field to share with the Board of the kind of problems that we faced. One involved the vehicle that pulled up with the group in it wielding machetes on the

Totowa side on the perimeter of the campus. They didn't come onto our grounds, but they were on the perimeter of the campus threatening our kids. The other was the young lady who was chased across the bridge by someone onto our campus. Fortunately, she was able to get inside into safety. If you'd elaborate on those two to basically make the point we have a serious problem here.

Mr. Field: There have been weapons and machetes that have been hidden around the perimeter of the building. The vehicle came through the complex and drove by with students diving out of the way and students hysterical. This has happened in real time. It's serious. It went on for a period of time. I can't say enough about the importance of having this fence up. Hopefully we can get by whatever personal feelings that we may have about the fence and understand that it's about the safety of the students. In the other attack the young lady is running and sprinting through the park, someone is chasing her, and a sexual assault. There have been many others that go undocumented. We had another situation with a young lady. It was a DYFS situation and I can't give you names, but because our schools were safe inside she travelled from Egg Harbor, left the residential facility where she was, and came back to our school because she felt it was safe. The things that were going on outside the school were major issues. I have some other statistical data that I won't go into at this moment that I can go into more depth with. But I need you to know the seriousness of this issue is real.

Comm. Simmons: Of the incidents that were listed, how many of those, if any, involved John F. Kennedy students?

Mr. Smith: They were all John F. Kennedy students. The perpetrators were not John F. Kennedy students, but they were on John F. Kennedy students. The John F. Kennedy students were the victims.

Comm. Kerr: How many were reported and apprehension made or prosecution done?

Mr. Smith: The ones with the machetes we were able to confiscate the weapons, arrest the people involved because of the personnel that we had there. Because we worked in conjunction with the police we had built the capacity of the police officers and also the district officers at John F. Kennedy as well as Eastside. That's why Zatiti Moody is here. So by building capacity we took a two-pronged approach. We built the capacity of our district officers and at the same time we were able to have police officers assigned and they were able to help us with that. Of the 23 right off the top of my head every one where we had a suspect involved an arrest was made.

Comm. Kerr: How many? There were some serious incidents of violence mentioned there. Were we 50%, 75%, or 80%? What I'm trying to get at is that the fence went up in a mighty hurry with not much consultation. I remember having a discussion on this Board regarding a fence at Kennedy and we came to a consensus on that that aesthetically it would not serve the purposes at Kennedy. Since that time I as a Board member was not told of an increase in terms of the violence that's coming from the outside in. I heard a lot about situations from within the schools, but not from outside coming in that would drive us in such a mad rush to install that fence. So I'm just trying to find out what were the real motivations for this fence.

Mr. Smith: I had a feeling that type of question, which is a legitimate question, would be asked tonight. So I was in contact today with the Paterson Police Crime Analysis Division and I wanted to have the calls for service and incidents within the last 12 months from 9/1/2011 to 9/1/12 the calls for service and crimes in the area of John F.

Kennedy High School. There were 10,302 calls for service in that area. Then when we delineated it as to aggravated assaults...

Comm. Kerr: Mr. Smith, let me say this. We have to determine what was from the inside and what came from the outside. If students are on the inside committing violence a fence would not prevent that. So the fence is to stop folks coming from the outside into the inside and creating the problems.

Mr. Smith: Not just that, but also to provide a safe haven and a safe area for them. They do gym in the parking lot. They do gym outside the gymnasium. So it's not just them coming from the outside. It gives them a sense of safety when they're in that parking lot. They know that they're going to be protected from anybody coming outside. Kids that may have been a little vulnerable before that may not have wanted to participate in gym and come outside now have that sense and feeling of security. The 10,302 incidents that I talk about are important for a few reasons. A little while back I'm sure you're familiar with School 21. One of the prime reasons that teacher, Jennifer Smith O'Brian, was convicted and tenure charges were upheld was because of the number of incidents which occurred around the surrounding area of School 21. These are things that the kids had to deal with on a daily basis and the judge took that into account. So having had that experience made me completely sensitive and now I know the courts are sensitive to the 10,000 calls for service surrounding John F. Kennedy.

Comm. Kerr: Let me say this. If you recall I was very skeptical of the violence report that came in district-wide. It came in a very small number and I'm saying if you should add up all the incidents that happened at Kennedy for 10 years from your report it would not come to that amount.

Mr. Smith: These are the incidents that have occurred around outside of Kennedy High School. You're exactly right. I agree with you. They wouldn't come anywhere near that because the school is well protected inside. That's why the amount of incidents wouldn't come out there. That's because we have people with capacity inside there. That's because we've taken dramatic effects in our school security plan to make sure of that. That's because of the quality of the people that have been hired. That's because of the two principals at John F. Kennedy. That's because of a number of events that we are able to protect that.

Comm. Kerr: So we were doing a pretty good job there.

Mr. Smith: Yes.

Comm. Kerr: Without the fence with the addition of surveillance cameras and your security team just patrolling the perimeter of the school, don't you think it's a good possibility that we could do better even without the fence?

Mr. Smith: I think you're right. In that aspect we could do better. However, can we do the ultimate? Can we do what the state requires? Can we do some of the recommendations that the state requires with the perimeter fencing?

Comm. Kerr: Are you saying this is a state requirement?

Mr. Smith: We are saying that part of the state hardening tools is one of the areas that they recommend is perimeter fencing. In addition to the perimeter fencing one area that they recommend is the lockdown mechanisms for us to have adequate locks for all of the schools.

Mr. Field: I do want to share with you when our security guards, teacher coordinators and parent coordinators are patrolling the dismissal we had a situation where one of the students felt comfortable sharing something with our supervisor of guidance. There was a car that was repeatedly driving around Kennedy a couple of times. The student recognized the vehicle, told the guidance counselor, and five minutes later there was an arrest for a weapon. These things are serious and there have been a couple of incidents like this. So I look at this as a proactive approach of what we need to do until something happens major. We don't want to be on the side where we were talking about this and we shoulda-coulda. I understand those other issues, but to live it and breathe it on a daily basis and that young person was arrested with a weapon, these are real things in real time. What I said earlier about changing in a phone booth, if we talk about the trespassing, fortunately we have over 122 doors. There are a couple of times where we had trespassers. We caught the trespassers. There were a couple of times where Dr. Hodges tried to sneak in and we caught him. But at the end of the day we don't want to be lucky. We want to be proactive and make sure that we are doing everything humanly possible to defend what we need to defend and keep those things from outside coming in.

Comm. Kerr: Again, we are talking about outside more so than on the inside.

Mr. Field: Yes.

Comm. Kerr: With security cameras and people patrolling I think that would be able to reduce.

Mr. Field: We will always look to get better. We're never satisfied. We'll do everything humanly possible to continue to get better with patrolling outside areas. Let me just give you one statistic - 48 fights with weapons. Let's understand what we don't want to get inside of our building. Again, these are just a couple of things. We talked about quality of life. Again, it's tough times and people are doing extreme things. So we have to make sure we're doing everything humanly possible to defend it by any means necessary.

Comm. Kerr: When do these incidents happen, during school or after school?

Mr. Field: They happen periodically, to be very honest with you. They happen before school, after school, and sometimes during school. We haven't developed a pattern yet. The pattern that we do know is that they happen consistently and we want to prevent them.

Comm. Kerr: Considering the fence, it would happen outside.

Mr. Field: Yes, I would say that it would help defend that.

Comm. Guzman: I want to commend you for coming here and bringing this forward. You are in the buildings and you see what's going on. We don't. I'm not saying it's going to eliminate the problem because we know it's not going to disappear from one day to the other, but if you feel that's what it needs, in my opinion, put up three fences if you have to. I really don't understand why we're placing so much focus on the fence. I really don't. We have a list here of over 30 schools that have fences on them. I really don't understand what the problem with the fencing is. We're here to think about our children. We're here to think about what's best for them and if the people inside the building are seeing a problem it's because there is a problem. We know there's a

problem. I know there's a problem at Eastside. I know there's a problem at Kennedy. We know it. We're just not there on a daily basis like you are to see it. I just don't understand, what's the issue of the fence? What are we seeing against it? This is what I just don't understand. If there's someone that can give me a valid point on why the fence shouldn't go up then I would like to hear it because I personally don't see it. I really don't. That's my opinion once again.

Comm. Mendez: First of all, I want to thank you for your presentation. I have been at Kennedy so many times but I inform you ahead of time. I'm not like Comm. Hodges. I've been there so many times and I have to say there is a lot of progress with safety at Kennedy. I was at the building where you guys were conducting a lockdown and it was very good. I see you're losing a lot of weight running around the building, which is good. This is the conversation that I believe we have to have. The fence is there. I was there during the week. I see the fence is already in the back. I guess you guys are going to start working now in the front. I would like to know the timeline and also I would like to know the plan that we're going to have with the fence. I believe that we have to have a plan behind that. There's going to be a fence at Kennedy, but I think there is no reason for having a fence if the door is going to be all the way open and if there is no security at the door. We had this conversation before at the facility committee. That's the plan that I want to see with that, if we're going to have security in the morning and at dismissal, somebody in place at the door in the morning checking the students' identification. Are we going to get into using the swipe badges? Those are the types of conversations that I would like to hear and I would like the timeline in which we're going to accomplish this. Also, it's the same thing with Eastside High School. Now we have the fence. When are we going to get into that type of technology, having somebody outside checking the students in the morning and the afternoon? That's what I would like to hear. Also, I've been just repeating this to Dr. Evans. I see this in other districts. I see security staff patrolling the area with a scooter. I definitely want to see that and I'm not going to stop repeating this. I'm going to keep going on and on until we make that happen because that works. Especially with Eastside High School, there are five schools around there and Mr. Moody and the staff have been doing a great job inside. I've been inside at dismissal time in the afternoon and it's a jungle. It's difficult and it's tough, but they're doing the work. I would like to know how many police officers we have inside Kennedy High School at this time.

Mr. Smith: Three.

Comm. Mendez: And Eastside?

Mr. Smith: Three. We had six at one time, but we had to work smarter, so we hired some people to build capacity. They served in the same capacity. They had law enforcement experience and we were able to cut costs and be able to do it for three at each.

Comm. Mendez: So I would like to know how we can make that happen, having a police officer patrolling on a scooter going around. He's going to be able to go even around the community across the street.

Mr. Smith: I think we can address that same concern you're talking about, just to let you know some of the things that we've done, which we're going to let you see very shortly. We're going to have a command center that's going to be state-of-the-art at Kennedy High School. We already have it at Eastside. You're going to be able to see from all the different cameras positioned throughout the whole John F. Kennedy educational complex everything in the perimeter of the school as well as what's happening in the

interior. Naturally we're not going into the bathrooms or the classrooms, but we're going to have all the hallways and the stairwells. We're going to be able to pick up a car license plate. That's how sophisticated our cameras are going to be there. We also have radio communication in place already. So, combined with that, we're going to be able to tighten it up even more than we already have done. I think that the best solution that we're working on so far is what Zatiti Moody and also Amod Field is doing with the multi-cultural teams that we're meeting with after school and meeting with the kids and talking with them. That also helps us address some of the issues that are from the outside. In addition to that, I know this is not always touched on here, but when we have a shooting in the community the first thing that we do is to check to see if it's one of our students. If it's one of our students we contact the Superintendent and the assistant superintendents and they mobilize a crisis intervention team. We respond to the school. A lot of those things go unsaid because we do it as a matter of course. We do it as good practice. We do it as best practice. So I think that as far as the scooter goes that's a discussion for another day. We might be able to. I think that they're willing to donate a couple to us right now and the next question will have to be we have to sit down with the Superintendent and see what the upkeep of it is and see if it's a feasible supplement to our security plan. We'll consider it.

Comm. Mendez: I definitely want the Superintendent just to consider this idea because for me perception is everything and the perception that the community has about Kennedy and Eastside has been changing with the academies and the uniforms. People see different things happening at Eastside High School and at Kennedy because people talk about it. Now they see Eastside High School with uniforms. They see another type of behavior with the students, but now if we implement that that's going to be a very positive point for both buildings.

Comm. Teague: I don't have a question, just a statement. The crime in the city is out of control. There's no question about it. We can't play around. Just as Comm. Guzman said, there's no reason to play around with this. The crime in this city is beyond compare. The Mayor can't seem to figure out what's going on and none in his cabinet can figure out what's going on. So whatever you need to do to make sure that our children are secure and safe, even with the cut from the police department, do what you have to do. We're tired of hearing about children being gunned down in the street or involved in whatever. They don't need to have to worry about dealing with violence when they're going to school. How can they learn and function when they're worried somebody is going to come on the property and hurt them or whatever the case may be. You don't even have to go looking for trouble for trouble to come and find you. So if there is a way that we can deter that from happening, it's fine with me.

Comm. Martinez: Thank you all for your presentations and I think Mr. Field hit it right on the head. I just want to reiterate the thanks that the others offered and to say that Mr. Field, you hit it right on the head. It's simply a notion of being proactive. We don't want to wait for something tragic to occur to say we should have done what we were talking about. Let's be proactive. I think you demonstrated it very well in this PowerPoint. If it's aesthetically pleasing and acceptable the values far outweigh the hindrances or misperceptions that can come with it. It's about being proactive - simple and plain.

Comm. Cleaves: I'd like to echo what Comm. Martinez said. I'd also like to thank you. I am part of the facilities committee and one of our difficulties in our meeting was we weren't getting any concrete answers. We were being told that the fence was going up. But now after seeing the presentation it makes it all real as you said it is. It is real. We know that it is real, but I think if we would have had this presentation months ago it would have cut down on a lot of the chatter that we had. We know that things are done

and we know that everyone in this district makes decisions with our children first in mind. So I think if we would have had this a couple of months ago it would have cut down on a lot of chatter and also would help us facilitate better questions from the constituents as to why this fence is going up at Kennedy High School. We could not answer those questions that were being brought to us. But I appreciate your presentation. I appreciate the thought that you put into it. I appreciate that you're being proactive in keeping our children first.

Comm. Kerr: Sometimes I feel like we tend to believe that the simplest things that we are able to hold onto as a solution to a problem are usually the best. But my challenge here on this Board is to question actions and make sure that whatever goes forward is the best and most reasonable approach we can find. I'm not claiming that I'm always correct and my views are superior to anyone's view, but I try very hard to look at things not in the simple accepted usual way that everybody does. I try to view it at 360 degrees. So if sometimes my questions seem a little bit too much it's because my mind works that way. I'm not faulting you guys for doing your job. You did your job. You were asked to do a job and you did it. My question really is whether or not our approach truly solves the problem. I must say to the Superintendent that to me it's a little bit disrespectful and disingenuous to get this letter here which says in recent meetings you have expressed concerns about something and apologetically saying you should have gotten information you did not. As a Board member, I have a responsibility and I believe if the Superintendent with his cabinet sat in meetings and came up with a decision as heavy as a fence around Kennedy and the Board had already walked through that process and made the decision, I believe it was only right for the Superintendent to come back to the Board and say to us, "Let's revisit this situation. We have new information." Lay that information on the table. That's what respect is about. I never knew of that fence until it was reported to me by a reporter. I'm a Board member. When I passed by Kennedy it was already up. This is not the right way to do business and that is part of my concern, the way we approach our business. I just hope and trust that this fence that's now in place will stop all the issues that we have at Kennedy in terms of security or reduce it to the point where we need not even talk about it any longer. I just hope and trust that we will get there. But I also hope that moving forward we'll find a better way of communicating what we need to communicate to this Board because we're elected. I don't care about those who want to swing on the fence. I'm elected and my position is respected. I'm not going to allow anyone to step on the position. I'm going to give you respect and you give me respect. That's what I'm here for. I give a lot of my time. I'm not getting paid and if I'm not going to get the respect due, just a discussion, it makes no sense that I'm here.

Comm. Hodges: I, too, want to thank you for your presentation. However, I'm going to be a little bit more critical in examining it and you'll understand that. Some of you know I've spent 11 years working in the emergency room at St. Joseph's. In part the reason I'm here is because I watched children die. So you don't have to tell me how serious that is because I've had to walk out of the trauma room and tell a number of parents that their baby isn't coming back anymore. So to be very sure, I take this extremely seriously. Having said that, you quoted Benjamin Franklin earlier and he also said those who would sacrifice a little liberty for a little security deserve neither and lose both. Now, the concerns from the initial meeting, and in fact the only meeting that I attended, about this fence, I think Councilman Goow raised the issue. There was an unfortunate case of a young man that was killed by high school students. He was killed right next to School 5.

Mr. Smith: Hector Robles.

Comm. Hodges: Yes. Would the fence have saved his life?

Mr. Smith: No.

Comm. Hodges: A number of those assaults that took place which occurred off the campus the fence isn't going to have any impact on any of that.

Mr. Smith: No, I don't agree with that. You've displaced it to the outside where the Paterson Police jurisdiction is, but you're now not involving students from our school and our job is to protect them.

Comm. Hodges: Yes, it is. But the concern that I have is that whatever transpires we've shifted it across the street.

Mr. Smith: Maybe.

Comm. Hodges: That's part of my concern. We haven't corrected anything. We've simply shifted it a little bit to the point now where there's a noticeable demarcation between the school and the community so that people may think that they're over there and we're on our own over here. That's one of the concerns.

Mr. Smith: We have that demarcation right now.

Comm. Hodges: But the impression might not be the same not only in the minds of the community, but also in your staff. That's a concern.

Mr. Smith: I got you.

Mr. Field: We've had communication with some of the residents in the area and shared at the end of the day that they were concerned about the students' welfare in the building and they did agree with the Paterson Police Department being supportive in trying to deal with the issues that happen on the outside. So we have a responsibility first and foremost again to make sure that we're protecting what's going on inside. It's not to say that we're just ignoring that other piece. Again, the documentation that you looked at was the police officers leaving and going out and dealing with those arrests and being part of that process. I want to say that's part of policing the community and being a part. We're not sitting there looking the other way. This is a team concept.

Comm. Hodges: I agree with you 100% and it happened without the fence, didn't it?

Mr. Field: It absolutely did.

Comm. Hodges: That's all my point is.

Mr. Field: It can as you did. With the fence I would have analyzed you earlier from sneaking in.

Comm. Hodges: Actually, I've never had to sneak into Kennedy.

Mr. Field: You know what I mean. My point is that the fence gives us a visual.

Mr. Smith: One last thing, Dr. Hodges. Someone brought up before about could we put extra policemen. There are no more policemen in the world than at Paterson Police headquarters and that has a fence around it. So what I'm saying is there is no more

protection in the world than the Paterson Police Department and we have a fence surrounding that. So what I'm saying is that's done for prevention also.

Comm. Hodges: Perhaps if they were a little nicer they wouldn't need that fence.

Mr. Smith: Some of them are really nice. You used to stop over and visit me when I was over there.

Comm. Hodges: Again, the issues that were raised by the community members at that meeting, the only meeting that I attended, was the loitering on private property, kids going into stores and causing disruptions, and litter from the school campus all the way down to Wayne Avenue and so forth. The fence isn't going to address any of that.

Mr. Smith: Loitering – no. What were the other two?

Comm. Hodges: The loitering on private property where kids were hanging out on the stoops of the neighbors.

Mr. Smith: That's not within our jurisdiction.

Comm. Hodges: That's not going to change from any of this. The fence won't provide you a Safe Corridor either, will it?

Mr. Smith: No. It will provide a safe haven for the kids that are in John F. Kennedy.

Comm. Hodges: Which they already have now because you've quoted your wonderful statistics, which I'm very proud of you for.

Mr. Smith: Thank you. I appreciate that.

Comm. Hodges: Absolutely. And you've just said what a fine job you've done and I'm impressed by that.

Mr. Smith: Keep that up, Dr. Hodges. Keep going.

Comm. Hodges: Absolutely. All of this occurred prior to the fencing, I'll also add.

Mr. Smith: I agree.

Mr. Field: Let me say something to Dr. Hodges for a second...

Dr. Evans: I think at this point we just need to listen to Dr. Hodges.

Comm. Hodges: I'm also responsible to bring to you the concerns that have been brought to me. I don't live next door to that school. I did not attend Kennedy High School. The concern that was brought to me wasn't my concern. It was raised as an issue and a long-standing one by the political people and the people who live there. Did you notify anybody that this fence was going up in the neighborhood?

Dr. Evans: I didn't.

Comm. Hodges: Therefore it didn't happen to anybody other than what they saw in the paper. No one reached out to the people across the street to say we're putting up a fence.

Comm. Guzman: It's school property.

Comm. Hodges: It's a school property, but it faces people who live there. Now they will be facing a fence. That's just a question that you need to consider. Of issue to me was how this fencing was placed, where the funding came from, and what the costs were because normally any large expenditure comes to the Board and there is a bidding process. This is what really bothers me. If you had security concerns over and above what our discussions were previously... As it was left with us, you would modify your design and get back to us if you had to do anything else. Nothing else happened in terms of that conversation. So if there were additional security concerns they occurred without the Board knowing them. That to me is totally unacceptable because if there are additional security concerns then this Board should be made aware of them. If we're not going to be told about security considerations that are enhanced or worsened or what have you, then there's absolutely no reason for us to be here. We're responsible for communicating and addressing at least security with our constituents and that did not happen. So the cost of the fence, how it went up, who did it, was there a bidding process, why wasn't there a resolution, all those things are questions that I have. You can address the community at a later date. I'm not going to argue any further than I have.

Dr. Evans: We'll be happy to provide Dr. Hodges that information by Monday of next week.

Comm. Simmons: Dr. Evans, does that conclude your presentations?

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have two or three other quick items. I want to thank the entities, groups, or individuals that have provided thousands of backpacks for our students. I know I probably will leave somebody out, but I know that Senator Pou sponsored an activity a few weeks ago that gave out a number of backpacks. Assemblyman Wimberly sponsored one today. Big Brothers Big Sisters sponsored one earlier this week, I think Tuesday. Actually, I think one of our Board Commissioners, Comm. Guzman and Councilman Tavares, also sponsored one. There is an article that was published recently by Bruce Lowery as an editorial in one of the newspapers talking about backpacks as perhaps being an indicator that people should pay closer attention to, particularly when you talk about urban versus non-urban populations. But I really want to thank everyone for participating in making those available for our students. Point number two, tomorrow is the first day of school and we'll have about 29,000 showing up at our doors. Deployed in every school throughout the district is district office staff. You won't find many people, if any, supervisory staff on up including me, in this building for the next few days because we're going to be out there in schools assisting, monitoring, and doing whatever we can do to help. So I really do thank our staff. Actually, the schedule I'm holding is one that Mrs. Jones put together through Wednesday of next week assigning everybody to a school. In fact, the only person not assigned to a school is me and I'm going to be in every school. My goal is within next week to set foot in every one of our buildings to make sure that things are going well and we're off to a great start. So I do want to thank staff and Mrs. Jones for putting that together. Lastly, I want to mention a publication that I think comes out annually. This is New Jersey's Top Performing Public High Schools. It recently was published and I think Ms. Corallo e-mailed it through the network that we usually get publications. If you received it and reviewed it you will notice that for Passaic County among the top 10 high schools is Health and Related Professions Academy in Paterson. It is ranked number eight in our

county. So we're very pleased about that. Our goal is to fill the top ten list at some point with Paterson schools and as we continue to do what we're doing we certainly are going to get there. Again, I want to thank everyone for all that they've done to help get us ready for this fall opening, particularly Mr. Sapara-Grant. Did he leave? He has been very busy and I just want him to know how much we appreciate it. Every year we give him a lot more than is realistic to give a facilities department to do over the summer because we've made so many changes, but he always rises to the task. I really do appreciate it and I want him to know that.

Comm. Hodges: Dr. Evans, we had a guest who's outside of the district and unfortunately because of the number of presentations on the agenda he was asked to be here at 6:00. He was here at 6:00, but we actually didn't approach his section of the meeting. I would just suggest in the future that if you're going to have someone from the public who's going to present that they either be told to come later or be first on the agenda.

Dr. Evans: Sure. We will do that.

Comm. Hodges: I'm embarrassed. I have to go apologize to him because he was told to come here at 6:00. I didn't even see him on the agenda. The sad thing is he never got a chance to give his presentation, which is all he ever wanted to do in the first place.

Dr. Evans: If he will come back for the next workshop we'll be happy to accommodate him.

PUBLIC COMMENTS

It was moved by Comm. Mendez, seconded by Comm. Guzman 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. First, I want to acknowledge Dr. Evans' national leadership as one of 19 superintendents who signed on to a call to focus on chronic absenteeism. I sent you an e-mail announcement about that. That makes Paterson very proud that he did that work and we look forward as the Paterson Reads Coalition to working with you more on that issue. It's helping people understand the difference between truancy and chronic absenteeism. Truancy is when people are absent from school just by skipping. Chronic absenteeism includes absences that are excused and that pattern of chronic absenteeism is the one that underlies a large amount of the problem that we've got to tackle, which is a very different problem than truancy. Secondly, I want to invite you as a further part of Paterson Reads to our culminating activity for our summer reading program, which is a book fair for Paterson. For three days we will actually have a bookstore here in town focused on pre-k through eighth grade students and we invite you there to the Y between 1:00 and 7:00 the next three days. We're hoping for a good response. We encourage you to come and bring your children and share with others about it because it's so hard to get good books in Paterson if you don't have a car. You've got to have a car to go out to a fully stocked bookstore with a lot of choices. We think it's very important to find ways to get books to kids on a regular basis. So we're also looking at whether or not to host this book fair throughout the year, perhaps again before Christmas. So I would really look forward to your comments in that regard. Finally, I want to talk about A-16. As you know, the Paterson Education Fund has been instrumental in bringing student advisory to the district. Six years ago we brought what was then Navigation 101 to the district for your consideration. You adopted it. We have Navigation 101 which became Paterson

Pathways for five years in the district. Three years ago when Eastside High School was being transformed into academies we actually did training with the Eastside staff to implement Pathways in the high schools, but unfortunately we were unable to move forward because of issues with the teachers' union around contract minutes. I'm concerned about the Naviance proposal in A-16 first of all because it doesn't include Eastside High School. If we're going to move into this kind of programming it seems to me that we need to move to all our high schools. After all, we have Paterson Pathways in all of the middle schools, not with the kind of technology base that Naviance brings to it, but Navigation itself actually has a comparable program to Naviance which is less expensive. The other thing that Naviance doesn't do that I really want to hold up here because Ms. Peron talked about it earlier today as an important part of Gifted Education and that is the student-led conference. When students present to their parents about what they know they make multiple connections with their learning and it is a feature of the Paterson Pathways program, one we quite frankly wrestled with because our faculties are not used to the idea that students can actually present to other adults what they know. It's the personal connection and the guidance piece of this that's a really important part of what an advisory program brings to our students. Thank you very much and I look forward to seeing you this week and to a good opening of school.

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.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated August 24, 2012 in the grand sum of \$3,954,095.86 starting with check number 176948 and ending with check number 176989 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: \$3,954,095.86

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

Resolution No. 2

WHEREAS, the Paterson Board of Education is required pursuant to N.J.S.A. 18A:11-12 to adopt policy and approve travel expenditures by district employees and board members using local, State, or Federal funds to ensure that travel is educationally necessary and fiscally prudent; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the scope of board members' duties; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the

scope of the listed job title's current responsibilities and the board's professional development plan; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs requires school district travel expenditures and that this travel is critical to the instructional needs of the district and/or furthers the efficient operation of the district; and

WHEREAS, the board of education has determined that the school district travel expenditures to NJSBA programs are in compliance with State travel guidelines as established by the Department of the Treasury and within the guidelines established by the Federal Office of Management and Budget; except as superseded by conflicting provision of Title 18A of the New Jersey Statutes: and

WHEREAS, the board of education finds that a mileage reimbursement rate equal to that of the federal Internal Revenue Service mileage reimbursement rate of [\$0.31] per mile is a reasonable rate; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs are in compliance with the district policy on travel; therefore be it

RESOLVED, that the board of education hereby approves the attendance of the listed number of school board member(s) and/or district employee(s) at the listed NJSBA training and informational programs, and the costs of attendance including all registration fees, and statutorily authorized travel expenditures, provided that such expenditures are within the annual maximum travel expenditure amount and pending district funds; and, be it further

RESOLVED, that the Paterson Board of Education authorizes in advance, as required by statute, attendance at the following NJSBA training programs and informational events:

Total Amount of Attendees: 14
Amount Not To Exceed: \$12,000.00

It was moved by Comm. Mendez, seconded by Comm. Cleaves that Resolution No. 2 be adopted.

Comm. Teague: Is there some way we can figure out if anyone is going to try to stir up trouble like the last time? The night before my bag was by the door and they called me and said it was off.

Comm. Irving: This is an annual program that is approved and funded through the district and is budgeted for. I don't foresee any problems.

Comm. Cleaves: And you can ride the bus.

Comm. Teague: Okay.

On roll call all members voted as follows:

Comm. Cleaves: Yes, excluding voting on myself.

Comm. Guzman: Yes, and I abstain on anything with my name.

Comm. Hodges: I abstain on anything regarding my name and yes on everything else.

Comm. Kerr: Yes on all, except on anything that has any relationship to my personal self.

Comm. Martinez: I abstain on anything pertaining to myself and yes.

Comm. Mendez: Yes, and I abstain from anything that has to do with my name.

Comm. Simmons: Abstention on myself and yes to everything else.

Comm. Teague: I'm abstaining on myself and I approve the rest of it.

Comm. Irving: Yes, and I abstain with everything Comm. Kerr said.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Comm. Irving: We have a lot to go through, especially in curriculum. I know Comm. Kerr went to the meeting last night and I want to make sure you get an opportunity to get your questions answered. But just so you guys know, in 'Other Business' there are three items we need to discuss. Comm. Teague has a letter that he wants to distribute and I think we figured out a way in the last few seconds to how we can accommodate that potentially. I need to update you all on the press conference that's happening tomorrow with Senator Rice as well as introduce you guys to a conversation that this Board has been charged with, with regard to the whole switching of elections for November thing. Last year we were asked to decide that and we've been asked to revisit that and to render a decision. So I will go over all that in 'Other Business' but I just wanted to give us a heads up for where we're going to.

Curriculum and Instruction

Comm. Irving: The curriculum committee met last evening. Everyone has a copy of the curriculum committee agenda. You guys will see the questions that are there and the responses that are here. Some of the biggest highlights from the meeting last night that I do want to echo are the NCLB money and the waiver. If you note the questions that I asked in particular last night, what were the nuances or differences that the district must face now that we have the waiver from NCLB? You can look at the response from Marguerite Sullivan. When it comes to A-1 in particular talking about the Race to the Top application, I did get some clarity from the staff last evening that we are in a different mode or timeframe. For the Board members that were not here and the folks who were here when we did the initial application you may remember that the union did not sign on to fulfilling their component of the application. Because we are about seven or eight weeks away from the timeframe we feel that we have enough time to engage them in that conversation for them to buy into the actual application. Last night those were really the two most pressing conversations that we had. In addition to that, the only other thing that I would want to echo and mention again, and most of the report is here, is we did have a conversation about the amount of money that we give to Passaic

Tech and with respect to when children get sent back to the district how the money doesn't necessarily follow. So we've asked Ms. Peron to put together a list for the last year or two of how many young people have been sent back from Passaic County Tech midyear and how that impacts us fiscally. She said she would have that for us if not by the next Board meeting by the next workshop. Consequently, I did have a phone call today with the VP from Tech who called me and he raised some concerns about trying to dispel what he felt were some rumors or inaccuracies with regard to our perception for how Tech is viewed. I don't want to bring that up without having information at hand. But the bottom line is Councilman McDaniel is very interested in at least engaging the Board in that conversation and just sharing information and educating each other on exactly what's going on and what's happening here. He felt that there were some comments happening that may or may not be true. So that was the gist of the meeting last night. Are there any questions?

Comm. Hodges: Just to that issue, I don't know whether the Board was aware that President Best asked me to sit in on a series of meetings regarding Tech.

Comm. Irving: When he was President of the Board?

Comm. Hodges: When he was President of the Board, which culminated this year. The concerns were that Tech was unfairly targeting our teachers, meaning they would structure a pay package which afforded the teachers an extra \$12,000 in return for another period that they would teach. They would take down our math and science teachers in particular. We also lost some social studies teachers. We lost at least 12 over the course of two or three years. This was a concern to us because math and science teachers are very different to get. Originally Tech was supposed to be a vocational school and that was the plan. They have decided to change their so-called mission and the problem that they have in addition to becoming more of a technical school is that they're being very selective and hence our students who are of a vocational nature are not being allowed to go. They're now competing with us for students who are college-bound as opposed to vocation. Therefore, we cannot provide those vocational services to those children because we don't have those programs in place. They were supposed to be our program. The other issue was they tend to send our students back whenever they are displeased with them.

Comm. Irving: To which the Councilman took great...

Comm. Hodges: Umbrage?

Comm. Irving: Yes. He took it quite personally. I'm just sharing with you.

Comm. Hodges: There has been a history that unfortunately speaks to the contrary. The last thing is they would provide services that are in competition to what we are providing, not only us but Manchester Regional and Hawthorne. They all came together to complain about what Tech was doing. So the way those series of meetings ended was they gave their explanation of why they did what they did or in their minds didn't do it. Then they left it in the hands of the superintendents to come together. That was the discussion. They were supposed to come together and craft a compromise. I don't now whether that took place anymore. At that point I turned all that information over to you. The four superintendents were supposed to come together, sit down, and discuss a compromise. I don't think that we had the follow-through that we needed there. That's a problem because the instructions were they were supposed to reach a compromise. That's the background information.

Comm. Irving: Thank you, Dr. Hodges. With that said, I will entertain questions for curriculum. If you want let's just go page by page. Let's just indulge A-1 through A-8. If you want to take an opportunity to look at the questions that were asked last evening in the report you can. I also want to acknowledge because of the length of our meeting some folks have left. So if they're not here we will take note of the questions, Joanne, and get the answer to the Board members. Thank you very much. On A-4, I asked Annalesa at the meeting instead of presenting last night to only the three of us because of the importance of the course guides at John F. Kennedy I felt it necessary for her to come and to at least present on that and to share those course guides with the Board. So let's hear her out for A-4, and then we'll have some questions and then indulge any other questions for A-1 to A-8.

Ms. Annalesa Williams-Barker: Hello everyone. I just wanted to provide a brief overview of the process for the curriculum management and review process. Approximately one year ago I did the same overview for Eastside High School. The context for all this taking place is essentially looking at the academies and the themes that guided their work and looking at what best practices and research said would make a highly-effective environment to have a small learning community. Out of that there were 15 critical components. We did a whole self-assessment process with each of these academies and we were able to determine that we weren't able to address the 15 elements. But we did identify three areas that were critical to address to really bolster those small learning communities or academies. Standard base curriculum was one of them, student centered learning was another, and innovative teaching strategies was another. We looked at a twofold approach to address this. One was the curriculum writing process with a supportive structure and in addition to that also providing professional development for those schools. In addition to that, our targeted purpose was really to make sure that we looked at the curriculum that had existed for those academies. We didn't want to just randomly say this was good and this was bad. So as a result of that we devised a rubric or a criteria reference that we would use to really rate each of the course guides. I've included that in your packet. It would be entitled "Curriculum Quality Evaluation Criteria." It provides an overview of what is expected to be in each course guide. For example, the essential content knowledge to be mastered had to be identified upfront with the supporting instructional learning objectives as well as the curriculum assessment and also the instructional resource that would support that particular unit of study or actual guide for that class. So at your leisure you could look and go through it. We were able to really identify some major elements such as problem-solving and critical thinking. We also identified the understanding around rigor and really looking at the multiple intelligences. So it wasn't necessarily just a standard approach to curriculum development, but it was a way to really address the needs of students in a broader context. So whether they were special education, bilingual, or general education there was a holistic approach and practices to address these students. Also, with the process of writing the guides we looked to include more rigorous approaches to actually supporting the theme of the school. So we also used dual enrollment as an option where students could literally enroll and gain credits before they even left high school. Our main partner in that process was Passaic County Community College. In addition to that, we looked at structured learning experiences that went along with supporting the curriculum. For example, if a student at HARP Academy was learning areas of anatomy they were able to partner with local hospitals to be able to look at different aspects whether to have doctors come in or students could actually visit. In addition to that, we also included a portfolio system that emphasized some basic criteria that would tie to 21st Century learning and also the Common Core. So you'd see areas of communication, problem-solving, career development, and making a direct tie to service learning. Also, we included personal development, having students really reflect on their practices. So if they participated in a project of some

sort, whether it's problem-based or project based, they should be able to go back, analyze their steps, analyze the process, and really make adjustments for the upcoming time. Also, identifying accolades that they received during the course of their year and looking at an overview of their academic performance and deal with some goal-setting objectives. So we didn't look at it necessarily as just writing a guide, but really trying to look at it as a holistic approach. Really that's just the quick overview. Are there any questions?

Comm. Hodges: In the STEM portion of this, how is logic handled?

Ms. Williams-Barker: It's in an introductory course where the students would take a semester of various courses. So logic would be one of them that they would take within that semester to build their capacity to reason and really think mathematically and really get into scenarios where they can apply those skills.

Comm. Hodges: How about Boolean algebra?

Ms. Williams-Barker: I'm not certain, but I'd have to ask.

Comm. Hodges: How is the engineering aspect of this program facilitated?

Ms. Williams-Barker: Right now they're taking a slower pace to try to devise their guides. Right now they focus mostly on the scientific angles specific to getting their freshman courses done. I don't have the actual agenda on there, but it would specify the STEM courses that they are addressing. Right now there isn't a full-fledged approach to dealing with engineering.

Comm. Hodges: I think this academy in particular needs special attention paid to it because it represents one of the strongest academies that we have here. I'm concerned by any hint of delusion of that program. In fact, I'm very concerned about that. The reason I'm asking about the engineering portion of it is because that deals with problem-solving and a problem-solving approach. I'm not thinking about are you teaching electrical circuits or mechanical processes. That's not it at all. It's simply the methodology around approaching problem-solving that the engineering discipline affords you that is so important. That's why I would hope that the curriculum committee would take this back and spend some additional time on making sure that's as strong as it needs to be. Some of those methodologies should be exported out to the rest of the curriculum. But if you don't have it at least here, then you really shouldn't be calling it a STEM program. That's an issue but I won't go any further with that. What constitutes technical writing?

Ms. Williams-Barker: Technical writing is a course that was identified by the principal to really emphasize students being prepared to address formal writing structures. For example, if they're writing a science report they would be able use those skills. In addition to that, they are also looking to incorporate some technology where students would be engaging in more technical writing. So if they're devising a manual, how to use it, and how to construct it. Also within that course it even gets into how students can apply that kind of formal writing within their personal lives, such as resume building, how to construct, create, and formally address. So it's a combination where you look at it specific to the field of various areas of science and also how there can be applications to actual life. How do I use it to really sell myself to my boss or apply for a job or things like that?

Comm. Hodges: Okay. What is the research component of this? The problem is when you come from a STEM program in the minds of people that's just like an international baccalaureate program. It's not as high, but they're looking for students who are really on top of their game educationally. We have a tendency to water some of these programs down for a variety of reasons and I think this particular program needs to go the other way. We really need to bolster it up. There should be a lot more research. There should be a lot more engineering processes taught. The science should have more depth and certainly the mathematics should be bolstered with computing. I'm going to simply refer that to the curriculum committee. Even though I have an MD degree I went to an engineering school. I didn't then, but now I do value some of the thinking behind the engineers. I won't belabor that. I'm concerned about the School of Business Technology, Marketing, and Finance. What constitutes personal finance?

Ms. Williams-Barker: Again, another way to really incorporate more 21st Century skills to teach students how to actually be financially responsible. In addition to that they would learn not in depth more like GDP and things of that nature, but how do they actually set up a budget, what do you need to do if you took a career of your choosing and applied how you'd balance your resources. So you'd consider rental income and things of that nature. Are you planning on going to college? All those different aspects come into it and it's a way to really allow students to be more financially responsible and also accounts as a state recognized way of giving students those credits that are now required for graduation.

Comm. Hodges: One of the concerns I have is that there is a large number of people in this city that don't have bank accounts. They don't know how banking and interest works. Personal finance I'm hoping will talk about checking and savings accounts, mortgages, and something along those lines or at least enhancing their financial literacy. That should be different from entrepreneurship business, which seems to be redundant. Those should be two different approaches because in that you're looking at how business works, business plans, forecasting, and marketing. That's what I'm hoping is going on there. But I'm really concerned about that personal finance component. Of course, we've already discussed in the past the MS Word as opposed to the Microsoft Office.

Ms. Williams-Barker: That was a debate that we did have with the principal as well. They're looking in the next wave to be able to actually build upon that course so it will be an offering of the entire suite of Microsoft. So students will be able to get into Excel and be able to use those tools. PowerPoint is a given, but we want to actually have students be able to do more documentary-type presentations to convey ideas, use digital imagery, pictures, motion, sounds, and all of those things. So a lot more advanced.

Comm. Hodges: I hope that you would put Access in there too and then hire one of those kids to do the compendium. What is covered in banking and finance?

Ms. Williams-Barker: Banking and finance really gets into the banking industry. They look at how Wall Street works to all the way from an investor. It's a lot more in-depth that they wouldn't have gotten in personal finance.

Comm. Hodges: Okay. We have not done the curriculum five-year cycle. I'm assuming that this is not part of that. So the real question, Dr. Evans, is we had a QSAC finding because we were not participating in the review of curriculum over the five-year cycle. That was supposed to start this year. This would have been the time. So, I'm wondering when that's going to take place. Unfortunately, none of the Board members

on the curriculum committee were here the last time we did that, so you're not going to know what that means, which is unfortunate.

Ms. Joanne Riviello: In terms of the five-year cycle for academies in general I have worked with Dr. Evans in terms of putting a committee together to look at what needs to be done to improve the rigor in terms of all these courses. Some of the people on the committee are people that have been involved with the academy process when it was first instituted and moving forward with people right in the industry in some cases. We're working on curriculum which I will be presenting a little later, but as soon as I'm able to move away from particular curriculum - literacy and math - that's next on the agenda.

Comm. Hodges: The problem I have is that we're supposed to be reviewed by the QSAC team in October and so there has to be some sort of indication that the cycle is being review, which means a review of textbooks and all that other stuff. So that all has to take place before this review team is in position.

Ms. Riviello: But I will say to you in terms of textbooks with the rollout of Common Core there isn't a textbook company, I don't care who they are or what they tell you, that is aligned to the standards as of yet.

Comm. Hodges: All I'm going to say is the Board has to have reviewed the curriculum before this co-called October review or we lose those points in QSAC. That's a concern. I'm going to leave it there because now you've been notified.

Dr. Evans: Your point is well made and we will follow up.

Comm. Hodges: Okay. I'll send the rest of these questions to the appropriate people and I'll stop right there.

Comm. Irving: Any other questions for A-1 through A-8? Just as a note, it's halftime and the Cowboys are up 7-3. Dr. Evans, I did have a question on A-8 and the question was specifically for you. We are hiring Seton Hall University to provide the mentoring for all the vice principals in the district or a specific number of vice principals in the district? With that said, exactly what are these vice principals going to leave with after having this mentoring? Is it one-on-one? Is it once a week? Are they doing it in cohorts? That's wasn't clear.

Dr. Evans: There's more background that's necessary. This is not news to you guys, but one of our challenges is that our bullpen is not very deep when it comes to having people to move into administrative positions when vacancies occur. The role that I've engaged Dr. Furman with Seton Hall to perform is to create a core of potential principals, district level supervisory staff, directors, and so on, who can step into positions ready to go with the background necessary to continue moving forward our agenda. Right now we just don't have a deep pool of people to do that. The work that she's doing starts with the 360 assessment. I don't know if any of you know the 360 process where you have individuals who are your subordinates rate you, your colleagues, and your bosses. Then obviously that leads to information on which you are counseled and implications for additional training. But over the course of the entire academic year the training that evolves from that occurs. But the idea is at the end of this year to have people who are more ready than they are now to move into positions that are created and help us to then move forward. There is another piece here that involves mentoring some of our principals if we need to on an as-needed basis or some

of our other newer administrative staff to help us as well. But the bigger portion of this is preparing the future leaders for the district.

Comm. Irving: I got that, but it's still not clear to me how that happens. I just heard everything you said, but I'm just trying to figure out if you have 25 vice principals who are going through this program is the expectation for this person to assess all 25 in the 360 evaluation?

Dr. Evans: Yes. Each one will be subjected to a 360. Then there will be ongoing professional development. They will meet with her monthly and there will be ongoing professional development that all of them will get and then differentiated professional development to address areas that emerged as areas in serious need of improvement on an individual basis from the 360.

Comm. Irving: Just to understand - is this person going to be fulltime? I just find it hard for someone who is a faculty member to be expected to perform such an extensive level of work.

Dr. Evans: No. She has a team that she works with.

Comm. Irving: Okay. That's what I need to hear.

Comm. Kerr: Does this mean we'll be getting someone into the district to train the assistant principals?

Dr. Evans: No. This is led by the Seton Hall faculty.

Comm. Kerr: So how are they going to be doing it? Are we going to be sending these principals to Seton Hall?

Dr. Evans: Both. She's already done one session with them and it was done here actually at either William Paterson or the police academy facility. But it was here. Some of it will be here and some of it will be at Seton Hall.

Comm. Kerr: Is there any form of bonding for these people getting the special training?

Dr. Evans: Do you mean the trainer, or our staff?

Comm. Kerr: Your staff because they're getting the information. So suppose after the end of the training period they just decide to go to Fairlawn, what will our investment be like?

Dr. Evans: We can't force people to stay, but the selection process involved staff who knows folk who have demonstrated through their experience here that they're going to stay in Paterson for a while and that's a question that they're asked once they're a part of the problem. Are you going to be here? Do you want to commit to this program and commit to then apply what you get from the program in Paterson?

Comm. Kerr: But have we asked them that? That's just how I see things. We get stuff in writing so you are legally tied to it. We're working at a deficit here in Paterson and if you're going to invest that amount of money to train people we're going to train them for a reason and a purpose and we don't expect them to get the training and just walk through the door the day after. We have to protect ourselves and our investment. We have to put in place some kind of controls that will make it binding.

Dr. Evans: It's a very legitimate question, Mr. Kerr. It really is a very legitimate question. Most programs do have folk sign something to commit for at least two years. We have not done that. If you're recommending that we do that I think it's a good suggestion and one that we ought to employ.

Ms. Pollak: Can I just make a comment? You can't enslave someone or impress them to work for the two years. So generally what you would do is have some sort of an agreement whereby they would agree to repay you if they leave within the two years. The problem with that is that it's a significant amount of money and it has a really strong chilling effect on people signing up initially. So these people would likely stick around, but if they have to sign that says they will refund, and I don't remember what the number is here.

Dr. Evans: 25.

Ms. Pollak: \$25,000?

Dr. Evans: Oh, you mean dollars. I don't know what that is.

Ms. Pollak: Whatever it is, in my experience it tends to cut way back on the number of people.

Comm. Kerr: So let it be, but if you can't commit to stay, why should we commit training to you? It cuts both ways. I just believe that we can't afford it. We have had that experience here. We have to look at the historic track record of what we're dealing with and make sure that we are protecting our kids.

Comm. Irving: Point well taken. Are there any questions for A-10 to A-19?

Comm. Hodges: I want to continue this conversation. There's a team in place now reviewing evaluations and things. Remember you were going to have a presentation on the teacher and principal evaluation?

Dr. Evans: That's going to come back to the Board.

Comm. Hodges: Soon I hope. I just want a list of all the contracts that we have with colleges and universities in the district, the services provided, and the amount of the contract. I think the Board really needs to actually have in one place that list in front of it so that you begin to see what we're doing here.

Dr. Evans: Okay.

Comm. Hodges: I think that's an extremely important committee. We're not getting any updates about what's going on there and I'm troubled by that. But as we move forward in terms of making sure that these people are performing where you want them to perform the Board should be kept abreast of where that is.

Dr. Evans: Let me make sure we're talking about the same initiative. This past spring Ms. Patterson did a presentation providing an overview of the teacher and principal evaluation initiatives.

Comm. Hodges: Right. The last thing I probably have to say tonight in curriculum is... It just left me. I'll come back.

Comm. Irving: I'm sure it'll come back.

Comm. Kerr: I need to say something that has to do with curriculum, but not directly.
Dr. Evans, where is Dr. V?

Comm. Irving: She's gone.

Dr. Evans: Yes, she is.

Comm. Kerr: There is a reason why I ask the question. I don't know. I'm asking.

Dr. Evans: She recently submitted her resignation from the district to accept the superintendency in the Albany School System in New York.

Comm. Kerr: How long ago was that?

Dr. Evans: I think we just received her resignation in most recent days. It just came in.

Dr. Laurie Newell: We received her resignation.

Comm. Kerr: When?

Dr. Newell: She had submitted her resignation June 30 to give us the 60-day notice and we did put it through. I received her letter from her Wednesday.

Comm. Kerr: This past Wednesday?

Dr. Newell: Yes. We've run it through the system and she is in the system as resigned.

Comm. Kerr: The reason why I ask the question is because Dr. V was the number two person in this district.

Comm. Hodges: Yes, indeed.

Comm. Kerr: If anything had happened when Dr. Evans was not in his place Dr. V was running the show. I just find it strange that she would leave the district and the Board was not officially notified that she's no longer in the district. I have a problem with stuff like that and that's the reason why I ask the question. I was not officially notified. You keep hearing bits and pieces flying here and there and you really don't know sometimes the truth of the matter. I don't know if she was fired or if she had resigned or what was happening.

Dr. Newell: She submitted her letter of resignation and for the next personnel committee meeting it will be added to the Board agenda. I think you're a part of that committee, Comm. Kerr.

Comm. Kerr: No. She doesn't want me on her committee.

Comm. Irving: But it will come to the Board for information.

Dr. Newell: Yes, it comes to the Board.

Comm. Irving: I think it raises an even broader question about the extent of that role and where we go from here. I'd like to have that discussion maybe in closed session. It begs the question of personnel. I know I have some recommendations and some thoughts. I know some of the Board members do. The deputy position, in my opinion, is an important position and I think that in a district our size there should be a number two. But I think we've learned a lesson about what happens when we go out as opposed to even looking in and seeing what happens to be here. So I think the Board needs to be very active in this conversation with you as opposed to you just making the decision by yourself. Maybe at the next Board meeting we can call an executive session to discuss exactly where we're moving with the deputy position. I think it would be apropos. Again, I don't want to get that information on the back end and I think it's important for this Board to be a part of that process.

Dr. Evans: If I may, a memorandum has been prepared that includes a number of items, including Dr. V's departure and temporary measures that we've taken internally to make sure that the areas are covered. Right now Mrs. Jones has stepped in to play a bigger role and the memo specifies that. I reviewed it with the cabinet recently and it's being revised. You should get that in the next day or two.

Comm. Irving: Thank you. Are there any other questions for A-10 through A-19?

Comm. Hodges: The question that came back to me was Annales last year developed an implementation monitoring process of curriculum and we've not seen hide nor hair of that implementation scheme. The concern that I have is that this is supposed to tell us how well things are being implemented. You're bringing in the Newcomers school. You have a Gifted & Talented Program. Whatever approach you have this implementation scheme should follow, but it also gives the Board an opportunity to exercise its primary function, which is oversight, by saying this is the degree of implementation we have at this point, on and on. I need to know where that is and to see that so that we can do what we're supposed to do. If things don't happen we again won't know whether the scheme failed or the implementation. I also will remind the President that Dr. Evans is from outside.

Comm. Irving: You don't have to remind me of that one, but I appreciate that.

Comm. Hodges: If the inside help was there.... Never mind.

Comm. Irving: I agree. Are there any other questions for A-10 through A-19?

Comm. Kerr: On A-10...

Comm. Irving: Comm. Kerr, to that question, that question came up last night. There's a supporting document that should be somewhere in your packet in which she lists the scores of the students who received professional development, the rate in which they scored on the HSPA prior to that professor-in-residence coming, and what the scores are. She called me and said she would not be here, but that she submitted the memo and it's right here. It was very important for me that she got this to you. If you guys look at the memo I asked her to just show exactly the justification that we have in keeping this professor-in-residence. The action item doesn't read this, but the big difference is last year it was a grant funded position. This year we're bringing the person in through district funds with our own budget because the grant has expired. So my question was if it's expiring, what justification do we have? She pointed to the fact that her HSPA scores in math went up by 20% for the students who were working with this particular professor-in-residence. So I'm sure that's just one of the questions, but I wanted to at

least point you to that documentation in there. We can peruse that if anyone has any other questions and then come back to follow up. But I also know Ms. Gaines isn't here either. Comm. Kerr, while you look over that I'm just going to ask if anyone has any questions on A-20 through A-67. Again, the breadth of all these questions were asked last night and I know you guys got them. If there are any additional questions feel free to submit them to Cheryl. She will get them to Ms. Riviello and we'll get back to you. Comm. Kerr, any follow up on that? Joanne, Ms. Gaines isn't here so I just want you to take note of this question that Comm. Kerr has.

Comm. Kerr: I'm curious of the size of the increase. We have a 20% increase and credit is given to the professor-in-residence. Apart from the principal saying this is attributable to this person I just need some other supporting evidence to make me feel comfortable that indeed the upward movement in the test scores here was directly tied to that one-month stint at the school.

Ms. Riviello: The professor-in-residence was there through the year. The one-month stint was myself and the math department in this district. Math supervisors were deployed to several of the high schools.

Comm. Kerr: Walk me through what the professor-in-residence does.

Ms. Riviello: Again, I'm not going to be specific to Eastside High School. I'm going to be in general. Professors-in-residence are assigned. In some cases they are language arts people and in some cases they are math people. Principals determine needs based on the way they disaggregate their data. Sometimes it's a direct relationship PD to teachers. Sometimes it's working directly with students. Many times it's both. In addition to that, some schools use their professor-in-residence, Dr. Cardillo is one of them, to help design program and they use the expertise of the professor-in-residence. That's what she did a year ago. She presented World Language. Her professor-in-residence was a foreign language teacher at the college level for many years. So again, the principal has to determine what their needs are and what their data shows and then align that professor-in-residence to what needs to be done. Included for A-9 Mr. Montes also provided information in addition to the increase of his test scores at three or four grade levels. I think he also listed, on the second and third pages of that packet, different responsibilities that the professor-in-residence worked with, with his staff. Assuming the principal has done their due diligence in looking at what their needs are it's aligning their needs to the professor-in-residence.

Comm. Kerr: I just need to know how the process is done. What is their day's activity?

Ms. Riviello: It varies from school to school.

Comm. Kerr: Do you spend 60% of your time with teachers? Do you spend 40% designing program? Do you spend 40% or 50% of your day with students? Give me a sense. Does the guy come and sit in his office?

Ms. Riviello: They're never in an office. I can tell you that.

Comm. Kerr: I don't know.

Ms. Riviello: I think if you took any school in this district that had a professor-in-residence and you ask the question that you just asked you're going to get a variety of answers.

Comm. Kerr: So there is no real structure?

Ms. Riviello: It's really based on the need based on what the professor-in-residence comes in with in terms of their experience towards that need. As a principal myself I found that my teachers at the lower grades had a lot of difficulty with writing. My professor-in-residence at the time had been a strong language arts person and I used her and directed her to that task. Sometimes when she came in she did professional development with the teachers during their vertical articulation periods. At other times she came in and worked with the teacher and the students as a team teacher modeling those same things that she professionally developed with them. So it varies.

Comm. Kerr: Let me tell you where I'm going with it. The fact is this tells me that a professor-in-residence was able to help a score to increase by 20%. Isn't that a model? It is indeed a model.

Ms. Riviello: Evidently Ms. Gaines used that and identified that, yes.

Comm. Kerr: So why don't we replicate this in other areas of the district to make sure that we see better HSPA results in this area? That's where I'm going with it.

Dr. Evans: I was going to say when you use the word 'model' that sounds cookie-cutter to me and this is not a cookie-cutter situation because the need may be different in another school. They will perform a series of tasks and we can narrow the tasks down to either direct intervention with students, professional development with teachers, or program development. Those are probably three big areas. That's as close to being cookie-cutter as you can get. The one common piece across the board is the outcomes you're going to look at to determine if indeed it was worth the investment. But to say that in every school they're going to spend 40% of their time intervening directly with kids and 20% of their time doing professional development, no. That is need driven by the school. The school's need may be different than that and we shouldn't have people doing things contradictory to that. That's why the principal should be doing an accurate assessment of their needs and particularly focusing on what the data tells them.

Comm. Kerr: I would assume that every principal in this district should at least have a working knowledge of what a school needs to improve. So if you wake that person up in the middle of the night that person should be able to articulate what they would need to improve in terms of assistance. So if you call in the professor-in-residence and you say this is my design already the money is there. So you design something and make it applicable to the problems that we're having here.

Dr. Evans: That's not the way it should work. An example that Ms. Riviello gave a minute ago was for a principal who knew what she needed. She needed a program designed. So she engaged the professor-in-residence to design that program to meet a particular need in the school. When they engage them what they ought to know – and if they don't then we do have a problem, but I'm not seeing that as a problem – is I need you to intervene with kids. I have this group of kids and they need a specific instruction whether it's remediation, tutorials, or whatever in math. Or I need you to provide professional development to this group of teachers. I need to see capacity built among these teachers to do this and this. Principals prescribe to that extent reflecting their needs. Yes, that should happen and if that's not being reflected...

Comm. Kerr: It's reflected here. The document says yes. It worked beautifully here.

Dr. Evans: And you want to see it in every case.

Comm. Kerr: Why not?

Dr. Evans: Okay, that makes sense. Yes.

Comm. Kerr: Why not, if it's a success story? Why not?

Dr. Evans: We need to make sure that if principals are requesting approval for a professor-in-residence that they have a design document not saying that they're going to be doing exactly what Ms. Gaines said, but being descriptive in what they are going to do. I follow you.

Comm. Irving: I'm going to bring the curriculum conversation to a close. We're going to move on to legal.

Ms. Riviello: Excuse me, Mr. Irving, do you want me to present the math curriculum, the late entry?

Comm. Irving: Yes, briefly.

Ms. Riviello: You did save the best for last.

Comm. Irving: Yes, I did. But I also saved the one with brevity as well.

Ms. Riviello: As you are aware, New Jersey has adopted the Common Core State Standards for mathematics. Additionally, the department devised an implementation plan that began last September for k-2 math. This September was 3-5 math and high school math and next September is 6-8 math. Training on the Common Core has been completed for all k-5 teachers and high school teachers. New Jersey also developed the model curriculum with consists of five units. Each unit is allotted five weeks of instruction and two weeks for assessment and then remediation or enrichment based on the results of those assessments. To be in compliance with the state mandate and the implementation of the Common Core standards the mathematics department developed the curriculum frameworks for k-5 and the high school based on the standards. The frameworks identify domains, clusters, essential understanding, and what students need to know and be able to do...(end of tape) (Beginning of new tape)...will be assessed with the appropriate content. The pacing also identifies sections of the textbook that may be used as resources for instruction. The curricular for grades 6-8 is currently New Jersey Content Standards and these will be reviewed and revised to meet the state mandates for implementation next fall. What you probably most need to know because we are a district with priority schools we had to submit our curriculum to the State of New Jersey for approval. If we had not submitted we would be required to use the state model curriculum. We sent the mathematics curriculum in, in the spring. We received approval August 28. Our curriculum aligns perfectly with the model curriculum from the state and we can use our curriculum. That's the reason why it's a late submission, because we only found out last week that it was approved.

Comm. Irving: This is the same curriculum that you introduced to the Board last month. Am I correct?

Ms. Riviello: You have it there now. There are four binders on the table. That curriculum that was introduced last month was a course for test preparation. This is curriculum k-5 and high school algebra I, II, and geometry. In the binders are the frameworks for the curriculum as well as the pacing guides.

Comm. Irving: I'm going to suggest in the interest of time, since we still have six more committees to get through, that Board members take a look at this and if you have any questions submit it to you. If we have any follow-up questions, we'll ask them at the regular meeting.

Ms. Riviello: Absolutely. It's not a problem because last time you reviewed them here I didn't make one for everybody, but I can get them made tomorrow morning. Whatever six of you take these, I can get three more.

Legal

Comm. Irving: There are no submissions for legal. Is there a report for the meeting at all?

Fiscal

Comm. Irving: In relation to the Sunshine Law and where we are, I'm going to try to give each committee at least 15 to 20 minutes to have discussion and conversation moving forward. So let's be mindful of the time because past midnight we have to shut down. So FYI, let's try to push the questions we have, ask them, and keep them direct because we have four more and three other action items past this.

Comm. Kerr: The race is never for the swift neither the battle for the strong, but they that endure to the end.

Comm. Irving: ...which is midnight.

Comm. Kerr: The fiscal committee met last Monday, August 30. Members present were Comm. Corey Teague, Comm. Mendez, and myself. Absent was Comm. Manny Martinez – excused absense. Staff present was Acting BA Ms. Daisy Ayala. Our meeting started at approximately 7:15 p.m. We also had at our meeting Mr. Robert Hague from the auditing firm Lerch, Vinci & Higgins, the district's external auditors. Mr. Hague gave us an overview of the scope and timing of the district audit for fiscal year 2011-2012. He told us that the preliminary portion of the audit started on July 18 of this year and the final Comprehensive Annual Financial Report and Audit Management Report will be completed and delivered by the statutory date of December 5, 2012. We also had at our meeting Mr. Neville Williams, Supervisor of the Purchasing Department. Mr. Williams was there to make a presentation on behalf of the purchasing department. He walked us through the process that is involved in the purchasing process. He told us that the department processes approximately 12,000 to 15,000 orders per year with a normal disposition time of between three to four days. I believe that is significant work by the department. He also walked us through the requisition process through to the purchasing process. This was done primarily for the new members of the committee because we set out at the start of the year to familiarize all our members with the processes that are involved with things that have to do with fiscal matters. We then went to the bills list which we found to be in order. Our meeting ended at approximately 8:30. We have here tonight our fiscal actions items C-1 through C-22. Is there any discussion?

Comm. Irving: Ms. Ayala? It just pertains to just trying to understand exactly how these funds and who these funds are travelling with. C-9 through C-15 are all payments we're making. Are these the funds that are following our out-of-district placements?

Ms. Daisy Ayala: These are grants for non public that come in through us and we sort of filter that money to different identities.

Comm. Irving: So a charter school, for example, the money would come through us first but it's earmarked for them.

Ms. Ayala: That's right.

Comm. Irving: In every single one of these cases it's either charter schools or catholic school or some other entity that the money is earmarked for, but because of the public funding...

Ms. Ayala: Of the district, they come to us.

Comm. Irving: Got it. And we have no say-so for how this money...

Ms. Ayala: Absolutely.

Comm. Irving: We do?

Ms. Ayala: Yes.

Comm. Irving: I'm glad you said that. With that in mind, how do we atone and account for the money that these folks are spending if we're the ones who are channeling the money?

Ms. Ayala: We pretty much get the information from the state and they tell us how much money goes to individuals and we send it that way. Once they spend it on textbooks, technology, and things of that nature, and I don't have all the details in front of me, we turn around and supply the report accordingly as requested by the grantor. Then whatever is left over and not spent by them, because it's beyond our control, goes back to the state.

Comm. Irving: Then we really don't have any control with regard to what they do once they have the money.

Ms. Ayala: No, we don't.

Comm. Irving: That was the question I was asking. Once we give them the money we're the middleman.

Ms. Ayala: The only control we have is we keep the money here and then we release it according to the grant.

Comm. Irving: Got it. Thank you.

Comm. Hodges: With regards to C-16, just a commentary. I don't understand why we're paying \$9,300 for a semester for this Farleigh Dickinson program. Even though I support it, it should never have been any more than \$5,000 a semester. That seems to be excessive to me and I wanted to point that out before. That's way out of line. This was not supposed to be a money-making venture. This was simply a courtesy stipend and transportation costs and that's it. This \$9,600 is extreme and that needs to be reviewed. Sorry, Mr. President.

Comm. Kerr: What action item is that?

Comm. Hodges: It's A-65. That's inappropriate. That should not be that high.

Comm. Kerr: How many students do we have in that program?

Comm. Hodges: About 20-25 a semester and we stretch it. I had checked it off here and I forgot about it. That's out of line.

Comm. Kerr: So your question is on C-16.

Comm. Hodges: This is the banking. I gave I don't know how many copies of the original specs for the banking program, which included curriculum k-12 on financial literacy. Now it's a law. Before it wasn't, but now it's a law. So financial literacy from k-12 originally we had a discussion on stocks, securities, options and so forth and insurance products so that you would discuss annuities and all the others. That was all part of the original spec. In addition, there were summer jobs with scholarships, internships, and shadowing opportunities. They were going to build a student-run bank and they had agreed to help build a stock exchange room so that you could then teach the students how to run that. That was in a package that was given a number of times. So this is just their standard package and this is not what they're capable of doing. In fact, they were also going to invite the students up to their training center so that they could see the training process for tellers, on and on. The reason I'm so concerned about this is because now financial literacy is extremely important and is a requirement. The banks have a requirement through their CRA to provide some of these services. I don't want to give them a dime because I do know they provide these services to other communities and there is no reason why they shouldn't provide them here. And, by the way, they agreed to do all this. You won't get one bank to do everything, but there should be a combination.

Comm. Kerr: I don't think C-16 has anything to do with that.

Comm. Hodges: It does because their answer was they have the financial literacy as part of the scope of the assignment for the banks, PNC and TD. They were providing this so-called curriculum.

Comm. Kerr: Let's ask Ms. Ayala if that was submitted to these banks.

Ms. Ayala: Actually, there should be something in your packet. If you look, there should be all the programs that they provide k-12 by different grades and elementary schools. So there is a program that they do have.

Comm. Hodges: That's their standard package.

Comm. Kerr: The question is were the specs submitted to the banks and said we will consider doing business with you based on that spec that you gave them. I don't think that was part of what happened.

Comm. Irving: Can you just answer that? Was it?

Ms. Ayala: Yes. It's not in the specs but it's in the background. It's one of the first things introduced to them – that's what we're looking for. Our intent and purpose is to ensure that is taken care of, providing financial literacy, and in addition to that an

automated system because we're moving in a paperless world. I don't have it in front of me but that's basically the intent.

Comm. Irving: They've had these accounts for quite some time now, at least since I've been here. Now we're going on three years. The question I have is have these services been delivered.

Ms. Ayala: They have been there. It has to be a joint venture. We get together and we kind of work with them. This is the implementation and the timeframe. The service has been there. We've asked them to come in and provide financial to employees and they have come. But we have to reach out and we have to decide within the district what it is that we want them to provide and the timeframe.

Comm. Irving: So you're saying the district has not done its part in reaching out with the requests for whatever services they have.

Comm. Hodges: That's my problem. The point I'm making is that there is a whole range of services that go above and beyond what's listed here that were in the original specs. That's what we were asking them to pursue, that packet, not what they were prepared to give you. They are actually able to give you more than just these things, which is pretty good. But we asked for more and got it, until it all fell through.

Comm. Irving: Dr. Evans, can we invite the representatives from these banks to the principal's meetings to share with the principals the respective services they offer?

Dr. Evans: What we're talking about is a curriculum issue. Ms. Riviello needs to be involved. We're talking curriculum because this would become a part of our instructional program. So she should be at the center with her staff in pulling this together. I'm asking her to do that now.

Comm. Hodges: You had to go with both groups - the finance people and the curriculum. The finance people were supposed to just say this is a range of banks that can provide us the services that we need financially. However, in addition to that we want these things in return. As part of the community reinvestment act these banks have a responsibility to deliver services back to the community. The problem is we haven't asked for them. Part of that, given this \$500 million budget that we have, we have an incentive to get them to deliver these goods if we ask for them.

Comm. Kerr: We were just told that the specs were handed to the banks.

Comm. Hodges: They were not handed to the banks. The specs for the financial part were handed to the bank and as part of the bank capabilities they gave you a list of what they could do. But the original specs that we asked for were not given to us.

Comm. Kerr: So we need to have a discussion based on what we gave them before we make a determination.

Dr. Evans: Actually, you're both right. Everything is in place. Finance has done what it was supposed to do and all that needs to happen now is the meeting that Dr. Hodges alluded to involving Ms. Riviello. She would need to work with Ms. Ayala, get the folk in, and then we need to say here's what we want based on the both the design that Dr. Hodges is referring to and then their response in terms of that menu. If we want to push the envelope beyond that, then is the time for us to push the envelope beyond that. But

we need to get them at the table. That's the next step and that's what I'm asking Ms. Riviello to work with Ms. Ayala on and make it happen.

Comm. Irving: Ms. Riviello, can we have you report the findings of that meeting back to the curriculum committee next month, please?

Comm. Hodges: The first step would be to take a look at those original specs.

Comm. Irving: That's what they have to do.

Ms. Ayala: You can share that with me and we'll get together with Joanne and the bank.

Comm. Hodges: Do you still have a copy?

Dr. Evans: If she doesn't, I do. You gave me a copy.

Ms. Ayala: We'll come up with some plan.

Comm. Hodges: The reason why I'm raising this issue is before you agree to vote on these banks you have to hold their feet to the fire because once you vote for them they don't need to do anything.

Comm. Kerr: We can vote on this. It's binding on us not the banks if we vote on this. We don't have to use them. If we vote on this tonight, just for the convenience of our discussion here, does it mean we have to follow through with the banks on this?

Comm. Irving: We're entering into a contract with them. Are we not?

Dr. Evans: We have to have a bank.

Comm. Hodges: It's a contract agreement with the banks.

Comm. Kerr: Do we have a contract with the bank?

Comm. Hodges: Yes.

Comm. Kerr: To do what? To provide what?

Comm. Hodges: Our banking services.

Comm. Kerr: We can change. Can't you change your bank any time you want to? You can change your bank any time you want to. You don't have to have a contract with the bank.

Ms. Ayala: We have a contract with the bank that was signed that is expiring this month.

Comm. Irving: So this is a renewal.

Ms. Ayala: No. We went out for competitive bidding. We have Bank of America, PNC, and TD. TD and PNC were the winners.

Comm. Irving: But once we vote on this next month, we will in essence be entering into an agreement with these banks.

Ms. Ayala: Correct.

Comm. Hodges: For how long a period?

Ms. Ayala: I think it's a three-year period with a renewal every year.

Comm. Irving: I hear what you're saying, Dr. Hodges, but it seems as though these banks have the services. The onus is really on us to ensure the fact that we follow up with them. To me they probably offer these programs to any district that goes to bid for it. The question is do those districts use those services.

Ms. Ayala: We have to take advantage of it.

Comm. Kerr: Let me ask this simple question. What if the present contract that we have with the bank expires? Where do we go from there? What if we said let the time run out and we have no contract with the bank? Would that prevent us from doing business?

Ms. Ayala: Absolutely not. It's just like your own personal account.

Comm. Kerr: So we don't have a problem there. We have enough time to go back to them with the specs and tell them what we want. We still have time. All we have to do is...

Ms. Ayala: But if we're going to change the specs then we have to go back and do competitive bidding. If we're going to change it we have to be fair to everyone.

Dr. Evans: This is not as simple as we're making it sound. It's not like we have a bank account with \$1,000 in it that we can just say we're going somewhere else. We're talking about a \$560 million bank account and you don't change that at the drop of a hat.

Comm. Hodges: No, you don't.

Comm. Kerr: Dr. Evans, the point is if the present contract runs out, does it mean we can't do business with the bank?

Ms. Ayala: No, it does not mean that.

Comm. Kerr: So we can do business with the bank without a contract.

Ms. Ayala: Yes.

Comm. Kerr: So our operation would not be affected.

Ms. Ayala: Correct.

Comm. Kerr: Okay. That's all I'm saying. It would give us some time to put in place a spec that we would like to see and we go back out. I don't see any problem in that.

Dr. Evans: I do. We just can't play around with our money.

Comm. Kerr: It's not playing around. The money is in the bank.

Dr. Evans: That's what we're doing.

Comm. Kerr: It only comes out when you write a check.

Dr. Evans: We have a payroll to meet. We have obligations to meet.

Comm. Kerr: It would not affect it, Dr. Evans.

Dr. Evans: We cannot tamper with our bank account. We either make a decision to not do this one and go find another before that contract runs out or go ahead and approve this one. I have all the confidence in the world that we can get what Dr. Hodges is asking for. He appropriately has made the point every bank would love to have our portfolio and the money coming through every year. TD Bank has expressed a strong interest. They're not crazy. If they don't do what we want done, one year from now we can drop them.

Ms. Ayala: They know we're going somewhere else.

Comm. Kerr: So why not get something to them then, Dr. Evans? What do we get from TD Bank to do business with them? What benefit does the district derive from doing business with them?

Dr. Evans: They were one of the lowest bidders.

Comm. Kerr: Just that they bid the lowest?

Dr. Evans: Yes.

Comm. Irving: But the point you just made is absolutely correct. In my opinion it should be the services that we take advantage of.

Comm. Kerr: Of course. I don't get it.

Comm. Hodges: Every year in May we have to vote on a list of banks. I have raised this issue every single year. This is why I'm a little concerned, because they knew what the question was, "they" being the district. We actually delayed approval on the banks in lieu of this arrangement, which they again did not follow through on. It's not me being shortchanged. I have a bank account. It's the 29,000 students that are being shortchanged continually. So my concern is simply this – Dr. Evans, I need some guarantee that it will happen this time.

Comm. Irving: I think that begins with the curriculum committee and Joanne and Daisy coming together talking about the respective specs of what this bid is and reporting back to the curriculum committee exactly what we're playing and working with, and your plan for implementing this throughout the district.

Comm. Hodges: And I would advise that if you decide, Dr. Evans, to move forward you at least get some portion of this out of them and make it very clear that there's a chance that you might drop all the banks next year, because I'm personally not going to vote for them, unless the entire scope of the opportunities for our kids are going to be considered and put into a spec at that time if not now.

Dr. Evans: Two things need to happen. First of all, I've asked Joanne to work with Daisy and schedule a meeting. I want to be at that meeting. Secondly, Dr. Hodges, we need to confer again to make doubly sure that all of the specs that you had prescribed in that initial document that I have and Joanne and Daisy have in our command when we sit at the table with the bank.

Comm. Hodges: I'll point out to you that the banks agreed to do this and the district didn't follow through originally. Other school districts are doing these things.

Comm. Irving: In the interest of time we've been on fiscal for 25 minutes. I want to move on to facilities. We have policy, personnel, and three other items. If anyone has any other questions for Comm. Kerr, please submit them to him for further clarification at the Board meeting.

Facilities

Comm. Mendez: Unfortunately, we couldn't meet yesterday but we will meet early next week. We're rescheduling that. We met last week on the 23rd to discuss the issue about Kennedy High School's fence and I think we've heard enough about Kennedy High School's fence. We have the people involved over here. Also, on August 30 we did a walk-through at Frank Napier School 4 and today we conducted a walk-through at School 15. So many parents in the community are concerned about why we scheduled this meeting between 12:00 to 3:00 p.m. I received so many calls between yesterday and today. For me School 15 is something special because I was one of the three Commissioners that went to the community meeting that you had, Dr. Evans, at New Roberto Clemente. I know you saw all the dissatisfaction and frustration that all the parents had. I saw parents crying because they didn't want to send their children to School 15 because it's been unsafe for many years. But now finally we conducted a major repair at School 15 and we couldn't invite the community to let the community know what we're doing as a district. To me that's a big problem. We conducted a walk-through from 12:00 to 3:00 p.m. when we all know that parents have to work. I believe that it should be from 6:00 to 8:00. All the parents should be well informed that from 6:00 to 8:00 there will be a principal and the staff there to let them know what we're doing with School 15 based on the condition that we went through this project. That's what happened today with School 15 and I believe that we should have a date and the date would be on back-to-school night. That day used to be open school and we have to do a good job with communication. Dr. Evans, I don't think we're doing a good job with communication. I don't know if it's the data that we have. I do believe that we have to work on that. We can have the best data possible. At the beginning of the year we should have great data to be in contact with the parents and let everybody know. We have to put a heavy effort on that to make sure that they go back to school and take a look at what we're doing in the school, especially at School 15. I've been there more than three times and I know that job that we've been doing. It looks totally different and the community needs to know the job that we're doing with the facility. That's what I need to say. Are there any questions with facilities?

Comm. Irving: I'm not going to tell you who you sound like, but you sound like somebody to my right.

Comm. Cleaves: I didn't know that there was a walk-through today at School 15 so I wasn't there and I'm part of the facilities committee. But I'm looking at the report that's here for School 15 and it was under high priority. It seems like everything has been

completed except for one thing, which is the interactive whiteboards. You just said School 15 is a mess.

Comm. Mendez: It was before and now that we conducted a renovation...

Comm. Cleaves: Because you made it seem like there was a problem and I'm looking at the report and everything is completed.

Comm. Mendez: The problem that we have now is with the community. They were not invited. We're doing a walk-through at School 15 and you know the condition. Dr. Evans was there and he knows what's going on with the atmosphere that we had at the meeting.

Comm. Cleaves: You had no parent representation?

Comm. Mendez: That's an issue.

Comm. Cleaves: My question is you had no parent representation today?

Comm. Mendez: They extended the visiting until 7:00, but we did not have all the parents.

Comm. Cleaves: You're not going to have all the parents.

Comm. Mendez: But at least most of them. They need to be informed early that we're going to conduct a walk-through at the time that they can go. But the majority of the parents that received the information between 12:00 to 3:00 didn't show up because they couldn't.

Comm. Cleaves: But you want all of the parents to take a walk-through to tell you what?

Comm. Mendez: I don't want all of the parents, but I want the majority of the parents to go inside the school and see what we're doing.

Comm. Cleaves: We went to Dr. Frank Napier and we had a representation of parents, community, administration, and the committee. We had a group of us that toured that school and it was sufficient. Why is it not sufficient for School 15?

Dr. Evans: I think we're talking two different things. In one case, Dr. Frank Napier was a tour actually initiated by the Board to do a walk-through of the building and to see the renovations that had been done and other things that had happened. The meetings that the Commissioner is referring to for School 15 and NRC were parent meetings for them to come in to hear from the principals of both schools and from either Mr. Johnson or myself. Mr. Johnson was actually the person who addressed them. Then get a chance to see the facilities. The principals actually scheduled the meetings earlier and it was called to our attention. That's when the meetings were extended to a later hour to allow for parents who were actually working. That's how that happened. But that was for parents to come in. It wasn't initiated by the Board. It was only like a parent meeting to come in and see the new school. That was what that was about.

Comm. Cleaves: That's what I was trying to get from the chair.

Comm. Mendez: We were talking about two different things, I guess.

Comm. Cleaves: I was confused.

Dr. Evans: The Commissioner is also correct in that the principals did schedule the meeting during the day and late in the game we said to extend it to later hours for parents who are working and could come in, and some did.

Comm. Irving: So did the meeting happen in the afternoon or in the evening?

Dr. Evans: I know the meeting at New Roberto Clemente happened 2:00 in the afternoon. What about the meeting at School 15? There was the meeting, but then they could still come in.

Comm. Irving: I have to agree with him. I understand it is summer, but that probably was not the best time to hold a meeting.

Dr. Evans: It's a legitimate concern.

Comm. Guzman: I want to thank Mrs. Jones, Cheryl, and everyone in the district office because I was one of those people making phone calls yesterday because I was literally flipping when I got calls from parents saying that the open houses were going to be hosted at 1:00 and 12:30 while they were at work. My phone was blowing up yesterday so I managed to call the Board of Education, I spoke to Mrs. Jones and Cheryl, and they were helping me out with the situation. Mrs. Jones was trying to get information. She sent me an e-mail this morning which I believe she sent everyone stating that they had extended the hours. But some of the parents had called me yesterday stating that they had received a phone call stating that they were going to be extended to 7:00. A lot of parents were happy with that. The same people who were complaining to me actually called me and let me know that they had extended the hours to 7:00 p.m. I couldn't make it because I was at work, but I did have another little issue this afternoon and I think I spoke to Lucy. There was a group of parents standing outside of School 15 and the doors were closed. They were out there for like 25 minutes and they are blowing up my phone and telling me what's going on. I said I don't know what's happening. I don't know what's going on. I got in touch with the Board of Education again and this was like at 4:30. I managed to get someone through and for some reason there was a miscommunication. I guess they didn't have a sign of what door to go to and the doors were closed. It was a mess. But I do know that there were parents there. I do know that there were parents that attended. I don't know about Roberto Clemente, but I do know about School 15. I do have an issue because some of the parents that went to School 15 tell me that some of the classrooms are not ready. They took the tour and walked around the building. I don't know exactly what it is. I was already walking into the meeting when they started calling me, but I guess the classrooms do not seem like they're ready for school to begin tomorrow. I don't know exactly what their concern was or what they saw that was not being done, but it was brought to my attention that the classrooms were not ready. I have other issues and concerns that I need to bring to your attention, Dr. Evans. It's through conversations that I'm having with certain people. I don't really want to put it out there because it doesn't sound right, so I just prefer to have the conversation or actually just show you because I have it on my phone.

Dr. Evans: Okay. If I may respond to the issue regarding the classrooms, all of the classrooms are complete. I was out there twice today, early in the day and late in the day. What they may have seen is that teachers were putting up their bulletin boards, there were boxes everywhere, they were putting materials on shelves, and if you had looked in you would have thought it wasn't ready. But the physical structure is ready. They have new floors in all the classrooms, tile or hardwood floors. It has been painted.

The building itself and the classrooms are ready. But again, teachers in classrooms unpacking boxes if you don't understand that's what they're doing and those boxes are going to be gone tomorrow morning, then you might reach that conclusion as well.

Comm. Hodges: Very briefly, Dr. Evans, we apologized to the parents at School 6 because of the untimely notice and we are now facing a situation where we have to apologize to parents at School 15 for the same kind of thing. So we're not learning our lesson in terms of the service that we deliver to the parents, particularly about events that are happening in school. That seems to be a pattern that we really need to get a handle on. Apologies are not going to change the fact that these things continue to happen. That's disturbing.

Comm. Irving: Kemper, without putting you on the spot, in the School 6 case no one told you about the meeting until the day of or the day before. In my opinion if this gets vetted through the Parent Resource Center, were you a part of facilitating this conversation with parents?

Comm. Hodges: That should go through Dr. Evans.

Dr. Evans: Which one?

Comm. Irving: I know definitely not for School 6, but what about for School 15?

Dr. Evans: School 15 and School 6 were solely the principals notifying their populations through ConnectEd. Each principal has been trained on how to do it themselves. When it came to us is when we reacted and that's when the change occurred.

Comm. Irving: But I think there has to be some protocol put in place that if principals are going to do any outreach, especially on the scale of trying to get the whole school community before the school comes in, that they work through the actual established body and organization that specializes in reaching out to parents. So someone in his office or Kemper would say 2:30 may not work. If they say it will, at least it can go up the chain and somebody will at least identify it. But we have an office that we haven't used twice to reach out to parents. In the School 6 case I'm sure we have parent links but Ms. Jones just got here so I'm sure she wouldn't have access to it. So we didn't use it at all in that case. But in School 15's case we could have certainly reached out to the Parent Resource Center to at least engage the parents on the Facebook page you guys have, which is an awesome page and some of the parents have signed up to it, or whatever other mechanisms or resources you use. There is resource in the room, but nobody wants to use it.

Comm. Hodges: In addition to that, I only found out about it when you called me and told me about School 15. Then I happened to notice online that there was going to be changes made. But until Mr. Mendez called me to discuss the facilities meeting or I called you I didn't know about the School 15 walk-through. That was a concern. But the Parent Resource Center might have said you won't get the biggest bang for your buck with one day's notice, particularly over the summer. You might need to give them some additional lead time before you invite them in because that's going to be not very fruitful. I'm not going to dwell on that any further. I received a phone call today about School 14. I was told it was extremely hot in the building and we have the older students on the lower floors and the younger students upstairs in the higher elevation, which of course has the more challenging temperature conditions. That's problematic. I'm being told they didn't have a single fan in there. That's a problem so we might need to look into that to see how that can be addressed, particularly since those younger kids

are not going to have the same capability to handle that difficult temperature as the older ones. That might have to be shifted.

Policy

Comm. Simmons: The Policy Committee met on Thursday, August 30, 2012, at 5:15 p.m. Board members in attendance were Comm. Guzman, Comm. Mendez, Comm. Teague and me. Staff member present was the district's General Counsel Ms. Lisa Pollak. Because everyone has a copy of the report and it is lengthy I'm going to submit it for the minutes. I'm going to ask that if you have any questions I've been informed that all Board members have received copies of the policies that were reviewed. If you have any questions please submit them to me through Cheryl so that we can get those answered before the regular Board meeting.

Our agenda included:

1. POLICIES CURRENTLY ON HOLD
 - a. 9180 School Volunteers
 - b. 9181 Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants
2. POLICIES INTRODUCED BY THE BOARD OF EDUCATION
 - a. Small Business Enterprise Encouragement Program
 - b. Chess In School
 - c. Penmanship
3. DISTRICT REVISED POLICIES
 - a. 1372 Sexual Harassment
 - b. 3216 Dress and Grooming
 - c. 4216 Dress and Grooming
 - d. 3322 Telephone Use for Teaching Staff Members
 - e. 4322 Telephone Use for Support Staff Members
4. POLICIES FOR FIRST READING (ALERT NO. 196)
 - a. 1631 Residency Requirement for Person Holding School District Office, Employment, or Position (New)
 - b. 2430/1 Athletic Competition
 - c. 3324 Right of Privacy – Teaching Staff Members (New)
 - d. 4324 Right of Privacy – Support Staff Members (New)
 - e. 5117 Interdistrict Public School Choice (New)
 - f. 5600 Pupil Discipline/Code of Conduct
 - g. R5600 Pupil Discipline/Code of Conduct
 - h. 7510 Use of School Facilities
 - i. 8613 Waiver of Pupil Transportation (New)
 - j. 9270 Home Schooling and Equivalent Education Outside the Schools
5. POLICY ALERT NO. 197
 - a. 0151 Organization Meeting
 - b. 0153 Annual Appointments

- c. 0167 Participation in Board Meetings
- d. 2361 Acceptable Use of Computer Networks/Computers and Resources
- e. 2363 Pupil Use of Privately-Owned Technology (New)
- f. 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries
- g. 2622 Pupil Assessment
- h. 3282 Use of Social Networking Sites (New)
- i. 4282 Use of Social Networking Sites (New)
- j. 6164 Advertising on School Buses
- k. 6470 Payment of Claims

ITEM 1: POLICIES CURRENTLY ON HOLD

9180 School Volunteers

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

These policies have been on hold since March 2012. They were revised according to statute that indicates a school district can require a criminal history check of school volunteers provided the Board reimburses the applicant for the cost of the criminal history record check. Districts have an option as to require a criminal history check or not. The policy was reviewed by staff and it was their recommendation that we require a criminal history check for those volunteers who are in the district on a “regular basis”—more than five occasions during a school year. The committee still has reservations regarding the fingerprinting aspect of the Criminal History Background Check. We want to be welcoming to volunteers while making sure of the safety of our students. There are questions the committee would like answered before proceeding with these policies, such as:

1. Are students left alone with a volunteer, or is staff always present?
2. Are there volunteers for the Community Schools?
3. What is the estimated expense to the district?
4. Will a background check provide the desired information without fingerprinting?
5. Who will monitor the fingerprinting process for volunteers, i.e. athletic director, personnel, principal, etc.?

ITEM 2: POLICIES INTRODUCED BY THE BOARD OF EDUCATION

- Small Business Enterprise Encouragement Program
- Chess In School
- Penmanship

The committee is still awaiting a response from the Fiscal Committee regarding the Small Business Enterprise Encouragement Program. The other two policies have been referred to the Curriculum Committee due to their potential impact on the fiscal and staffing needs they may require. The committee is also requesting that a survey be conducted to assess the interest before proceeding. Also, the committee believes these may be programs or practices that can be initiated by the building principal.

ITEM 3: DISTRICT REVISED POLICIES

- 1372 Sexual Harassment
- 3216 Dress and Grooming
- 4216 Dress and Grooming
- 3322 Telephone Use for Teaching Staff Members
- 4322 Telephone Use for Support Staff Members

Policy 1372 has been requested as the matching policy that appears in the Teaching Staff Member and Support Staff Member section of the Policy Manual. The Office of Affirmative Action is requesting that the same policy appear in the Administration section of the manual. The other four policies on dress and grooming and telephone use are being revised at the request of the Labor Relations Officer to exclude the specific penalty language in the policies. The policies will allow disciplinary action—it just does not specify what it is. Although some on the committee were not satisfied with this change, we agreed on a first reading for all of these policies.

ITEM 4: POLICIES/REGULATION FOR FIRST READING (ALERT NO. 196)

1631	Residency Requirement for Person Holding School District Office, Employment, or Position (New)
2430	Athletic Competition
3324	Right of Privacy – Teaching Staff Members (New)
4324	Right of Privacy – Support Staff Members (New)
5117	Interdistrict Public School Choice (New)
5600	Pupil Discipline/Code of Conduct
R5600	Pupil Discipline/Code of Conduct
7510	Use of School Facilities
8613	Waiver of Pupil Transportation (New)
9270	Home Schooling and Equivalent Education Outside the Schools

It was explained by each of the policies in this section is being revised or are new from our policy consultant. There was a lengthy discussion regarding Policy 2430 Athletic Competition. The policy is actually being revised due to the new law allowing homeschoolers to participate in curricular and extracurricular activities or sports activities. However, there is a option is the policy which allows the district to decide how many days a student can have unexcused absences before they are excluded from participating in sports. The committee went back and forth on what should be the agreed upon number of days. The district stands to lose \$16 million in funding depending on the attendance rate. The committee would like Dr. Evans to assist in the determination prior to the second reading.

On Policy 5117 the committee would like the administration to look into applying to become a choice district.

On Policy 7510 the committee questioned at length what are private social functions? Our general counsel gave quite a bit of insight as to how to handle the issue of facilities use.

The committee is recommending first reading on all of these policies. Please review these policies and submit any suggestions as soon as possible.

ITEM 5: POLICY ALERT NO. 197

This latest Policy Alert 197 has been submitted to the Policy Committee for review and revisions. We were informed that they are also being reviewed by administration and will be returned to the Policy Committee once completed.

The meeting was adjourned at 6:15 p.m.

Comm. Irving: I just need clarification regarding the two policies that Dr. Hodges mentioned to me that were submitted. They were sent to curriculum and I'm just

wondering what the intent behind it was. I've no problem bringing both policies. One is a policy on chess, which is actually a state mandate. The other one, Dr. Hodges, is...

Comm. Hodges: It's penmanship. Just to clarify, the chess is not a mandate. It's a law which says it recognizes it as a legitimate program or course. All I'm doing is simply including it as part of our policy. The idea is to introduce chess at the second grade level since we refuse to do computing, which I think would actually be better because it does provide similar if not completely the same type of analytical skills, problem-solving, and so forth, and it's cheaper. The other one, penmanship, you may not know that many schools across the country, and sadly including Paterson, no longer teach cursive writing. The thinking is people use their laptops, phones, and tablets. Unfortunately, what happens is the students can't take handwritten notes. So if you don't happen to have one you can't take handwritten notes and you can't read it. The most troubling is you can't sign your name so you have no signature because the writing and manuscript does not give you a signature. So the idea was simply to make sure that we do teach cursive writing along with our manuscript which is taught at kindergarten and first grade. That's all it is. It doesn't involve anything extraordinary. This is just saying we want to pursue it and in my opinion it really doesn't need a review from the curriculum committee because you're not going to do much with it anyway. The state passed it as a law recognizing chess as a legitimate course and that's all it is. So I just happened to wave it through to go into first reading in two weeks.

Comm. Irving: I have no problem with sending the chess back to policy for first reading. To me it makes sense.

Comm. Simmons: The reason it was sent is because of the potential impact on the curriculum and fiscal and staffing needs associated with it.

Comm. Irving: Can we at least send them for first reading and while they're in between the second reading and the final approval vet whatever we need to do?

Comm. Simmons: We can do that.

Comm. Hodges: You already teach penmanship. You're just adding cursive, which actually some people still do in the district.

Comm. Simmons: So we'll just add those two for first reading.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: The personnel committee met on September 4 at 5:15. Presiding was myself and member present was Comm. Martinez. Absent was Comm. Guzman and staff present was Dr. Newell. The committee reviewed personnel recommendations by the Superintendent for the month of September 2012 as they appear in the Board packet. There was a discussion concerning job description. If you look at the report the description is attached. That is my report. The meeting ended at 6:30.

Information Items

Comm. Cleaves: We had three information items in the packet. I have a question for you, Dr. Evans, on 13-A3.

Dr. Evans: I'm not sure where you're reading from.

Comm. Cleaves: It was information items. They were in the packet under the section that says Information Items.

Comm. Irving: What is it in particular?

Comm. Cleaves: Approving retaining Susan A. Cadaro of Passaic Valley Investigations for a special investigation.

Dr. Evans: We would need to discuss that in executive session.

Comm. Cleaves: Okay.

Comm. Irving: Which we're going to have one before the Board meeting anyhow.

Comm. Cleaves: 13-A4, approve entering into a consultant contract with Monique Baptiste to provide writing and program design services for 2012-2013 school year not to exceed the amount of \$24,000. What is the purpose of this?

Comm. Irving: Can we still discuss her? She's a contractor.

Comm. Hodges: That's not personnel.

Dr. Evans: It's a contract. She writes grants for us.

Comm. Cleaves: So we would hire her just to write grants for us? We don't have staff?

Dr. Evans: No, we don't.

Comm. Irving: Believe it or not. I've complained about that since I've been here, that for the money we're paying for consultants to just hiring someone fulltime to work on that process, but no.

Comm. Cleaves: In this description could you make it known that that's what it's for, grant-writing. You said for writing and program design. I'm thinking that's a communication issue and we have a communications department. So if we have a communications department, why do we need this consultant?

Dr. Evans: We need to clean that up.

Comm. Cleaves: That was it. Those were my questions.

Comm. Kerr: Doesn't she do some writing for the district, too?

Dr. Evans: Last year she wrote two documents for me, but that was secondary to her grant writing. She is a grant writer.

Comm. Irving: And a good one.

Dr. Evans: Yes, she is really good.

Comm. Kerr: I'm not saying no.

Dr. Evans: I drafted some things and I asked her to take it, edit it, rewrite it, and she did that. But that wasn't her primary task as a contract provider.

Comm. Kerr: But will she be doing some of that, too?

Dr. Evans: I don't have any intentions at this point. If something came up that I needed some unique writing for myself as opposed to a staff person and they couldn't do it for whatever reason, then I may engage her. But right now I don't really see what that might be. The primary reason for that engagement is grant-writing.

Comm. Kerr: I'm just thinking if you're going to engage her in other areas at least we should have stated it in the document too. If you're going to say it's grant-writing my understanding is that it's grant-writing. If there are other areas where you're going to utilize her services, then I think it should be at least noted.

Comm. Irving: I think that's a fair recommendation. You never know the scope of what you may need. Given the fact that she has provided that service before, it would make no sense to have to come back to the Board. It just makes sense to add that item in there just in case so the option is there for you. It's up to you to ultimately make that call and decide you want to add or rewrite it, but I actually like that recommendation.

OTHER BUSINESS

Comm. Irving: We have three Other Business items. The first one is the letter that Comm. Teague has submitted, then it's the resolution for the November election, and then it's the Senator Rice invitation for the press conference tomorrow. Comm. Teague, I want to start with you if you want to just give us a brief comb over of what this is and your recommendations for it. I think we have some options for how we might be able to adopt this and get it through.

Comm. Teague: Each year I submit a letter to the teacher in both of my kids' class just as something to encourage them for the new year and they read it to the kids and what not. I thought this year maybe I could bring it to a wider audience, to as many of the students as we can. This was just a draft of it, but if there are any other ideas you all would have I really would like to get something to the students to at least encourage and lift the morale for the year of the kids and encourage them to go as far as they can and beyond for the school year. That's why I submitted that letter. I just want to get some feedback and see if you have any objections to it.

Comm. Irving: Just as a point of clarification for everyone, individual Board members shouldn't be sending letters out to students unless the Board collectively agrees they can. But I think that we're in a situation where we might be able to adopt this letter if the Board collectively wants to sign on to it and send it out. The question then is exactly what form would this take. We can certainly publish it on the website. Dr. Evans and I just spoke about that as a welcome back message from the Board. But if you want to post this on your own personal website or Facebook page you're more than entitled to do so. But just amongst us, how do we want to deal with this? In my opinion if we want to do a letter back to the students and Comm. Teague is giving us a blueprint for it, thank you. Maybe we can change some of the wording here and publish that. I'm just giving my opinion.

Comm. Cleaves: I'm in.

Comm. Irving: So just take the language and reword it?

Comm. Cleaves: I think it should come from the Board as a whole.

Comm. Martinez: I agree. Maybe just change the "I" to "we" so it's collectively speaking for us. That's fine.

Comm. Irving: I'll be frank with you. This is a very well-written letter. I actually like 99.9% of the content. I just don't know if everyone else agrees to it. Aside from changing the "I" to "we" are there any other changes or suggestions folks want to make to this? I kind of got a general consensus. Comm. Teague, can you e-mail this to Ms. Williams just changing the wording to include the Board? Instead of "I" it's "we" and then it will be signed by the Paterson Board of Education. Can we get it to Ms. Corallo so that it will be added to district website maybe under some type of tagline message to the Board?

Comm. Cleaves: Can you also submit it to Mr. McDowell?

Comm. Irving: I assume we are all going to publish this on our own personal pages. Comm. Teague, I commend you for taking the initiative to do this and at least put it out there. I don't know if we've ever done a collective message at the beginning of the year since I've been here, aside from what goes on a newsletter.

Comm. Cleaves: Could you also make sure Mr. McDowell gets it also?

Comm. Irving: That makes sense. Can we also make sure Mr. McDowell gets a copy of it so at least I know it will go out into cyberspace and all the parents? How many parents are on your Facebook page, a few hundred and counting? Very good! Item number two - about three months ago the Commissioner of Education asked myself and Dr. Evans to revisit the conversation about moving the election to November. We initially had a conversation about this last year and we were told we couldn't because we weren't a Tier I Board. It was given to my attention that the Board did still have the authority to make the recommendation to Dr. Evans to move the elections to November. I then said let's at least bring up the conversation and have a discussion so I wanted to bring it to the body for discussion. There are many different takes on this. Just as a point of information for the folks who are here, close to 85% of the School Boards in New Jersey have switched their elections from April to November to engage voters, to raise the level of participation in the elections, but also for cost-saving measures associated with it. If you think about and look at what it costs us and this district to run elections and the amount of people who are involved and engaged, I am inclined to support this move. But I wanted to bring it up for discussion this evening and ultimately for discussion at the Board meeting. I don't mind riding it out and having it be a discussion piece...(end of tape) (Beginning of new tape)...10:00 a.m. Newark City Hall. So let's backtrack since I got that out of the way and let this be the discussion piece of the rest of the evening.

Comm. Cleaves: I have another report.

Comm. Irving: Is it the Family & Community Engagement?

Comm. Cleaves: Yes.

Comm. Irving: Can you deliver that at the next Board meeting?

Comm. Cleaves: Everyone has a copy.

Comm. Irving: We'll take questions on it.

Comm. Cleaves: I e-mailed everyone for questions for my committee and I didn't receive any.

Comm. Irving: It will definitely be on the agenda at the next meeting as well as the QSAC Committee.

Comm. Hodges: Point of fact, 94% of the school districts has chosen to do this. It has very little to do with the cost-savings to their district. What this does is enable them to bypass voting on the school budget, which we don't have to do. The flip side to this and the real danger is that you now enable political manipulation in your elections because this now puts you in line with the national elections and statewide elections and now you have the door open for political parties to run candidates. That's the grave concern. In speaking very briefly to a political chairman in this county their statement to me was the School Board elections could use some organization. What that translates into is we should be able to run some candidates because all this is in the minds of many people is a steppingstone to the next political office. This is a showcase. Those people who are here legitimately interested in enhancing the education of their children you will not be chosen by the so-called committees to run for office. Just keep that in mind. It does provide a modicum of savings for us in terms of running an election. This debate was raging in School Boards Association all across the state and they went back and forth with it. The real interest for them is they don't have to take their budgets to the people if it's 2% over the cap. That's why they want this. The concern was very clear. They were very concerned about the fact that this moves School Boards into the political arena where you don't want it to be. So if you don't plan on running for School Board office then I suggest that you don't choose this because it's not going to affect you. It will affect other people who actually legitimately want to be School Board members and not have to be responsive to a major political campaign in order to get here in these seats. That's number one. Number two, it does not in fact guarantee that more people pay attention to the School Board issues because when you have the presidential election, the gubernatorial election, the senate, state, or congressional elections they have signs and all the literature is going to come out. Nobody is going to be paying attention to the School Board members and their campaigns and your little signs will get lost in that sea, unless of course you're a part of that ticket that's going to be supported by the political campaigns. That's one of the major dangers with having it this way.

Comm. Kerr: It wasn't too long ago and I don't quite remember the date. We decided we're going to stay with April. The Commissioner of Education pulled you aside and told you that he needs the district to shift its election from April.

Comm. Irving: I just want to clarify that's not what he said.

Comm. Kerr: You're saying it wasn't his interest?

Comm. Irving: That wasn't what he said. He gave us the option to do so.

Comm. Kerr: We made the decision already.

Comm. Irving: We never made the decision. Absolutely not! We were told we were not a Tier I Board and we could not vote on it. We never made a decision.

Comm. Kerr: We made a decision that we're not going to change.

Comm. Irving: No, we didn't. We could not vote on it because we're not a Tier I Board and it was a moot point. It happened in that room. We could not vote on it because we're not a Tier I Board. That's what Sid Sayovitz said. We were in that room. Ms. Taylor said it was a moot point and we moved on with the conversation. We never voted on it as a Board.

Comm. Kerr: That's not my recollection.

Comm. Hodges: That's not my understanding either. Also, Sid was not certain and what we also said was irrespective of whether we were or not we needed to go ahead and make that statement.

Comm. Irving: No, we didn't. We never voted on anything.

Comm. Kerr: Okay. Say we never voted on anything, but there was some discussion and I believe the consensus was we stay with April.

Comm. Irving: I'll be frank with you. I think the consensus amongst three of you guys was April.

Comm. Kerr: Okay. April was the minority - fine. Let me not go further because I believe Dr. Hodges made the argument that I would make about what's going to happen when you move it to November. The interest of the Board is going to be trounced, swamped, and overwhelmed by the other interests that will be competing for attention in November. My vote remains the same. It's not going to change because I understand the seriousness of it moving to November and how diluted the importance of the Board is going to be in terms of its mission to education. We are going to be caught up into partisan politics. Listen, I'm involved in politics. I'm partisan. I'll tell you that, but I know that's exactly what's going to happen. I'm concerned that people at that level of government are pushing this thing and they cannot tell you anything outside of the cost and all that it's going to do to us. I'm concerned about that. They are not really coming and telling us the full story.

Comm. Teague: I guess I can say I'm the rookie, the freshman on the Board. One of the things about my campaign is I really didn't have any signs or any posters and I wasn't connected with any groups. I think that one of the things about November, if they do move it to November, is that it's going to make us get out there and campaign, hit the streets, and knock on doors. I was out there by myself most of the time knocking on people's doors, meeting people on the streets, introducing myself, letting people know what my platform was, and where I stood on the issues. I campaigned and everyone here can witness to that. I don't know what the situation is about the dates, but whatever it is if we get out there and campaign, we hit the ground, it is what it is. If the people choose to bring us back into office, that's fine. If they don't, we're community servants. We continue to serve our community regardless. So I really don't see a negative to it to be quite honest. I'm a community servant regardless.

Comm. Simmons: I just wanted to echo the sentiments of Comm. Teague. Beyond that, if we think that this isn't political I don't know what campaigns you've been in, because it is. People do run candidates and that's always been the case. I know that from 2010.

Comm. Kerr: The party ran the candidates?

Comm. Simmons: I can't say that the party ran the candidates, but there were tickets and like Comm. Teague I was alone. So there are tickets and if we sit here and say that it's not political, we're fooling ourselves.

Comm. Teague: John Terry himself approached me when I said I was going to run. I'll just leave it at that.

Comm. Mendez: Unfortunately, I have to leave soon.

Comm. Irving: We have to finish up at midnight, so it's okay.

Comm. Mendez: I have to leave in another 15 minutes. For me the low turnout in the election in Paterson is a problem. I was the highest vote getter in history in Paterson. I got 3,000 votes. For the amount of registered voters we have in the city it's just a shame that people are not involved in this election. People don't pay attention to School Board elections. This Board doesn't get the respect we need. In November cost-saving is over \$100,000 that we're going to save. The party is always involved. When I was running they were always involved. That's nothing new here in Paterson in the political arena. With this election it's the same.

Comm. Irving: I'm really interested in having this conversation in public and at the next Board meeting. But I think it's just something that we all really need to look at, do some fact-finding for ourselves, and ultimately make a decision. But the decision has been placed in our hands to make as a Board and I hope that whatever decision we make, we always think about what's in the best interest of the people of the city, of this district, and of the children that are here.

Comm. Kerr: Who created this?

Comm. Irving: That resolution is actually a draft resolution that the State of New Jersey created. Every school district in the state has used that as a platform to adopt. I'm sorry. New Jersey School Boards Association recommended that. I apologize.

Comm. Hodges: Ladies and gentlemen, I urge you to move very carefully here. It is true that political teams run. There's no question about that. But I'm telling you it's surfacing, particularly in these little small towns where there's a democrat and a republican, they're getting far more partisan in their approach. You do not get the same attention as you do now with a singular focus on the School Board election because of all the other higher profile large money offices. They're not paying attention to the School Board issues. If you're running up against a freeholder with all that county money, you're not raising county money. If you're running up against a congressional seat, you're not raising that money. If you're running up against gubernatorial or presidential, you're completely lost in the shuffle. So you really need to take a long hard look at that and forget about yourselves here. Look long-term at the condition you're going to be leaving the district in when you open that door to that kind of strong political influence where you have a party chairman who decides for you who's going to run for your slate without so-called input. That might not include you or the best person. And not people who are interested in being on the School Board, by the way, but interested in being someplace else but need that first exposure to get out there. I personally am really concerned about this because I've seen enough of that in recent years here and what that does to the quality of the performances of the people who are on this Board. This school district can't afford that kind of loss of seriousness with all the challenges that we face now. So I'm really asking you to go slow with this, particularly when it

comes from the Commissioner of Education. I'm really asking you to stop and think about what you're going to be leaving behind you.

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

The meeting was adjourned at 11:47 p.m.

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 5, 2012 – 6:11 p.m.
Administrative Offices

Presiding: Comm. Kenneth Simmons, Vice President

Present:

Dr. Donnie Evans, State District 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. Corey Teague
Comm. Christopher Irving, President

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

Comm. Irving read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 5, 2012 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Home Instruction, and the Department of Education Review of Education Jobs (Ed Jobs) Funded Programs, Special Education, and the Carl D. Perkins Grant

Ms. Susana Peron: Good evening Commissioners, Dr. Evans, and staff. The first audit report is on Home Instruction. So let me just give you a little bit of background and summary about the report and then I'll go through the corrective action. The Internal Audit Unit conducted an audit for the Paterson Public Schools Home Instruction Program for the year 2011-2012. The purpose of the audit was to determine if the

program was in compliance with all the applicable regulations. The audit was undertaken to determine whether or not students were receiving appropriate home instruction as required by law. The auditors found six findings, which I will address through the Corrective Action Plan. The Home Instruction Program consists of one employee, a Senior Coordinating Specialist, who reports to the Director of Special Services. That has been restructured and is going to be handled differently for the 2012-2013 school year. The first finding is the district is not always scheduling students with the appropriate number of hours of home instruction required by law. The corrective action is that we must ensure that all students are placed on home instruction and appropriately scheduled to receive no less than the minimum number of hours required by the statute. The method of implementation and what we are going to do as of September 15, 2012 is assign a supervisor to monitor Home Instruction and the program. We have developed and monitor a database that includes all the pertinent information. Under finding number two, the district did not always provide the NJDOE Passaic County Executive County Office with written notification of our intent to provide special education students with home instruction as required by law. The district must comply with the law and provide the county office with written notification of students placed on home instruction. From October, we are going to develop a uniform procedural guideline to be implemented and distributed and in-serviced to all our special education staff, supervisors, and senior specialists. Under finding number three, the documentation supporting student home instruction was often incomplete and not in compliance with the requirements. The corrective action calls for home instruction staff to completely fill out and submit the confirmation of bedside instruction as required by code. All visiting hours of service should be documented, signatures of guardian obtained, review of timesheets for completeness, and an approval of a department administrator. Our method of implementation is to develop a uniform procedural guideline to be distributed and in-serviced to the special education staff. Monthly reports will be submitted to administrators who have oversight of the program. Under finding number four, the district does not use the required Individualized Program Plan, an IPP. The corrective action is that the district must develop and implement the use of an IPP as required by code. Our method of implementation is that we will develop an IPP for students in need of home instruction. As of this time we do not have one. Under finding number five, the district maintained records of students receiving home instruction and they were incomplete. The department should maintain accurate and complete files for students receiving home instruction and required documentation including the return to school from the bedside roster. Our method of implementation is to develop in our policies and procedures the accurate forms and procedures to ensure compliance with the code. The last finding, finding number six, is the Office of Home Instruction does not have a policy or procedural manual, hence the findings. The method of implementation is that we are going to develop a policy and procedure manual to ensure compliance with the New Jersey Administrative Code. At this time, this completes this audit with the six findings. Are there any questions?

Comm. Hodges: There's no mention of timelines for any of these.

Ms. Peron: Yes, there are.

Comm. Hodges: Where?

Ms. Peron: In the Corrective Action Plan we have outlined the completion date of implementation.

Comm. Hodges: Excellent. My question then becomes, will there be a mechanism that enables the Board to monitor the progress of this implementation plan, meaning benchmarks and some sort of report on an interim basis?

Comm. Irving: Can I just follow up on that? My suggestion is that there at least be some quarterly updates sent through the Superintendent to the Board on the progress.

Ms. Peron: Of the Corrective Action Plan?

Comm. Irving: Yes. So maybe by November or December we should be able to see of the six actions and recommendations that you've done two and are working towards the other four. At least it allows this Board with everything else we get bombarded with to at least say, where are we with this? We can at least do that from our end by asking Cheryl to put it on the Board's calendar so that at a respective Board meeting in three months we'll have an update and then we'll have another update. It kind of keeps everyone on task.

Comm. Hodges: That partially addresses the concern. What I'm looking for is that, but included in that would be the percentage of implementation or following of whatever new rules or procedures are being put in place. How much adherence do you have to these new policies and procedures? If we're being held responsible for these things taking place just having the procedure manuals or whatever it is does not address the issue. The issue is compliance. So we have to monitor the degree of compliance and that's what I'm looking for.

Ms. Peron: I think that's a fair thing. That's why we have completion dates for implementation. So if we take the findings and work with those dates we could provide an update through the Superintendent at the Board meeting, or at any other workshop meeting that you would like. I think that's fair.

Comm. Hodges: What that also does is it makes the employees aware that they're going to be held accountable for the degree of compliance. If you have students that aren't getting these appropriate services, then it will become a problem and we can catch it before it becomes too much of a problem.

Ms. Peron: I agree. I think that's fair. I have another audit report.

*Comm. Teague enters the meeting at 6:20 p.m.

Comm. Martinez: Before we move on, are there any penalties or ramifications for not being in compliance?

Ms. Peron: From the state? Up to this date none that I know of, Comm. Martinez. I know that we have these findings and the New Jersey DOE is scheduled to come in to review the Special Education Department once again. They'll do it on an annual basis, but we are on a schedule before an annual basis. They're coming back I believe early spring to review the CAPs and the work that has been done because there were so many findings. If you listen to the next audit report you'll understand why they're scheduled to come back. This begins the second audit report and Corrective Action Plan if there are no other questions for the first one. The second corrective action audit report deals with the Education Jobs. The New Jersey DOE visited the Paterson Public Schools to monitor the district's use of Ed Jobs funds and the related program plans where applicable to determine whether the district's programs are meeting the intended purposes and objectives as specified in the current year applications. The onsite visit

included staff interviews and documentation reviews related to the requirements of the following programs – Education Jobs, Special Education, and Carl. D. Perkins Grant for the period of July 1, 2010 through March 31, 2012. In this audit report there were 16 findings. Of the three programs, Education Jobs had one finding, Special Education had 15 findings, and the Perkins Grant had zero.

Comm. Irving: This is just for clarification. If you can just back up and explain Ed Jobs and the service it provides to the district. I'm not too familiar with it and I'm sure if I'm not some of the other Board members here may not be as well.

Ms. Peron: Okay. The Education Jobs Act of 2010 was provided by federal law. They provided monies to us, the local education agencies, to provide programs and services for our district based on specific areas such as special education and other jobs that were needed to provide services for students. We were awarded I'm not sure how much money. I wasn't in this department at the time, but I know it was millions of dollars. So we had to hire staff for certain jobs and titles. Now they are following with documentation for the grant applications for the needs assessments. We had to actually show that we needed these jobs in order to receive the money. There were annual audits. They audited payroll records, accounting records, and purchase orders because some of the money also went to provide instructional materials. Does that provide clarification?

Comm. Irving: Yes. Thank you.

Ms. Peron: So for the Ed Jobs the finding was that the district's reporting of jobs created and jobs retained for Education Jobs funding was not calculated using the proper federal methodology, and jobs created and jobs retained were overstated. The corrective action is that the jobs created and jobs retained report on future 1512 reports must be calculated using the appropriate federal methodology. The method of implementation is that the business department's plan of action was to discontinue charging salaries and utilized funds for health benefits. The individual responsible for this finding and the method of implementation is Daisy Ayala, the Interim Business Administrator. As you can see, I'm unsure about what the report for 1512 is. So if you have any questions pertaining to this finding, Ms. Ayala can help me out. Thank you. For findings 2 through 16, they're all dealing with special education. Just to give you a background of what's been happening in the district, last year we had Montclair State University come into the district and provide us with a review of programs. They spent a great deal of time in the district serving parents and teachers and visiting classrooms to see what instruction looked like. They did an actual inventory of staff and provided us a thorough report of their findings. I believe we shared the executive summary of that report with the Board. Through that report there were many recommendations which we have taken into account and are working constantly to remedy and provide and develop procedures and policies for the Department of Education Services. One of which we are continuing the work with Montclair. They are going to come in because I will be bringing that action to the Board, if the Board approves, for them to come back and provide their technical assistance with putting together the procedural manual for the district, not only in special education, but for policies and procedures pertaining to special programs, Section 504, gifted & talented programs, special education, all of that. With that procedural manual we are also developing a professional development plan for not only the special education services staff, but for district administrators, district teachers, and child study teams so that this procedural plan becomes a living document. It's not just another piece of paper or another booklet to say how we do things. We check it when we need to, to assure compliance, but that we use it to assure compliance, to live by the code, and provide the services that our children need.

With that I say many of our methods of implementation rely on the development of that procedural manual. Finding number two – I'm going to begin with the special education findings and just walk you through that. The district did not consistently inform parents regarding all meetings through provision of notice of meeting for students referred and/or eligible for speech language services, notices for students referred and/or eligible for special education, and related services for students 14 or older whether a meeting would include transition. The corrective action for this is that the district must ensure that parents are provided notice and that meetings contain all the components to assure parents the opportunity to attend. The district must conduct speech language specialists regarding the procedures for implementing code. Our method of implementation is our department supervisors will review cohort child study team documents with EZIEP, our database management system for our individualized student program plans, to ensure written notice and that written notice complies with code. Professional development will be conducted on a monthly basis for our child study teams and speech therapists to address notification requirements and requirements for transition. Code requirements will be provided to staff via written notification. Finding number three – the district did not consistently inform parents of proposed actions through provisions of written notice for students referred and/or eligible for special education and related services. When notice was provided it did not contain all required components. The district must ensure that parents are provided written notice of a meeting that contains all required components within 15 calendar days of the meeting. The district must provide training for child study team members and speech language specialists regarding the procedures for implementation of code. Again, the department supervisors will review their cohort child study team documents utilizing EZIEP to ensure written notice complies with code. Professional development will be conducted.

Comm. Irving: I know there are 15, but...

Ms. Peron: Do I have to read them all for the record?

Comm. Irving: You can submit it to the Board. If you're going through all 15 we're going to be here long.

Ms. Peron: All 15 are in the same realm.

Comm. Irving: The question I have is all these regulations or policies that special education has to go by are not new regulations or policies.

Ms. Peron: Absolutely not.

Comm. Irving: So my question is this assessment was made last academic year. They found these corrective actions under what timeframe?

Ms. Peron: It began in July 2010 through March 31, 2012.

Comm. Irving: Okay. So that's when we first got on the Board. So this is an outgrowth of the issues we had back when we first got on the Board with regard to providing the services after the RIF'g of the respective staff members across the district.

Ms. Peron: That's correct, Commissioner.

Comm. Irving: I want to make sure the public knows this, which we have in many capacities and ways rectified by bringing in speech therapists who were contractors and

hiring these speech therapists. I bumped into three of them today in the hallway. So we're already on the path to correcting these measures.

Ms. Peron: I'm happy to say that is valid and correct. I want to say that all compensatory services will be completed by the end of this year.

Comm. Irving: Whose responsibility is it to ensure with regard to these corrective actions?

Ms. Peron: Susana Peron.

Comm. Irving: So you're going to be the person who is ultimately going to spearhead making sure that every single corrective action has been met.

Ms. Peron: With the help of my team, yes I am.

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

Comm. Irving: Do we have a timeframe for the state letting us know when these corrective actions need to be done?

Ms. Peron: They review it on a monthly basis. We submit our corrective action plans to them on a monthly basis and they provide feedback. At the end of the year we received a letter and they have closed many of the items on the corrective action for the compensatory and a lot of the services that weren't offered. We can share that with you.

Comm. Irving: We brought it up before, but I just want to make sure it goes in on the record and we're actually able to schedule this. I do want to in the interest of making sure that the Board is made aware of the progress that we're making ask that we have an update on this in another two or three months, maybe the December Board meeting or workshop. I think that's enough time for us to come back and say, where are we with regard to the corrective actions for all these and what progress has been made? I guess for me, I would be more interested in looking at the progress. What have we done? To me corrective actions are like a punch list and the more you complete the punch list the better you're doing. If you're not able to complete those on the punch list at least we can now hold the Superintendent accountable to ensure that these get done. Is that something that we can do?

Ms. Peron: We can do that.

Comm. Irving: Cheryl, can you just make sure?

Ms. Peron: In December?

Comm. Hodges: I'm a little bit more concerned about this. The balance of these issues occurred over what period of time?

Ms. Peron: July 2010.

Comm. Hodges: This is what I'm really concerned about. Some of us know this district was being monitored for just these kinds of issues from 2004 to the point where they were about to remove funding. I think Dr. Clancy in 2005 brought someone in just to address special education. He hired this special education director to address all this

multitude of issues and they were supposed to have been addressed because all the findings went down. I know that there were some problems with personnel and what have you, but 15 findings is a lot. Given our past history you would think that we would be extra sensitive in this area. That's disturbing. I'm not going to belabor the point, but I'm simply going to say that is extremely disturbing and I sincerely hope that some personnel adjustments are made so that this kind of thing is made clear that it's unacceptable. These kids are the most vulnerable that we have.

Comm. Irving: With that said, I'd like to know what personnel adjustments we've made.

Dr. Evans: One of them is sitting before you. We have a new director.

Ms. Peron: We have restructured special education. We're bringing on board two new supervisors to work with us in the area of inclusion instruction. We have hired additional staff. We have reorganized our child study team members to be a more cohesive team. Some of our child study team members were assigned to four and five different schools. So their fulltime equivalent was about .4, .2, or .6, which equaled nothing because it's a difficult task to manage that on a daily basis. So what we did was we tried to put the team and make it a more cohesive team and make them work in the most two different schools, and then create cohorts with supervisors so that supervisors can have the review of their work, the communication with them to build the relationship and the communication with the building administrator. We have now planned to take advantage of administrator monthly meetings with my colleagues. My assistant superintendents are going to let us utilize some of their time with their administrators to bring and provide professional development in the area of special education to the administrators so that they're all on board. We train them on how to utilize EZIEP so that they too can hold their child study team members accountable and everyone knows what's happening at the school and at the district level for our children. So there has been a lot of restructuring and reorganizing of the department. Some of the staff has been moved back into the schools where the work is. There have been many changes in staffing.

*Comm. Mendez and Comm. Kerr enter the meeting at 6:45 p.m.

Dr. Evans: If I may add to Ms. Peron's comments in response to Dr. Hodges' question, you've heard me talk about special education before and I'm not going to be as polite as Ms. Peron has been. One of the first observations I made when I came to the district – and I'll quote myself – I said special education in Paterson stinks. It did. It smells a little better now, but there are still a lot of fixes necessary. In fact, that was the primary reason for engaging the folk at Montclair State University to come in and do, not a cursory review, but a comprehensive study or review of special education and make substantive recommendations for changing the program to get better outcomes, to be in compliance, and all of the other things that we need to happen with special education. That process has begun. They've done the study. You have the overview of the study, the executive summary that Ms. Peron has mentioned, but it's a very comprehensive study and it makes some substantive recommendations. Those recommendations run deep and we've taken them seriously. Essentially the special education staff today at the district office is new. There are some continuing people, but most of the people in the staff are new. That's one of the major changes that we've made. We felt the need to replace staff. Now we're dealing with procedures and processes and Ms. Peron and her staff are working on that to fundamentally both redesign those processes and procedures, but make sure that they're compliant, user-friendly, and all of the things that we want, and not to mention the fact that we've got to make sure that the people in the classroom are delivering services or teaching to where our kids can perform at much

higher levels. Our special education students can perform at much higher levels as compared to what they're doing, but we have to have teachers doing the right thing. That's not to suggest that all of our teachers are doing a bad job because some are doing a great job. But there are too many who have focused on the compliance issues and the paperwork that needs to be done, although it needs to be done, and paying less attention to the quality of teaching. That is changing fundamentally. We're serious about these changes. So you're going to see a new special education program evolving as we move forward.

Comm. Hodges: This procedural manual is going to be purchased?

Ms. Peron: No. It will not be purchased. It's going to be our document. Montclair is going to serve as a facilitator and we are going to put together a team of like titles, teachers, guidance counselors, child study team members, physiologists, supervisors, parents, and community stakeholders. We have a scheduled plan. Our timeline to complete this is February. They're coming in to facilitate the process and they're doing the typing and putting together, but it is our manual. They are not writing it for us.

Comm. Hodges: They're charging us for the typing and the facilitation, I'm assuming.

Ms. Peron: And professional development. Yes, they will be and that Board action will come next month.

Comm. Hodges: I'm sure we can find one or two secretaries or other people who can type somewhere in this district, or maybe not.

Ms. Peron: I'm sure we could, but it's a little more than just the typing that goes into it. We're working with researchers and educators to put this together to spearhead and facilitate this work for us. It's a little more than typing. Are there any other questions?

Update on the Gifted and Talented Program

Dr. Evans: Before you comment, I'd like to provide a little background information. This topic came up at the last Board meeting and I was reminded that Ms. Peron actually did a presentation for you last spring.

Ms. Peron: March 27th.

Dr. Evans: March 27th. Many of the questions you were asking were addressed in that workshop, but a lot more work has been done since then. So what she's going to do is both answer the questions that you raised in that last Board meeting, but also update you with regards to the work that has gone on or has occurred since then to facilitate the opening of the program tomorrow.

Ms. Peron: I have extra copies of the Gifted & Talented. This is the Newcomers packet update.

Comm. Irving: Are you going to do both?

Ms. Peron: I'm going to do both. It's my meeting tonight. As a result of last Board meeting you specifically had specific questions about Gifted & Talented. So I tried to capture your questions and I tried to include the evidence and the information that you requested. I'm not going to read this for you. We can walk through the packet and if you have specific questions you would like me to address we can do that. Many of you

have gone and have witnessed the Gifted & Talented program meeting that we had with the parents and the students. So let's work through this and I'll just remind you the grade levels are 4-8. We're located at School 28 on the third floor. We are very much a part of School 28. I think it's really important when you walk into someone's house that you become the family member there, too. So we very much included Mr. Medley and Nancy Castro in the planning and the professional development of Gifted & Talented. The younger students in the academy for k-4 wear a light blue and navy blue uniform, and the Gifted & Talented students, because they're older in the middle grades, wear a navy blue top and khaki pants. So there's no distinction. It's just the age. I feel really important that this program doesn't become the academy, that we grow and build capacity in the district so that Gifted & Talented can be everywhere in every school eventually from pre-k through 12. Through the district's strategic plan we followed the first priority to provide effective academic programs. We met goal one to restructure the school, goal six to provide G&T, and goal seven, professional development. In your packet you will find the plan that I presented in March 27th. I will update that plan for you and submit it to you at the next Board meeting because we've had Dr. Joyce Van Tassel, our consultant from Rutgers University, come in and work with the teachers over this summer. We have condensed our goals for Gifted & Talented. When we first set out this plan early on in the year in January and March when I presented it was a plan for k-8. So we had different goals for the different grade levels and the learning emphasis. Because now we're just focused in on middle school for this year the teachers, the consultants, and the professors thought that we should condense the goals. I will bring those goals to you. It was still in draft form. We met last week with Dr. Evans and we reviewed and showed Dr. Evans the work that the teachers had done. So it was just being provided and I was working on this so I didn't give you the new plan, but I will at the next Board meeting. This is the original plan. It's modified. We collapsed a number of goals. We have six cognitive goals and we have four effective goals. If you walk through the packet you will see all of the Board actions that we've submitted for the consultant to come in and work with us. For the professional development that we provide our teachers we provide them with a 15-credit course in Gifted Education from Rutgers University. We have hired nine teachers to work at the academy. They went through an interview process and the selection was done with the committee. There are 20 teachers who are registered and taking the courses for professional development. They are some of the teachers from School 28 and some of the teachers from Dale Avenue because we hope to expand this program into pre-k through 8. So we're sharing and building capacity for the different levels of teachers. I have kindergarten teachers, middle school teachers, and then third grade teachers taking the courses in Gifted. The teachers have provided and I will include in next month's packet some of the modifications that they have made to the curriculum. The most important question that you want to hear is the one about where is your curriculum. I'm here to tell you that the curriculum is the district curriculum. We're utilizing what the district utilizes. What makes it different is that we are modifying the scope and sequence. We are modifying the pacing charts because we have to meet the needs of these gifted learners. So when we talk about differentiating instruction, Gifted is it. Everything is in-depth and inquiry-based. The most important and the most critical thought to take away from this program is that we are developing critical thinkers and problem-solvers. The goal of Gifted Education is the goal of education - for our children to become critical thinkers, to have them look at a problem and not only solve it in one way, but solve it in four different ways and talk about it and discuss it. So we take the topics and we make them more complex. We use question-based. We use Bloom's Taxonomy, all of the best practices that a teacher can use. We have added in some different resources and you will see that we have ordered some books and some other resources that were recommended through Rutgers University. You have the entire list there for the resources that the teachers will be using. We have Jacob's

Ladder student workbooks levels two, three, four, and five. We have Math Base 10 and Beyond Base 10. Those are some different resources that we have added to the academy and all of the money that has been expended for Gifted & Talented is also detailed for you in an itemized two pages. I don't know if I've answered your questions. I don't know if I've given you enough information.

Comm. Hodges: I'm excited about the critical thinking aspect of your approach. However, we have 29,000 students and that happens to be a major stumbling block. So I guess my real issue is how do we capture some elements of that approach and inject it into the regular curriculum as it should have been a long time ago? Our testing has shown that our students struggle in that particular category. They don't analyze questions and they don't actually work through problems aggressively when they're confronted with them. So I'm very happy to see the Gifted & Talented students receive that, but I need to know the plan to implement some significant portion of that curriculum for the regular students.

Dr. Evans: One of the reasons that we're using the Institute for Learning's Principles of Learning is just that, to build the skills or capacity among our teachers to deliver this type of curriculum. That is the major reason we chose them. That's what the Principles of Learning are about and obviously making sure that our teachers are proficient in those principles across the district and making sure that our curriculum also includes the content. That's another discussion altogether since the content is now being driven through the Common Core work. But bringing those two together, the Principles of Learning and the Common Core, and making sure the content is addressed through the Common Core and how teachers deliver it using the Principles of Learning to teach those skills is the vehicle that we will use to do that. That's easier said than done because sometimes it's re-teaching our teachers how to teach or what to teach. Again, that's easier said than done, but it's what we're doing.

Comm. Hodges: Since we're not going to be in the classroom, I need to know what benchmarks you're going to present to the Board on a regular basis to help us understand that these things are in fact taking place. I think that's going to be critical given the fact that we're under the gun, so to speak, with the RACs. So I'm looking for a systematic approach to demonstrating that these types of skills are in fact being received and mastered – and the key is mastered – by our students before the end of the year. So I'm not looking for a year-end assessment. I'm looking for something that shows that there is some steady progress. I know you have to measure it. So I need to know how this happens so that the Board can monitor this progress.

Dr. Evans: The arrangement we have with Renaissance Learning and the quarterly reports that we give would be a beginning. With some modifications that can become the vehicle, but we certainly can do that.

Comm. Hodges: I know you can. The question is I need to know that's what's going to happen because I do not want to wait come June and we're discussing that. That's going to be inadequate. So I need to make sure that we're going to have a regular update in place so that we can know that this is happening.

Ms. Peron: We have very much in place an assessment system for Gifted & Talented. Dr. Joyce Van Tassel had met with us to actually talk to us about assessing and evaluating the program and there are tools that she has trained our teacher coordinator and the supervisor to go into the classroom and assess not only what the teacher teaches, but how the student is learning and what the student is learning. So I can provide those walk-through tools in my next packet for you. We also have performance-

based assessment for these students as well as the district assessments. But she talked about measuring the growth and the progress of the program throughout the year with specific benchmarks and not just at the end of the year.

Comm. Hodges: Right. There are some formative assessments that do capture those particular threads and that's what I'm really looking at.

Comm. Irving: Ms. Peron, with all due respect, I think this was an update for how we got here, but I don't think anything new has been presented with regard to the curriculum of this program. Just hear me out. If we're using the regular curriculum that the district has, what makes this Gifted & Talented program so different? If I had whatever variations and they were in front of me I would know that. But if I'm going by the fact that it's written here in this packet you gave me, which is just a packet of information that you gave us before and action items that we already approved, there's nothing new that's in this packet. You're trying to sell this and you're doing a decent job of it, but I'm not going to buy this. If the school is ready, what makes it rigorous? What makes this program or these children be tested above and beyond? Critical thinking is great, but as Dr. Hodges indicated, that should be an element that every single school in this district should be pushing for. Aside from just critical thinking, are we implementing a STEM-related component to the school? Is there advanced English programs? Have we implemented a chess program into the school? When Pedro Rodriguez was here he had advocated for a Gifted & Talented program that really looked at challenging young people at a level above where we currently are. That's what makes these young people so special. I can't sit here and allow you to give this report and me sit here and say that's okay because it's not. It is absolutely not. With the Superintendent to my right, I'm making it very clear that the next update this Board should receive is if we are using the regular curriculum, what's irregular about this program? If it's regular this is just another school.

Dr. Evans: Let me begin to answer that. When we say the regular curriculum, the content is the content represented in the regular curriculum, but it's accelerated and it's at least one year beyond. They're not getting exactly the same that youngsters in the same grade are getting. They're getting an advanced version of the same content one year later. They're one year ahead in terms of the content. But then the delivery and where they're going with it is totally different. Then Ms. Peron needs to answer that.

Ms. Peron: I just want to say you're absolutely right. I didn't bring anything different because the units that the teachers are developing were developed the last week of August.

Comm. Irving: Last week.

Ms. Peron: Last week. The units of study have been developed by the teachers. However, I will bring those to you and I will tell you that they will be presented in some classrooms and not in others. The beauty of Gifted Education is the individuality of each child. It's the differentiated instruction that goes within. So we have to measure where the student is, we have to learn what their strengths are, and then we have to take them to that next level. So they may be sixth graders working in algebra.

Comm. Irving: All I'm saying is that I agree with you and I hear that, but I have nothing to gauge that with at this point in time.

Ms. Peron: You need the scope and sequence.

Comm. Irving: It's only fair that if you're going to present this to this Board to ask us to have a conversation about it, we're having a conversation about so much anecdotal jargon and terminology without us really sitting down and vetting and saying, how does this algebra look in an advanced or seventh grade classroom? What would it look like for a child who is advanced or who scored this way on a STAR assessment? I don't even know if that's being taught.

Comm. Hodges: To be fair, at School 28 they did mention this in-depth approach to applying the curriculum and we were not privy to all of that. I certainly want to associate myself with your concerns. One of the things that worried me is that the curriculum is not going to be across the board. It will be in some classes and not others. I'm a little worried about that. I think we just need another presentation to flesh out exactly what we're getting so that we can understand what a Gifted & Talented program really means. The other thing is in the back of our minds this was supposed to lead down the road to an IB program. You need the students who are capable of performing at that level developed in the elementary school. So I'm trying to be patient to see where this is going. That's why I'm asking for the benchmarks, just to show me what in fact you are producing and the formative assessments so that we know where we're going and you can make corrections and strengthen. But he's absolutely right. One person's Gifted & Talented program in another district will just mean 'A' work and that's just not enough. We want to send that message very clearly to people because even though they've heard it said they've not always listened. We want a Gifted & Talented program. We want students to leave here and be able to not only get into college, and not only stay there, but to excel. So what we're looking for is a program with substance and depth and far-reaching so that these kids can truly be challenged like very few students are in this district currently. It's not going to be we're calling it a Gifted & Talented program. That's what the President is trying to convey. I'm being nicer for the time being, but that's the issue. Will you speak to this notion that some students will get the curriculum and others wouldn't?

Ms. Peron: It's the differentiating of the instruction that's going to make the difference. We have content highly-qualified teachers in math. We have them in language arts. So we will have mixed age grouping at times. Just because you're 10 doesn't mean you're not sitting in a room with a 12-year-old because developmentally and academically you're at the same level. So there will be some mixed age grouping. There will be curriculum across the board top and bottom. What the teachers are doing are actually setting up and preparing the units of study to take the content and provide it more in-depth so that the students can take it and work with it in a complex way for them to figure out and solve problems. The thread of the school has changed. The theme of the school has changed. They will be exploring change in all the content areas, how change occurs in science, math, and history. So they have developed these studies and in this packet there are samples of what those studies and the topics are and the resources that they will be using. I haven't provided and I can't provide that we will be working out of this resource on page 29 and in October we will be in chapter three, page 82. That's impossible to do because the teachers are being trained to really differentiate and meet the needs of the students. So when I tell you that a fifth grade textbook will be used in the fourth grade or a sixth grade textbook will be used in the fourth grade it's going to happen. But it all relies on the teacher understanding the needs of the child through formative assessment, through objective assessment, and preparing those lessons to meet those needs. I will bring those units of study to you and that will provide maybe a little more clarity about the curriculum and the types of activities and work that's going to go on in the Gifted & Talented classroom. We're going to use inquiry-based. We're using all forms of communication. We have an interactive whiteboard in every classroom. We have five computers. We have a

computer lab. I'm really excited and I concur with you. This type of learning needs to happen across the district in all our schools in every classroom, but we're not there yet. We have to do it through building capacity through the teachers. These teachers will become our lead teachers and our peer teachers. These classrooms could become model classrooms so that we bring in other teachers and they see what learning looks like and what excitement is in terms of education. I couldn't bring that to you tonight because as I said they developed it. They're working with a renowned expert in Gifted Education, Dr. Joyce Van Tassel, which has been from day one working with us to assure that we meet all of the standards in all of the areas in Gifted Education. So this is a little different. This is not an extra ditto. This is not an extra book that they're going to receive. This is about instruction and education based on what the student needs. Our parent student conferences are going to be student led. Our students are going to explain to their parents the work that they've been doing, how they got there, and what the next step is. They are going to be describing the work that they do every day in the classroom. The teacher is going to be the facilitator and the parent is the one that's going to learn about what's going on with their teaching. So, all of these plans and different activities are underway. I'm not trying to sell you something. This is not my product. This is our product. This is a product of the teachers putting it together. What I need to assure is that the implementation of the program happens, that it happens every day, that instruction happens every day, and that we provide those resources and the teachers do their job in collaboration with the building administrators.

Comm. Irving: And I think we have to ensure what the program is and what it looks like. That's all I'm saying.

Ms. Peron: That's fine.

Comm. Irving: Can we just move on and the next time we have the opportunity – will this be ready by the next Board meeting?

Ms. Peron: Yes, it will.

Comm. Hodges: Mr. President, I think you have some people from outside the district who are making a presentation. Is that correct?

Dr. Evans: In the 'C' section. Are you referring to the item relating to the TV station?

Comm. Hodges: Yes.

Dr. Evans: That's in the 'C' section and they've asked that that be moved up earlier, but we're not there yet. If the Board wishes, you can move that up even earlier.

Comm. Irving: What are we talking about?

Dr. Evans: Item C-18.

Update on the Newcomers Program

Ms. Peron: Again, the question was, what curriculum are we using? The answer is we're using the district curriculum. The difference in this program is that like Gifted we differentiate instruction, but we modify it as well. The strategies and the methodologies that we use to present information to our limited English proficient students are different. Let me just tell you a little bit of how we got here and you have this in your packet. The Newcomers School is a place for newcomers. The criteria are that they are new to this

country and have been here for less than a year. The grade span is also 4-8 and the language is Spanish. So these are Spanish-speaking children from various countries that have moved into our district and will attend the Newcomers Program. We have identified about 150 students. The learning emphasis is pretty much the same as the Gifted & Talented, except that we are going to be using intensive bilingual instruction. We have to educate these students in their dominant language and most of the time that dominant language is Spanish. At the same time, we are going to infuse intensive English as a second language, not simultaneously, but during that same day. So they are going to receive their academic skills all in the native language and then they will have their developmental ESL intensive English at the same time. Why do we do that? We do that so that they don't fall behind. We do that so they continue learning the skills that they need to learn at the grade they are at. When they're building their basic communication skills in their cognitive academic language they can easily transition into English and not have lost the skills that they needed to have in the third, fourth, and fifth grade. A lot of these students, not all of them, have interrupted education. They may have been educated in their country for some time, then they stopped going to school, they come here, they'll spend some time here, and go back to their country. So these teachers also have to learn and provide differentiated instruction. They may have a class of fourth graders at very different varying developmental levels. So we are going to be using the SIOP method, which is a sheltered English instruction. We are going to be using TPR, Total Physical Response. These are best strategies and best practices in bilingual education. We are also going to use the natural approach to language. We have hired 10 teachers. We have an ESL teacher and content specialist teachers. They are all duly certified in bilingual in the content area. I am looking to hire a reading specialist because some of these students need extra help in building vocabulary, phonics, decoding, and word skills. So we need the expertise of a reading specialist. Then we have a media specialist, an applied technology teacher, art, phys. ed., and all of that. I have included the WIDA standards for you. WIDA is the assessment that we use to assess the academic learning of these students and also we use an assessment to measure their oral language proficiency. The goal of this program is not to keep these students in this school for over a period of over four years. The goal of this program is to have these students enter and possibly exit in a year, but ready to be successful in a general education classroom with some support in bilingual education.

Comm. Hodges: What is the goal of the bilingual program then?

Ms. Peron: The same thing.

Comm. Hodges: So what is the difference?

Ms. Peron: The difference is when you have a group of students by law if you have 20 or more with any given language you have to provide a self-contained classroom for them. So district-wide sometimes in every school we don't have that. So the services change. We may have developmental ESL and supplemental ESL. The goal of the bilingual program is always to have that child acquire the English language that they need to be successful in school, but at the same time sometimes they are in a transitional stage where they have some language and their native language is not the only language that they have. So this is for newcomers to the country that have had interrupted education that are not on grade level or that are severely behind grade level. Sometimes that has happened in our bilingual program, but as you can see and as assessment shows there's a huge gap between our ELL learners and our general population. So we too in this district are working on restructuring and reorganizing the bilingual department.

Comm. Hodges: That's my concern. A year is a long time. We want to get the children immersed. Is your focus also to repair some of the academic deficits? I'm trying to wrap my head around the fact that we're doing the same thing in the bilingual program.

Ms. Peron: We are and we're not.

Comm. Hodges: I want it to be more effective.

Ms. Peron: We want our bilingual program to be effective.

Comm. Hodges: That's not what I mean. I expected this program to be different than the bilingual program and almost accelerated because you want to get the students up to a certain level where they can then go to the bilingual program. That's what I'm assuming.

Ms. Peron: Yes. It will be accelerated in the area of ESL. In a regular bilingual program when a child enters at any of our elementary they may have ESL for 40 minutes. In a program like this they will have ESL every day. So that is a major difference.

Comm. Kerr: Ms. Peron, what I need to know as a lay person not too well-versed is how we go about the instruction in terms of the ESL. We're going to teach the kids in Spanish because that's their dominant language. Considering the time factor that we have we're only going to have a certain amount of hours to bring them up to speed. How are we going to effectively bring those kids up to speed teaching them in their native language and getting them versed in their new language? I just need to know how we are going to tackle that real problem. Is there a design in this new program for that considering the time?

Ms. Peron: I didn't provide the schedules for the classrooms. I have to think that way. I'm sorry. I apologize. In terms of educating a bilingual child, in terms of bringing them up to par academically one year isn't a long time.

Comm. Kerr: I just mean, how are you going to do it?

Ms. Peron: We're going to do it by giving them the content academic skills in their native language and then actually scheduling a portion of the day for them to attend...

Comm. Kerr: How many hours?

Ms. Peron: They're going to have a 90-minute block like the rest of the district has in language arts and math. In between that 90-minute block there is English infused in that block because we're going to have some ESL strategies and activities infused in the language arts and math. They're going to have 60 minutes of ESL and then they'll have their specials. They're not going to have specials like all of the other regular elementary students. They will have gym, of course. They will have art. But infused in those classes will be ESL strategies and teachers. They're all dually certified in bilingual and ESL. At the beginning the native language teaching will be 100%. As the year progresses the percentage of time and instruction changes. So it may change from 60/40 to 80/20. So the 90-minute block at the beginning of the year will be in the native language.

Comm. Kerr: That sounds good. I really would like to see the design. I'm more interested in the design than anything else.

Comm. Irving: I don't want to belabor that. This Board voted on this program and plan, so I appreciate you giving us an overview. But this is all the stuff that we helped to create and we know. The piece I think that's really necessary is just the schedule. What are the courses? I think this is a little different than Gifted & Talented because we're still not too sure what we're getting. But we vetted this program and we've had many conversations as a Board about what this program will look like. The ones who voted on it did. Actually, in the transformation meeting I think we had a lot of discussion and discourse amongst us before we voted on it. That's just my perceptive. With that said, I think it's just important for us to see exactly what a typical day will look like. The end result was I thought that most of their day would be in their native language and that there would be a course or some focus on learning English. I don't know how that takes shape. That's not our responsibility to impose that. That's your job to tell us what it looks like and for us to critique it and say whether it works. Again, getting the curriculum or the course mapping for the respective classes is very important. You said before they're going to get art, but that's only if we have an art teacher. I'm looking at the information you gave me and there's a vacancy in art in the school.

Ms. Peron: It's in process. I couldn't write that until the paperwork goes through.

Comm. Irving: Okay. What about the other vacancies?

Ms. Peron: Four vacancies are in process right now. I do have two vacancies left.

Comm. Irving: Which are?

Ms. Peron: Math and library media specialist.

Comm. Irving: So we're going to start off the year probably with a substitute for math?

Ms. Peron: Yes, we are. It's a tough title to come by.

Comm. Irving: This is not the only school that has vacancies, but with the need you have for a bilingual math certified... I get it. I hope we're still going out there and trying to find someone.

Ms. Peron: Of course.

Comm. Irving: When can we expect to see that?

Ms. Peron: The next Board meeting. I'm still working out schedules with the help of Joanne Riviello who has more experience in scheduling a school. She has been really helpful to me in terms of those block schedules. In Early Childhood we integrate education. So it's quite different when you have to provide specials to teachers and the allotment of time for each specific subject. Right now it's a work in progress, but I believe by the next Board meeting it has to be developed because kids are in school and we have to have it running.

Comm. Mendez: What is the capacity of this program? We have 148 students so far on the Newcomers Program. Is that correct?

Ms. Peron: Yes. I believe the capacity for elementary School 11 is about 200.

Dr. Evans: 301.

Comm. Mendez: I know you talked about the staff. Do we have the teachers in place already? I hear there are four positions pending.

Ms. Peron: Pending, yes.

Comm. Mendez: On the Gifted & Talented Program, do we have the full team ready to start that program in full capacity?

Ms. Peron: Yes, we do.

Comm. Mendez: What is the capacity of the Gifted & Talented Program?

Ms. Peron: I believe we're up to 127 students, but enrollment is growing.

Comm. Mendez: That's what we have so far?

Ms. Peron: Yes, that's what we have so far.

Comm. Mendez: 127?

Ms. Peron: Approximately. Don't quote me on 127. It may be a few more or a few less, but it's approximately 120 students.

Comm. Mendez: Thank you.

Comm. Guzman: I have said from the beginning when this came to light while we were in the committee that I was 200% in support of this. I see the struggle that our kids are having, especially in that area where the school is located. I know there are children from all over the district, but I know specifically the struggle because that's the area that I live in. I live exactly surrounding School 15, Roberto Clemente, and School 11. So I understand and I see what's going on. You mentioned that the program was only one year. What I understood was that it was going to be depending on the child and how much time they needed.

Ms. Peron: The Newcomers?

Comm. Guzman: Yes.

Ms. Peron: The goal is one year. However, it will vary. As you say, it will depend on the child and the developmental level that they come in, academically, and how quickly they acquire the language. So it may vary from student to student, but the goal is to transition them into a general elementary school so that they can be successful with their peers.

Comm. Guzman: I had a lot of concerns. I know you mentioned a year, but I remember going back to the meetings where I asked how we're going to know which child was ready to move on. We said that they were going to be tested through the program. But we need to make sure because in order for them to understand the material and actually go into regular course work they need to understand the language. It's kind of hard when you're trying to push two things at the same time and they are just confused and get tired and frustrated and don't want to learn either or. Thank you very much for clearing that up.

Comm. Hodges: We did thoroughly discuss the concept, but not the approach. That's the concern that I have. If we're going to do it, I want to make sure it's done well, not just get done. The concern that I have was simply the length of time of the stay. My understanding was a little bit different as to what we were going to do. I'm not going to burden the Board because apparently they're not as focused on it as I am. I'll come by and see you and try to get a firmer handle. As we all know, bilingual education is not settled in its approach anywhere in the country. We want to be more effective at getting these kids up to speed so that they're not lingering behind. That's the problem. That's why I was so startled when you said they were going to be there a full year. That's what my question was. I was surprised. I'll come by and talk to you rather than belabor this.

Comm. Cleaves: We are all concerned, just for the record. But if you have a bilingual student that you're teaching, when do you change that over to teaching them in English so when they're mainstreamed now that they know the content they're still able to continue to flourish as opposed to going backwards because now they're put into another environment?

Ms. Peron: It's not an arbitrary decision that you make. It is one that you make through assessment and through observation of the daily work. You have to measure the amount of vocabulary that the child has. You have to measure the expressive and receptive language that the child can now understand and comprehend. You have to measure the writing skills and more importantly the reading comprehension. So, because the child has been there for four months they may be able to follow a basic conversation that is just a basic conversation, but in a classroom the conversation goes beyond your basic communication skills. The technical vocabulary of education is different. So you have to know that they're going to understand when the teacher gives them a given task or that they have to analyze a problem that they will have that technical vocabulary to be able to express themselves either orally or through writing. So it's not something that we can just arbitrarily say he's got about 200 vocabulary words and he can put five sentences together. That's fabulous, but depending on the grade level, skill, and subject we have to assess that. So we have to measure oral language proficiency. There are formal assessments that do just that and they will level each child and put them in a level of novice, beginning, and intermediate. So it varies. It's complex. When it comes to language it's even more complex because there are so many factors that are involved in learning language and in speaking, reading, and writing. So we have to administer the assessments to these children to be able to move them and make that decision for them. Teacher recommendation is important and length of time. All of those things need to be taken into consideration. We have to build a profile for each and every one of these students so that we understand where they are, where they're going, and where they can go to. I hope I answered your question. Are there any other questions?

Discussion of Resolution No. C-18

Dr. Evans: Can we move up C-18? It's a request to approve entering into a contract with Media Consultants to provide consultant services for the refurbishment of the John F. Kennedy TV studio from September 20, 2012 through January 15, 2013 for a total not to exceed \$9,500.00. I think Dennis is going to lead a presentation.

Mr. Dennis Vroegindewey: Good evening. Actually, we're here to answer any questions that you might have. We're doing this actively at the encouragement of Dr. Hodges. We're involving Mike Taylor. He slipped out to grab a bite to eat. He didn't realize it was going to run this long, but he'll be returning soon. He's been very active with public access television. Through Dr. Hodges' encouragement we have him on

board to act as a consultant with us as we take the Kennedy studio and bring it back to its former status and make it a state-of-the-art facility again. The contractor work would go to Media Consultants. We have Jim Segnorini who used to work back in the days when Bob McNeil ran the TV studio. He did a good job as a consultant with us and he's done a lot of things across the State of New Jersey. I think he even worked at Rutgers stadium outfitting them with different media equipment. So we've brought him along. Al Knight, in one of his former capacities, did work in the TV studio and represents the communications department, which will be actively involved with the studio as well as we open it up to communicate with the district. It will allow us to increase the community's use of a TV studio. It will also provide and expand opportunities for students, which is one of the district's goals. We will be refurbishing the technology in the district with state-of-the-art equipment. We have Mr. Segnorini here to answer any questions you might have about what his work would entail.

Comm. Hodges: I need to fill you in a little bit. Originally, Mr. Taylor, who works as a trainer down at Cablevision, which is public access, approached me because he attends video contests that are held around the state. He was happy to tell me that the little town of West Milford's middle school won a television contest. His point was that we have a studio that we used to run that was equipped and furnished with money from both the district and the assistance of Cablevision and it has fallen into substantial disrepair. He had originally contacted the district to give a presentation of what was possible just to show you the skills that we could teach our children and the wonderful opportunities that were available to them. That was his original intent. This has blossomed into a project now to refurbish the television studio and to bring it online substantially updated from where it is. There is a whole digital change that has occurred and we are not there yet, but the foundational pieces are in place. So that's basically where we are. Then we're trying to use the studio to teach students how to perform at that level.

Mr. Vroegindewey: The first step is to get the studio up to 2012 standards. Then you'll hear more down the road about the program that we hope to have there, staff that might be hired to educate the children, and connections with the community. The first step is to get a consultant who knows the ins and outs of what we need there and to help put it together, and that's Jim.

Mr. Jim Segnorini: I actually built the first studio with Bob McNeil. It was amazing the awards he was bringing back from Washington and seeing these kids in all the other municipalities around saying, "This is Kennedy High School is Paterson. They're winning all these awards. How can we get in on that?" In turn, I built Clifton, Nutley, Cedar Grove, and a whole bunch of schools. The beginning of a lot of this was Kennedy High School. It was a very good thing for the kids and the kids were very proud of what they did. It's great that these guys called and brought me in to see it and I couldn't believe what it looked like after leaving it so many years ago. It fell into disrepair. It's great for the kids because I work in the television industry and there are a lot of jobs out there. It's a really good job that you could have where you can make a good living. It's not something where you can go from the school. You can go to a four-year college. You can intern at any of the networks and then your career takes off from there.

Comm. Kerr: I just need to know what the refurbishing would look like. We have a price tag here of \$9,500. That seems very small to me. I've developed media centers.

Mr. Segnorini: That doesn't include the equipment.

Comm. Kerr: That's what I need to know, exactly what this represents.

Mr. Segnorini: That represents the putting together a bid to go out to the vendors, to bring it back and do design, installation, and engineering, which includes all the functional drawings, manufacturing, putting everything in the racks, and cabling, which is installation. That's the engineering end of it as well as putting a bid spec together to go out and get the equipment. This equipment would be state-of the-art, which is SDI equipment. We won't go HD and the reason is because Cablevision is nowhere near HD capability as far as transmission, including the studio on Ellison and all its local programming. It's not high definition. So in essence the kids could get ENG cameras, go out, shoot packages and bring them back, if you have non-linear systems there – which you had in the past where they edited on because everything is non-linear now – they would shoot it in HD, edit it in HD, but they would have to down convert it to SDI in order to put it on television.

Comm. Hodges: By non-linear you mean that you can do it out of sequence and using the computer.

Mr. Segnorini: Everything is done on the computer - exactly.

Comm. Hodges: And out of sequence.

Mr. Segnorini: Yes.

Comm. Kerr: So this is just for the design.

Mr. Segnorini: This is for the design, installation, drawings, bids to go out for the equipment, and training.

Comm. Kerr: Before we lock ourselves into the first part of it and not be able to fund the second part, can you just give me an idea of what the second stage of the refurbishing would look like in terms of a price tag?

Mr. Vroegindewey: We have a budget of \$150,000 for the refurbishment for the equipment. That's beyond the cost of this. He's projected that we're coming kind of close.

Mr. Segnorini: We will be within the specs originally laid out.

Comm. Kerr: I've not seen that. I've just seen this one. I just don't want to get too far afield. I want to know what the cost will be before we say yes and then this is a big ticket price operation here.

Mr. Segnorini: You're right. A studio could go in the millions. We know what we're dealing with. We're going to keep it within a price where we can control a lot of the costs. Through my connections with Rutgers and with the people I deal with I deal directly with manufacturers. So it helps us out in the sense that we cut out a lot of middle people.

Mr. Al Knight: Hi, Commissioners and Dr. Evans. This is Al Knight, your Media Technician, and this is really weird not being behind my camera. The \$150,000 amount was arrived at when I personally specked out an equipment list just by going through BNH photo video and their professional video equipment thing online and arrived at that figure as a good amount that the studio could be refurbished and have low-end

professional equipment, which is still state-of-the-art. When I say low-end it's still better than consumer equipment and better than what they call "prosumer" equipment. So it will be what a student television studio should be in state-of-the-art. Like Jim said, you can spend that much money on a lens, let alone one camera. So we're going to have a pretty darn good setup for not a whole lot of money and that's my opinion. Does that help?

Comm. Kerr: We'll talk about the other part of it. I support having a good studio up there.

Mr. Knight: My desire has been to make it plug-and-play. It should be that we can go in, flip a couple of switches, and be ready to do a line edit production with a crew. The studio has not been in that configuration for at least the last four years.

Comm. Mendez: \$150,000 sounds like a very reasonable price. I don't know that much about technology, but I know how expensive it is. What kind of condition do we have now at the studio? The only time we use that is when we have election debates and I believe we bring your cameras.

Mr. Knight: Yes, I bring in my own equipment.

Comm. Mendez: So we don't have any equipment. Is that correct?

Mr. Knight: Right now the studio is virtually useless except it's a room with a lighting grid with obsolete lights in it and a control room that does nothing. So what it has been used for, for the last couple of years, is the class that was taught in there the teacher was doing ENG, which is electronic news gathering. It's like when the kids go out with a portable camera and then they come back and edit on computers. Nothing was done in a fashion of a television studio, which would be a line edit where you have a director, a soundman, a floor manager, and cameraman. Nothing was ever done that way as long as I've been here. But that is the way it was done when Mr. McNeil was here. Those are the skills the kids need to learn in order to go out and get a job. There is the possibility of getting a media job where you have only learned ENG, but it's highly unlikely. You need a whole bag of skills and one of them is the ability to work in a studio.

Mr. Segnorini: When you make the next step into college that's where all of this comes into play. If you go to Montclair State, which has an excellent facility up there, they're going to put you in a studio environment and as a student if he only did editing on a non-linear system he's going to be lost when he gets into that studio. In the past the kids that came out of Kennedy High School excelled when they went to further their education in television production because all these positions - technical director, producer, director, audio engineer - they already had that experience and they just took it up to the next level.

Comm. Mendez: I believe it's a great idea. The one thing that I would like to see with this project is on the curriculum side some kind of plan. That \$150,000 would be very well-spent on that area.

Mr. Vroegindewey: You'll be hearing that in the near future. I know Eileen Shafer is beginning to put a posting to get a teacher and we'll make sure it's a high-skilled person that we have on board. Then we have some templates for curriculum, but then we'll get him involved also and we'll present you with a curriculum course that we propose.

Comm. Martinez: This sounds very promising. Some of the questions I intended to ask were touched on. What's the timeframe? Are we talking this year or next year to get it up and running?

Mr. Vroegindewey: We hope to have it done by January.

Comm. Martinez: With the curriculum in place and a facilitator to oversee it?

Mr. Vroegindewey: That's our goal.

Comm. Martinez: To what extent will the students be able to use the facilities? Is it exclusive for Kennedy students? Is it something for district students?

Mr. Vroegindewey: I know that the School of Education is where the TV programming and some of the course work will occur, but we have to talk with the Kennedy staff. I also know that there will be electives for kids at Kennedy. But then beyond that, and that's where I think Mike Taylor's influence will come, we want to expand it and take this so we can have more digital entries and contests and more action throughout district. This could be a symbol and we could possibly even have meetings there at the studio with representatives from the various high schools and sort of get the ball rolling for more digital learning and projects.

Mr. Segnorini: Also, the school owns the television channel. So these kids could actually do their projects and they'll put them on TV and go home and view them. The families and everybody can see these projects. It's not just limited to what's in that studio. Once you teach these kids you have football games, basketball games, and plays. This is all part of this activity where these kids could actually go out like in a lot of these schools. I know Wayne Hills and Wayne Valley go out. They're only on the municipal channel. They don't have the luxury of having their own educational channel, so it's a shared resource. It's endless what these kids could actually do.

Comm. Martinez: It sounds very promising. Thank you.

Comm. Teague: I spoke to Mr. Taylor back in March and he informed me that there was a way that they could actually do the School Board meetings live. That was possible. Can this program be integrated with that to make that public access?

Mr. Knight: Historically speaking and from people that I've spoken to who were here long before me – I've been here for five years now – Board meetings were never broadcast live in real time. However, right now when I record you guys when you have the meetings they are running three days a week twice a day on those three days. The ability to go live has really kind of always been there. Even now when we do the meeting at Kennedy all I need to do is flip a switch and I put you on the air. But that has not been part of my job to do that. I've never received a directive to do that officially, so we do not do that. But that has always been a possibility.

Comm. Teague: I think the community needs to be able to see us more so than just a recording. The reason why the Council meetings are viewed more so is because they're seen live.

Mr. Knight: I agree. But it has not been my job to do that. I've always recorded it and run it the rest of the week. If you guys come up with a directive that commands that I have to broadcast you live, I'd be happy to do it. But what I'm saying is it's as simple as flipping a switch.

Comm. Irving: That's something that if you want to engage the Board in a conversation and put it before the body, we would welcome that conversation.

Comm. Hodges: One concern that I did have is that you have the capability of running this signal from Delaware as opposed to Kennedy where the modulator is currently located. I would encourage you to do that because it gives you enhanced capabilities and more flexibility. We haven't chosen to do that for whatever reason. It's a simple box. Bring it from Kennedy to over here and you can just make any changes instantaneously. I do understand that one of the problems we've had is that occasional somebody goes over there in the school and pushes the wrong button and then all the programming stops and people from here have to go over to Kennedy in order to turn it back on again. If it was here you wouldn't have that problem because the control would rest totally with adults. There was some concern over doing that, but since it's our equipment we should be doing that.

Dr. Evans: We're working on it.

Mr. Segnorini: The only thing with that is that there is a transport issue because the connectivity lives at Kennedy High School. So the fiber transport which goes to the Cablevision hub, which I think is on Michigan, would have to be relocated into this building. Then there would be no connectivity between the high school and this building. So as far as going live from a Board perspective, you wouldn't be able to.

Comm. Hodges: We have fiber optics here, so that shouldn't be a problem at all. It gives us enhanced capabilities if we did it from this office.

Mr. Segnorini: If the fiber is in place, it's a no brainer.

Comm. Hodges: The fiber is in place. That's not going to be an issue.

Comm. Mendez: What kind of technology challenges will we face if we decided to move our regular meeting to a different school? I'm asking this question is because I don't know if we've done this before but in the time that I have been here all the regular meetings were held at Kennedy High School. I think it would be great for the community to have the Board in different schools. For example, School 18 is all the way on the other side of town. It would be great if we had one of our regular meetings there and we invite the community that way they could come. I do believe it would be a great idea.

Mr. Knight: The challenge would not be with video. The challenge would be with audio because the schools don't have the equipment to handle a dais with 12 microphones and a sound system and recording capability. So the bulk of the equipment that has to go out in the field in order to make a meeting for you guys is audio not video. A video camera and a recorder is a little thing. I've done meetings for you guys in other schools and it's very challenging. Part of the challenge is that in the auditorium spaces and the cafeteriums that are available to hold the Board meeting very frequently there's little or no lighting. Any sort of audio visual support that you guys require would not be in place. Here we're wired up for PowerPoints with internet connectivity and that whole gamut. So it is challenging. There are a handful of schools where it's not challenging and then in the vast majority of the schools it's very challenging because we're lacking in that regard.

Comm. Hodges: That just means that we have to update those other schools.

Comm. Mendez: Also, I want to entertain that conversation with the facilities committee to identify the schools where we have no challenges to bring this to the table to see if we can start doing that. I believe that it would be a great idea. We have to be out there a lot more and the community needs to know what we're doing. They need to be involved.

Mr. Knight: And then also regardless of where we are that would totally negate the ability to ever run the meeting live. It would have to be recorded. We don't have satellite uplinks for now.

Comm. Mendez: For now we can go with this until we go live.

Comm. Irving: I just want to echo Comm. Mendez' sentiments. I actually like the idea, but maybe we can do it in a more specific way that during the course of the year we go to at least one of the wards so maybe every third meeting we're somewhere else. I think that's the point you're trying to make, but I think it has to be done in a way that makes sense for the technology department that's conducive for them to be able to do this. We could say we're going to the fifth ward, but if there's not a school that's conducive to it we would just have a really badly lit meeting, which nobody wants to watch.

Mr. Knight: One of the things I've been working with Mr. Barca on is finding some services and equipment for live streaming on the internet, which would increase our reach visually a thousand fold, rather than just the cable TV channel. That's something we're looking at.

Comm. Hodges: I definitely want to thank you very much. As difficult as I have been with Dr. Evans sometimes and will continue to be occasionally, he has been very supportive of this approach and this program. It is moving forward at last and I'm very appreciative because I think this has some exciting potential. If we work it the way we're capable of and really push it we could bring an outstanding opportunity to our children educationally. So I want to thank you for pushing this forward. There are some other items that we're looking at that we're hoping will also get the same kind of push in the coming days, if we can move forward with them. So I thank you tonight and I'll give Mr. Taylor a call because I'm sure he's a little concerned.

Mr. Knight: I'd just like you guys to know that you have right here in this person, Jim Segnorini, the best. This man will really get things going for us and I think we're really lucky to have him on board again.

Comm. Hodges: He is well recommended. I've heard his name in a number of places.

Overview of Security Needs at John F. Kennedy High School

Dr. Evans: The next item is an Overview of Security Needs at John F. Kennedy High School with particular emphasis on issues regarding the fence that the Board shared with us recently. Coming forward should be Director of Security, Mr. Smith; the Principal for Operations at Kennedy High School, Amod Field; and our Executive Director for Facilities, Chris Sapara-Grant. There should be a packet coming around to Board members that includes two items. Number one is a memorandum from me setting the stage for the presentation that you're going to hear from Mr. Field, Mr. Smith, and Mr. Sapara-Grant. I'd like to take a moment and do something I normally don't do and that's read the memorandum because I don't want to lose anything that's included

in this message here, plus the audience does not have a copy of this memorandum. Board members do and I think there are one or two extras that will be shared with people. It's dated September 5, 2012 to the Board regarding security plans for John F. Kennedy High School: "In recent meetings you expressed concerns about not being made aware of details of the security issues and resulting security plan including fencing developed and is being implemented for John F. Kennedy High School. Although a meeting on this matter was held last spring with representatives of the City Council, the School Board, the Paterson Police Department, the Passaic County Sheriff's Department, and my staff and the item was included on subsequent facilities committee agendas, the decisions that followed were not clearly communicated to you. Please know that I am deeply regretful that the Board as a group was not fully informed as this matter evolved. As you know, internal communication continues to be a challenge for our district and we continue to work diligently to ensure timely communication with all internal stakeholders, especially the Board. Regarding Kennedy High School, during the 2011-2012 school year the security and safety of students and staff assigned to the school became a major concern. As you know, the school is bordered on the west by Totowa Avenue, a major corridor bordering the Passaic River, by Preakness Avenue on the north, and the Passaic River and a park on the south. Prior to last school year, the school and the area benefitted by a Safe Corridor provided by the Paterson Police Department." For those who don't know, a Safe Corridor means that at certain times of day there are policemen strategically located in a particular vicinity in an effort to curb any activity that would threaten our students and our staff as they either are entering the building in the morning or exiting in the afternoon. "However, serious budget reductions resulted in the loss of the Safe Corridor. The result is continuous threats to the safety of our students from individuals who come onto the campus from the park or the surrounding streets and threaten and/or assault our students. On occasion others have threatened our students from the perimeter of the campus and often displayed weapons. You may recall receiving copies of incident reports when the police department has been called. As a result, the school's administration with the assistance of our Director of Security was directed to develop a plan for increasing the safety of those assigned to the school. A PowerPoint providing additional background and elements of the plan is attached. The PowerPoint is organized as follows – the need for creating a new safety plan for the school, the elements or components of the state-of-the-art safety plans for schools, components of the new JFK plan, and anticipated outcomes from implementation of the new plan. In today's Board workshop Amod Field, JFK's Principal for Operations, Jim Smith, the Director of Security for the district, and Mr. Sapara-Grant as well will provide an overview of the plan."

Mr. Jim Smith: Good evening, President Irving and distinguished Board members. We're going to go through the PowerPoint presentation and naturally I'm sure we'll have an extensive question and answer period. We will sit here and try to answer your questions to the best of our ability. I'm going to start off with the front page, crime prevention through environmental design and the securing of the John F. Kennedy educational complex. Benjamin Franklin once said an ounce of prevention is worth a pound of cure. We have been selected by the State of New Jersey. There are 160 school districts statewide that represent the MOSS Project, which is an acronym for Making Our Schools Safe. Amod will now take over the slide presentation. Our district has been selected as one of the 160 statewide to be part of the MOSS initiative. One area of the MOSS initiative is target hardening. Part of target hardening is the site access control to John F. Kennedy educational complex as well as other schools within the district. Site access control involves vehicle pathways, access points, crossing areas, and perimeter fencing. In a simple word, target hardening is looking at all things that could make your educational facility safer from lockdowns to having adequate

locks, to delivery procedures, to perimeter fencing, a variety of issues that we are getting help on because we're one of the 160 school districts selected. In addition to that, as being one of the schools, there are only 60 school districts statewide that are classified as Tier I, Paterson being one of them, which gives us an elevated level of assistance from the state. The state was in here last week. We were going over all our different safety plans as well as what we need to achieve in safety for all our educational facilities. So we want to let you know this isn't just happening as a result of the fencing. This has been an ongoing process that we've been working with. Some of the current obstacles we have that are specific to John F. Kennedy was currently the Paterson Police force has experienced a reduction of more than 150 officers. Initially they had to lay off because of budgetary considerations 125. They were able to hire back 37, but because of retirement the net effect was actually more than 150 officers citywide, which was approximately a third of the police force. The elimination of more than 20 school crossing guards regarding police officers covering these corridors has further exacerbated the problem. So, in addition to the 150 being laid off now you have police officers occupying school traffic because they haven't called back school crossing guards. As Dr. Evans alluded to before, the elimination of the school safety corridor that was previously supplied by the police has been eliminated due to lack of manpower. That safety corridor was in effect for more than 15 years. Just to bring it to light and to make it real to all of you, at the end of the day we had motorcycles come up from the motorcycle unit. They would assist and we had a designated area such as Liberty Street and Totowa Avenue and they would provide additional patrols during dismissal times. This would allow students a Safe Corridor to go home. That's been eliminated because of budgetary considerations. I'm going to let Mr. Field talk about the next two slides because he actually lived this and I responded to it. So I think I want to let Mr. Field talk about that.

Mr. Amod Field: Good evening everyone. During the months of October and November there were several outbreaks of violence between African American and Dominican males involving machetes that led to attacks on John F. Kennedy students. In one incident they actually drove up on campus. I want to touch on that for a second. We were very lucky in that particular situation that one of our students were harmed. There is an abundance of informal conversations where the students feel comfortable talking to our teacher coordinators, counselors about the extensive amount of fear that they face every day coming to school and feeling as though the safety that we provide them inside the school gives them a sense of purpose, but they're in fear of coming to school. On their way to school there are a lot of different issues that take place that they don't always feel comfortable sharing with their parents as well. What you see now is the report of incidents surrounding the John F. Kennedy complex. There are multiple. The unique thing about this is that our security team, even though they don't change in the phone booth and turn into Superman, they were actually able to address these issues that took place outside the school. In one particular incident we had a young lady came and spoke to our principal of curriculum and instruction and shared with her that she had been touched inappropriately. So me and Sergeant Molte took a walk across the street and had a conversation with the store owner and 25 minutes after that conversation we looked out the window and the young lady was able to identify the person that came and attacked her and an arrest was made. So these situations are very real and relevant in our day-to-day operations at John F. Kennedy. Another situation took place in back of our building where a young lady was inappropriately touched as well and we were able to capture the culprit that did that. So there are a lot of things that have taken place outside the perimeter of the school and we have been very fortunate to have been able to catch those.

Mr. Smith: Getting back to inquiries, we talked about being informed. A decision was then made to target harden John F. Kennedy to provide children with an atmosphere where they could feel safe anywhere in the educational complex. As part of that MOSS initiative that I alluded to earlier in the target hardening process it was determined that a decorative fence would provide safety from outside intruders. The design color to match the interior windows of John F. Kennedy was selected. The following slides will demonstrate successful examples across our country at some of the most prestigious educational settings. I'll let Mr. Field take it from here.

Mr. Field: Crime prevention through environmental design – the proper design of the effective use of aesthetically pleasing fence can lead to reduction in the fear and incidents of crime and improvement of the quality of life. When we talk about Maslow's theory of hierarchy safety and security is first and foremost. Major concepts are natural access to control, the use of sidewalks, pavement, lighting and landscaping to clearly guide the public to and from entrances and exist, and also the use of fences, walls, and landscaping to prevent and/or discourage public access or from dark and unmonitored areas. Major concepts of natural surveillance are the placement and design of physical features to maximize visibility. With that we also have our security system that's also being put in place at this particular time. So a lot of these things that we were able to deal with we were dealing with, with somewhat of a blind eye. Again, to commend the people that work in security with me on a day-to-day operation.

Mr. Smith: This includes the building orientation windows, entrances, exits, parking lots, walkways, guard gates, fences, walls and signage. As Amod just alluded to, we had extensive meetings with Dr. Evans, Assistant Superintendent Shafer, myself, Mr. Field, and we discussed what safety mechanisms we can put in place in addition to fencing. What we came up with and which is now in place and will be operational in the next 30 days is surveillance cameras in covering over every inch of not only the outside but also the interior. We put in access control points where we will be able to monitor if we had a computer lab in there who's going in and out and at what times. So this fence part of it was part of an overall safety security plan. It's only one aspect of it, but it works in conjunction with all the others.

Mr. Field: I'd like to mention that in transition when the student athletes go back and forth from the park to the school we also have the capability of filming the practice because there are a lot of things that happen in transition with the young people going to the park to practice. So we will have the ability to have some eyes on that as well. Major concepts are territorial reinforcement, the use of pavement treatments, landscaping, screening, and fences will define and outline ownership of property. One of my favorites, fencing has been used in institutions of higher learning since their inception - Brown University today, Harvard University, Princeton University, and Salve Regina University. This is a unique design here with the birds for our young people.

Mr. Smith: School safety and security plan - a school security plan has been developed in cooperation with the State Department of Education and Homeland Security. That's part of that MOSS initiative we were talking about. This plan allows school security drills to take place on a monthly basis to increase the school's capacity to handle any emergency, which you're familiar with Comm. Irving. This plan also allows for the assignment of police district security officers and also private security. As I alluded to earlier, cameras have been added to ensure that all portions of the building as well as the outside perimeter are covered 24 hours a day seven days a week. Access control points are also being added to ensure that we know who are entering different rooms as well as the portions of the building and also at what times. A fact that many people may not be aware of is that almost every school in the City of Paterson has some type of

fencing. Eastside High School, Sports Business Academy, Destiny Academy, Public Safety Academy, which comprises the Boris Kroll complex, Great Falls Academy, and Rosa Parks. In addition to Rosa Parks having fencing it has those natural barriers that we alluded to earlier because it comes all the way up to the sidewalk. The John F. Kennedy perimeter fencing in this diagram was provided to us by our distinguished Executive Director of School Facilities, the incomparable Chris Sapara-Grant.

Mr. Chris Sapara-Grant: Good evening. What I'll do is I'll try to walk you through the plan as it is right now just in terms of orientation. The upper part of the screen is Preakness Avenue and on your left-hand side is Totowa. I will start from the point that is identified in the red circle as A. The red outline identifies the ornamental fencing. The ornamental fencing comes in two heights, a six-foot height and an eight-foot height. Starting from point A, which is the circle by the auditorium going up north towards Preakness, would be a six-foot ornamental fence with slide gates to allow for access in an emergency, drop-offs, and the rest. Going all the way up to Preakness you take a right. It will remain as a six-foot fence. On your sketches on the corner of Totowa and Preakness there are some squiggly lines which identify some hedging that will become a visual barrier so that the landscaping is enhanced a little bit. Going down Preakness towards your right there would be a couple of access points. The first one would be the pedestrian access point and then as you go further towards the emergency circle you would have vehicular access. So it's going to be a drop-off and in case of emergencies we will have access there. As you go towards the point that is identified as the B on Preakness at the top the fencing then goes back to an eight-foot height. From the B point shown there we currently have chain link fencing that goes towards the right all the way down towards the entry into the parking lot. So we currently have eight-foot fencing. The strategy is that the public face to the school complex would have colored ornamental fencing. It's almost a maroon color to match the trim of railings and windows in the current school. From the point that Jim showed – and I think it's shown in blue or green – we will have chain link fencing on what I consider the blind side of the property where we have the parking lot. The chain link fence is already in place and if you go there it does not impede the visual park-like element that exists currently. There are going to be a number of vehicular access points and a number of strictly pedestrian access points. The strategy is that in the mornings when students are coming in the pedestrian access points will be open. After a selected time the pedestrian access points will be closed off and all access to the school would be from Preakness Avenue through the main entrance. The vehicular access points would all be equipped in such a way that in case of an emergency you are able to vacate the campus. You'll have the push-bar to be able to leave the campus in an emergency. However, when there is not an emergency they are secured. We will also have a couple of vehicular access points, one on the lower side of the plan towards the park right there and one on the right-hand side coming in from Preakness on the upper right. Those points would always be secure. In the diagram you may not see that very clearly, but on your little plans you actually see some colored boxes. Those identify guard booths that will be in place. The guard booths are going to come in later on as part of a capital project so that they are equipped with power, heat and communications to the main building. They serve two purposes. One is to be able to control the access points, but they also serve as visual points. If there are any extracurricular activities happening in the vicinity then we have eyes that can view and communicate what's going on. In a nutshell, that's what we have in terms of the fencing strategy. The fencing that we have right now complies with local zoning ordinances and codes. So we are in good shape with that.

Dr. Evans: To underscore the magnitude of the problem there are two specific examples I want Mr. Field to share with the Board of the kind of problems that we faced. One involved the vehicle that pulled up with the group in it wielding machetes on the

Totowa side on the perimeter of the campus. They didn't come onto our grounds, but they were on the perimeter of the campus threatening our kids. The other was the young lady who was chased across the bridge by someone onto our campus. Fortunately, she was able to get inside into safety. If you'd elaborate on those two to basically make the point we have a serious problem here.

Mr. Field: There have been weapons and machetes that have been hidden around the perimeter of the building. The vehicle came through the complex and drove by with students diving out of the way and students hysterical. This has happened in real time. It's serious. It went on for a period of time. I can't say enough about the importance of having this fence up. Hopefully we can get by whatever personal feelings that we may have about the fence and understand that it's about the safety of the students. In the other attack the young lady is running and sprinting through the park, someone is chasing her, and a sexual assault. There have been many others that go undocumented. We had another situation with a young lady. It was a DYFS situation and I can't give you names, but because our schools were safe inside she travelled from Egg Harbor, left the residential facility where she was, and came back to our school because she felt it was safe. The things that were going on outside the school were major issues. I have some other statistical data that I won't go into at this moment that I can go into more depth with. But I need you to know the seriousness of this issue is real.

Comm. Simmons: Of the incidents that were listed, how many of those, if any, involved John F. Kennedy students?

Mr. Smith: They were all John F. Kennedy students. The perpetrators were not John F. Kennedy students, but they were on John F. Kennedy students. The John F. Kennedy students were the victims.

Comm. Kerr: How many were reported and apprehension made or prosecution done?

Mr. Smith: The ones with the machetes we were able to confiscate the weapons, arrest the people involved because of the personnel that we had there. Because we worked in conjunction with the police we had built the capacity of the police officers and also the district officers at John F. Kennedy as well as Eastside. That's why Zatiti Moody is here. So by building capacity we took a two-pronged approach. We built the capacity of our district officers and at the same time we were able to have police officers assigned and they were able to help us with that. Of the 23 right off the top of my head every one where we had a suspect involved an arrest was made.

Comm. Kerr: How many? There were some serious incidents of violence mentioned there. Were we 50%, 75%, or 80%? What I'm trying to get at is that the fence went up in a mighty hurry with not much consultation. I remember having a discussion on this Board regarding a fence at Kennedy and we came to a consensus on that that aesthetically it would not serve the purposes at Kennedy. Since that time I as a Board member was not told of an increase in terms of the violence that's coming from the outside in. I heard a lot about situations from within the schools, but not from outside coming in that would drive us in such a mad rush to install that fence. So I'm just trying to find out what were the real motivations for this fence.

Mr. Smith: I had a feeling that type of question, which is a legitimate question, would be asked tonight. So I was in contact today with the Paterson Police Crime Analysis Division and I wanted to have the calls for service and incidents within the last 12 months from 9/1/2011 to 9/1/12 the calls for service and crimes in the area of John F.

Kennedy High School. There were 10,302 calls for service in that area. Then when we delineated it as to aggravated assaults...

Comm. Kerr: Mr. Smith, let me say this. We have to determine what was from the inside and what came from the outside. If students are on the inside committing violence a fence would not prevent that. So the fence is to stop folks coming from the outside into the inside and creating the problems.

Mr. Smith: Not just that, but also to provide a safe haven and a safe area for them. They do gym in the parking lot. They do gym outside the gymnasium. So it's not just them coming from the outside. It gives them a sense of safety when they're in that parking lot. They know that they're going to be protected from anybody coming outside. Kids that may have been a little vulnerable before that may not have wanted to participate in gym and come outside now have that sense and feeling of security. The 10,302 incidents that I talk about are important for a few reasons. A little while back I'm sure you're familiar with School 21. One of the prime reasons that teacher, Jennifer Smith O'Brian, was convicted and tenure charges were upheld was because of the number of incidents which occurred around the surrounding area of School 21. These are things that the kids had to deal with on a daily basis and the judge took that into account. So having had that experience made me completely sensitive and now I know the courts are sensitive to the 10,000 calls for service surrounding John F. Kennedy.

Comm. Kerr: Let me say this. If you recall I was very skeptical of the violence report that came in district-wide. It came in a very small number and I'm saying if you should add up all the incidents that happened at Kennedy for 10 years from your report it would not come to that amount.

Mr. Smith: These are the incidents that have occurred around outside of Kennedy High School. You're exactly right. I agree with you. They wouldn't come anywhere near that because the school is well protected inside. That's why the amount of incidents wouldn't come out there. That's because we have people with capacity inside there. That's because we've taken dramatic effects in our school security plan to make sure of that. That's because of the quality of the people that have been hired. That's because of the two principals at John F. Kennedy. That's because of a number of events that we are able to protect that.

Comm. Kerr: So we were doing a pretty good job there.

Mr. Smith: Yes.

Comm. Kerr: Without the fence with the addition of surveillance cameras and your security team just patrolling the perimeter of the school, don't you think it's a good possibility that we could do better even without the fence?

Mr. Smith: I think you're right. In that aspect we could do better. However, can we do the ultimate? Can we do what the state requires? Can we do some of the recommendations that the state requires with the perimeter fencing?

Comm. Kerr: Are you saying this is a state requirement?

Mr. Smith: We are saying that part of the state hardening tools is one of the areas that they recommend is perimeter fencing. In addition to the perimeter fencing one area that they recommend is the lockdown mechanisms for us to have adequate locks for all of the schools.

Mr. Field: I do want to share with you when our security guards, teacher coordinators and parent coordinators are patrolling the dismissal we had a situation where one of the students felt comfortable sharing something with our supervisor of guidance. There was a car that was repeatedly driving around Kennedy a couple of times. The student recognized the vehicle, told the guidance counselor, and five minutes later there was an arrest for a weapon. These things are serious and there have been a couple of incidents like this. So I look at this as a proactive approach of what we need to do until something happens major. We don't want to be on the side where we were talking about this and we shoulda-coulda. I understand those other issues, but to live it and breathe it on a daily basis and that young person was arrested with a weapon, these are real things in real time. What I said earlier about changing in a phone booth, if we talk about the trespassing, fortunately we have over 122 doors. There are a couple of times where we had trespassers. We caught the trespassers. There were a couple of times where Dr. Hodges tried to sneak in and we caught him. But at the end of the day we don't want to be lucky. We want to be proactive and make sure that we are doing everything humanly possible to defend what we need to defend and keep those things from outside coming in.

Comm. Kerr: Again, we are talking about outside more so than on the inside.

Mr. Field: Yes.

Comm. Kerr: With security cameras and people patrolling I think that would be able to reduce.

Mr. Field: We will always look to get better. We're never satisfied. We'll do everything humanly possible to continue to get better with patrolling outside areas. Let me just give you one statistic - 48 fights with weapons. Let's understand what we don't want to get inside of our building. Again, these are just a couple of things. We talked about quality of life. Again, it's tough times and people are doing extreme things. So we have to make sure we're doing everything humanly possible to defend it by any means necessary.

Comm. Kerr: When do these incidents happen, during school or after school?

Mr. Field: They happen periodically, to be very honest with you. They happen before school, after school, and sometimes during school. We haven't developed a pattern yet. The pattern that we do know is that they happen consistently and we want to prevent them.

Comm. Kerr: Considering the fence, it would happen outside.

Mr. Field: Yes, I would say that it would help defend that.

Comm. Guzman: I want to commend you for coming here and bringing this forward. You are in the buildings and you see what's going on. We don't. I'm not saying it's going to eliminate the problem because we know it's not going to disappear from one day to the other, but if you feel that's what it needs, in my opinion, put up three fences if you have to. I really don't understand why we're placing so much focus on the fence. I really don't. We have a list here of over 30 schools that have fences on them. I really don't understand what the problem with the fencing is. We're here to think about our children. We're here to think about what's best for them and if the people inside the building are seeing a problem it's because there is a problem. We know there's a

problem. I know there's a problem at Eastside. I know there's a problem at Kennedy. We know it. We're just not there on a daily basis like you are to see it. I just don't understand, what's the issue of the fence? What are we seeing against it? This is what I just don't understand. If there's someone that can give me a valid point on why the fence shouldn't go up then I would like to hear it because I personally don't see it. I really don't. That's my opinion once again.

Comm. Mendez: First of all, I want to thank you for your presentation. I have been at Kennedy so many times but I inform you ahead of time. I'm not like Comm. Hodges. I've been there so many times and I have to say there is a lot of progress with safety at Kennedy. I was at the building where you guys were conducting a lockdown and it was very good. I see you're losing a lot of weight running around the building, which is good. This is the conversation that I believe we have to have. The fence is there. I was there during the week. I see the fence is already in the back. I guess you guys are going to start working now in the front. I would like to know the timeline and also I would like to know the plan that we're going to have with the fence. I believe that we have to have a plan behind that. There's going to be a fence at Kennedy, but I think there is no reason for having a fence if the door is going to be all the way open and if there is no security at the door. We had this conversation before at the facility committee. That's the plan that I want to see with that, if we're going to have security in the morning and at dismissal, somebody in place at the door in the morning checking the students' identification. Are we going to get into using the swipe badges? Those are the types of conversations that I would like to hear and I would like the timeline in which we're going to accomplish this. Also, it's the same thing with Eastside High School. Now we have the fence. When are we going to get into that type of technology, having somebody outside checking the students in the morning and the afternoon? That's what I would like to hear. Also, I've been just repeating this to Dr. Evans. I see this in other districts. I see security staff patrolling the area with a scooter. I definitely want to see that and I'm not going to stop repeating this. I'm going to keep going on and on until we make that happen because that works. Especially with Eastside High School, there are five schools around there and Mr. Moody and the staff have been doing a great job inside. I've been inside at dismissal time in the afternoon and it's a jungle. It's difficult and it's tough, but they're doing the work. I would like to know how many police officers we have inside Kennedy High School at this time.

Mr. Smith: Three.

Comm. Mendez: And Eastside?

Mr. Smith: Three. We had six at one time, but we had to work smarter, so we hired some people to build capacity. They served in the same capacity. They had law enforcement experience and we were able to cut costs and be able to do it for three at each.

Comm. Mendez: So I would like to know how we can make that happen, having a police officer patrolling on a scooter going around. He's going to be able to go even around the community across the street.

Mr. Smith: I think we can address that same concern you're talking about, just to let you know some of the things that we've done, which we're going to let you see very shortly. We're going to have a command center that's going to be state-of-the-art at Kennedy High School. We already have it at Eastside. You're going to be able to see from all the different cameras positioned throughout the whole John F. Kennedy educational complex everything in the perimeter of the school as well as what's happening in the

interior. Naturally we're not going into the bathrooms or the classrooms, but we're going to have all the hallways and the stairwells. We're going to be able to pick up a car license plate. That's how sophisticated our cameras are going to be there. We also have radio communication in place already. So, combined with that, we're going to be able to tighten it up even more than we already have done. I think that the best solution that we're working on so far is what Zatiti Moody and also Amod Field is doing with the multi-cultural teams that we're meeting with after school and meeting with the kids and talking with them. That also helps us address some of the issues that are from the outside. In addition to that, I know this is not always touched on here, but when we have a shooting in the community the first thing that we do is to check to see if it's one of our students. If it's one of our students we contact the Superintendent and the assistant superintendents and they mobilize a crisis intervention team. We respond to the school. A lot of those things go unsaid because we do it as a matter of course. We do it as good practice. We do it as best practice. So I think that as far as the scooter goes that's a discussion for another day. We might be able to. I think that they're willing to donate a couple to us right now and the next question will have to be we have to sit down with the Superintendent and see what the upkeep of it is and see if it's a feasible supplement to our security plan. We'll consider it.

Comm. Mendez: I definitely want the Superintendent just to consider this idea because for me perception is everything and the perception that the community has about Kennedy and Eastside has been changing with the academies and the uniforms. People see different things happening at Eastside High School and at Kennedy because people talk about it. Now they see Eastside High School with uniforms. They see another type of behavior with the students, but now if we implement that that's going to be a very positive point for both buildings.

Comm. Teague: I don't have a question, just a statement. The crime in the city is out of control. There's no question about it. We can't play around. Just as Comm. Guzman said, there's no reason to play around with this. The crime in this city is beyond compare. The Mayor can't seem to figure out what's going on and none in his cabinet can figure out what's going on. So whatever you need to do to make sure that our children are secure and safe, even with the cut from the police department, do what you have to do. We're tired of hearing about children being gunned down in the street or involved in whatever. They don't need to have to worry about dealing with violence when they're going to school. How can they learn and function when they're worried somebody is going to come on the property and hurt them or whatever the case may be. You don't even have to go looking for trouble for trouble to come and find you. So if there is a way that we can deter that from happening, it's fine with me.

Comm. Martinez: Thank you all for your presentations and I think Mr. Field hit it right on the head. I just want to reiterate the thanks that the others offered and to say that Mr. Field, you hit it right on the head. It's simply a notion of being proactive. We don't want to wait for something tragic to occur to say we should have done what we were talking about. Let's be proactive. I think you demonstrated it very well in this PowerPoint. If it's aesthetically pleasing and acceptable the values far outweigh the hindrances or misperceptions that can come with it. It's about being proactive - simple and plain.

Comm. Cleaves: I'd like to echo what Comm. Martinez said. I'd also like to thank you. I am part of the facilities committee and one of our difficulties in our meeting was we weren't getting any concrete answers. We were being told that the fence was going up. But now after seeing the presentation it makes it all real as you said it is. It is real. We know that it is real, but I think if we would have had this presentation months ago it would have cut down on a lot of the chatter that we had. We know that things are done

and we know that everyone in this district makes decisions with our children first in mind. So I think if we would have had this a couple of months ago it would have cut down on a lot of chatter and also would help us facilitate better questions from the constituents as to why this fence is going up at Kennedy High School. We could not answer those questions that were being brought to us. But I appreciate your presentation. I appreciate the thought that you put into it. I appreciate that you're being proactive in keeping our children first.

Comm. Kerr: Sometimes I feel like we tend to believe that the simplest things that we are able to hold onto as a solution to a problem are usually the best. But my challenge here on this Board is to question actions and make sure that whatever goes forward is the best and most reasonable approach we can find. I'm not claiming that I'm always correct and my views are superior to anyone's view, but I try very hard to look at things not in the simple accepted usual way that everybody does. I try to view it at 360 degrees. So if sometimes my questions seem a little bit too much it's because my mind works that way. I'm not faulting you guys for doing your job. You did your job. You were asked to do a job and you did it. My question really is whether or not our approach truly solves the problem. I must say to the Superintendent that to me it's a little bit disrespectful and disingenuous to get this letter here which says in recent meetings you have expressed concerns about something and apologetically saying you should have gotten information you did not. As a Board member, I have a responsibility and I believe if the Superintendent with his cabinet sat in meetings and came up with a decision as heavy as a fence around Kennedy and the Board had already walked through that process and made the decision, I believe it was only right for the Superintendent to come back to the Board and say to us, "Let's revisit this situation. We have new information." Lay that information on the table. That's what respect is about. I never knew of that fence until it was reported to me by a reporter. I'm a Board member. When I passed by Kennedy it was already up. This is not the right way to do business and that is part of my concern, the way we approach our business. I just hope and trust that this fence that's now in place will stop all the issues that we have at Kennedy in terms of security or reduce it to the point where we need not even talk about it any longer. I just hope and trust that we will get there. But I also hope that moving forward we'll find a better way of communicating what we need to communicate to this Board because we're elected. I don't care about those who want to swing on the fence. I'm elected and my position is respected. I'm not going to allow anyone to step on the position. I'm going to give you respect and you give me respect. That's what I'm here for. I give a lot of my time. I'm not getting paid and if I'm not going to get the respect due, just a discussion, it makes no sense that I'm here.

Comm. Hodges: I, too, want to thank you for your presentation. However, I'm going to be a little bit more critical in examining it and you'll understand that. Some of you know I've spent 11 years working in the emergency room at St. Joseph's. In part the reason I'm here is because I watched children die. So you don't have to tell me how serious that is because I've had to walk out of the trauma room and tell a number of parents that their baby isn't coming back anymore. So to be very sure, I take this extremely seriously. Having said that, you quoted Benjamin Franklin earlier and he also said those who would sacrifice a little liberty for a little security deserve neither and lose both. Now, the concerns from the initial meeting, and in fact the only meeting that I attended, about this fence, I think Councilman Goow raised the issue. There was an unfortunate case of a young man that was killed by high school students. He was killed right next to School 5.

Mr. Smith: Hector Robles.

Comm. Hodges: Yes. Would the fence have saved his life?

Mr. Smith: No.

Comm. Hodges: A number of those assaults that took place which occurred off the campus the fence isn't going to have any impact on any of that.

Mr. Smith: No, I don't agree with that. You've displaced it to the outside where the Paterson Police jurisdiction is, but you're now not involving students from our school and our job is to protect them.

Comm. Hodges: Yes, it is. But the concern that I have is that whatever transpires we've shifted it across the street.

Mr. Smith: Maybe.

Comm. Hodges: That's part of my concern. We haven't corrected anything. We've simply shifted it a little bit to the point now where there's a noticeable demarcation between the school and the community so that people may think that they're over there and we're on our own over here. That's one of the concerns.

Mr. Smith: We have that demarcation right now.

Comm. Hodges: But the impression might not be the same not only in the minds of the community, but also in your staff. That's a concern.

Mr. Smith: I got you.

Mr. Field: We've had communication with some of the residents in the area and shared at the end of the day that they were concerned about the students' welfare in the building and they did agree with the Paterson Police Department being supportive in trying to deal with the issues that happen on the outside. So we have a responsibility first and foremost again to make sure that we're protecting what's going on inside. It's not to say that we're just ignoring that other piece. Again, the documentation that you looked at was the police officers leaving and going out and dealing with those arrests and being part of that process. I want to say that's part of policing the community and being a part. We're not sitting there looking the other way. This is a team concept.

Comm. Hodges: I agree with you 100% and it happened without the fence, didn't it?

Mr. Field: It absolutely did.

Comm. Hodges: That's all my point is.

Mr. Field: It can as you did. With the fence I would have analyzed you earlier from sneaking in.

Comm. Hodges: Actually, I've never had to sneak into Kennedy.

Mr. Field: You know what I mean. My point is that the fence gives us a visual.

Mr. Smith: One last thing, Dr. Hodges. Someone brought up before about could we put extra policemen. There are no more policemen in the world than at Paterson Police headquarters and that has a fence around it. So what I'm saying is there is no more

protection in the world than the Paterson Police Department and we have a fence surrounding that. So what I'm saying is that's done for prevention also.

Comm. Hodges: Perhaps if they were a little nicer they wouldn't need that fence.

Mr. Smith: Some of them are really nice. You used to stop over and visit me when I was over there.

Comm. Hodges: Again, the issues that were raised by the community members at that meeting, the only meeting that I attended, was the loitering on private property, kids going into stores and causing disruptions, and litter from the school campus all the way down to Wayne Avenue and so forth. The fence isn't going to address any of that.

Mr. Smith: Loitering – no. What were the other two?

Comm. Hodges: The loitering on private property where kids were hanging out on the stoops of the neighbors.

Mr. Smith: That's not within our jurisdiction.

Comm. Hodges: That's not going to change from any of this. The fence won't provide you a Safe Corridor either, will it?

Mr. Smith: No. It will provide a safe haven for the kids that are in John F. Kennedy.

Comm. Hodges: Which they already have now because you've quoted your wonderful statistics, which I'm very proud of you for.

Mr. Smith: Thank you. I appreciate that.

Comm. Hodges: Absolutely. And you've just said what a fine job you've done and I'm impressed by that.

Mr. Smith: Keep that up, Dr. Hodges. Keep going.

Comm. Hodges: Absolutely. All of this occurred prior to the fencing, I'll also add.

Mr. Smith: I agree.

Mr. Field: Let me say something to Dr. Hodges for a second...

Dr. Evans: I think at this point we just need to listen to Dr. Hodges.

Comm. Hodges: I'm also responsible to bring to you the concerns that have been brought to me. I don't live next door to that school. I did not attend Kennedy High School. The concern that was brought to me wasn't my concern. It was raised as an issue and a long-standing one by the political people and the people who live there. Did you notify anybody that this fence was going up in the neighborhood?

Dr. Evans: I didn't.

Comm. Hodges: Therefore it didn't happen to anybody other than what they saw in the paper. No one reached out to the people across the street to say we're putting up a fence.

Comm. Guzman: It's school property.

Comm. Hodges: It's a school property, but it faces people who live there. Now they will be facing a fence. That's just a question that you need to consider. Of issue to me was how this fencing was placed, where the funding came from, and what the costs were because normally any large expenditure comes to the Board and there is a bidding process. This is what really bothers me. If you had security concerns over and above what our discussions were previously... As it was left with us, you would modify your design and get back to us if you had to do anything else. Nothing else happened in terms of that conversation. So if there were additional security concerns they occurred without the Board knowing them. That to me is totally unacceptable because if there are additional security concerns then this Board should be made aware of them. If we're not going to be told about security considerations that are enhanced or worsened or what have you, then there's absolutely no reason for us to be here. We're responsible for communicating and addressing at least security with our constituents and that did not happen. So the cost of the fence, how it went up, who did it, was there a bidding process, why wasn't there a resolution, all those things are questions that I have. You can address the community at a later date. I'm not going to argue any further than I have.

Dr. Evans: We'll be happy to provide Dr. Hodges that information by Monday of next week.

Comm. Simmons: Dr. Evans, does that conclude your presentations?

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have two or three other quick items. I want to thank the entities, groups, or individuals that have provided thousands of backpacks for our students. I know I probably will leave somebody out, but I know that Senator Pou sponsored an activity a few weeks ago that gave out a number of backpacks. Assemblyman Wimberly sponsored one today. Big Brothers Big Sisters sponsored one earlier this week, I think Tuesday. Actually, I think one of our Board Commissioners, Comm. Guzman and Councilman Tavares, also sponsored one. There is an article that was published recently by Bruce Lowery as an editorial in one of the newspapers talking about backpacks as perhaps being an indicator that people should pay closer attention to, particularly when you talk about urban versus non-urban populations. But I really want to thank everyone for participating in making those available for our students. Point number two, tomorrow is the first day of school and we'll have about 29,000 showing up at our doors. Deployed in every school throughout the district is district office staff. You won't find many people, if any, supervisory staff on up including me, in this building for the next few days because we're going to be out there in schools assisting, monitoring, and doing whatever we can do to help. So I really do thank our staff. Actually, the schedule I'm holding is one that Mrs. Jones put together through Wednesday of next week assigning everybody to a school. In fact, the only person not assigned to a school is me and I'm going to be in every school. My goal is within next week to set foot in every one of our buildings to make sure that things are going well and we're off to a great start. So I do want to thank staff and Mrs. Jones for putting that together. Lastly, I want to mention a publication that I think comes out annually. This is New Jersey's Top Performing Public High Schools. It recently was published and I think Ms. Corallo e-mailed it through the network that we usually get publications. If you received it and reviewed it you will notice that for Passaic County among the top 10 high schools is Health and Related Professions Academy in Paterson. It is ranked number eight in our

county. So we're very pleased about that. Our goal is to fill the top ten list at some point with Paterson schools and as we continue to do what we're doing we certainly are going to get there. Again, I want to thank everyone for all that they've done to help get us ready for this fall opening, particularly Mr. Sapara-Grant. Did he leave? He has been very busy and I just want him to know how much we appreciate it. Every year we give him a lot more than is realistic to give a facilities department to do over the summer because we've made so many changes, but he always rises to the task. I really do appreciate it and I want him to know that.

Comm. Hodges: Dr. Evans, we had a guest who's outside of the district and unfortunately because of the number of presentations on the agenda he was asked to be here at 6:00. He was here at 6:00, but we actually didn't approach his section of the meeting. I would just suggest in the future that if you're going to have someone from the public who's going to present that they either be told to come later or be first on the agenda.

Dr. Evans: Sure. We will do that.

Comm. Hodges: I'm embarrassed. I have to go apologize to him because he was told to come here at 6:00. I didn't even see him on the agenda. The sad thing is he never got a chance to give his presentation, which is all he ever wanted to do in the first place.

Dr. Evans: If he will come back for the next workshop we'll be happy to accommodate him.

PUBLIC COMMENTS

It was moved by Comm. Mendez, seconded by Comm. Guzman 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. First, I want to acknowledge Dr. Evans' national leadership as one of 19 superintendents who signed on to a call to focus on chronic absenteeism. I sent you an e-mail announcement about that. That makes Paterson very proud that he did that work and we look forward as the Paterson Reads Coalition to working with you more on that issue. It's helping people understand the difference between truancy and chronic absenteeism. Truancy is when people are absent from school just by skipping. Chronic absenteeism includes absences that are excused and that pattern of chronic absenteeism is the one that underlies a large amount of the problem that we've got to tackle, which is a very different problem than truancy. Secondly, I want to invite you as a further part of Paterson Reads to our culminating activity for our summer reading program, which is a book fair for Paterson. For three days we will actually have a bookstore here in town focused on pre-k through eighth grade students and we invite you there to the Y between 1:00 and 7:00 the next three days. We're hoping for a good response. We encourage you to come and bring your children and share with others about it because it's so hard to get good books in Paterson if you don't have a car. You've got to have a car to go out to a fully stocked bookstore with a lot of choices. We think it's very important to find ways to get books to kids on a regular basis. So we're also looking at whether or not to host this book fair throughout the year, perhaps again before Christmas. So I would really look forward to your comments in that regard. Finally, I want to talk about A-16. As you know, the Paterson Education Fund has been instrumental in bringing student advisory to the district. Six years ago we brought what was then Navigation 101 to the district for your consideration. You adopted it. We have Navigation 101 which became Paterson

Pathways for five years in the district. Three years ago when Eastside High School was being transformed into academies we actually did training with the Eastside staff to implement Pathways in the high schools, but unfortunately we were unable to move forward because of issues with the teachers' union around contract minutes. I'm concerned about the Naviance proposal in A-16 first of all because it doesn't include Eastside High School. If we're going to move into this kind of programming it seems to me that we need to move to all our high schools. After all, we have Paterson Pathways in all of the middle schools, not with the kind of technology base that Naviance brings to it, but Navigation itself actually has a comparable program to Naviance which is less expensive. The other thing that Naviance doesn't do that I really want to hold up here because Ms. Peron talked about it earlier today as an important part of Gifted Education and that is the student-led conference. When students present to their parents about what they know they make multiple connections with their learning and it is a feature of the Paterson Pathways program, one we quite frankly wrestled with because our faculties are not used to the idea that students can actually present to other adults what they know. It's the personal connection and the guidance piece of this that's a really important part of what an advisory program brings to our students. Thank you very much and I look forward to seeing you this week and to a good opening of school.

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.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated August 24, 2012 in the grand sum of \$3,954,095.86 starting with check number 176948 and ending with check number 176989 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: \$3,954,095.86

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

Resolution No. 2

WHEREAS, the Paterson Board of Education is required pursuant to N.J.S.A. 18A:11-12 to adopt policy and approve travel expenditures by district employees and board members using local, State, or Federal funds to ensure that travel is educationally necessary and fiscally prudent; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the scope of board members' duties; and

WHEREAS, the board of education has determined that the training and informational programs sponsored by NJSBA and set forth below are directly related to and within the

scope of the listed job title's current responsibilities and the board's professional development plan; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs requires school district travel expenditures and that this travel is critical to the instructional needs of the district and/or furthers the efficient operation of the district; and

WHEREAS, the board of education has determined that the school district travel expenditures to NJSBA programs are in compliance with State travel guidelines as established by the Department of the Treasury and within the guidelines established by the Federal Office of Management and Budget; except as superseded by conflicting provision of Title 18A of the New Jersey Statutes: and

WHEREAS, the board of education finds that a mileage reimbursement rate equal to that of the federal Internal Revenue Service mileage reimbursement rate of [\$0.31] per mile is a reasonable rate; and

WHEREAS, the board of education has determined that participation in the NJSBA training and informational programs are in compliance with the district policy on travel; therefore be it

RESOLVED, that the board of education hereby approves the attendance of the listed number of school board member(s) and/or district employee(s) at the listed NJSBA training and informational programs, and the costs of attendance including all registration fees, and statutorily authorized travel expenditures, provided that such expenditures are within the annual maximum travel expenditure amount and pending district funds; and, be it further

RESOLVED, that the Paterson Board of Education authorizes in advance, as required by statute, attendance at the following NJSBA training programs and informational events:

Total Amount of Attendees: 14
Amount Not To Exceed: \$12,000.00

It was moved by Comm. Mendez, seconded by Comm. Cleaves that Resolution No. 2 be adopted.

Comm. Teague: Is there some way we can figure out if anyone is going to try to stir up trouble like the last time? The night before my bag was by the door and they called me and said it was off.

Comm. Irving: This is an annual program that is approved and funded through the district and is budgeted for. I don't foresee any problems.

Comm. Cleaves: And you can ride the bus.

Comm. Teague: Okay.

On roll call all members voted as follows:

Comm. Cleaves: Yes, excluding voting on myself.

Comm. Guzman: Yes, and I abstain on anything with my name.

Comm. Hodges: I abstain on anything regarding my name and yes on everything else.

Comm. Kerr: Yes on all, except on anything that has any relationship to my personal self.

Comm. Martinez: I abstain on anything pertaining to myself and yes.

Comm. Mendez: Yes, and I abstain from anything that has to do with my name.

Comm. Simmons: Abstention on myself and yes to everything else.

Comm. Teague: I'm abstaining on myself and I approve the rest of it.

Comm. Irving: Yes, and I abstain with everything Comm. Kerr said.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Comm. Irving: We have a lot to go through, especially in curriculum. I know Comm. Kerr went to the meeting last night and I want to make sure you get an opportunity to get your questions answered. But just so you guys know, in 'Other Business' there are three items we need to discuss. Comm. Teague has a letter that he wants to distribute and I think we figured out a way in the last few seconds to how we can accommodate that potentially. I need to update you all on the press conference that's happening tomorrow with Senator Rice as well as introduce you guys to a conversation that this Board has been charged with, with regard to the whole switching of elections for November thing. Last year we were asked to decide that and we've been asked to revisit that and to render a decision. So I will go over all that in 'Other Business' but I just wanted to give us a heads up for where we're going to.

Curriculum and Instruction

Comm. Irving: The curriculum committee met last evening. Everyone has a copy of the curriculum committee agenda. You guys will see the questions that are there and the responses that are here. Some of the biggest highlights from the meeting last night that I do want to echo are the NCLB money and the waiver. If you note the questions that I asked in particular last night, what were the nuances or differences that the district must face now that we have the waiver from NCLB? You can look at the response from Marguerite Sullivan. When it comes to A-1 in particular talking about the Race to the Top application, I did get some clarity from the staff last evening that we are in a different mode or timeframe. For the Board members that were not here and the folks who were here when we did the initial application you may remember that the union did not sign on to fulfilling their component of the application. Because we are about seven or eight weeks away from the timeframe we feel that we have enough time to engage them in that conversation for them to buy into the actual application. Last night those were really the two most pressing conversations that we had. In addition to that, the only other thing that I would want to echo and mention again, and most of the report is here, is we did have a conversation about the amount of money that we give to Passaic

Tech and with respect to when children get sent back to the district how the money doesn't necessarily follow. So we've asked Ms. Peron to put together a list for the last year or two of how many young people have been sent back from Passaic County Tech midyear and how that impacts us fiscally. She said she would have that for us if not by the next Board meeting by the next workshop. Consequently, I did have a phone call today with the VP from Tech who called me and he raised some concerns about trying to dispel what he felt were some rumors or inaccuracies with regard to our perception for how Tech is viewed. I don't want to bring that up without having information at hand. But the bottom line is Councilman McDaniel is very interested in at least engaging the Board in that conversation and just sharing information and educating each other on exactly what's going on and what's happening here. He felt that there were some comments happening that may or may not be true. So that was the gist of the meeting last night. Are there any questions?

Comm. Hodges: Just to that issue, I don't know whether the Board was aware that President Best asked me to sit in on a series of meetings regarding Tech.

Comm. Irving: When he was President of the Board?

Comm. Hodges: When he was President of the Board, which culminated this year. The concerns were that Tech was unfairly targeting our teachers, meaning they would structure a pay package which afforded the teachers an extra \$12,000 in return for another period that they would teach. They would take down our math and science teachers in particular. We also lost some social studies teachers. We lost at least 12 over the course of two or three years. This was a concern to us because math and science teachers are very different to get. Originally Tech was supposed to be a vocational school and that was the plan. They have decided to change their so-called mission and the problem that they have in addition to becoming more of a technical school is that they're being very selective and hence our students who are of a vocational nature are not being allowed to go. They're now competing with us for students who are college-bound as opposed to vocation. Therefore, we cannot provide those vocational services to those children because we don't have those programs in place. They were supposed to be our program. The other issue was they tend to send our students back whenever they are displeased with them.

Comm. Irving: To which the Councilman took great...

Comm. Hodges: Umbrage?

Comm. Irving: Yes. He took it quite personally. I'm just sharing with you.

Comm. Hodges: There has been a history that unfortunately speaks to the contrary. The last thing is they would provide services that are in competition to what we are providing, not only us but Manchester Regional and Hawthorne. They all came together to complain about what Tech was doing. So the way those series of meetings ended was they gave their explanation of why they did what they did or in their minds didn't do it. Then they left it in the hands of the superintendents to come together. That was the discussion. They were supposed to come together and craft a compromise. I don't now whether that took place anymore. At that point I turned all that information over to you. The four superintendents were supposed to come together, sit down, and discuss a compromise. I don't think that we had the follow-through that we needed there. That's a problem because the instructions were they were supposed to reach a compromise. That's the background information.

Comm. Irving: Thank you, Dr. Hodges. With that said, I will entertain questions for curriculum. If you want let's just go page by page. Let's just indulge A-1 through A-8. If you want to take an opportunity to look at the questions that were asked last evening in the report you can. I also want to acknowledge because of the length of our meeting some folks have left. So if they're not here we will take note of the questions, Joanne, and get the answer to the Board members. Thank you very much. On A-4, I asked Annalesa at the meeting instead of presenting last night to only the three of us because of the importance of the course guides at John F. Kennedy I felt it necessary for her to come and to at least present on that and to share those course guides with the Board. So let's hear her out for A-4, and then we'll have some questions and then indulge any other questions for A-1 to A-8.

Ms. Annalesa Williams-Barker: Hello everyone. I just wanted to provide a brief overview of the process for the curriculum management and review process. Approximately one year ago I did the same overview for Eastside High School. The context for all this taking place is essentially looking at the academies and the themes that guided their work and looking at what best practices and research said would make a highly-effective environment to have a small learning community. Out of that there were 15 critical components. We did a whole self-assessment process with each of these academies and we were able to determine that we weren't able to address the 15 elements. But we did identify three areas that were critical to address to really bolster those small learning communities or academies. Standard base curriculum was one of them, student centered learning was another, and innovative teaching strategies was another. We looked at a twofold approach to address this. One was the curriculum writing process with a supportive structure and in addition to that also providing professional development for those schools. In addition to that, our targeted purpose was really to make sure that we looked at the curriculum that had existed for those academies. We didn't want to just randomly say this was good and this was bad. So as a result of that we devised a rubric or a criteria reference that we would use to really rate each of the course guides. I've included that in your packet. It would be entitled "Curriculum Quality Evaluation Criteria." It provides an overview of what is expected to be in each course guide. For example, the essential content knowledge to be mastered had to be identified upfront with the supporting instructional learning objectives as well as the curriculum assessment and also the instructional resource that would support that particular unit of study or actual guide for that class. So at your leisure you could look and go through it. We were able to really identify some major elements such as problem-solving and critical thinking. We also identified the understanding around rigor and really looking at the multiple intelligences. So it wasn't necessarily just a standard approach to curriculum development, but it was a way to really address the needs of students in a broader context. So whether they were special education, bilingual, or general education there was a holistic approach and practices to address these students. Also, with the process of writing the guides we looked to include more rigorous approaches to actually supporting the theme of the school. So we also used dual enrollment as an option where students could literally enroll and gain credits before they even left high school. Our main partner in that process was Passaic County Community College. In addition to that, we looked at structured learning experiences that went along with supporting the curriculum. For example, if a student at HARP Academy was learning areas of anatomy they were able to partner with local hospitals to be able to look at different aspects whether to have doctors come in or students could actually visit. In addition to that, we also included a portfolio system that emphasized some basic criteria that would tie to 21st Century learning and also the Common Core. So you'd see areas of communication, problem-solving, career development, and making a direct tie to service learning. Also, we included personal development, having students really reflect on their practices. So if they participated in a project of some

sort, whether it's problem-based or project based, they should be able to go back, analyze their steps, analyze the process, and really make adjustments for the upcoming time. Also, identifying accolades that they received during the course of their year and looking at an overview of their academic performance and deal with some goal-setting objectives. So we didn't look at it necessarily as just writing a guide, but really trying to look at it as a holistic approach. Really that's just the quick overview. Are there any questions?

Comm. Hodges: In the STEM portion of this, how is logic handled?

Ms. Williams-Barker: It's in an introductory course where the students would take a semester of various courses. So logic would be one of them that they would take within that semester to build their capacity to reason and really think mathematically and really get into scenarios where they can apply those skills.

Comm. Hodges: How about Boolean algebra?

Ms. Williams-Barker: I'm not certain, but I'd have to ask.

Comm. Hodges: How is the engineering aspect of this program facilitated?

Ms. Williams-Barker: Right now they're taking a slower pace to try to devise their guides. Right now they focus mostly on the scientific angles specific to getting their freshman courses done. I don't have the actual agenda on there, but it would specify the STEM courses that they are addressing. Right now there isn't a full-fledged approach to dealing with engineering.

Comm. Hodges: I think this academy in particular needs special attention paid to it because it represents one of the strongest academies that we have here. I'm concerned by any hint of delusion of that program. In fact, I'm very concerned about that. The reason I'm asking about the engineering portion of it is because that deals with problem-solving and a problem-solving approach. I'm not thinking about are you teaching electrical circuits or mechanical processes. That's not it at all. It's simply the methodology around approaching problem-solving that the engineering discipline affords you that is so important. That's why I would hope that the curriculum committee would take this back and spend some additional time on making sure that's as strong as it needs to be. Some of those methodologies should be exported out to the rest of the curriculum. But if you don't have it at least here, then you really shouldn't be calling it a STEM program. That's an issue but I won't go any further with that. What constitutes technical writing?

Ms. Williams-Barker: Technical writing is a course that was identified by the principal to really emphasize students being prepared to address formal writing structures. For example, if they're writing a science report they would be able use those skills. In addition to that, they are also looking to incorporate some technology where students would be engaging in more technical writing. So if they're devising a manual, how to use it, and how to construct it. Also within that course it even gets into how students can apply that kind of formal writing within their personal lives, such as resume building, how to construct, create, and formally address. So it's a combination where you look at it specific to the field of various areas of science and also how there can be applications to actual life. How do I use it to really sell myself to my boss or apply for a job or things like that?

Comm. Hodges: Okay. What is the research component of this? The problem is when you come from a STEM program in the minds of people that's just like an international baccalaureate program. It's not as high, but they're looking for students who are really on top of their game educationally. We have a tendency to water some of these programs down for a variety of reasons and I think this particular program needs to go the other way. We really need to bolster it up. There should be a lot more research. There should be a lot more engineering processes taught. The science should have more depth and certainly the mathematics should be bolstered with computing. I'm going to simply refer that to the curriculum committee. Even though I have an MD degree I went to an engineering school. I didn't then, but now I do value some of the thinking behind the engineers. I won't belabor that. I'm concerned about the School of Business Technology, Marketing, and Finance. What constitutes personal finance?

Ms. Williams-Barker: Again, another way to really incorporate more 21st Century skills to teach students how to actually be financially responsible. In addition to that they would learn not in depth more like GDP and things of that nature, but how do they actually set up a budget, what do you need to do if you took a career of your choosing and applied how you'd balance your resources. So you'd consider rental income and things of that nature. Are you planning on going to college? All those different aspects come into it and it's a way to really allow students to be more financially responsible and also accounts as a state recognized way of giving students those credits that are now required for graduation.

Comm. Hodges: One of the concerns I have is that there is a large number of people in this city that don't have bank accounts. They don't know how banking and interest works. Personal finance I'm hoping will talk about checking and savings accounts, mortgages, and something along those lines or at least enhancing their financial literacy. That should be different from entrepreneurship business, which seems to be redundant. Those should be two different approaches because in that you're looking at how business works, business plans, forecasting, and marketing. That's what I'm hoping is going on there. But I'm really concerned about that personal finance component. Of course, we've already discussed in the past the MS Word as opposed to the Microsoft Office.

Ms. Williams-Barker: That was a debate that we did have with the principal as well. They're looking in the next wave to be able to actually build upon that course so it will be an offering of the entire suite of Microsoft. So students will be able to get into Excel and be able to use those tools. PowerPoint is a given, but we want to actually have students be able to do more documentary-type presentations to convey ideas, use digital imagery, pictures, motion, sounds, and all of those things. So a lot more advanced.

Comm. Hodges: I hope that you would put Access in there too and then hire one of those kids to do the compendium. What is covered in banking and finance?

Ms. Williams-Barker: Banking and finance really gets into the banking industry. They look at how Wall Street works to all the way from an investor. It's a lot more in-depth that they wouldn't have gotten in personal finance.

Comm. Hodges: Okay. We have not done the curriculum five-year cycle. I'm assuming that this is not part of that. So the real question, Dr. Evans, is we had a QSAC finding because we were not participating in the review of curriculum over the five-year cycle. That was supposed to start this year. This would have been the time. So, I'm wondering when that's going to take place. Unfortunately, none of the Board members

on the curriculum committee were here the last time we did that, so you're not going to know what that means, which is unfortunate.

Ms. Joanne Riviello: In terms of the five-year cycle for academies in general I have worked with Dr. Evans in terms of putting a committee together to look at what needs to be done to improve the rigor in terms of all these courses. Some of the people on the committee are people that have been involved with the academy process when it was first instituted and moving forward with people right in the industry in some cases. We're working on curriculum which I will be presenting a little later, but as soon as I'm able to move away from particular curriculum - literacy and math - that's next on the agenda.

Comm. Hodges: The problem I have is that we're supposed to be reviewed by the QSAC team in October and so there has to be some sort of indication that the cycle is being review, which means a review of textbooks and all that other stuff. So that all has to take place before this review team is in position.

Ms. Riviello: But I will say to you in terms of textbooks with the rollout of Common Core there isn't a textbook company, I don't care who they are or what they tell you, that is aligned to the standards as of yet.

Comm. Hodges: All I'm going to say is the Board has to have reviewed the curriculum before this co-called October review or we lose those points in QSAC. That's a concern. I'm going to leave it there because now you've been notified.

Dr. Evans: Your point is well made and we will follow up.

Comm. Hodges: Okay. I'll send the rest of these questions to the appropriate people and I'll stop right there.

Comm. Irving: Any other questions for A-1 through A-8? Just as a note, it's halftime and the Cowboys are up 7-3. Dr. Evans, I did have a question on A-8 and the question was specifically for you. We are hiring Seton Hall University to provide the mentoring for all the vice principals in the district or a specific number of vice principals in the district? With that said, exactly what are these vice principals going to leave with after having this mentoring? Is it one-on-one? Is it once a week? Are they doing it in cohorts? That's wasn't clear.

Dr. Evans: There's more background that's necessary. This is not news to you guys, but one of our challenges is that our bullpen is not very deep when it comes to having people to move into administrative positions when vacancies occur. The role that I've engaged Dr. Furman with Seton Hall to perform is to create a core of potential principals, district level supervisory staff, directors, and so on, who can step into positions ready to go with the background necessary to continue moving forward our agenda. Right now we just don't have a deep pool of people to do that. The work that she's doing starts with the 360 assessment. I don't know if any of you know the 360 process where you have individuals who are your subordinates rate you, your colleagues, and your bosses. Then obviously that leads to information on which you are counseled and implications for additional training. But over the course of the entire academic year the training that evolves from that occurs. But the idea is at the end of this year to have people who are more ready than they are now to move into positions that are created and help us to then move forward. There is another piece here that involves mentoring some of our principals if we need to on an as-needed basis or some

of our other newer administrative staff to help us as well. But the bigger portion of this is preparing the future leaders for the district.

Comm. Irving: I got that, but it's still not clear to me how that happens. I just heard everything you said, but I'm just trying to figure out if you have 25 vice principals who are going through this program is the expectation for this person to assess all 25 in the 360 evaluation?

Dr. Evans: Yes. Each one will be subjected to a 360. Then there will be ongoing professional development. They will meet with her monthly and there will be ongoing professional development that all of them will get and then differentiated professional development to address areas that emerged as areas in serious need of improvement on an individual basis from the 360.

Comm. Irving: Just to understand - is this person going to be fulltime? I just find it hard for someone who is a faculty member to be expected to perform such an extensive level of work.

Dr. Evans: No. She has a team that she works with.

Comm. Irving: Okay. That's what I need to hear.

Comm. Kerr: Does this mean we'll be getting someone into the district to train the assistant principals?

Dr. Evans: No. This is led by the Seton Hall faculty.

Comm. Kerr: So how are they going to be doing it? Are we going to be sending these principals to Seton Hall?

Dr. Evans: Both. She's already done one session with them and it was done here actually at either William Paterson or the police academy facility. But it was here. Some of it will be here and some of it will be at Seton Hall.

Comm. Kerr: Is there any form of bonding for these people getting the special training?

Dr. Evans: Do you mean the trainer, or our staff?

Comm. Kerr: Your staff because they're getting the information. So suppose after the end of the training period they just decide to go to Fairlawn, what will our investment be like?

Dr. Evans: We can't force people to stay, but the selection process involved staff who knows folk who have demonstrated through their experience here that they're going to stay in Paterson for a while and that's a question that they're asked once they're a part of the problem. Are you going to be here? Do you want to commit to this program and commit to then apply what you get from the program in Paterson?

Comm. Kerr: But have we asked them that? That's just how I see things. We get stuff in writing so you are legally tied to it. We're working at a deficit here in Paterson and if you're going to invest that amount of money to train people we're going to train them for a reason and a purpose and we don't expect them to get the training and just walk through the door the day after. We have to protect ourselves and our investment. We have to put in place some kind of controls that will make it binding.

Dr. Evans: It's a very legitimate question, Mr. Kerr. It really is a very legitimate question. Most programs do have folk sign something to commit for at least two years. We have not done that. If you're recommending that we do that I think it's a good suggestion and one that we ought to employ.

Ms. Pollak: Can I just make a comment? You can't enslave someone or impress them to work for the two years. So generally what you would do is have some sort of an agreement whereby they would agree to repay you if they leave within the two years. The problem with that is that it's a significant amount of money and it has a really strong chilling effect on people signing up initially. So these people would likely stick around, but if they have to sign that says they will refund, and I don't remember what the number is here.

Dr. Evans: 25.

Ms. Pollak: \$25,000?

Dr. Evans: Oh, you mean dollars. I don't know what that is.

Ms. Pollak: Whatever it is, in my experience it tends to cut way back on the number of people.

Comm. Kerr: So let it be, but if you can't commit to stay, why should we commit training to you? It cuts both ways. I just believe that we can't afford it. We have had that experience here. We have to look at the historic track record of what we're dealing with and make sure that we are protecting our kids.

Comm. Irving: Point well taken. Are there any questions for A-10 to A-19?

Comm. Hodges: I want to continue this conversation. There's a team in place now reviewing evaluations and things. Remember you were going to have a presentation on the teacher and principal evaluation?

Dr. Evans: That's going to come back to the Board.

Comm. Hodges: Soon I hope. I just want a list of all the contracts that we have with colleges and universities in the district, the services provided, and the amount of the contract. I think the Board really needs to actually have in one place that list in front of it so that you begin to see what we're doing here.

Dr. Evans: Okay.

Comm. Hodges: I think that's an extremely important committee. We're not getting any updates about what's going on there and I'm troubled by that. But as we move forward in terms of making sure that these people are performing where you want them to perform the Board should be kept abreast of where that is.

Dr. Evans: Let me make sure we're talking about the same initiative. This past spring Ms. Patterson did a presentation providing an overview of the teacher and principal evaluation initiatives.

Comm. Hodges: Right. The last thing I probably have to say tonight in curriculum is... It just left me. I'll come back.

Comm. Irving: I'm sure it'll come back.

Comm. Kerr: I need to say something that has to do with curriculum, but not directly.
Dr. Evans, where is Dr. V?

Comm. Irving: She's gone.

Dr. Evans: Yes, she is.

Comm. Kerr: There is a reason why I ask the question. I don't know. I'm asking.

Dr. Evans: She recently submitted her resignation from the district to accept the superintendency in the Albany School System in New York.

Comm. Kerr: How long ago was that?

Dr. Evans: I think we just received her resignation in most recent days. It just came in.

Dr. Laurie Newell: We received her resignation.

Comm. Kerr: When?

Dr. Newell: She had submitted her resignation June 30 to give us the 60-day notice and we did put it through. I received her letter from her Wednesday.

Comm. Kerr: This past Wednesday?

Dr. Newell: Yes. We've run it through the system and she is in the system as resigned.

Comm. Kerr: The reason why I ask the question is because Dr. V was the number two person in this district.

Comm. Hodges: Yes, indeed.

Comm. Kerr: If anything had happened when Dr. Evans was not in his place Dr. V was running the show. I just find it strange that she would leave the district and the Board was not officially notified that she's no longer in the district. I have a problem with stuff like that and that's the reason why I ask the question. I was not officially notified. You keep hearing bits and pieces flying here and there and you really don't know sometimes the truth of the matter. I don't know if she was fired or if she had resigned or what was happening.

Dr. Newell: She submitted her letter of resignation and for the next personnel committee meeting it will be added to the Board agenda. I think you're a part of that committee, Comm. Kerr.

Comm. Kerr: No. She doesn't want me on her committee.

Comm. Irving: But it will come to the Board for information.

Dr. Newell: Yes, it comes to the Board.

Comm. Irving: I think it raises an even broader question about the extent of that role and where we go from here. I'd like to have that discussion maybe in closed session. It begs the question of personnel. I know I have some recommendations and some thoughts. I know some of the Board members do. The deputy position, in my opinion, is an important position and I think that in a district our size there should be a number two. But I think we've learned a lesson about what happens when we go out as opposed to even looking in and seeing what happens to be here. So I think the Board needs to be very active in this conversation with you as opposed to you just making the decision by yourself. Maybe at the next Board meeting we can call an executive session to discuss exactly where we're moving with the deputy position. I think it would be apropos. Again, I don't want to get that information on the back end and I think it's important for this Board to be a part of that process.

Dr. Evans: If I may, a memorandum has been prepared that includes a number of items, including Dr. V's departure and temporary measures that we've taken internally to make sure that the areas are covered. Right now Mrs. Jones has stepped in to play a bigger role and the memo specifies that. I reviewed it with the cabinet recently and it's being revised. You should get that in the next day or two.

Comm. Irving: Thank you. Are there any other questions for A-10 through A-19?

Comm. Hodges: The question that came back to me was Annalesa last year developed an implementation monitoring process of curriculum and we've not seen hide nor hair of that implementation scheme. The concern that I have is that this is supposed to tell us how well things are being implemented. You're bringing in the Newcomers school. You have a Gifted & Talented Program. Whatever approach you have this implementation scheme should follow, but it also gives the Board an opportunity to exercise its primary function, which is oversight, by saying this is the degree of implementation we have at this point, on and on. I need to know where that is and to see that so that we can do what we're supposed to do. If things don't happen we again won't know whether the scheme failed or the implementation. I also will remind the President that Dr. Evans is from outside.

Comm. Irving: You don't have to remind me of that one, but I appreciate that.

Comm. Hodges: If the inside help was there.... Never mind.

Comm. Irving: I agree. Are there any other questions for A-10 through A-19?

Comm. Kerr: On A-10...

Comm. Irving: Comm. Kerr, to that question, that question came up last night. There's a supporting document that should be somewhere in your packet in which she lists the scores of the students who received professional development, the rate in which they scored on the HSPA prior to that professor-in-residence coming, and what the scores are. She called me and said she would not be here, but that she submitted the memo and it's right here. It was very important for me that she got this to you. If you guys look at the memo I asked her to just show exactly the justification that we have in keeping this professor-in-residence. The action item doesn't read this, but the big difference is last year it was a grant funded position. This year we're bringing the person in through district funds with our own budget because the grant has expired. So my question was if it's expiring, what justification do we have? She pointed to the fact that her HSPA scores in math went up by 20% for the students who were working with this particular professor-in-residence. So I'm sure that's just one of the questions, but I wanted to at

least point you to that documentation in there. We can peruse that if anyone has any other questions and then come back to follow up. But I also know Ms. Gaines isn't here either. Comm. Kerr, while you look over that I'm just going to ask if anyone has any questions on A-20 through A-67. Again, the breadth of all these questions were asked last night and I know you guys got them. If there are any additional questions feel free to submit them to Cheryl. She will get them to Ms. Riviello and we'll get back to you. Comm. Kerr, any follow up on that? Joanne, Ms. Gaines isn't here so I just want you to take note of this question that Comm. Kerr has.

Comm. Kerr: I'm curious of the size of the increase. We have a 20% increase and credit is given to the professor-in-residence. Apart from the principal saying this is attributable to this person I just need some other supporting evidence to make me feel comfortable that indeed the upward movement in the test scores here was directly tied to that one-month stint at the school.

Ms. Riviello: The professor-in-residence was there through the year. The one-month stint was myself and the math department in this district. Math supervisors were deployed to several of the high schools.

Comm. Kerr: Walk me through what the professor-in-residence does.

Ms. Riviello: Again, I'm not going to be specific to Eastside High School. I'm going to be in general. Professors-in-residence are assigned. In some cases they are language arts people and in some cases they are math people. Principals determine needs based on the way they disaggregate their data. Sometimes it's a direct relationship PD to teachers. Sometimes it's working directly with students. Many times it's both. In addition to that, some schools use their professor-in-residence, Dr. Cardillo is one of them, to help design program and they use the expertise of the professor-in-residence. That's what she did a year ago. She presented World Language. Her professor-in-residence was a foreign language teacher at the college level for many years. So again, the principal has to determine what their needs are and what their data shows and then align that professor-in-residence to what needs to be done. Included for A-9 Mr. Montes also provided information in addition to the increase of his test scores at three or four grade levels. I think he also listed, on the second and third pages of that packet, different responsibilities that the professor-in-residence worked with, with his staff. Assuming the principal has done their due diligence in looking at what their needs are it's aligning their needs to the professor-in-residence.

Comm. Kerr: I just need to know how the process is done. What is their day's activity?

Ms. Riviello: It varies from school to school.

Comm. Kerr: Do you spend 60% of your time with teachers? Do you spend 40% designing program? Do you spend 40% or 50% of your day with students? Give me a sense. Does the guy come and sit in his office?

Ms. Riviello: They're never in an office. I can tell you that.

Comm. Kerr: I don't know.

Ms. Riviello: I think if you took any school in this district that had a professor-in-residence and you ask the question that you just asked you're going to get a variety of answers.

Comm. Kerr: So there is no real structure?

Ms. Riviello: It's really based on the need based on what the professor-in-residence comes in with in terms of their experience towards that need. As a principal myself I found that my teachers at the lower grades had a lot of difficulty with writing. My professor-in-residence at the time had been a strong language arts person and I used her and directed her to that task. Sometimes when she came in she did professional development with the teachers during their vertical articulation periods. At other times she came in and worked with the teacher and the students as a team teacher modeling those same things that she professionally developed with them. So it varies.

Comm. Kerr: Let me tell you where I'm going with it. The fact is this tells me that a professor-in-residence was able to help a score to increase by 20%. Isn't that a model? It is indeed a model.

Ms. Riviello: Evidently Ms. Gaines used that and identified that, yes.

Comm. Kerr: So why don't we replicate this in other areas of the district to make sure that we see better HSPA results in this area? That's where I'm going with it.

Dr. Evans: I was going to say when you use the word 'model' that sounds cookie-cutter to me and this is not a cookie-cutter situation because the need may be different in another school. They will perform a series of tasks and we can narrow the tasks down to either direct intervention with students, professional development with teachers, or program development. Those are probably three big areas. That's as close to being cookie-cutter as you can get. The one common piece across the board is the outcomes you're going to look at to determine if indeed it was worth the investment. But to say that in every school they're going to spend 40% of their time intervening directly with kids and 20% of their time doing professional development, no. That is need driven by the school. The school's need may be different than that and we shouldn't have people doing things contradictory to that. That's why the principal should be doing an accurate assessment of their needs and particularly focusing on what the data tells them.

Comm. Kerr: I would assume that every principal in this district should at least have a working knowledge of what a school needs to improve. So if you wake that person up in the middle of the night that person should be able to articulate what they would need to improve in terms of assistance. So if you call in the professor-in-residence and you say this is my design already the money is there. So you design something and make it applicable to the problems that we're having here.

Dr. Evans: That's not the way it should work. An example that Ms. Riviello gave a minute ago was for a principal who knew what she needed. She needed a program designed. So she engaged the professor-in-residence to design that program to meet a particular need in the school. When they engage them what they ought to know – and if they don't then we do have a problem, but I'm not seeing that as a problem – is I need you to intervene with kids. I have this group of kids and they need a specific instruction whether it's remediation, tutorials, or whatever in math. Or I need you to provide professional development to this group of teachers. I need to see capacity built among these teachers to do this and this. Principals prescribe to that extent reflecting their needs. Yes, that should happen and if that's not being reflected...

Comm. Kerr: It's reflected here. The document says yes. It worked beautifully here.

Dr. Evans: And you want to see it in every case.

Comm. Kerr: Why not?

Dr. Evans: Okay, that makes sense. Yes.

Comm. Kerr: Why not, if it's a success story? Why not?

Dr. Evans: We need to make sure that if principals are requesting approval for a professor-in-residence that they have a design document not saying that they're going to be doing exactly what Ms. Gaines said, but being descriptive in what they are going to do. I follow you.

Comm. Irving: I'm going to bring the curriculum conversation to a close. We're going to move on to legal.

Ms. Riviello: Excuse me, Mr. Irving, do you want me to present the math curriculum, the late entry?

Comm. Irving: Yes, briefly.

Ms. Riviello: You did save the best for last.

Comm. Irving: Yes, I did. But I also saved the one with brevity as well.

Ms. Riviello: As you are aware, New Jersey has adopted the Common Core State Standards for mathematics. Additionally, the department devised an implementation plan that began last September for k-2 math. This September was 3-5 math and high school math and next September is 6-8 math. Training on the Common Core has been completed for all k-5 teachers and high school teachers. New Jersey also developed the model curriculum with consists of five units. Each unit is allotted five weeks of instruction and two weeks for assessment and then remediation or enrichment based on the results of those assessments. To be in compliance with the state mandate and the implementation of the Common Core standards the mathematics department developed the curriculum frameworks for k-5 and the high school based on the standards. The frameworks identify domains, clusters, essential understanding, and what students need to know and be able to do...(end of tape) (Beginning of new tape)...will be assessed with the appropriate content. The pacing also identifies sections of the textbook that may be used as resources for instruction. The curricular for grades 6-8 is currently New Jersey Content Standards and these will be reviewed and revised to meet the state mandates for implementation next fall. What you probably most need to know because we are a district with priority schools we had to submit our curriculum to the State of New Jersey for approval. If we had not submitted we would be required to use the state model curriculum. We sent the mathematics curriculum in, in the spring. We received approval August 28. Our curriculum aligns perfectly with the model curriculum from the state and we can use our curriculum. That's the reason why it's a late submission, because we only found out last week that it was approved.

Comm. Irving: This is the same curriculum that you introduced to the Board last month. Am I correct?

Ms. Riviello: You have it there now. There are four binders on the table. That curriculum that was introduced last month was a course for test preparation. This is curriculum k-5 and high school algebra I, II, and geometry. In the binders are the frameworks for the curriculum as well as the pacing guides.

Comm. Irving: I'm going to suggest in the interest of time, since we still have six more committees to get through, that Board members take a look at this and if you have any questions submit it to you. If we have any follow-up questions, we'll ask them at the regular meeting.

Ms. Riviello: Absolutely. It's not a problem because last time you reviewed them here I didn't make one for everybody, but I can get them made tomorrow morning. Whatever six of you take these, I can get three more.

Legal

Comm. Irving: There are no submissions for legal. Is there a report for the meeting at all?

Fiscal

Comm. Irving: In relation to the Sunshine Law and where we are, I'm going to try to give each committee at least 15 to 20 minutes to have discussion and conversation moving forward. So let's be mindful of the time because past midnight we have to shut down. So FYI, let's try to push the questions we have, ask them, and keep them direct because we have four more and three other action items past this.

Comm. Kerr: The race is never for the swift neither the battle for the strong, but they that endure to the end.

Comm. Irving: ...which is midnight.

Comm. Kerr: The fiscal committee met last Monday, August 30. Members present were Comm. Corey Teague, Comm. Mendez, and myself. Absent was Comm. Manny Martinez – excused absense. Staff present was Acting BA Ms. Daisy Ayala. Our meeting started at approximately 7:15 p.m. We also had at our meeting Mr. Robert Hague from the auditing firm Lerch, Vinci & Higgins, the district's external auditors. Mr. Hague gave us an overview of the scope and timing of the district audit for fiscal year 2011-2012. He told us that the preliminary portion of the audit started on July 18 of this year and the final Comprehensive Annual Financial Report and Audit Management Report will be completed and delivered by the statutory date of December 5, 2012. We also had at our meeting Mr. Neville Williams, Supervisor of the Purchasing Department. Mr. Williams was there to make a presentation on behalf of the purchasing department. He walked us through the process that is involved in the purchasing process. He told us that the department processes approximately 12,000 to 15,000 orders per year with a normal disposition time of between three to four days. I believe that is significant work by the department. He also walked us through the requisition process through to the purchasing process. This was done primarily for the new members of the committee because we set out at the start of the year to familiarize all our members with the processes that are involved with things that have to do with fiscal matters. We then went to the bills list which we found to be in order. Our meeting ended at approximately 8:30. We have here tonight our fiscal actions items C-1 through C-22. Is there any discussion?

Comm. Irving: Ms. Ayala? It just pertains to just trying to understand exactly how these funds and who these funds are travelling with. C-9 through C-15 are all payments we're making. Are these the funds that are following our out-of-district placements?

Ms. Daisy Ayala: These are grants for non public that come in through us and we sort of filter that money to different identities.

Comm. Irving: So a charter school, for example, the money would come through us first but it's earmarked for them.

Ms. Ayala: That's right.

Comm. Irving: In every single one of these cases it's either charter schools or catholic school or some other entity that the money is earmarked for, but because of the public funding...

Ms. Ayala: Of the district, they come to us.

Comm. Irving: Got it. And we have no say-so for how this money...

Ms. Ayala: Absolutely.

Comm. Irving: We do?

Ms. Ayala: Yes.

Comm. Irving: I'm glad you said that. With that in mind, how do we atone and account for the money that these folks are spending if we're the ones who are channeling the money?

Ms. Ayala: We pretty much get the information from the state and they tell us how much money goes to individuals and we send it that way. Once they spend it on textbooks, technology, and things of that nature, and I don't have all the details in front of me, we turn around and supply the report accordingly as requested by the grantor. Then whatever is left over and not spent by them, because it's beyond our control, goes back to the state.

Comm. Irving: Then we really don't have any control with regard to what they do once they have the money.

Ms. Ayala: No, we don't.

Comm. Irving: That was the question I was asking. Once we give them the money we're the middleman.

Ms. Ayala: The only control we have is we keep the money here and then we release it according to the grant.

Comm. Irving: Got it. Thank you.

Comm. Hodges: With regards to C-16, just a commentary. I don't understand why we're paying \$9,300 for a semester for this Farleigh Dickinson program. Even though I support it, it should never have been any more than \$5,000 a semester. That seems to be excessive to me and I wanted to point that out before. That's way out of line. This was not supposed to be a money-making venture. This was simply a courtesy stipend and transportation costs and that's it. This \$9,600 is extreme and that needs to be reviewed. Sorry, Mr. President.

Comm. Kerr: What action item is that?

Comm. Hodges: It's A-65. That's inappropriate. That should not be that high.

Comm. Kerr: How many students do we have in that program?

Comm. Hodges: About 20-25 a semester and we stretch it. I had checked it off here and I forgot about it. That's out of line.

Comm. Kerr: So your question is on C-16.

Comm. Hodges: This is the banking. I gave I don't know how many copies of the original specs for the banking program, which included curriculum k-12 on financial literacy. Now it's a law. Before it wasn't, but now it's a law. So financial literacy from k-12 originally we had a discussion on stocks, securities, options and so forth and insurance products so that you would discuss annuities and all the others. That was all part of the original spec. In addition, there were summer jobs with scholarships, internships, and shadowing opportunities. They were going to build a student-run bank and they had agreed to help build a stock exchange room so that you could then teach the students how to run that. That was in a package that was given a number of times. So this is just their standard package and this is not what they're capable of doing. In fact, they were also going to invite the students up to their training center so that they could see the training process for tellers, on and on. The reason I'm so concerned about this is because now financial literacy is extremely important and is a requirement. The banks have a requirement through their CRA to provide some of these services. I don't want to give them a dime because I do know they provide these services to other communities and there is no reason why they shouldn't provide them here. And, by the way, they agreed to do all this. You won't get one bank to do everything, but there should be a combination.

Comm. Kerr: I don't think C-16 has anything to do with that.

Comm. Hodges: It does because their answer was they have the financial literacy as part of the scope of the assignment for the banks, PNC and TD. They were providing this so-called curriculum.

Comm. Kerr: Let's ask Ms. Ayala if that was submitted to these banks.

Ms. Ayala: Actually, there should be something in your packet. If you look, there should be all the programs that they provide k-12 by different grades and elementary schools. So there is a program that they do have.

Comm. Hodges: That's their standard package.

Comm. Kerr: The question is were the specs submitted to the banks and said we will consider doing business with you based on that spec that you gave them. I don't think that was part of what happened.

Comm. Irving: Can you just answer that? Was it?

Ms. Ayala: Yes. It's not in the specs but it's in the background. It's one of the first things introduced to them – that's what we're looking for. Our intent and purpose is to ensure that is taken care of, providing financial literacy, and in addition to that an

automated system because we're moving in a paperless world. I don't have it in front of me but that's basically the intent.

Comm. Irving: They've had these accounts for quite some time now, at least since I've been here. Now we're going on three years. The question I have is have these services been delivered.

Ms. Ayala: They have been there. It has to be a joint venture. We get together and we kind of work with them. This is the implementation and the timeframe. The service has been there. We've asked them to come in and provide financial to employees and they have come. But we have to reach out and we have to decide within the district what it is that we want them to provide and the timeframe.

Comm. Irving: So you're saying the district has not done its part in reaching out with the requests for whatever services they have.

Comm. Hodges: That's my problem. The point I'm making is that there is a whole range of services that go above and beyond what's listed here that were in the original specs. That's what we were asking them to pursue, that packet, not what they were prepared to give you. They are actually able to give you more than just these things, which is pretty good. But we asked for more and got it, until it all fell through.

Comm. Irving: Dr. Evans, can we invite the representatives from these banks to the principal's meetings to share with the principals the respective services they offer?

Dr. Evans: What we're talking about is a curriculum issue. Ms. Riviello needs to be involved. We're talking curriculum because this would become a part of our instructional program. So she should be at the center with her staff in pulling this together. I'm asking her to do that now.

Comm. Hodges: You had to go with both groups - the finance people and the curriculum. The finance people were supposed to just say this is a range of banks that can provide us the services that we need financially. However, in addition to that we want these things in return. As part of the community reinvestment act these banks have a responsibility to deliver services back to the community. The problem is we haven't asked for them. Part of that, given this \$500 million budget that we have, we have an incentive to get them to deliver these goods if we ask for them.

Comm. Kerr: We were just told that the specs were handed to the banks.

Comm. Hodges: They were not handed to the banks. The specs for the financial part were handed to the bank and as part of the bank capabilities they gave you a list of what they could do. But the original specs that we asked for were not given to us.

Comm. Kerr: So we need to have a discussion based on what we gave them before we make a determination.

Dr. Evans: Actually, you're both right. Everything is in place. Finance has done what it was supposed to do and all that needs to happen now is the meeting that Dr. Hodges alluded to involving Ms. Riviello. She would need to work with Ms. Ayala, get the folk in, and then we need to say here's what we want based on the both the design that Dr. Hodges is referring to and then their response in terms of that menu. If we want to push the envelope beyond that, then is the time for us to push the envelope beyond that. But

we need to get them at the table. That's the next step and that's what I'm asking Ms. Riviello to work with Ms. Ayala on and make it happen.

Comm. Irving: Ms. Riviello, can we have you report the findings of that meeting back to the curriculum committee next month, please?

Comm. Hodges: The first step would be to take a look at those original specs.

Comm. Irving: That's what they have to do.

Ms. Ayala: You can share that with me and we'll get together with Joanne and the bank.

Comm. Hodges: Do you still have a copy?

Dr. Evans: If she doesn't, I do. You gave me a copy.

Ms. Ayala: We'll come up with some plan.

Comm. Hodges: The reason why I'm raising this issue is before you agree to vote on these banks you have to hold their feet to the fire because once you vote for them they don't need to do anything.

Comm. Kerr: We can vote on this. It's binding on us not the banks if we vote on this. We don't have to use them. If we vote on this tonight, just for the convenience of our discussion here, does it mean we have to follow through with the banks on this?

Comm. Irving: We're entering into a contract with them. Are we not?

Dr. Evans: We have to have a bank.

Comm. Hodges: It's a contract agreement with the banks.

Comm. Kerr: Do we have a contract with the bank?

Comm. Hodges: Yes.

Comm. Kerr: To do what? To provide what?

Comm. Hodges: Our banking services.

Comm. Kerr: We can change. Can't you change your bank any time you want to? You can change your bank any time you want to. You don't have to have a contract with the bank.

Ms. Ayala: We have a contract with the bank that was signed that is expiring this month.

Comm. Irving: So this is a renewal.

Ms. Ayala: No. We went out for competitive bidding. We have Bank of America, PNC, and TD. TD and PNC were the winners.

Comm. Irving: But once we vote on this next month, we will in essence be entering into an agreement with these banks.

Ms. Ayala: Correct.

Comm. Hodges: For how long a period?

Ms. Ayala: I think it's a three-year period with a renewal every year.

Comm. Irving: I hear what you're saying, Dr. Hodges, but it seems as though these banks have the services. The onus is really on us to ensure the fact that we follow up with them. To me they probably offer these programs to any district that goes to bid for it. The question is do those districts use those services.

Ms. Ayala: We have to take advantage of it.

Comm. Kerr: Let me ask this simple question. What if the present contract that we have with the bank expires? Where do we go from there? What if we said let the time run out and we have no contract with the bank? Would that prevent us from doing business?

Ms. Ayala: Absolutely not. It's just like your own personal account.

Comm. Kerr: So we don't have a problem there. We have enough time to go back to them with the specs and tell them what we want. We still have time. All we have to do is...

Ms. Ayala: But if we're going to change the specs then we have to go back and do competitive bidding. If we're going to change it we have to be fair to everyone.

Dr. Evans: This is not as simple as we're making it sound. It's not like we have a bank account with \$1,000 in it that we can just say we're going somewhere else. We're talking about a \$560 million bank account and you don't change that at the drop of a hat.

Comm. Hodges: No, you don't.

Comm. Kerr: Dr. Evans, the point is if the present contract runs out, does it mean we can't do business with the bank?

Ms. Ayala: No, it does not mean that.

Comm. Kerr: So we can do business with the bank without a contract.

Ms. Ayala: Yes.

Comm. Kerr: So our operation would not be affected.

Ms. Ayala: Correct.

Comm. Kerr: Okay. That's all I'm saying. It would give us some time to put in place a spec that we would like to see and we go back out. I don't see any problem in that.

Dr. Evans: I do. We just can't play around with our money.

Comm. Kerr: It's not playing around. The money is in the bank.

Dr. Evans: That's what we're doing.

Comm. Kerr: It only comes out when you write a check.

Dr. Evans: We have a payroll to meet. We have obligations to meet.

Comm. Kerr: It would not affect it, Dr. Evans.

Dr. Evans: We cannot tamper with our bank account. We either make a decision to not do this one and go find another before that contract runs out or go ahead and approve this one. I have all the confidence in the world that we can get what Dr. Hodges is asking for. He appropriately has made the point every bank would love to have our portfolio and the money coming through every year. TD Bank has expressed a strong interest. They're not crazy. If they don't do what we want done, one year from now we can drop them.

Ms. Ayala: They know we're going somewhere else.

Comm. Kerr: So why not get something to them then, Dr. Evans? What do we get from TD Bank to do business with them? What benefit does the district derive from doing business with them?

Dr. Evans: They were one of the lowest bidders.

Comm. Kerr: Just that they bid the lowest?

Dr. Evans: Yes.

Comm. Irving: But the point you just made is absolutely correct. In my opinion it should be the services that we take advantage of.

Comm. Kerr: Of course. I don't get it.

Comm. Hodges: Every year in May we have to vote on a list of banks. I have raised this issue every single year. This is why I'm a little concerned, because they knew what the question was, "they" being the district. We actually delayed approval on the banks in lieu of this arrangement, which they again did not follow through on. It's not me being shortchanged. I have a bank account. It's the 29,000 students that are being shortchanged continually. So my concern is simply this – Dr. Evans, I need some guarantee that it will happen this time.

Comm. Irving: I think that begins with the curriculum committee and Joanne and Daisy coming together talking about the respective specs of what this bid is and reporting back to the curriculum committee exactly what we're playing and working with, and your plan for implementing this throughout the district.

Comm. Hodges: And I would advise that if you decide, Dr. Evans, to move forward you at least get some portion of this out of them and make it very clear that there's a chance that you might drop all the banks next year, because I'm personally not going to vote for them, unless the entire scope of the opportunities for our kids are going to be considered and put into a spec at that time if not now.

Dr. Evans: Two things need to happen. First of all, I've asked Joanne to work with Daisy and schedule a meeting. I want to be at that meeting. Secondly, Dr. Hodges, we need to confer again to make doubly sure that all of the specs that you had prescribed in that initial document that I have and Joanne and Daisy have in our command when we sit at the table with the bank.

Comm. Hodges: I'll point out to you that the banks agreed to do this and the district didn't follow through originally. Other school districts are doing these things.

Comm. Irving: In the interest of time we've been on fiscal for 25 minutes. I want to move on to facilities. We have policy, personnel, and three other items. If anyone has any other questions for Comm. Kerr, please submit them to him for further clarification at the Board meeting.

Facilities

Comm. Mendez: Unfortunately, we couldn't meet yesterday but we will meet early next week. We're rescheduling that. We met last week on the 23rd to discuss the issue about Kennedy High School's fence and I think we've heard enough about Kennedy High School's fence. We have the people involved over here. Also, on August 30 we did a walk-through at Frank Napier School 4 and today we conducted a walk-through at School 15. So many parents in the community are concerned about why we scheduled this meeting between 12:00 to 3:00 p.m. I received so many calls between yesterday and today. For me School 15 is something special because I was one of the three Commissioners that went to the community meeting that you had, Dr. Evans, at New Roberto Clemente. I know you saw all the dissatisfaction and frustration that all the parents had. I saw parents crying because they didn't want to send their children to School 15 because it's been unsafe for many years. But now finally we conducted a major repair at School 15 and we couldn't invite the community to let the community know what we're doing as a district. To me that's a big problem. We conducted a walk-through from 12:00 to 3:00 p.m. when we all know that parents have to work. I believe that it should be from 6:00 to 8:00. All the parents should be well informed that from 6:00 to 8:00 there will be a principal and the staff there to let them know what we're doing with School 15 based on the condition that we went through this project. That's what happened today with School 15 and I believe that we should have a date and the date would be on back-to-school night. That day used to be open school and we have to do a good job with communication. Dr. Evans, I don't think we're doing a good job with communication. I don't know if it's the data that we have. I do believe that we have to work on that. We can have the best data possible. At the beginning of the year we should have great data to be in contact with the parents and let everybody know. We have to put a heavy effort on that to make sure that they go back to school and take a look at what we're doing in the school, especially at School 15. I've been there more than three times and I know that job that we've been doing. It looks totally different and the community needs to know the job that we're doing with the facility. That's what I need to say. Are there any questions with facilities?

Comm. Irving: I'm not going to tell you who you sound like, but you sound like somebody to my right.

Comm. Cleaves: I didn't know that there was a walk-through today at School 15 so I wasn't there and I'm part of the facilities committee. But I'm looking at the report that's here for School 15 and it was under high priority. It seems like everything has been

completed except for one thing, which is the interactive whiteboards. You just said School 15 is a mess.

Comm. Mendez: It was before and now that we conducted a renovation...

Comm. Cleaves: Because you made it seem like there was a problem and I'm looking at the report and everything is completed.

Comm. Mendez: The problem that we have now is with the community. They were not invited. We're doing a walk-through at School 15 and you know the condition. Dr. Evans was there and he knows what's going on with the atmosphere that we had at the meeting.

Comm. Cleaves: You had no parent representation?

Comm. Mendez: That's an issue.

Comm. Cleaves: My question is you had no parent representation today?

Comm. Mendez: They extended the visiting until 7:00, but we did not have all the parents.

Comm. Cleaves: You're not going to have all the parents.

Comm. Mendez: But at least most of them. They need to be informed early that we're going to conduct a walk-through at the time that they can go. But the majority of the parents that received the information between 12:00 to 3:00 didn't show up because they couldn't.

Comm. Cleaves: But you want all of the parents to take a walk-through to tell you what?

Comm. Mendez: I don't want all of the parents, but I want the majority of the parents to go inside the school and see what we're doing.

Comm. Cleaves: We went to Dr. Frank Napier and we had a representation of parents, community, administration, and the committee. We had a group of us that toured that school and it was sufficient. Why is it not sufficient for School 15?

Dr. Evans: I think we're talking two different things. In one case, Dr. Frank Napier was a tour actually initiated by the Board to do a walk-through of the building and to see the renovations that had been done and other things that had happened. The meetings that the Commissioner is referring to for School 15 and NRC were parent meetings for them to come in to hear from the principals of both schools and from either Mr. Johnson or myself. Mr. Johnson was actually the person who addressed them. Then get a chance to see the facilities. The principals actually scheduled the meetings earlier and it was called to our attention. That's when the meetings were extended to a later hour to allow for parents who were actually working. That's how that happened. But that was for parents to come in. It wasn't initiated by the Board. It was only like a parent meeting to come in and see the new school. That was what that was about.

Comm. Cleaves: That's what I was trying to get from the chair.

Comm. Mendez: We were talking about two different things, I guess.

Comm. Cleaves: I was confused.

Dr. Evans: The Commissioner is also correct in that the principals did schedule the meeting during the day and late in the game we said to extend it to later hours for parents who are working and could come in, and some did.

Comm. Irving: So did the meeting happen in the afternoon or in the evening?

Dr. Evans: I know the meeting at New Roberto Clemente happened 2:00 in the afternoon. What about the meeting at School 15? There was the meeting, but then they could still come in.

Comm. Irving: I have to agree with him. I understand it is summer, but that probably was not the best time to hold a meeting.

Dr. Evans: It's a legitimate concern.

Comm. Guzman: I want to thank Mrs. Jones, Cheryl, and everyone in the district office because I was one of those people making phone calls yesterday because I was literally flipping when I got calls from parents saying that the open houses were going to be hosted at 1:00 and 12:30 while they were at work. My phone was blowing up yesterday so I managed to call the Board of Education, I spoke to Mrs. Jones and Cheryl, and they were helping me out with the situation. Mrs. Jones was trying to get information. She sent me an e-mail this morning which I believe she sent everyone stating that they had extended the hours. But some of the parents had called me yesterday stating that they had received a phone call stating that they were going to be extended to 7:00. A lot of parents were happy with that. The same people who were complaining to me actually called me and let me know that they had extended the hours to 7:00 p.m. I couldn't make it because I was at work, but I did have another little issue this afternoon and I think I spoke to Lucy. There was a group of parents standing outside of School 15 and the doors were closed. They were out there for like 25 minutes and they are blowing up my phone and telling me what's going on. I said I don't know what's happening. I don't know what's going on. I got in touch with the Board of Education again and this was like at 4:30. I managed to get someone through and for some reason there was a miscommunication. I guess they didn't have a sign of what door to go to and the doors were closed. It was a mess. But I do know that there were parents there. I do know that there were parents that attended. I don't know about Roberto Clemente, but I do know about School 15. I do have an issue because some of the parents that went to School 15 tell me that some of the classrooms are not ready. They took the tour and walked around the building. I don't know exactly what it is. I was already walking into the meeting when they started calling me, but I guess the classrooms do not seem like they're ready for school to begin tomorrow. I don't know exactly what their concern was or what they saw that was not being done, but it was brought to my attention that the classrooms were not ready. I have other issues and concerns that I need to bring to your attention, Dr. Evans. It's through conversations that I'm having with certain people. I don't really want to put it out there because it doesn't sound right, so I just prefer to have the conversation or actually just show you because I have it on my phone.

Dr. Evans: Okay. If I may respond to the issue regarding the classrooms, all of the classrooms are complete. I was out there twice today, early in the day and late in the day. What they may have seen is that teachers were putting up their bulletin boards, there were boxes everywhere, they were putting materials on shelves, and if you had looked in you would have thought it wasn't ready. But the physical structure is ready. They have new floors in all the classrooms, tile or hardwood floors. It has been painted.

The building itself and the classrooms are ready. But again, teachers in classrooms unpacking boxes if you don't understand that's what they're doing and those boxes are going to be gone tomorrow morning, then you might reach that conclusion as well.

Comm. Hodges: Very briefly, Dr. Evans, we apologized to the parents at School 6 because of the untimely notice and we are now facing a situation where we have to apologize to parents at School 15 for the same kind of thing. So we're not learning our lesson in terms of the service that we deliver to the parents, particularly about events that are happening in school. That seems to be a pattern that we really need to get a handle on. Apologies are not going to change the fact that these things continue to happen. That's disturbing.

Comm. Irving: Kemper, without putting you on the spot, in the School 6 case no one told you about the meeting until the day of or the day before. In my opinion if this gets vetted through the Parent Resource Center, were you a part of facilitating this conversation with parents?

Comm. Hodges: That should go through Dr. Evans.

Dr. Evans: Which one?

Comm. Irving: I know definitely not for School 6, but what about for School 15?

Dr. Evans: School 15 and School 6 were solely the principals notifying their populations through ConnectEd. Each principal has been trained on how to do it themselves. When it came to us is when we reacted and that's when the change occurred.

Comm. Irving: But I think there has to be some protocol put in place that if principals are going to do any outreach, especially on the scale of trying to get the whole school community before the school comes in, that they work through the actual established body and organization that specializes in reaching out to parents. So someone in his office or Kemper would say 2:30 may not work. If they say it will, at least it can go up the chain and somebody will at least identify it. But we have an office that we haven't used twice to reach out to parents. In the School 6 case I'm sure we have parent links but Ms. Jones just got here so I'm sure she wouldn't have access to it. So we didn't use it at all in that case. But in School 15's case we could have certainly reached out to the Parent Resource Center to at least engage the parents on the Facebook page you guys have, which is an awesome page and some of the parents have signed up to it, or whatever other mechanisms or resources you use. There is resource in the room, but nobody wants to use it.

Comm. Hodges: In addition to that, I only found out about it when you called me and told me about School 15. Then I happened to notice online that there was going to be changes made. But until Mr. Mendez called me to discuss the facilities meeting or I called you I didn't know about the School 15 walk-through. That was a concern. But the Parent Resource Center might have said you won't get the biggest bang for your buck with one day's notice, particularly over the summer. You might need to give them some additional lead time before you invite them in because that's going to be not very fruitful. I'm not going to dwell on that any further. I received a phone call today about School 14. I was told it was extremely hot in the building and we have the older students on the lower floors and the younger students upstairs in the higher elevation, which of course has the more challenging temperature conditions. That's problematic. I'm being told they didn't have a single fan in there. That's a problem so we might need to look into that to see how that can be addressed, particularly since those younger kids

are not going to have the same capability to handle that difficult temperature as the older ones. That might have to be shifted.

Policy

Comm. Simmons: The Policy Committee met on Thursday, August 30, 2012, at 5:15 p.m. Board members in attendance were Comm. Guzman, Comm. Mendez, Comm. Teague and me. Staff member present was the district's General Counsel Ms. Lisa Pollak. Because everyone has a copy of the report and it is lengthy I'm going to submit it for the minutes. I'm going to ask that if you have any questions I've been informed that all Board members have received copies of the policies that were reviewed. If you have any questions please submit them to me through Cheryl so that we can get those answered before the regular Board meeting.

Our agenda included:

1. POLICIES CURRENTLY ON HOLD
 - a. 9180 School Volunteers
 - b. 9181 Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants
2. POLICIES INTRODUCED BY THE BOARD OF EDUCATION
 - a. Small Business Enterprise Encouragement Program
 - b. Chess In School
 - c. Penmanship
3. DISTRICT REVISED POLICIES
 - a. 1372 Sexual Harassment
 - b. 3216 Dress and Grooming
 - c. 4216 Dress and Grooming
 - d. 3322 Telephone Use for Teaching Staff Members
 - e. 4322 Telephone Use for Support Staff Members
4. POLICIES FOR FIRST READING (ALERT NO. 196)
 - a. 1631 Residency Requirement for Person Holding School District Office, Employment, or Position (New)
 - b. 2430/1 Athletic Competition
 - c. 3324 Right of Privacy – Teaching Staff Members (New)
 - d. 4324 Right of Privacy – Support Staff Members (New)
 - e. 5117 Interdistrict Public School Choice (New)
 - f. 5600 Pupil Discipline/Code of Conduct
 - g. R5600 Pupil Discipline/Code of Conduct
 - h. 7510 Use of School Facilities
 - i. 8613 Waiver of Pupil Transportation (New)
 - j. 9270 Home Schooling and Equivalent Education Outside the Schools
5. POLICY ALERT NO. 197
 - a. 0151 Organization Meeting
 - b. 0153 Annual Appointments

- c. 0167 Participation in Board Meetings
- d. 2361 Acceptable Use of Computer Networks/Computers and Resources
- e. 2363 Pupil Use of Privately-Owned Technology (New)
- f. 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries
- g. 2622 Pupil Assessment
- h. 3282 Use of Social Networking Sites (New)
- i. 4282 Use of Social Networking Sites (New)
- j. 6164 Advertising on School Buses
- k. 6470 Payment of Claims

ITEM 1: POLICIES CURRENTLY ON HOLD

9180 School Volunteers

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

These policies have been on hold since March 2012. They were revised according to statute that indicates a school district can require a criminal history check of school volunteers provided the Board reimburses the applicant for the cost of the criminal history record check. Districts have an option as to require a criminal history check or not. The policy was reviewed by staff and it was their recommendation that we require a criminal history check for those volunteers who are in the district on a “regular basis”—more than five occasions during a school year. The committee still has reservations regarding the fingerprinting aspect of the Criminal History Background Check. We want to be welcoming to volunteers while making sure of the safety of our students. There are questions the committee would like answered before proceeding with these policies, such as:

1. Are students left alone with a volunteer, or is staff always present?
2. Are there volunteers for the Community Schools?
3. What is the estimated expense to the district?
4. Will a background check provide the desired information without fingerprinting?
5. Who will monitor the fingerprinting process for volunteers, i.e. athletic director, personnel, principal, etc.?

ITEM 2: POLICIES INTRODUCED BY THE BOARD OF EDUCATION

- Small Business Enterprise Encouragement Program
- Chess In School
- Penmanship

The committee is still awaiting a response from the Fiscal Committee regarding the Small Business Enterprise Encouragement Program. The other two policies have been referred to the Curriculum Committee due to their potential impact on the fiscal and staffing needs they may require. The committee is also requesting that a survey be conducted to assess the interest before proceeding. Also, the committee believes these may be programs or practices that can be initiated by the building principal.

ITEM 3: DISTRICT REVISED POLICIES

- 1372 Sexual Harassment
- 3216 Dress and Grooming
- 4216 Dress and Grooming
- 3322 Telephone Use for Teaching Staff Members
- 4322 Telephone Use for Support Staff Members

Policy 1372 has been requested as the matching policy that appears in the Teaching Staff Member and Support Staff Member section of the Policy Manual. The Office of Affirmative Action is requesting that the same policy appear in the Administration section of the manual. The other four policies on dress and grooming and telephone use are being revised at the request of the Labor Relations Officer to exclude the specific penalty language in the policies. The policies will allow disciplinary action—it just does not specify what it is. Although some on the committee were not satisfied with this change, we agreed on a first reading for all of these policies.

ITEM 4: POLICIES/REGULATION FOR FIRST READING (ALERT NO. 196)

1631	Residency Requirement for Person Holding School District Office, Employment, or Position (New)
2430	Athletic Competition
3324	Right of Privacy – Teaching Staff Members (New)
4324	Right of Privacy – Support Staff Members (New)
5117	Interdistrict Public School Choice (New)
5600	Pupil Discipline/Code of Conduct
R5600	Pupil Discipline/Code of Conduct
7510	Use of School Facilities
8613	Waiver of Pupil Transportation (New)
9270	Home Schooling and Equivalent Education Outside the Schools

It was explained by each of the policies in this section is being revised or are new from our policy consultant. There was a lengthy discussion regarding Policy 2430 Athletic Competition. The policy is actually being revised due to the new law allowing homeschoolers to participate in curricular and extracurricular activities or sports activities. However, there is a option is the policy which allows the district to decide how many days a student can have unexcused absences before they are excluded from participating in sports. The committee went back and forth on what should be the agreed upon number of days. The district stands to lose \$16 million in funding depending on the attendance rate. The committee would like Dr. Evans to assist in the determination prior to the second reading.

On Policy 5117 the committee would like the administration to look into applying to become a choice district.

On Policy 7510 the committee questioned at length what are private social functions? Our general counsel gave quite a bit of insight as to how to handle the issue of facilities use.

The committee is recommending first reading on all of these policies. Please review these policies and submit any suggestions as soon as possible.

ITEM 5: POLICY ALERT NO. 197

This latest Policy Alert 197 has been submitted to the Policy Committee for review and revisions. We were informed that they are also being reviewed by administration and will be returned to the Policy Committee once completed.

The meeting was adjourned at 6:15 p.m.

Comm. Irving: I just need clarification regarding the two policies that Dr. Hodges mentioned to me that were submitted. They were sent to curriculum and I'm just

wondering what the intent behind it was. I've no problem bringing both policies. One is a policy on chess, which is actually a state mandate. The other one, Dr. Hodges, is...

Comm. Hodges: It's penmanship. Just to clarify, the chess is not a mandate. It's a law which says it recognizes it as a legitimate program or course. All I'm doing is simply including it as part of our policy. The idea is to introduce chess at the second grade level since we refuse to do computing, which I think would actually be better because it does provide similar if not completely the same type of analytical skills, problem-solving, and so forth, and it's cheaper. The other one, penmanship, you may not know that many schools across the country, and sadly including Paterson, no longer teach cursive writing. The thinking is people use their laptops, phones, and tablets. Unfortunately, what happens is the students can't take handwritten notes. So if you don't happen to have one you can't take handwritten notes and you can't read it. The most troubling is you can't sign your name so you have no signature because the writing and manuscript does not give you a signature. So the idea was simply to make sure that we do teach cursive writing along with our manuscript which is taught at kindergarten and first grade. That's all it is. It doesn't involve anything extraordinary. This is just saying we want to pursue it and in my opinion it really doesn't need a review from the curriculum committee because you're not going to do much with it anyway. The state passed it as a law recognizing chess as a legitimate course and that's all it is. So I just happened to wave it through to go into first reading in two weeks.

Comm. Irving: I have no problem with sending the chess back to policy for first reading. To me it makes sense.

Comm. Simmons: The reason it was sent is because of the potential impact on the curriculum and fiscal and staffing needs associated with it.

Comm. Irving: Can we at least send them for first reading and while they're in between the second reading and the final approval vet whatever we need to do?

Comm. Simmons: We can do that.

Comm. Hodges: You already teach penmanship. You're just adding cursive, which actually some people still do in the district.

Comm. Simmons: So we'll just add those two for first reading.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: The personnel committee met on September 4 at 5:15. Presiding was myself and member present was Comm. Martinez. Absent was Comm. Guzman and staff present was Dr. Newell. The committee reviewed personnel recommendations by the Superintendent for the month of September 2012 as they appear in the Board packet. There was a discussion concerning job description. If you look at the report the description is attached. That is my report. The meeting ended at 6:30.

Information Items

Comm. Cleaves: We had three information items in the packet. I have a question for you, Dr. Evans, on 13-A3.

Dr. Evans: I'm not sure where you're reading from.

Comm. Cleaves: It was information items. They were in the packet under the section that says Information Items.

Comm. Irving: What is it in particular?

Comm. Cleaves: Approving retaining Susan A. Cadaro of Passaic Valley Investigations for a special investigation.

Dr. Evans: We would need to discuss that in executive session.

Comm. Cleaves: Okay.

Comm. Irving: Which we're going to have one before the Board meeting anyhow.

Comm. Cleaves: 13-A4, approve entering into a consultant contract with Monique Baptiste to provide writing and program design services for 2012-2013 school year not to exceed the amount of \$24,000. What is the purpose of this?

Comm. Irving: Can we still discuss her? She's a contractor.

Comm. Hodges: That's not personnel.

Dr. Evans: It's a contract. She writes grants for us.

Comm. Cleaves: So we would hire her just to write grants for us? We don't have staff?

Dr. Evans: No, we don't.

Comm. Irving: Believe it or not. I've complained about that since I've been here, that for the money we're paying for consultants to just hiring someone fulltime to work on that process, but no.

Comm. Cleaves: In this description could you make it known that that's what it's for, grant-writing. You said for writing and program design. I'm thinking that's a communication issue and we have a communications department. So if we have a communications department, why do we need this consultant?

Dr. Evans: We need to clean that up.

Comm. Cleaves: That was it. Those were my questions.

Comm. Kerr: Doesn't she do some writing for the district, too?

Dr. Evans: Last year she wrote two documents for me, but that was secondary to her grant writing. She is a grant writer.

Comm. Irving: And a good one.

Dr. Evans: Yes, she is really good.

Comm. Kerr: I'm not saying no.

Dr. Evans: I drafted some things and I asked her to take it, edit it, rewrite it, and she did that. But that wasn't her primary task as a contract provider.

Comm. Kerr: But will she be doing some of that, too?

Dr. Evans: I don't have any intentions at this point. If something came up that I needed some unique writing for myself as opposed to a staff person and they couldn't do it for whatever reason, then I may engage her. But right now I don't really see what that might be. The primary reason for that engagement is grant-writing.

Comm. Kerr: I'm just thinking if you're going to engage her in other areas at least we should have stated it in the document too. If you're going to say it's grant-writing my understanding is that it's grant-writing. If there are other areas where you're going to utilize her services, then I think it should be at least noted.

Comm. Irving: I think that's a fair recommendation. You never know the scope of what you may need. Given the fact that she has provided that service before, it would make no sense to have to come back to the Board. It just makes sense to add that item in there just in case so the option is there for you. It's up to you to ultimately make that call and decide you want to add or rewrite it, but I actually like that recommendation.

OTHER BUSINESS

Comm. Irving: We have three Other Business items. The first one is the letter that Comm. Teague has submitted, then it's the resolution for the November election, and then it's the Senator Rice invitation for the press conference tomorrow. Comm. Teague, I want to start with you if you want to just give us a brief comb over of what this is and your recommendations for it. I think we have some options for how we might be able to adopt this and get it through.

Comm. Teague: Each year I submit a letter to the teacher in both of my kids' class just as something to encourage them for the new year and they read it to the kids and what not. I thought this year maybe I could bring it to a wider audience, to as many of the students as we can. This was just a draft of it, but if there are any other ideas you all would have I really would like to get something to the students to at least encourage and lift the morale for the year of the kids and encourage them to go as far as they can and beyond for the school year. That's why I submitted that letter. I just want to get some feedback and see if you have any objections to it.

Comm. Irving: Just as a point of clarification for everyone, individual Board members shouldn't be sending letters out to students unless the Board collectively agrees they can. But I think that we're in a situation where we might be able to adopt this letter if the Board collectively wants to sign on to it and send it out. The question then is exactly what form would this take. We can certainly publish it on the website. Dr. Evans and I just spoke about that as a welcome back message from the Board. But if you want to post this on your own personal website or Facebook page you're more than entitled to do so. But just amongst us, how do we want to deal with this? In my opinion if we want to do a letter back to the students and Comm. Teague is giving us a blueprint for it, thank you. Maybe we can change some of the wording here and publish that. I'm just giving my opinion.

Comm. Cleaves: I'm in.

Comm. Irving: So just take the language and reword it?

Comm. Cleaves: I think it should come from the Board as a whole.

Comm. Martinez: I agree. Maybe just change the "I" to "we" so it's collectively speaking for us. That's fine.

Comm. Irving: I'll be frank with you. This is a very well-written letter. I actually like 99.9% of the content. I just don't know if everyone else agrees to it. Aside from changing the "I" to "we" are there any other changes or suggestions folks want to make to this? I kind of got a general consensus. Comm. Teague, can you e-mail this to Ms. Williams just changing the wording to include the Board? Instead of "I" it's "we" and then it will be signed by the Paterson Board of Education. Can we get it to Ms. Corallo so that it will be added to district website maybe under some type of tagline message to the Board?

Comm. Cleaves: Can you also submit it to Mr. McDowell?

Comm. Irving: I assume we are all going to publish this on our own personal pages. Comm. Teague, I commend you for taking the initiative to do this and at least put it out there. I don't know if we've ever done a collective message at the beginning of the year since I've been here, aside from what goes on a newsletter.

Comm. Cleaves: Could you also make sure Mr. McDowell gets it also?

Comm. Irving: That makes sense. Can we also make sure Mr. McDowell gets a copy of it so at least I know it will go out into cyberspace and all the parents? How many parents are on your Facebook page, a few hundred and counting? Very good! Item number two - about three months ago the Commissioner of Education asked myself and Dr. Evans to revisit the conversation about moving the election to November. We initially had a conversation about this last year and we were told we couldn't because we weren't a Tier I Board. It was given to my attention that the Board did still have the authority to make the recommendation to Dr. Evans to move the elections to November. I then said let's at least bring up the conversation and have a discussion so I wanted to bring it to the body for discussion. There are many different takes on this. Just as a point of information for the folks who are here, close to 85% of the School Boards in New Jersey have switched their elections from April to November to engage voters, to raise the level of participation in the elections, but also for cost-saving measures associated with it. If you think about and look at what it costs us and this district to run elections and the amount of people who are involved and engaged, I am inclined to support this move. But I wanted to bring it up for discussion this evening and ultimately for discussion at the Board meeting. I don't mind riding it out and having it be a discussion piece...(end of tape) (Beginning of new tape)...10:00 a.m. Newark City Hall. So let's backtrack since I got that out of the way and let this be the discussion piece of the rest of the evening.

Comm. Cleaves: I have another report.

Comm. Irving: Is it the Family & Community Engagement?

Comm. Cleaves: Yes.

Comm. Irving: Can you deliver that at the next Board meeting?

Comm. Cleaves: Everyone has a copy.

Comm. Irving: We'll take questions on it.

Comm. Cleaves: I e-mailed everyone for questions for my committee and I didn't receive any.

Comm. Irving: It will definitely be on the agenda at the next meeting as well as the QSAC Committee.

Comm. Hodges: Point of fact, 94% of the school districts has chosen to do this. It has very little to do with the cost-savings to their district. What this does is enable them to bypass voting on the school budget, which we don't have to do. The flip side to this and the real danger is that you now enable political manipulation in your elections because this now puts you in line with the national elections and statewide elections and now you have the door open for political parties to run candidates. That's the grave concern. In speaking very briefly to a political chairman in this county their statement to me was the School Board elections could use some organization. What that translates into is we should be able to run some candidates because all this is in the minds of many people is a steppingstone to the next political office. This is a showcase. Those people who are here legitimately interested in enhancing the education of their children you will not be chosen by the so-called committees to run for office. Just keep that in mind. It does provide a modicum of savings for us in terms of running an election. This debate was raging in School Boards Association all across the state and they went back and forth with it. The real interest for them is they don't have to take their budgets to the people if it's 2% over the cap. That's why they want this. The concern was very clear. They were very concerned about the fact that this moves School Boards into the political arena where you don't want it to be. So if you don't plan on running for School Board office then I suggest that you don't choose this because it's not going to affect you. It will affect other people who actually legitimately want to be School Board members and not have to be responsive to a major political campaign in order to get here in these seats. That's number one. Number two, it does not in fact guarantee that more people pay attention to the School Board issues because when you have the presidential election, the gubernatorial election, the senate, state, or congressional elections they have signs and all the literature is going to come out. Nobody is going to be paying attention to the School Board members and their campaigns and your little signs will get lost in that sea, unless of course you're a part of that ticket that's going to be supported by the political campaigns. That's one of the major dangers with having it this way.

Comm. Kerr: It wasn't too long ago and I don't quite remember the date. We decided we're going to stay with April. The Commissioner of Education pulled you aside and told you that he needs the district to shift its election from April.

Comm. Irving: I just want to clarify that's not what he said.

Comm. Kerr: You're saying it wasn't his interest?

Comm. Irving: That wasn't what he said. He gave us the option to do so.

Comm. Kerr: We made the decision already.

Comm. Irving: We never made the decision. Absolutely not! We were told we were not a Tier I Board and we could not vote on it. We never made a decision.

Comm. Kerr: We made a decision that we're not going to change.

Comm. Irving: No, we didn't. We could not vote on it because we're not a Tier I Board and it was a moot point. It happened in that room. We could not vote on it because we're not a Tier I Board. That's what Sid Sayovitz said. We were in that room. Ms. Taylor said it was a moot point and we moved on with the conversation. We never voted on it as a Board.

Comm. Kerr: That's not my recollection.

Comm. Hodges: That's not my understanding either. Also, Sid was not certain and what we also said was irrespective of whether we were or not we needed to go ahead and make that statement.

Comm. Irving: No, we didn't. We never voted on anything.

Comm. Kerr: Okay. Say we never voted on anything, but there was some discussion and I believe the consensus was we stay with April.

Comm. Irving: I'll be frank with you. I think the consensus amongst three of you guys was April.

Comm. Kerr: Okay. April was the minority - fine. Let me not go further because I believe Dr. Hodges made the argument that I would make about what's going to happen when you move it to November. The interest of the Board is going to be trounced, swamped, and overwhelmed by the other interests that will be competing for attention in November. My vote remains the same. It's not going to change because I understand the seriousness of it moving to November and how diluted the importance of the Board is going to be in terms of its mission to education. We are going to be caught up into partisan politics. Listen, I'm involved in politics. I'm partisan. I'll tell you that, but I know that's exactly what's going to happen. I'm concerned that people at that level of government are pushing this thing and they cannot tell you anything outside of the cost and all that it's going to do to us. I'm concerned about that. They are not really coming and telling us the full story.

Comm. Teague: I guess I can say I'm the rookie, the freshman on the Board. One of the things about my campaign is I really didn't have any signs or any posters and I wasn't connected with any groups. I think that one of the things about November, if they do move it to November, is that it's going to make us get out there and campaign, hit the streets, and knock on doors. I was out there by myself most of the time knocking on people's doors, meeting people on the streets, introducing myself, letting people know what my platform was, and where I stood on the issues. I campaigned and everyone here can witness to that. I don't know what the situation is about the dates, but whatever it is if we get out there and campaign, we hit the ground, it is what it is. If the people choose to bring us back into office, that's fine. If they don't, we're community servants. We continue to serve our community regardless. So I really don't see a negative to it to be quite honest. I'm a community servant regardless.

Comm. Simmons: I just wanted to echo the sentiments of Comm. Teague. Beyond that, if we think that this isn't political I don't know what campaigns you've been in, because it is. People do run candidates and that's always been the case. I know that from 2010.

Comm. Kerr: The party ran the candidates?

Comm. Simmons: I can't say that the party ran the candidates, but there were tickets and like Comm. Teague I was alone. So there are tickets and if we sit here and say that it's not political, we're fooling ourselves.

Comm. Teague: John Terry himself approached me when I said I was going to run. I'll just leave it at that.

Comm. Mendez: Unfortunately, I have to leave soon.

Comm. Irving: We have to finish up at midnight, so it's okay.

Comm. Mendez: I have to leave in another 15 minutes. For me the low turnout in the election in Paterson is a problem. I was the highest vote getter in history in Paterson. I got 3,000 votes. For the amount of registered voters we have in the city it's just a shame that people are not involved in this election. People don't pay attention to School Board elections. This Board doesn't get the respect we need. In November cost-saving is over \$100,000 that we're going to save. The party is always involved. When I was running they were always involved. That's nothing new here in Paterson in the political arena. With this election it's the same.

Comm. Irving: I'm really interested in having this conversation in public and at the next Board meeting. But I think it's just something that we all really need to look at, do some fact-finding for ourselves, and ultimately make a decision. But the decision has been placed in our hands to make as a Board and I hope that whatever decision we make, we always think about what's in the best interest of the people of the city, of this district, and of the children that are here.

Comm. Kerr: Who created this?

Comm. Irving: That resolution is actually a draft resolution that the State of New Jersey created. Every school district in the state has used that as a platform to adopt. I'm sorry. New Jersey School Boards Association recommended that. I apologize.

Comm. Hodges: Ladies and gentlemen, I urge you to move very carefully here. It is true that political teams run. There's no question about that. But I'm telling you it's surfacing, particularly in these little small towns where there's a democrat and a republican, they're getting far more partisan in their approach. You do not get the same attention as you do now with a singular focus on the School Board election because of all the other higher profile large money offices. They're not paying attention to the School Board issues. If you're running up against a freeholder with all that county money, you're not raising county money. If you're running up against a congressional seat, you're not raising that money. If you're running up against gubernatorial or presidential, you're completely lost in the shuffle. So you really need to take a long hard look at that and forget about yourselves here. Look long-term at the condition you're going to be leaving the district in when you open that door to that kind of strong political influence where you have a party chairman who decides for you who's going to run for your slate without so-called input. That might not include you or the best person. And not people who are interested in being on the School Board, by the way, but interested in being someplace else but need that first exposure to get out there. I personally am really concerned about this because I've seen enough of that in recent years here and what that does to the quality of the performances of the people who are on this Board. This school district can't afford that kind of loss of seriousness with all the challenges that we face now. So I'm really asking you to go slow with this, particularly when it

comes from the Commissioner of Education. I'm really asking you to stop and think about what you're going to be leaving behind you.

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

The meeting was adjourned at 11:47 p.m.