

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

April 2, 2014 – 6:35 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

Comm. Chrystal Cleaves, Vice President
Comm. Jonathan Hodges
Comm. Errol Kerr

Comm. Manuel Martinez
Comm. Alex Mendez
*Comm. Corey Teague

Absent:

Comm. Wendy Guzman
Comm. Kenneth Simmons

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

Comm. Cleaves 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
April 2, 2014 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone this evening. I want to jump right into the agenda. I shared with Comm. Cleaves I have a conflict with work so in about an hour or so I have to head out and go to another event. But I want to get through as much as I possibly can before I turn it over to Comm. Cleaves.

PRESENTATIONS AND COMMUNICATIONS

Guidance Study Report

Dr. Evans: The Board may recall that because of some issues that surfaced regarding and implicating our guidance department district-wide just under a year ago a decision was made to conduct a comprehensive review of guidance services across the district. As a result, we bid for entities that were interested in actually conducting the evaluation and as a result of that process – and the Board is familiar with that process – West Hudson Associates won the bid and they have over the past eight or ten months been conducting a very comprehensive look at our guidance services. Dr. Bill Librera who is the Executive Director of West Hudson Associates is here tonight to present to you an overview of the methodology, the approach, as well as their findings, and any recommendations they wish to offer. Were you going to make any comments, Dr. Cavanna, before we bring on Dr. Librera?

Dr. Anthony Cavanna: I wasn't prepared, but I can say a few words about the process. Dr. Librera and his team have met with most of the counselors, the principals, and the student assistant counselors in the district and we have been working closely. Dr. Librera has periodically met with the leadership here at central office and gave us updates. He has made some observations and some of the observations and suggestions we had been working on, such as the Naviance Program and other things we had been in the process of reviewing. We appreciate the help of Dr. Librera and his team in helping us to focus on the areas that will help our students be successful in school and in careers and college. With that, I'd like to introduce Dr. Librera.

Dr. William Librera: Thank you, Dr. Cavanna. Mr. President, this is a report intended to be presented to the Board of Education first. After the Board has had an opportunity to ask their questions, then I assume that it would be fine with you and the Board to open the questions up to the community members who are here tonight. The first question that I have is does that sequence work? Talk first to the Board and then give the Board a chance to ask their questions, whether you want them to do it as the report is going or afterwards.

Comm. Irving: My preference would be for you to present your presentation and then at the conclusion as it typically does the Board can engage in questions, and then following that if there are any questions from the community. As long as the Board is okay with that we can entertain any questions thereafter.

Dr. Librera: Okay. Thank you very much. For the community, we did have copies of the PowerPoint. I don't know if there are any left, but they were on the back table. You can see the PowerPoint in the screen that is behind you if you were not able to get that. The Board can, of course, see this and the Board should have copies of the PowerPoint as well. First, I want to thank the Board of Education for the opportunity to do this important work. The other thing that is important for you to know is that the cooperation that we received in doing this report was nothing less than extraordinary. People were very forthcoming. They were very candid. We were able to talk to every counselor except those counselors who might have been out on medical leave. We talked to every principal except in instances where a principal was out on medical leave. In addition to that population we also talked to vice principals, child study team members, and anybody who was in the buildings when we were there who had something that the principal felt would be of value to us to know. That total, including the work that we did with the central office personnel, we talked to over 180 people. As you know from the way we responded to the RFP we felt that it was absolutely critical that in doing this

work we had a chance to talk to every counselor. We had a chance for counselors' voice to be heard. The same is true with principals and all the people with whom we met. Sometimes it wasn't with a lot of notice, and yet people still changed their schedules. We had a couple of snowstorms, as you know, and people changed their schedules. But this would not have been possible with any kind of fidelity unless people were forthcoming, candid, and clear about their positions. At the same time we tried not to mislead anybody in terms of what we were here to do. What we were here to do is to assess and evaluate the guidance program. In this report that you have the longer version of there are 24 recommendations. Those recommendations are not to be evaluated as equally important or necessarily unrelated to one another. They're designed to give you a series of choices as to what you would like to consider. That's in the body of the report. I'd like to begin by saying that I think if I had to provide one or two sentences about the guidance program what I would say is people are working hard, but not necessarily well and that's not because they choose not to work well. It is because in our estimation there are structural changes that need to be made. There are different approaches that need to be made. We told counselors in our first meeting that our responsibility was not to do anything with personnel, not to report anybody as an outstanding counselor, as a fabulous counselor, as a mediocre counselor. That wasn't our role at all. Our role was to look at this program. Because of that I think people were extraordinarily cooperative. I don't think you should hear in that work hard but not well a condemnation of any individual person. You shouldn't. But as we talk about this report, I think we're going to show you that there are things you need to rethink. If you look at those 24 recommendations you will not see any reference to you need to spend more money doing this. But if you're going to make this better than it is, and everybody wants this to be better than it is, you can't keep doing the things that you're doing. You have to decide certain things are more important and you have to think and structure the activities differently. With that, I want to go to the first slide, the team members. One of our team members had every intention of being here tonight. To visit all the schools that we did the way that we did it we had 85 school day visitations. The larger schools like Kennedy and Eastside, I was in Kennedy for seven days. There were others who joined me so that becomes 10 or 11 work days that we were in Kennedy trying to understand everything that we could. It was the same thing with Eastside because those are your larger schools. In instances where there are, as you know, large elementary schools we brought a team in for the same reason, so that we could have team members who could meet with other people in the day that we were there as a way of making sure that we reached everyone. That's the team that we had. There are four senior consultants, Dr. Jan Furman, who's done work in this district and I think you know that she's done work in this district. Dr. Michael Kuchar and Dr. Penelope Lattimer joined me. That's the senior group. Both Dr. Michael Kuchar and Dr. Penelope Lattimer are people who have extensive experience first as counselors, next as directors of counseling, later as assistant superintendents, and later as superintendents. That's a tremendous amount of experience. Dr. Furman has had many years of experience as a superintendent and I've had years as a principal as well as superintendent as well as commissioner of education. The graduate assistants are people who are close to getting their doctorate or people who are very interested because of our interviewing with them about their interest in guidance programs. They have good backgrounds in guidance programs. They joined us and that was the team, the seven people. Those are the people that we organized all of our work and all of our visits to schools. As I started to say before I was corrected to make sure that I stood by the microphone, Dr. Penelope Lattimer was supposed to be here tonight and has taken ill so she couldn't be here and wanted to extend her well wishes to you and apologize for not being able to come. That's the team. The process – Dr. Evans made reference to eight months of work. When you total the amount of time that we spent looking at documents, building teams, interviewing people, deciding how we would proceed as a

group, through the meetings that we had that started in late September and went through the early part of February and have continued in terms of meetings that we had in March and of course we're in early April now, eight months is approximately right. The first thing we did was review all district documents and policies. I can tell you there's no shortage of district documents and policies. I can tell you also that there are many boxes filled with those documents, such that I said to people my guess is any question you want to ask about guidance programs in this district you give me enough time I'll find a document that has the answer. You can hear in that that's part of the problem. You have too many documents, not enough of them that have been integrated together, not enough of them that are short enough that they're easily understood by people. So integrating all of those documents is one of the things that clearly is an issue and there are many very worthwhile things in those documents and policies. I don't want you to hear in that that some of these weren't worth much. That they were redundant goes without saying, however. Some of them repeat what has been said in others and many of these documents are 15 to 18 years old. So there is a need to think about condensing all of them. We had central office staff meetings and this is another area of extensive cooperation that we had, even in instances when schools had fires the morning that we were supposed to meet with people. People still rearranged their schedule so that we could talk with them. That was not something we decided to do – to talk to the central office people before we talk to anybody else. We talked to central office people, then we talked to people in the schools, then we had questions, and then we asked to talk to them again and again. We also spent time presenting written and oral reports to them to assure that we were capturing things that were accurate. This is all how we did this. The meeting with guidance counselors, student assistance coordinators, principals and other staff members was a part of the original design. We said when we responded to the RFP that we think the only way to do this well was to talk to everybody, to visit every school, to ask the same series of questions of everybody, which is the way we did it. We had questions for counselors and principals. They are in the report. You can see them. Much of what we did was amassed through these conversations that we had with people. We also started with a survey to all counselors and all student assistance coordinators. We began with approximately 80 responses from counselors and coordinators asking them questions about things that they were able to do well and why, things that they were not able to do well and why, and things that they thought were important for us to know. We also had a meeting and Dr. Evans was good enough to be there to set the tone for what it is that we wanted to do and how we were going to do it. The intent of this was always to evaluate the program and assess it and then make recommendations to make it stronger and better. That was the whole idea of this and it was very well received. We had questions from counselors after that and then we met with people as we went to schools. The visitation to all schools is a part of what the meeting with all counselors is. The interviews are those questions and the process continues with interviews with central office personnel. It was a total of approximately 180 interviews. That's close. That's why we use approximate. It could have been 187, it could have been 176, but it was a lot of folks who were good enough to give us their time and answer our questions. We also did a student survey. Originally we were going to do it in every school. Then a person who advised us who is a psychometrician said that if we tried to do it in every school we're going to get very uneven responses and that's not necessarily going to be very helpful. Instead he said get about 20% of the population and that will be statistically useful. So what we did was we went to the high schools and asked the high school guidance people if they could help us distribute these surveys and they were very simple surveys, things that could be done very easily. What's inside those responses is really important and that's in the report. I'll talk about that as we get to the conclusions. We also wanted to survey eighth graders and we did through the Naviance school pilots. The Naviance school pilots you should know. That's an

outstanding program that the district has purchased and the district is moving forward with and it will help significantly in terms of supporting kids and knowing what is in fact happening. So the results of those surveys were approximately 20% and they're in the report as well. I was able to look at the RAC parent survey. That's the Regional Achievement Centers. I think that's what RAC stands for. When you have either priority or focus schools a survey is a part of that and I was able to see the results of that. That I believe is 22 schools out of 55 and close to again 20% that we were looking for. So we not only talked to counselors and principals and people in buildings, and we were in those buildings, we also wanted to get the voice of students. We wanted to get the voice of parents. That's how we did it and we did it fairly efficiently. Those results are very clear and they tell a very important part of this entire process where they speak to the things that are important in this process. We had status meetings and reports with central office, meetings with the Superintendent and the central office because we wanted to keep testing what it is that we found. We found this. Did we understand this correctly? Is this true? Is this accurate? Before we went further we wanted to double-check all of that all the time. The central office folks and guidance counselors and guidance supervisors were very helpful in that area. Here's the report. It's got five parts. I've constructed the introduction, district direction, and the priorities of the guidance program together. They are separate in the report, but I put them together. The first part about the introduction says we started on this date, we were due on this date, here is the team, and here is how we were going to do it. All the things that I just said fit into the introduction. There's an executive summary in that report too, which is a quick summary of the same sort of things. Then there are 52 pages followed by another 61 pages and an appendix. That's how the report is constructed. The second part here is very important because district direction and priorities of the guidance program have everything to do with how well people understand, reinforce, and do what matters most. In this district that's somewhat unclear as to what the priorities are. The direction is clear. The direction is you have to do a whole host of things. But inside a whole host of things there isn't a clear statement about priorities. These things are more important than these things, not there. If you look at the job descriptions they are some of the longest job descriptions I've ever seen. They're eight pages, seven pages. It can be a long document, but when there isn't a delineation of this category is more important than this category, then everything is of equal importance or the other part of it, which is that nothing is clearly established as very important. That's just a function of when you put a lot of priorities together and you don't say that certain things are more important than other things you lose the ability to guide what matters most here. So we say priorities in statements, but those generally come out of the guidance supervisor or the student assistance coordinator or other kinds documents. There isn't a statement anywhere in the form of a policy that speaks to the priorities of the program as the Board determines it. It's not there. Here is an area where fewer are better than more. If you put certain priorities and you establish them it is more than fine to have all these subgroups underneath it. But you have to struggle to find the most important thing, as an example, that what counselors need to do is counsel students, that is, meet with students individually or as a part of a group. You can think, and I think a lot of people do, that that's a given and surely it is. Except when you have that as a requirement and then you may have 20 other things as a requirement one gets in the way of the others. If you establish priorities and you have few about what it is that you want there's a much greater possibility you're going to have a coordinated practice. So a lot of this is about the need to coordinate better what matters most so that everybody understands here's what matters most and then how you structure the program reflects that. That's an important part of this. That's how this starts. I can tell you there are some beautifully written statements in that same box that I found and in other places, but they seem to not be well understood because they're not advanced in a way of being a priority. They're just not and they need to be. The ideas are here. People know that. I think it's

clear. But there is a problem when it isn't first and foremost known that you have to know your counselees in order to support them. You can't know them unless you meet with them some reasonable amount of time. There is as an example nothing anywhere that says counselors ought to have at least four individual meetings with their students in a year. That isn't anywhere. In fact, if you look at the student survey, which I'm going to come to, you're going to see very even contact with students because there is an absence of that. Weak systems in the guidance program and related activities - this naturally follows from the other one. If it's very clear to everyone these things matter more than this, then you put ways in which the district, the people who supervise, the people who administer, all know and all contribute in an organized fashion. If that's not very clear, and it isn't very clear, you have a weak system. Weak systems are hard to support. They're hard to be successful. They tend to produce a lot of work and activity that isn't necessarily well-coordinated. Let me give you some examples. The student achievement system, which is the record of student achievement, this district is correcting. It is correcting with a single system as they should correct it. That is an enormous undertaking. For many years that hasn't been the case. So this is a mixed message of it is good that the district understands that. It is good that the district is going in that direction. They have to do that because that's going to help this guidance program in immeasurable ways. That kind of work along with knowing the priorities is going to tighten the system and make it clear where kids are and what you need to do. Let me give you some very clear illustrations of the problems with what the district is now correcting but is still in place. The system of student information and achievement called Fusion has been here for many years. What Fusion or the way Fusion has been used is teachers put things manually together, keep their records in some cases manually, or use something called Engrade, which is an inexpensive system of recording grades. So here's how it worked and this is, by the way, for your elementary schools. It is not for the two large high schools you have, Kennedy and Eastside, because they use Genesis. Here's how the system has been working and you can see the problem. I participate in Engrade. I load all my grades into that computer then I have to manually take it out and then add it into Fusion - one manual transmission. After Fusion has recorded that, and it does a very good job on report cards, but when it comes time to record and keep records of kids from year to year I have been told over and over and over again that Fusion doesn't keep records of student achievement for more than one year. I've also been told that's not true, but I will tell you that most people in this district believe it is true. So most of them then go back into Fusion and manually take the information out and put it on yellow cards which are manual records of kids' achievement.

*Comm. Irving leaves the meeting at 7:08 p.m.

Dr. Librera: I saw a yellow card of a woman who entered elementary school in 1921. That's not a joke. I was telling people that a counselor told me that she went to the school where she's working as a counselor and she was sure her yellow card was in the storeroom. So I told somebody that and they said, "How old is the counselor?" I said it looks like the counselor is 35 years old. How about a 1921 graduate because I have a whole bunch of them in there? Then what happens is when students go from school to school the yellow cards get transmitted to the next place where the counselor again then has to transmit from yellow to something else. It was going to either Kennedy or Eastside then it was brought into Genesis. But when you use Genesis you still had to go back and transport the documents from Genesis back into Fusion. This is not made up and it has to change and it will change because the district understands that. Do I understand that the district has had a number of issues that they had to address? Sure. Do I understand how the people in the district believe that it should be done tomorrow? I understand that too. It can't happen like that. You'd have to do some parallel systems

where you keep what you have while you upload the other so that you can have a transition. But imagine all the time you waste with that. Another example of weak systems is the I&RS system in the district. That's Intervention and Remedial Services.

*Comm. Teague enters the meeting at 7:09 p.m.

Dr. Librera: That's intended to be for kids who are having difficulties and it's intended to be conferences with people to talk about what other kinds of things can be done to avoid classification if other approaches can be successful. It's a very good program. However, when you put a list of the people who should be on I&RS and you take a look across schools you will find that attendance is very uneven. In particular you will find that the person most often assigned to doing or overseeing I&RS is the counselor. In fact it is not the counselor who can be the one to suggest, implement, and in fact authorize in the broad sense of the word who's supposed to do what. It's the principal who should do that. In some cases the principals are very active and in other cases they weren't. If you look in the manual what you're going to see is here's a list of people who should be on that committee. When you ask the people in buildings it was widely variant, which is another problem of weak systems. You get a lot of variations across buildings. You should hear in all of this that we think that if you tighten that up you have people who can do this job well and the return on this is going to be better support for kids. That's what's going to happen. But you have to get rid of the manual things that are getting in the way, the time consuming things that are in the way. You have something called Performance Matters, which is an outstanding software system. It is the record of student achievement by students. It is. Many people talked about they don't know how to use it or they weren't trained. We try not to make this an average of 17 people said this and 18 people said this. But what we do get a sense of is that people don't know well how to use that system. Another part of that system is the manual upload on the part of teachers. When you have a powerful tool like that you have to make sure that everybody understands what it is and therefore everybody can use it. Other parts of systems – I hope you're aware of how often you test in this district. You have Renaissance Learning, which is an outstanding system. You should keep hearing the things that you have are outstanding products. You have a lot of them. You also have something called unit tests. What you do with unit tests is you give those tests the same amount of time that you give Renaissance Learning tests. That's at least quarterly and in some cases more than that. The difficulty with the unit tests is that the teachers have to manually enter the results in order for it to get into Performance Matters. That's incredibly time-consuming and it's also something that has some real possibilities of unintentionally mistakes as well as you can even think that there are even some intentional mistakes. But let's leave it as unintentional mistakes. That's another part of it. You have crisis intervention here. You have people who are specially certified to do that work. Their presence is not as clear as it should be and again falls back on people in buildings not trained as well. So the weak systems are the place where if you have the priorities clear you go into the weak systems and you correct them. When people said we have to give those tests because the RAC says we have to give all these tests, maybe. But I would total up the amount of time that kids are out of classes for testing four times a year and say is that really what we should be doing. The other question you have is what kind of impact is all that having. How do we know? I couldn't find any of that. There is an improvement pattern in this district that's hard to ignore and you should be proud of that. What contributes to that would seem to be an important question so that you do more of that and less of something else because you are getting results. I know how important it is that you see that students have as their aspiration going to college. I think to say that somebody ought to be college ready so that they have a choice on that fits that really well. You have an overwhelming response on the kids that we've surveyed that that's what they want to

do. They want to go to four-year schools. If you take a look at the number of kids that actually go to four-year schools there's a big drop, which means that the counseling and support side of this needs to be constructed in such a way that you take what they say they want to do as eighth graders and ninth graders and support them consistently as they're in school. That ought to be one of the priorities and you do that through counseling and you can do that and people want to do that. That's more important than some of the other things that you may do like putting reports together that you send to somebody here and uniformly the people in schools say they have never gotten any feedback on the reports that they have sent, raising the question of how it is used. You can have lots of tests and reports, but until you know that one report is worth more than another and has more of an impact you're then deciding that if we do more of this stuff it will make everything better. More of this stuff sometimes gets in the way when it doesn't have the kind of impact. Renaissance Learning is an extraordinary software system. Performance Matters is extraordinary. None of this is without value. Whether all of this works is a whole other question. There are a lot of people who don't even know how to use all of the power of Renaissance Learning where it really identifies where kids are in clusters and that's where the time would be better spent. If you made that more accessible to counselors so they don't have to go through and fish things through individually it would make it better. Those are some examples of weak systems. The number one thing that we heard over and over again was counselors saying they don't have enough time to counsel students because they do this and that. I think it's easy to say that's not so clear that it's automatically the case. But when we see all the manual things that have to be done, when we see when people are in charge of I&RN when there are 100 kids in a school, when we see that they are the people who are going with students who have to go to clinics because of potential drug issues, when we see how often they are filing reports that they're not even doing electronically but paper and pencil, which is another part of the problem that needs to be corrected, these things can all be made a part of an electronic system that's a lot more efficient than what you have. You have with guidance counselors a ratio in the high school that is better than the national average. In just about all the high schools it's better than the national average. The national average is 1:250. You're someplace around 1:180-220. Do not hear from that that therefore they should be doing all kinds of things and there should be all kinds of outcomes because we've got a whole list of other things they shouldn't be doing. There are certain manual things that somebody other than a counselor can do. The people who are able to handle those manual things if they're given the right kinds of tools can do a lot with this and they should. I don't think you need to change the ratio in the high school at all. I think what you have to do there as well as in some other places is attend to the things that somebody else could be doing and there's plenty of those. I think it can be done district-wide and I think it would be welcomed on the part of counselors. It should be. I think principals have to play an important role in that. They can't wait for the central office to tell them how we're doing this. We have to find ways to shed those things. We didn't say anything about here's money, spend money, buy this, buy that. What we are saying is you could have a much better program than you do have. It doesn't automatically mean money, but it does mean you have to change the way you're doing things. You have to. Certain things are more important than others. You also know very well that you had to make painful decisions on budgets in 2010. We all know that. What you were asked to do didn't permit a lot of flexibility and there were painful cuts that you had to make. When I met with people they said, "You're going to recommend we should have more counselors and student assistance coordinators." I said no. We're not doing that. We're not doing that because we think that there are things that we can recommend that can be done and the Board can decide what things they may want to add. But you can't begin to think – this is talking to those counselors – that what you lost in 2010 is coming back because it's not. Not with 2% caps that can't do it and people need to understand that.

Do you know what they said? We know, because they do know. But what they do want is some clear effort to unclutter some of the things that they're asked to do. So that you don't think that this is an entirely negative report, because it isn't, if anything it's saying that you have the people to do the work you want them to do and they want to do it. They really do want to do it. You have a very aggressive and impressive strategic plan. You have multiple ideas of value and great promise. That agenda is very impressive. The problem is you need to implement those programs and evaluate them better because if you implement and evaluate better you could conclude that you're in some overload on initiatives. That doesn't mean you don't do certain things. It means you spend time doing more of this and a little less of that. Naviance will make a big difference in terms of recording what counselors are doing with kids. Parents can have access to that. That takes the place of volumes of paper and pencil stuff. It's not easy to implement quickly. What I talked about in terms of abandoning the yellow card system that's been around for at least 90 years here, that's going to take time too. I think everybody needs to understand that the district is moving forward, but what the district has to do is make sure that the plans are very realistic as to how that happens. I've not seen one program in this district being used that I think is a program of questionable value. Not one. But when you think about it in totality it is a big load. I think you have no choice but to do this as fast as you can, but you'd better have parallel systems in terms of how you're doing the student achievement as well as the Naviance. It will make a big difference when you do that. If you look in the report on the student surveys you will see that in ninth grade 99 out of 250 students said they never met their counselor in their ninth grade year. Never! You could think that maybe there's some statistical problem in there. I don't think so because the attention in the district to individual counseling not surprisingly is 11th and 12th grade. Counselors say they wish they had more time to meet with their ninth graders. They said that. Research says the wheels come off for kids in the ninth grade. That's when it happens. So this is about supporting students more consistently and you can get there a variety of ways, including saying here's the expectation. You will meet with students three, four times, whatever you decide, and then have principals monitor that. Don't put principals in situations where they think they can get reports and then just send them to somebody. They have to look at that. They have to know what that is. You have something called transcript review conferences. It's an excellent idea. You have to monitor it pretty closely. The big problem in one of your high schools a year ago was the result of some people not monitoring what was happening so some kids did not have. What surprises me and us a little is that the transcript review conference is held in the junior and senior year. This is again another example of if it was a good idea once it must be a good idea twice. If you do that for juniors and you really make a concerted effort you will know where kids are so that you're in a position to make whatever changes you need to make when they become seniors. Then what you do is desk audit for those kids and then you take the next group of kids who are juniors. You could probably put something together that's not a transcript review conference but has something to do with outcomes you want to see with ninth grade kids. 99 out of 250 is a really disturbing number. More disturbing yet, if you look at that report you will see how many kids said their counselor never has any contact with their parents. Counselors say it differently, but that's a place to start and say we have two pieces of data here that don't make any sense. Kids say they don't and the counselors say they do. Counselors are talking about contacting people through phones. I don't know how efficient phones really are, but when you can't meet people you have you meet and you have to find ways to do it differently. That needs to be done better and that's close to the real problem about having ninth and eighth grade kids all saying they want to go to four-year colleges. Those kids need to be supported from the ninth through the twelfth grade. That's how the good work you're doing to interest kids to have the aspirations you want are going to be reinforced. All it takes is kids having some difficulties in the ninth and tenth grade to no longer think they can do

that. That you don't want. Here's something else on engaging parents more effectively. I looked at those RAC surveys and not one question to parents in the 22 schools, which kids are not doing as well as they should, asks anything about guidance counselors. Nothing! You can infer that the issue of support may include that, but it probably reflects something else. We seem to have a strange view of what counselors are supposed to do, be in charge of lots of different things. I would think you'd want to know one way to settle this on parent contacts, counselors say they do and kids say they don't. Use a survey and see what it says. I'm pretty sure you can talk to the RAC people and say we'd like to have a couple of questions on guidance counselors. I think when everybody knows that's what we're asking then we'll see what kinds of results that produces. When you made those reductions you had to make in 2010 that put a lot of people who were in positions in difficult spots. You had student assistance coordinators who in some instances go to four schools in one week. That's very hard to do. That doesn't mean hire more student assistance coordinators. That means finding some other way to figure out how that's going to be done. Back up to support students more consistently. As good as your ratios are in the high school the ratios of counselors to students in the elementary schools are widely disparate. I'll give you two examples. You have one counselor and 725 kids in an elementary school. Worse than that, one counselor in three schools, 700 kids total. It's in the report. You can see that. That means you have to have some realistic analysis of what you want to do well and if you can't do it well you have to find something else to do. Those numbers are hard to deal with and I think you have to do that. It's not to say that you don't look at your schools and say this school has more challenges and needs more support. We all understand that, but that kind of variation is something that has to cause you to question things. It has to. I'm going to close with saying I think all of this is possible. I think you have a lot of people who are very definitely frustrated by not being able to do what they want to do. If you look at the sample guidance curriculum you have a guidance curriculum that is a little more a list than it is a curriculum. Curriculums talk about we want to reinforce this and build on that. If you look at it you can take what you have and morph it into a curriculum. But if you look at that sample curriculum, which is very long, longer than most, the first thing they say about a counselor is you should counsel. You can't counsel unless you have some time with them individually. Please do not hear that you should abandon group counseling. I don't think you should. I think you should do that too. But going to homeroom, because that's the only time you can get in there, that's not group counseling. Those are a series of announcements. This is happening and that's happening. So in summary what you have to do is step back from what it is that is, decide what matters most, make that very clear, don't make it nine pages, make sure that these things matter more than something else, and then organize the support system for people around that. Just like you've got a lot of very ambitious and desirable things going, they're even more desirable when you evaluate and implement them well. I understand very much the pressure of all the things that you want to do. All of us have been there. But this is a pretty dramatic example if you're going to get a lot more support for kids and better outcomes for kids. This is not just about going to four-year schools. When kids need to know, their parents need to know, and they need to be engaged about kids not doing as well as they should that's where the role of counselors and other people in the district will support them better and the outcomes will be better. All of this is possible. My guess is if you had to, you could do all of this without spending a dollar. But you would have to say some things are more important than others and we're not doing this anymore. It's not easy to do that. It's easier to spend than to do that. But I think that's how you're going to get the benefit of what I think so many people want this to be, counselors, principals, and students, especially the ones that are old enough to know. They see the 11th and 12th grade as kind of a blitz. They don't see their counselors and then suddenly they see them a lot. In eighth grade they don't see the counselors, but when it comes time to picking where you're going to go on

Choice then they see them a lot, as opposed to an even and consistent way. Because you have fewer people, and you have to have fewer people because you had to cut, then some way of coordinating them whether better in clusters, something like that is what you want to consider how you do that. All of which can be done. Not only are we rooting for you, we are really optimistic about what can happen here because there are so many good things. I think you have to step back and ask, where's the greatest impact? Let's do more of that and a little less of that. Let's make sure that we put our energy in these kinds of efforts. That's the conclusion of the report. It's much shorter than the report itself, maybe just a tad longer than it should have been so that you could ask more questions. But now, are there any questions from the Board? I said as a condition of doing this that I wasn't going to answer Dr. Hodges' questions.

Comm. Teague: The part that you said about the guidance counselors and the issue with the parents, I have parents that come to me all the time and say when they go to a guidance counselor they're not provided with adequate information. We have parents who are trying to get IEPs for their children and they have not been successful in getting the IEPs. When they go to the child study team they're not able to get the information.

Dr. Librera: I don't doubt that some of that goes on. I just think that the way we're going to be able to deal with that is to have much better records of how many parents find themselves in that situation. Also, it's great to have an open door policy, but sometimes that's a very difficult thing to coordinate as to how you're going to do it. That's not a defense of anything, but if parents are saying that that's a different version of not being engaged as they should be. Some of that might be doing a better job of telling parents here's where we are with these things and then finding the time to answer people's questions.

Comm. Teague: I'm also finding that a lot of parents get intimidated because when they go to the schools they're met with attitudes and aggressive behavior and language. It's like we have to understand in the scheme of things the parents are up here and we have to respect them a little bit more than what's happening. A lot of things that I'm hearing...

Dr. Librera: Especially for the parents who have that negative reaction - for sure. There is a report that is compiled about how often you meet with parents and what you do with that. I'm not sure how detailed that is or how useful that is. I also think that parents in Paterson like parents in a lot of places when they meet less than satisfactory responses they don't go back and they don't tell people. So we don't even know, but I think we have to know to be able to respond to people. That's how we have to do it. Ways of cataloging that I think are really important. Just like I think you should have a number of times you have to meet kids each year, I think the same thing ought to be with parents, something like that. Then find a way to get feedback from parents, but make it so they can give you that feedback in an orderly way. Then we're going to be in a position to say we have x number of parents who have this because this other part of it is not good news when kids are saying their parents are not meeting with. That would seem to lead to us not having a real good understanding of how good that is or what you have to change to make it better than it is. That's the only way I think you can do it. Also, when they come to you, there ought to be a standard response from Board members that says, "Make a call to and tell me what happens when you make the call to the principal," so that you can follow what this is. As opposed to people saying I'm just not getting to talk with people that I need to. For me, that is the only way to begin to find out the scope of this problem and what you can do about it.

Comm. Kerr: Dr. Librera, I do hope you were not making any excuses for the Department of Education with regards to how they should truly fund a district such as Paterson to meet the adequacy of our needs here.

Dr. Librera: Let's start with that question.

Comm. Kerr: When you throw out a ratio it astounds me really - one guidance counselor and three schools with over 700 students. Is that a practical situation in any scenario that you can imagine?

Dr. Librera: No.

Comm. Kerr: How can we address that?

Dr. Librera: I'll go back to your other question about the funding and the State Department. I think you can address that by taking a look at what the ratios are as soon in the year as you can. Sometimes something happens like it wasn't intended to be that way but this happened because that person left or something like that. I don't think people sit and say 700 is fine. I don't think they do, but I think that look at what the ratio is, is an August/September look. Most of them are not that bad. Please understand that. That's in the report. You can see it. But when it is that bad you've got to do something about it quickly. The other thing is if you can't do it the way you want to do it with the elementary schools maybe you have to step back and think about doing something else differently than that because one to 700 doesn't work. It's not a good example. It's worse than one to 750 because at least you're there in the building. Fortunately you don't have that in most places, but you have to look at the list and you have to find some sort of ratio. You have the ratio right in the high schools. So what ought to be the ratio in the middle grades? What ought to be the ratio in the elementary schools? Then you act on it.

Comm. Kerr: Okay. You're saying we should at least establish some workable ratios that we at least have something where we say this is how we're going to address these issues?

Dr. Librera: Yes.

Comm. Kerr: Beautiful.

Dr. Librera: Would you like me to answer the question about funding? I didn't have the control over funding when I was there. So I surely don't have as much control anymore. I tried to deal with the realities that you have hoping that things would get better because then it would be easier. If I gave you recommendations based on more aid that I was pretty sure wasn't coming this would be useless. I think the argument continues to be made around equity because there's no other way to do it. When you have to, as an example, cut by more than 50% your student assistance coordinators you had to do that and it wasn't because Dr. Evans thought that was something that he wanted to do. He didn't want to do that. But \$22 million has to add up some way and that's what happened in this. Should it have happened by a Governor now taking credit for giving the schools more aid than he ever did before? We know that's not true because we've yet to make up the money that we lost. I think you need to talk like that, but I'm not the person and this report is not the means to do that. Do I think you should have had to face \$22 million? Not at all!

Comm. Hodges: The record should reflect the fact that this report was requested a decade ago by a certain individual of a certain Commissioner. I just want to put that on the table. It's well worth the 10-year wait.

Dr. Librera: Are you sure it was 10 years?

Comm. Hodges: It might have been 12 actually.

Dr. Librera: I think it might have been 12.

Comm. Hodges: It could have been 12.

Dr. Librera: I will pass that along to the Commissioner who was here 12 years ago.

Comm. Hodges: We all know who that was. Does the report contain the kinds of questions that were asked in these surveys?

Dr. Librera: Yes.

Comm. Hodges: I do want to see the report obviously. I'm not familiar with this software and I need a better sense of what they do, how they're used, what we're doing, just a timetable of what we're going to do with them, when we're going to bring on new software, and a better sense of the challenge to update or upgrade.

Dr. Librera: Dr. Hodges, all the questions that we asked of people are in that report. There isn't a shorthand version of what Renaissance Learning is or what Performance Matters is or Fusion or any of that. There are references to them. Is it appropriate to talk about your students? It's Infinite Campus which is outstanding software to take the place of a number of systems so you'll have only one here.

Comm. Hodges: That's the point I was trying to make.

Dr. Librera: Only one. The idea is that although you'd like it done yesterday – we all would – you're going to work on some kind of reasonable parallel implementation so you don't go headlong into something before you really prepare people to use it well.

Comm. Hodges: That was the point obviously of my first request.

Dr. Evans: What we can do, Dr. Hodges, is to have Dr. Newell provide you an overview of all the systems, where we are in phasing in the new systems and phasing out the old systems, and the timeline by which this should be complete.

Comm. Hodges: That would be helpful. Thank you very much. Did you inquire as to the relationships that guidance counselors have with colleges? That's obviously of some interest to me.

Dr. Librera: To some degree. This would be more with high school counselors than it would be with middle grades. Give us a description of how students are meeting people so colleges are coming in and counselors are organizing those sorts of sessions for them. Along the way when they're organizing them there are some relationships that are being built. What we were most interested in is tell us how kids are hearing about colleges and when are they hearing about colleges. That is skewed to some degree, understandably, through 11th and 12th grades but it shouldn't be.

Comm. Hodges: That's interesting because you also mentioned that a large percentage of students at the eighth grade level coming into the ninth grade said they wanted to go to college. I'm just trying to figure out how to maintain that desire and get them out that door.

Dr. Librera: Sure. I think the first part about that is acknowledging kids' aspirations and then talking with them in counseling about what you have to do to do that and then having parent meetings so you talk with them when they're in the ninth grade about what this is. There are other schools, and this is one possibility, that have kids in ninth grade making visits so they begin to understand what's involved. That's an option. All of that fits into thinking about the efforts you're going to make in ninth and tenth graders to sustain the desirable interest that they're having in seeking college or to be college-ready. If you're not either one of them you're in deep trouble. If you're college-ready you have a choice about whether you're going to college, but you could go if you wanted to go. That's why college-ready is just as important as talking about whether you want to go to a four-year school.

Dr. Evans: Madam President, at this time you don't have a quorum at the dais.

Comm. Hodges: What levels or grades of students see guidance counselors at the elementary schools?

Dr. Librera: They're supposed to see guidance counselors in all of the grades, but it's supposed to be greater in grades 6, 7, and 8 than it would be in 1 and 2, as an example. We didn't ask the questions of sixth and seventh graders, but I would venture a guess that those numbers are nothing like eighth grade numbers. I think the meetings and conferences that kids have with their eighth grade counselors are a lot more about what high school they want to go to next year. Not many counselors said this to us, but some of them did, "I counsel the kids in I&RS. The other records of those kids are in the main office." In no place do you ever have more than one fifth of your kids in I&RS. In some cases it's less than that. So people are confusing what their role is. If you're a school counselor you're a counselor to everybody in the school, not just some of them. So I think part of this needs to have a redefinition of what it is that's happening in grades 6, 7, and 8 with counseling and maybe some thoughtful ways of thinking about support for grades k-5 may be a little different than counseling. I don't know, but ultimately you don't want to keep doing what you can't do well. So you have to find out what's a reasonable set of expertise and exercises. To answer your question, it's an uneven involvement in the middle grades. Middle school is different because they're all middle school kids there. But this is another example of that. There's one middle school that has 600 kids in it, which is a lot of kids. It's made worse if 300 of those kids are eighth graders because there's a big load there. So you have to look behind the numbers to that other issue because some other school may have 400 kids but no eighth grade kids and that's a different counselee load. To your point, you need to pull that apart, see where that is, establish what the frameworks are, and then go with that. Then in September and October when things change for one reason or another you look at that and you make changes. It's the only way I think you can do that. What you plan in a school district where you have a fair amount of mobility is what you think is going to happen in June is not necessarily what you see in September.

Comm. Kerr: Dr. Librera, you mentioned when you were addressing weakness in the system in your assessment of the guidance system you found a lot of variance in the system. Can you just highlight for me a couple of those areas, please?

Dr. Librera: Let me preface this by saying I and members of my team think small schools are a great idea in urban school districts. We also think they're harder to monitor. You have 15 high schools. You have some places where the work that's being done by counselors with kids is different than the work in other places. If you're going to have a district and 55 schools you have to establish this is the core that everybody is going to do. That isn't so well defined and when it's not so well defined then people are doing what they think is best and it varies. How often do people meet with their kids in group meetings? What do they mean by group meetings? There are some places where people think as counselors that they can't meet with kids if it means talking with them at any time from any of their academic courses. Since that's three-quarters of the day then when do they get to talk with kids? There are other places where counselors have found ways to do that pretty well. There is a pretty big discrepancy between the confidentiality of offices in the high schools. The more difficult ones are the big comprehensive schools. That's a space issue. In some of the smaller ones the facilities they have are quite good so they can do a lot of those things. Some of this is brought on by the absence of a clear understanding and the other one is brought on by space and numbers.

Comm. Cleaves: Commissioners, we'll take maybe two or three more questions if you have them because we have another presentation this evening also.

Dr. Librera: I'm waiting for the day that I might be here when Dr. Hodges says he has no more questions. However, in the interest of time you know that's a hopeful desire that can't be actualized.

Comm. Hodges: The problem isn't the number of questions I have. The problem is the answers that I receive.

Dr. Librera: That's a pretty snide remark since you didn't have any follow-up questions, but go on. Or are you talking in general?

Comm. Cleaves: Or do you need to take this offline?

Dr. Librera: Somebody else.

Comm. Hodges: Where would you think we should start first? Obviously you mentioned some software challenges, but I'm really concerned about the policies and exactly what we're asking the guidance counselors to do.

Dr. Librera: I would start by a policy developed by the Board of Education that reflects these are the important things we want to see. That would be a big step in the right direction. You don't have to do that independent and never should do that independent of administrators and counselors. But it needs to be a statement about purpose and value and what it is that you want to see. That's where you begin because everything else can flow from that. I think you're also taking other steps because I know the work for Infinite Campus and Naviance are already under way. I think you need to know what that timetable is. That's already in place. The third thing I would do is make sure that I had some reasonable agreement on what ratios ought to be across the district counselor to student. I think that ought to be set by the Board after they have heard from the administration what they think is best. That's a big load of work that would make a big difference and can be done in two months.

Comm. Hodges: Two months' time?

Dr. Librera: Yes.

Comm. Hodges: Do these ratios vary with language challenges and this kind of thing?

Dr. Librera: Yes, they do. But I think you start with what the basis ought to be and then you make your expectations based on populations that are different in one school over another one. It is a difference usually not to add more kids to the counselor's load, but to give them fewer kids. You have to have a basis for that and I think you can and should. There ought to be a core for every place and then when you know there are certain things about one, two, or three schools that are a little different and more challenging then you add support.

Comm. Hodges: The number of counselors you're suggesting is adequate. The number of counselors we currently have you feel is adequate.

Dr. Librera: No.

Comm. Hodges: You don't. Oh, okay.

Dr. Librera: No. It's not adequate unless you state what it is that your ratio is. You see, the ratio I heard was 1:500. That's not what you have. Back to my point about do what you can do well, if you want to make that ratio higher and you discuss it then you do that. That's the way to finally answer your question about do we have enough counselors. You answer that. Or the other one that we can't provide more counselors so let's talk about differences on the support basis for very young children and middle grade children.

Comm. Hodges: That's my problem. I'm trying to think how you support the students given the level where they are and get them to that eighth grade with that desire to go to college and some of the tools to get there. What bigger role can counselors play in that? That's what I'm trying to figure out.

Dr. Librera: There is little disagreement that you want to make sure the ratio for middle grades is much tighter than it is for grades k-5. You can't answer the question really well until you know here are the desirable ratios. If they are, as an example, 375:1 in middle grades 6, 7, and 8, then you take a look at all of your counselors, how many you will need in grades 6, 7, and 8, how do you have in total, that gives you what you have left. Then you ask yourself if we stayed with that total what does k-5 look like?

Comm. Hodges: Right. Dr. Evans, I guess obviously we need another conversation about this. I'm trying to figure out is it your intention to come to the Board with a plan or do you intend to include the Board in a policy-making committee that looks at the overall issues and then we can craft policy along with it.

Dr. Evans: In tomorrow morning's cabinet meeting – we meet every Thursday morning from 9:00 to 12:00 – I will be making assignments to cabinet members, at least one cabinet member, but I may share it between a couple, the development of a plan for implementing the recommendations that Dr. Librera has shared. There's more detail in the report and I would encourage each one of you to read the report in its entirety. But I will also be giving them a timeline by which they will develop an action plan with a lot of detail supporting it to ultimately bring back to the Board. The three suggestions that Dr. Librera just gave in priority order will be a part of that action plan. That will include the class size policy and then ultimately class size reflective of policy. But policy actually should be number one on that list.

Comm. Hodges: Some of the policies that the Board may come up with might be a little bit different. That means there are some things that the Board may decide to request that might not be...

Dr. Evans: Sure. I fully expect the Board to ultimately tell us what you want. The action plan, though, will be the tool for making happen what needs to happen, including giving the Board an opportunity to tell us what they want and a structure for that, perhaps a workshop setting. Some venue will need to be determined as to how you're going to do that. Obviously the policy committee can go ahead and begin to discuss that and take the lead, but that will be a part of the action plan.

Dr. Librera: I'd like to just clarify again when I talk about the Board's responsibility in no way do I think that ought to ever be done without being in consultation and discussion with not only the central administration, but representatives from other areas so you can think this through. The question that you asked me about having enough counselors I can't answer because I don't know what you've decided you want to do. I can tell you that if you've decided it is 1:500 you don't have enough counselors. You also have some other areas. Because I said you don't have to spend money doesn't mean you shouldn't if you think that's a better way to do it.

Comm. Hodges: You know me well enough.

Dr. Librera: I think we all have choices here and there are some alternatives. But there is no question you have to have a smaller ratio in high school, the ratio is higher in 6, 7, and 8, and then you have to figure out what k-5 is going to look like and why. You don't want to do anything you can't do well.

Comm. Hodges: Thank you very much.

Dr. Librera: You're welcome. At the risk of making this much longer I did say I would take some questions from the audience. If you have a lot of things can we limit that to 15 minutes and no more? Would that work for you? Okay. People have questions.

Guidance Counselor: I'm actually a counselor. I wanted to come tonight because I wanted to hear the report. I'm actually k-8 and I think I might be the counselor that's three schools and 700 kids if that's how you were counting my school.

Dr. Librera: I know who that is and I wouldn't want to identify that person here.

Guidance Counselor: Okay. Well, I have 740 kids on my caseload. I'm in a kindergarten building, I'm at the G&T Academy, and I'm at School 28. I work with k-8, I work with the gifted and talented population, and I work with Dale Avenue where there are 300 to 400 kids from all over the district. I'm passionate about my work. I love my job. I find it hard and when you talk about k-5 I think we have to look at the goal of having kids reading by third grade. What we didn't hear tonight is that when you correlate third grade reading with high school graduation. We want to have good I&RS teams and good counseling. I should tell you the families that I see the parents are 21 years old. Their kids are in my school. They were 16 and 17 when they had their kids. They're coming to meetings with me. They need a lot of support and I have time. I don't talk rude to my parents. I don't know who does. It's not me. I love my job. When you talk about k-5 you can make a strong case for a good counseling program because our kids move from their parents, DYFS situations, abuse, neglect, and they're not

learning in their classrooms. So I think k-5 deserves a place in the discussion because of the issues that we see and the young parents. I just want to say that.

Dr. Librera: By way of clarification, I think k-5 kids do require support. I think there are a couple of ways to do that and what I don't think is that anything ought to be started that can't be done well. That's the discussion they need to have.

Guidance Counselor: Right. I think we put out a lot of fires and we put on a lot of Band-Aids and it's hard to follow through with anything with that many kids. Most of my colleagues we want to follow through and we want to see change.

Dr. Librera: Thank you. Is there someone else?

Ms. Rosie Grant: Good evening, Rosie Grant. In your assessment, did you take a look at any student-led or teacher-led programs that are preparing kids for college or life beyond high school?

Dr. Librera: We did not hear of anything about student-led. We do know that counselors had different roles with their groups of students. We also know that they didn't do as much group work as they would like, meaning counselors, for the same kind of work obstacles that prevent the counseling from happening. Some of it does occur. Is it the norm? No.

Ms. Grant: Okay. We have some fantastic counselors at Kennedy High School who are taking kids through a peer-led college track program and that is why I asked. I just wondered if any of that came up.

Dr. Librera: No, it didn't and I was the one who spent time with the Kennedy counselors for the seven days I was there.

Ms. Tanya Haney: Tanya Haney. How are you? Hi, Dr. Librera, I have just a quick question in reference to the creation of the plan. Would you suggest that the supervisors also be involved in the creation of the plan? I know you mentioned the Board members as well.

Dr. Librera: I think what I said was that whenever I mention Board I never mean that the Board ought to do this without consultation of the central administration and others that the central administration decides ought to be a part of that. That can be and that's up to them whether that's supervisors or supervisors and teachers. That's obviously for them to decide. But the point here is ultimately what happens in this district ought to be set as a clear statement of what matters by Board policy. I think there are lots of ways to do that and I think Dr. Evans is talking with his central administration in terms of how we're going to go about doing that. That's for the central administration not for me to decide, but I don't think it ought to be a small number. I think it ought to be a number which has people from different roles who are affected.

Ms. Haney: In regards to Dr. Hodges, I know you mentioned how we contact the younger students. Last year we implemented college week which services the fifth and sixth graders. This year because we had money for transportation they are going on college tours most of the schools. Just a suggestion would be if we can access that money again next year for transportation so that we can take the younger students out.

Dr. Librera: Those good practices need to be fairly uniform across all schools so it's not some schools do it and some don't. I think at minimum it has to be sixth, seventh, and

eighth. To the degree that you can do it for sixth, seventh, and eighth and for other students as well would be a plus. And then you have to support that through direct counseling work.

Ms. Haney: The reason why it's fifth and sixth is because it is in the policy.

Dr. Librera: Okay. Thank you. I never saw that policy so I would like to know where it is for my own information. Please, I'd like to see that. I don't think it was in my list of documents, but I'd like to see that. Another example of what's in the policy gets done if what's in the policy is understood by everybody. Is there anyone else?

Comm. Martinez: Just a quick comment if I may. Just to piggyback on what you just mentioned, I think it's important from kindergarten on up that we make our students aware that ultimately college is something that we want to see them aspire to and go on to higher education. I've seen in schools sections. This is the Rutgers section. This is the Seton Hall section. So from an early age this is something that becomes embedded in their psyche and they know that they're going through elementary school with aspirations of moving up to high school and high school is the vehicle through which you can get into a good college. So I don't think there's an early enough age to start teaching our students the importance of college and start making them aware of these universities that are available to them here in the state and beyond. That's something that we need to continually pump into their psyche.

Dr. Librera: I agree. I would say that if you look at those students surveys you do have almost 75% of the kids saying they want to do that. So you're doing a pretty good job of encouraging that. Whether you're doing the kind of job to sustain it is the other question. When 75% of the kids say they want to go to four-year schools and 25% end up doing that then obviously there's a question of support.

Comm. Martinez: There is the disconnect.

Dr. Librera: But there's no question about when you support this and how you sustain it. Thank you very much for this opportunity. I remain very optimistic. I hope you are as well. This is all attainable and doable.

Comm. Cleaves: Thank you.

Dr. Evans: Thank you to Dr. Librera for assisting us with this mammoth task. We feel our guidance department will become much stronger as we implement the recommendations that he has forwarded to us.

Update on the School Improvement Grant (SIG)

Dr. Evans: In a recent meeting, and I believe the focus was on a grant application for additional SIG funding to support efforts ongoing in one or more of our schools, there was a question from the Board regarding whether or not we had gotten input or reflected on activity including successes or things perhaps that we don't necessarily characterize as successes and things that we don't want to replicate from the two schools where we were implementing SIG grants. Schools 4 and 10 represent the two schools where we've been supported for the past three years by the \$12 million that we benefitted from. Remember it was \$2 million a year in each of the two schools for three years each. I'm not sure who is here other than Ms. Vaughan. Do we have representatives from School 4 as well?

Dr. Cavanna: I didn't read my email, but I think that Mr. Medley was unable to make it tonight. But we do have Ms. Vaughan.

Dr. Evans: Ms. Vaughan is here to present information that hopefully will enlighten the Board, particularly with regards to the questions that you were asking.

Ms. Lolita Vaughan: Good evening. I have to just take a moment and we all can stand if we need to. I am Ms. Vaughan, the principal at School 10, the home of the Titans. Standing alongside me is Jenna Goodreau. She's the SIG supervisor for School 10 and School 4. She would be also sharing some information in reference to the implementation of our School Improvement Grant. So good evening Dr. Evans, Ms. Shafer, assistant superintendents, Board Commissioners, and fellow stakeholders who are present. Today's presentation will focus on the implementation of the three-year SIG grant at School 10, building capacity, and sustainable resources. Once again, we just thank you for this opportunity to share some of our challenges and successes and hopefully this will also benefit our new SIG schools. We just believe that we will have two additional schools in the district. Our lessons learned – we are case studies for Paterson Public Schools. When you look at building capacity and sustainable resources that actually starts at year one of implementation of your SIG grant. Building capacity to meet challenges of school improvement starts with the instructional leader, the principal, who promotes and sustains the culture and climate that is conducive for learning, set high expectations and shared leadership, creates clear goals that are aligned with the vision, develop strategies and a plan of action, the school improvement plan, provides quality professional development and resources to improve the quality of instruction, monitors and reflects student outcomes, and self-reflects. Let's take a closer look at Paterson Public School 10. School 10 follows the SIG Turnaround Model. There are two different models that we have here at Paterson Public Schools. School 10 is the Turnaround Model and School 4 is the Transformation Model. The difference in the Turnaround Model is to look at the teachers and leaders, replace the principal, which I was appointed the new principal, and also 50% of our existing staff remains. So we remove 50% of the staff and implement strategies to recruit, hire, and retain qualified teachers. Also, to provide ongoing professional development, job-embedded professional development designed to build capacity and support staff, and provide increased learning time. We refer to that increased learning time as extended learning opportunity, ELO. According to the SIG regulation and guidelines there are 300 additional hours for staff and students increased learning time. In our particular schools we have minutes added to the beginning of our school day and at the end of our school day. In year one, we had 90 minutes added to the school day. That was 45 minutes of ELA at the end and 45 minutes of math. What we did learn from that was not that the time was job-embedded as it's intended to be. It was more like an add-on. It wasn't accountability there on the students' behalf. So the following two years, year two and we're now in year three, we have embedded those hours into our school day. Our school day this year starts at 8:00 a.m. and we end at 4:00 p.m. So that's 75 minutes of increased additional time. Also embedded in the Turnaround Model is meeting the social and emotional community orientated services looking at the social and emotional needs of our students. This whole structure is new governance. It gives operating flexibility and autonomy to the school leader. Our school demographics consist of 572 students. 43% are African American, 55% are Hispanic, and 2% other. Our total special education population is 12% and our ELL population is 16%. Approximately 90% of our students are eligible for free and reduced breakfast and lunch. Our mission at School 10 is to develop our students' character and intellect in order for them to be productive citizens and function successfully in school. Our motto is "Together We Will Succeed." Our vision is to create a pathway of success by developing a learning environment that prepares our students for high school, college and careers of our

choice. Incorporated in our School Improvement Grant over the last three years we changed the structure of the school to sort of mirror the high school school-within-a-school concept. Therefore, this year we have pre-k for the first year. So pre-k through second grade is the Academy of Literacy Development, grades 3-5 is the Academy of Civic Engagement, and grades 6-8 is the Academy of College Pathways. I just want to focus on some of our year one challenges and these challenges that we discussed as they were preparing for the application for new schools to take into consideration, 50% staff turnover, although that's the model that we were applying, that also is a challenge. But our goal was to fill classrooms with highly qualified teachers. Another one of our challenges was we had 18 vacancies, including classroom teachers, resource teachers, reading specialists, and according to the SIG grant we needed a full-time data coach as well. There were some facilities concerns that we had to address and those are some examples, such as painting, repairs, electrical upgrades to meet the needs and the demands of the technology that we have poured in the school over this three-year period of time, and looking at our a culture and climate and increasing our parental involvement. As administrators we recognized very early on that in order to do this work and to implement the SIG grant we needed to develop an effective leadership team to help address the challenges and develop a plan of action. So we started very early recognizing that with all of the change that one thing we were changing was mindsets. I recognized very early on that change is a process and this is a book that I share so often with my staff, *"Who Moved my Cheese?"* I'm sure some of you may have read this book. This is one of my favorite books. Right away this is our motto that I share with staff in the beginning of every year for them to recognize that change is a process. As we enter into a new chapter of our lives, a new school year, remember that mastering change is about accepting your greatness and behaving like the champions you are. We are champions and champions adjust. You have to understand that when you are appointed to a school that has been recognized as a culture of failure and according to the data over the past years it shows that we had periodic growth in some areas but there was a system of failure. So when you begin to tell teachers that you're failing, you tell students that they're failing, you tell the community that they're failing, everything around you is failing. So the work that had to be done was really changing the mindsets to we can succeed and we can do that. So knowing that and with all the 50% turnaround change that we had at School 10, I started my first actual professional development day with that book *"Who Moved My Cheese,"* and I shared with the staff. I said these are some characters and traits that may be recognized or you may identify yourself with in our staff. I introduced them to four new members who may still have similar characteristics. It was Sniff who could smell change in the air and was just wondering what school improvement is all about. \$2 million, what is this all about? Scurry goes into action immediately. Ms. Vaughan, what do you want me to do? How can I assist you? What can we do? Can we be a part of the leadership team? Just let me know what I can do. Hem does not want change. Everything is not fair, whether is the extended learning or additional compensation. It's just not fair at this moment. Haw is startled by the change. He still does not know how to react, but then laughs at himself and moves into that new direction. At the end of our PD session the first day, I asked them to identify themselves with one of the characters and that was their exit slip. That was one of the additional sources of data that I used just to see the dynamics of my group and the work that we need to do in reference to addressing and going through this change process together. So, based on that, we developed the leadership team. One thing that the New Jersey Department of Education has commended us on is our well-developed leadership team. It has to be a representation of all our staff population and our student population. So the principal, vice principal, now currently our onsite supervisor, general education teachers, special education teachers, bilingual teachers, culture and climate teacher mentor who is written into our grant as a full-time person, our data teacher mentor, parent coordinator, and our SIG Network Turnaround Officer.

Every SIG principal is assigned a Network Turnaround Officer who's onsite in our school at least three times during the week working alongside with us and they're from the Department of Education. These are our four focus areas and it really has been our focus areas for the life of our grant. The four focus areas are school leadership, climate and culture, effective instruction, and enabling the use of data. You have to have a focus so when you look at building capacity, because this is the focus of the presentation, capacity starts with identifying those focus areas that you need to move and plan your actions around. Climate and culture was one of our number one priorities because in order to move achievement you also have to create an atmosphere that's conducive to learning. So our goal was to create an atmosphere that was conducive to learning, safe, and orderly and a culture of high expectation, academically and behaviorally, and mainly just changing the mindset of our students and staff that we will succeed, we can succeed, and to focus on increasing our parental involvement. I titled this our home away from home because that's the concept. When you look at culture and climate, how do you create that home away from home? These are some things that we had to do in order to create that kind of atmosphere that we wanted to be warm and welcoming. So we had to address the facilities issues, the cleanliness, the electrical infrastructure, the repairs, the painting, the outstanding work orders that just were around for a number of months and years, the replacement of new floors, and just a simple thing as putting new shades throughout the entire building. We addressed putting systems in place for addressing student discipline, analyzing the results of your culture and climate survey, then targeting those areas that we still need to address, and developing a system of effective external and internal communication so that we are communicating not only with our staff and students but with our parents and how do we continue to perfect it. These are really the year one focuses so that we can continue to move forward. Part of creating that culture where students want to be excited about being one thing was about changing our PR. We did a lot of PR. Yes, we want to be in district highlights because we want our Paterson Public School family and community to understand the changes that we're doing and the successes that our students are having. We want our staff to feel good about the work they're doing and the students. So we have a PLC just to focus on climate and culture and that was our book study around "Failure is not an Option," and looking at our district code of conduct and develop a student-friendly code of conduct, looking at consequences that are non-punitive, and incentives and rewards. Incentives and rewards is a big chunk of a School Improvement Grant. This year incentives for teachers alone are \$60,000 that's written into our grant. Then there are student incentives as well. For instance, the trip that's I see on the Board agenda here to Washington D.C. is a middle school incentive and we have rubrics that are developed around that and accountability on every level for administrators, parents, students, and teachers. As we discussed previously, I said there are four focus areas. Another focus area is teacher effectiveness and how do you develop and grow teachers and give them professional development opportunities to improve quality instruction. These are some things that we have done with the funding of our School Improvement Grant. For two years we had Seton Hall University providing job-embedded professional development. This year we have the Institute for Learning providing job-embedded coaching. We continue to use data to drive instruction and plan interventions. We use technology. We have poured thousands and thousands of dollars into our school. I tell my kids that there's only one elementary school in the district that has the technology that we do and that's School 4. We have Smart Boards and Eno Boards in every classroom. We have a computer lab. We have a new Mac lab that's in our school. This year we have three labs. Two were in the process before I got there, but we have three labs. We have I-pads for students and teachers to use to enhance instruction. And we continue to provide professional learning communities. We have five active professional learning communities each and every year and that's also embedded and part of funding of our grant. Coaching this

year with our onsite supervisors, last year with our teacher mentors and support from RAC, and last year also as a SIG school we piloted the implementation of the teacher observations. In that first year we were the pilot school and we conducted the observations, used the rubrics, and Teachescape was one of the management systems that we evaluated, looked at, and piloted. But one thing that we learned from Teachescape, although we're not using that for our management system here in the district, is that our teachers had an opportunity to use it for professional development. Each teacher was given 15 hours in the use to Teachescape. When I say used it wasn't necessarily observation, but it was for them to look at video modules on what good instruction looks like, looking at different classrooms, and then going through applying that to their classrooms and giving feedback. Teach NJ and Achieve NJ, we're continuing professional development around that. Teacher performance-based incentives, as I said, \$60,000 of the grant is attached to teacher performance base. I have a committee of teachers who sit on that committee and they develop the rubric around the incentives tied to performance. In this case for this year for teacher performance we're looking at our STAR Renaissance data and we're looking at the growth from our fall to our winter assessments to see the students' growth. That's how we attach the incentives. The incentives are not for teachers to go out and buy their own personal laptops and I-pad. The incentives are awarded to them and there's an amount allocated to purchase instructional supplies for their classroom. Another incentive according to the data in my school last year attendance is still a concern and issue according to our state report card. There were 25% of students absent 18 or more days. So, one of the incentives for teachers is attendance and that's also built into it. There are also student incentives for attendance as well. A big component of the SIG grant is looking at the social and emotional needs of the students and also the family and community engagement component. This is the question that I've been asked for year three because we don't have the grant for year four and teachers are asking can they get it for year four. Sustainability, as I said, starts with year one and these are continued partnerships that we have had before my administration there and ones that we have just continued. These are just some but not limited to, St. Joseph's Hospital. We're the first and only school last year that had a New Jersey Food Bank program where students went home every weekend with a bag of food and that was afforded to all of our students. We're part of the IAM initiative. We're an Adopt a-School program. Mercedes Benz is one of our big partners. They did a book drive and I'm telling my guidance counselors to let them know that we need more books because we keep them out on display for children to take home. In September they came and they had their Bess Mobile. That's a Mercedes van library and every student in the school received a brand new book. The Police Athletic League had coat drives. Our community action team is working very closely with our district community and family engagement department. We have our community leaders and job fairs. With Olive Garden we have a principal's honor roll luncheon every marking period. In the first marking period, Olive Garden brings out their staff, food, and they do that. We're affiliated this year with Grove Phi Grove Inc. and their mentoring leadership academy. Our Project PRIDE is a mentoring program for middle school students in sixth through eighth grade. That is written in our grant where students are mentored and tutored on Mondays and Wednesdays. On Saturdays they go to cultural field trips such as Kean University to see a play. We're going on April 12 to a college tour to visit two historical Black colleges, Maryland State University and then we're going to Bowie State University. They have a full itinerary for our students, a barbecue, and a college tour. We're one of the first schools with a junior Grove-Phi-Grove program in New Jersey. There's only one other one in Washington D.C. and they will meet other students from across the United States. I was so excited during the February NJEA review and the cover was to take a closer look at mastering the Common Core. It's also about mastering the heart and looking at the social and emotional needs of the students. So I

say we're right on track and I couldn't wait to come share that to school. I was so excited to see that. Also, Community Health Center of Paterson, Paterson Housing Authority, and Habitat for Humanity and there are some other ones I may have missed. But this is sustainability. These organizations continue to support some of the programs that we have in place. They can continue to support some of the social and emotional needs of our students and parents as well. Also, if you look at the data I said 55% are Hispanic students in our school. There was a need for an ESL program. There was no ESL program in that nearby community area for parents. So this year under our SIG grant we have an ESL program that's funded. Parents meet two nights a week on Tuesdays and Thursdays. Two of our teachers are the instructors. In one testimony from one of our parents the teacher came back very excited saying, "I passed my citizenship test." She said some of the questions they asked were some of the questions that we were learning in our ESL program. It always comes back to the data. So with all that being said, this is a three-year comparison of our NJASK scores. If you look at 2011, that is the year that I entered as the principal. That year is actually the data from 2010 and 2011 prior to my administration. But we have to have a baseline just to show and demonstrate some growth. So I'm just going to look at a few grade levels. I'm going to look at grade 5. We tend to look at grade 5 from 2011 to 2012 to 2013. Those are different groups and cohorts of students, but that's how we tend to look at data. For this purpose here, just to show the growth that we are making, I want us to take a look at the clusters of students and how they move. So in 2011, which is our baseline, grade 5 was 9.9%. This is proficient or above proficient. In 2012 there was an increase to 18.6% and in 2013 to 29.3%. Let's take another look at grade 6. They were 20% above in proficient and then the second year it went to 14.8%. We can say that's implementation, but we had to take a closer look at what was going on in that particular grade level and have some conversations with teachers looking at teacher effectiveness and what happened there. You can see that same group of students in sixth grade they were 20% and something happened there in 2012 and that was a discussion we had with looking at teacher effectiveness, at the students, and at additional professional development. That same group of students in 2013 was 49.1% proficient. So you can continue to look throughout this slide and see growth. But we are making incremental gains and those areas where we still need to work on because my thing for last year was are we there. No, we're not there yet, but are we on our way? Yes, we are. These are some of the successes. Our data continues to show that our students in various grade levels are continuing to make academic gains. According to last year's state report card we met 80% of our targets. Our culture and climate drastically improved by addressing student's social and emotional needs, creating a safe and orderly environment, utilizing available resources more effectively, upgrading and maintaining the physical plant environment, creating a warm and welcoming environment, and increasing parental involvement. That is one area that when at the state level they come in and do SIG visits we have been commended for. Last year I was asked to speak at their RAC weekly conference on culture and climate, how do you improve the buy-in and what are some of those things that we did. So now that you improve that you can continue to move and improve student achievement. Our ESL program is funded by our SIG grant. Our Project Pride mentoring program, increase parental involvement, and develop community-based partnerships to support the school's mission and vision. Those are some of our successes over the three years of the implementation of our SIG grant. I'd just like to leave a couple more slides. Parent voices – it's always good to hear what our parents are thinking because they are the stakeholders. We have their children with them. One of our parents shared, "I'm very satisfied with all the changes that have been made for the better." "I wish that School 10 can receive another three-year grant." I do too because it really made a change and helped students. "I really love the SIG program." "The extended program has helped my children in their math and reading." "I've observed children having positive

thoughts.” “I’ve also observed the environment of the school. It is much better.” “I’ve also observed new things at School 10.” “The positive changes that I like are more classroom time.” “The teachers are more dedicated to the child’s success.” “I’ve been seeing the children doing better.” “I have noticed that my daughter has more instruction and help with areas where she may have been struggling.” These are my bilingual parents. I just wanted to show that they have input and we had it translated so I won’t read it in Spanish. “My daughter’s reading and writing has improved since the beginning of the school year.” “Better education, more teachers, more English, and more learning.” “I’ve seen positive change in my child’s progress and students that are failing are now passing.” “My daughter has improved greatly in reading and writing. Her grades are much better now than what they were in the beginning of the school year.” We continue to need our parent’s support, but our SIG grant has afforded us the opportunity to really do things and use the resources effectively and wisely to continue to move on that road to improving student achievement. I would just like to leave and then Jenna is going to share some lessons learned from a case study. That’s what Dr. Cavanna said. Schools around the state are looking at us and what we’re doing here in Paterson. I tell my teachers to encourage them that they’re talking about us in a good way. That’s nice. So I’d like to leave and this is what I shared with them when we talk about building capacity. The greatest good you can do for another is not just to share your riches, but to reveal to students, teachers, and parents their own. That’s building capacity and together we will succeed. Jenna will continue sharing some additional information about how we’re going to use what we’ve learned in School 10 and School 4 to hopefully our new partner schools that we’re applying for at School 6 and New Roberto Clemente. It’s really nice to have leadership from six schools that will continue to partner with those schools. I’ll definitely partner with them because I want to do some things together with them. Thank you.

Ms. Jenna Goodreau: Thank you, Ms. Vaughan. Dr. Cavanna asked that we highlight some of the additional support that we provided with IFL with our teachers for this year. In support of the district initiative we allocated funds to provide a more intensive level of support at the schools. Teachers and administrators attend all the district’s IFL sessions. However, in between the district sessions IFL fellows go into the school and work directly with teachers in the classroom through small group instruction. They model IFL units of study. They observe the teacher teaching IFL units and then provide direct feedback to the teacher. The response we receive from the administrators and the teachers of the school is that this more intensive level of support has been quite helpful with implementing the IFL units of study. It’s something we’ve had a very positive reaction with. I just wanted to highlight that. We provided support with English language arts, mathematics, and also leadership. We have learned many lessons over the last three years implementing the School Improvement Grants at School 4 and School 10. I just wanted to highlight a few of the lessons that we’ve learned and how that helped shape our applications for School 6 and New Roberto Clemente. The first lesson that we learned was to provide additional learning experiences and opportunities for students with college and career connections. It is a requirement of the grant to extend the school day and year by 300 hours. However, with the information that we just heard from Dr. Librera and some of the comments echoed here we really need to make sure that extended learning opportunity has direct college and career connections. So what we would like to do at School 6 and NRC is to create a middle school university for grades 6-8. We would like to partner with a university and have their professors and possibly graduate students come in and partner with our teachers to teach theme-based courses to our students above and beyond the regular curriculum. We feel that this will give the students an additional experience that will mimic the college environment but at their own school. At School 6 we would like to create a lower grades industry/community enrichment piece. This will occur twice a

week the same as middle school university and will provide the younger grade students with enrichment courses that are also connected to the school theme. This will better prepare them for the middle school university that they'll enter into in grades 6-8. We'd also like to provide funds for theme-based experiences. For example, School 6 is pursuing a school theme of social justice. Therefore, we would like to be able to have field trips to the United Nations in New York City. We would like for the students to go to the courthouse and participate in mock trials. We would like to send them on field trips to Washington D.C. to tour our national sites and, as Ms. Vaughan is planning a current trip, to partner with schools down there on social justice themes. We'd also like to form a partnership with coordinating theme-based high schools. As our students are moving through this middle school university, for example School 6 or social justice, we would partner with the Government Academy at Eastside and International High School and then form a mentoring program with the high school students with team-building activities, peer mentoring, and so on. So we would like to form a clear pathway from the middle school to the high school to the university or to the career of their choice. As Dr. Librera mentioned, we not only need to express to the students we need to provide the means and the tools for them to actually realize that, move forward, and act on it. The second lesson we learned is to provide professional development to instructional staff, not only academics, but also in positive behavior supports. This fits along perfectly with our current PBSIS initiative. What we'd like to do is take a similar approach that we did with IFL and provide job-embedded one-on-one coaching to our teachers in the classroom on positive management strategies. As with IFL, the teachers would continue to attend the district PBSIS professional development. However, they would then in between sessions receive the one-on-one coaching, the modeling, the direct feedback to reinforce those initiatives in their classroom, and to provide them with extra support to ensure that they're working. The goal here is to keep the students in the classroom where the learning occurs and minimize behavioral disruptions at that point so that way we don't have as many students leaving the classroom. We'll cut down on office referrals, suspensions, and so on. We're going to continue to create our professional learning communities. At School 6 the principal would like to twice a month have a 3:00 p.m. dismissal for students which is their normal district-wide dismissal time and then teachers would participate in professional development until 4:00 p.m. So we've allocated funds for the school administrators to have that special professional development time with their teachers. This is above and beyond the regular grade level meetings and other PD opportunities that are built into the district and school calendar. We will also be providing conference registration fees for teachers to attend out-of-district conferences. We conducted a series of focus groups and surveys with teachers and one item that they said is that although they do receive professional development through the district they would like to go outside the district to seek professional development that is specifically relevant to whatever challenge they may be having implementing instruction or specific to their content area and so on. So we would like to provide registration fees for that. The last lesson I'd like to highlight that we have learned, and is definitely one of the more important lessons, is to involve stakeholders to help support and garner buy-in for school initiatives. Although the schools have developed many community partnerships throughout the three years as a function of the grant we need to do a better job in maintaining these supports. So we started off right away with our needs assessment process. We formed a stakeholder committee that not only had members from the district, from the schools, but also from St. Luke's, St. Paul's CDC, New Destiny, and all the different community organizations that have a stake in School 6 and NRC. We conducted focus groups through PEF and did surveys with students, staff, and parents. Moving forward we're going to form a SIG implementation committee and we'll also invite those same stakeholders to take part. That way we're going to meet monthly and have all the stakeholders there so that we can discuss the successes that the schools are having, but also challenges and seek

solutions. We would like to provide parent workshops on various topics from how to get through those teenage years to helping your child with homework, and all different parent topics. At School 6 we're going to implement an adult literacy class and at NRC an adult ESL class. These are two areas that parents at each school identified that they would like to have additional support in. So we've allocated funds to do that. We will provide refreshments for parent meetings because we're trying to provide, even with how small it is, just an incentive for more participation. If we're able to have refreshments or serve a hot meal at certain functions then we're able to get more people to come. In order to support these initiatives we're going to hire an in-house teacher mentor of climate and culture at the school. They will not be shared with any other schools. They'll be just for School 6 or New Roberto Clemente. We'll also be providing a stipend for the parent coordinator to work the extended learning time. We find that when parents are coming into the school to pick the students up that is when a lot of these conversations can occur with the parent coordinator and she or he can do a lot of their outreach work. We also will continue to collaborate with Full Service Community Schools to align our initiatives and maximize our resources. Both SIG and Full Service are doing a lot of good work at the schools. However, we really need to come together to make sure that we are not duplicating each other's work and that we're working in tandem to maximize everything for the school. We submitted our grant applications for School 6 and NRC yesterday to Trenton on April 1 and we expect to hear back from the state during the month of May. We're keeping our fingers crossed that we receive two additional School Improvement Grants. Thank you. Are there any questions?

Comm. Cleaves: Commissioners, do you have questions for either presenter?

Comm. Hodges: I was unaware that we are moving towards a structure having themes in elementary schools. That concerns me. I think that a theme limits some of the other areas and I'm not hearing any talk of themes.

Dr. Evans: Themes for these schools is a part of what we want to do. We haven't made a decision to go district-wide or anything like that. As a part of the process for determining what we're going to do with these schools, that was a suggestion that was made. Ultimately after looking at various options we decided that that would be something that we would want to support for the two schools you were talking about here.

Comm. Hodges: The concern I have is that a theme narrows the scope of the focus educationally and we seem to be doing a lot of that at the high school level. I have a problem with that. If they're narrowed at the elementary school level and they're also narrowed at the high school level then I don't see where that child gets that full breadth of exposure.

Dr. Evans: Do you mean to the general curriculum?

Comm. Hodges: Yes.

Dr. Evans: When it's not happening it's not supposed to be that way. They're supposed to get the exposure to the required core curriculum.

Comm. Hodges: Right. What is social justice? What is that focus?

Dr. Evans: You need to ask them that question.

Ms. Goodreau: Social justice was a theme that we developed with the principal and also Dr. Cardillo and Dr. Crescione. The reason that theme was determined is because the school is being renamed the Frank Lautenberg School. We wanted to develop a theme that would fit that name appropriately and highlight some of those democratic principles. Although theme development is not a requirement of the grant it is highly recommended in that it's a way to focus the instruction to ensure that the college and career readiness pathways are continued or pursued starting in middle school, continuing in the high school, and then to college or the career. That's why we have elected to go with the theme-based.

Comm. Hodges: What kinds of careers do you anticipate we're pursuing in social justice?

Ms. Goodreau: There are many careers in social justice. There are careers in law enforcement. There are careers in forensic science. There are technology careers, social work, and education. The theme-based piece will not happen all at once. We will be developing it in stages.

Comm. Hodges: This deserves much further discussion, particularly since those careers are struggling in terms of hiring people. I have a whole different issue, but that's not for here. Is there any introduction to study skills being taught to these students just to help enhance the efficiency and also extend the school day at home? It will save us some money and also give them better skills.

Ms. Goodreau: During the school day we'll be extending the school day by one hour and fifteen minutes per day. Within that we're able to build in one, possibly two, extra class periods, depending on the current school schedule. The middle school university piece will occur two days per week, depending on the grade level. Then the other three days a week will be focused on interventions for students who are behind grade level either in reading, writing, or mathematics. Then for our students who are on grade level we would like to provide additional technology courses or some type of course to maintain that on-grade level status.

Comm. Hodges: That's not what I'm talking about. I'm talking about teaching students how to study and how to be more effective at studying. So when they go home they can go back and review what they've learned in the classroom and then process it better. That should be taught because number one, if they go home and they practice those techniques that's when they learn to master the material. Just giving them more material that they have to learn when they have not learned how to master the material is a little bit daunting. That's the kind of thing I'm trying to see.

Dr. Cavanna: I think the idea of extending the school day lends itself to those kinds of activities. Remember, this is just a proposal so if it's accepted we can intertwine study skills and the kinds of things that will help better prepare our students.

Dr. Evans: Is there something you'd like to see written in, Dr. Hodges?

Comm. Hodges: It's not just in the SIG grant. It's across the board. We've discussed this. Our students frequently think that school is over at 3:00 or 4:00 or whenever they go home. You want to change that attitude and also make them a more efficient student. But teaching them how to be a better student is extremely important and many of them don't know. It's not an issue just for the SIG grants. We'll talk about that another time. I wanted to understand the extended day means additional classes as opposed to lengthening the individual classes.

Ms. Goodreau: Either approach could be taken.

Comm. Hodges: Okay.

Dr. Cavanna: I think one of the lessons we learned is it's not an add-on. It's more effective because it's part of the school day. It's not extra.

Ms. Vaughan: For example, the district this year was looking at interventions built into our School Improvement Grant. Every school has to have 20 minutes of intervention period. With our extended increased learning time at our school we're able to give a whole block of 40 minutes of intervention. So that increased learning time can be used, for example, for study skills. But the lesson that we learned is that it needs to be embedded in their schedule and that students can't look at it as an add-on like an after-school program. I'm not saying that our after-school programs are not effective, but it can't have that kind of mindset. So the purpose of the increased learning time is embedded. In year one if you saw my schedule you actually saw ELL and if you looked at years two and three you would not see anything about increase. We have 10 periods in the day and each period is 40 minutes. That's something that the increased learning time has afforded us the opportunity to do. Even last year I was able to put in for my non-tenured teachers some data review periods where they would be able to sit one-on-one with the data coach and just analyze data and plan interventions around that. So that increased time allows you the opportunity to do some of those flexible things as putting in a study hour and study group. There are no guidelines on how to do it. Also the increased learning time can be used for science, geography, music, and the arts. Those are things that are under the SIG regulations.

Comm. Mendez: To the principal, I want to congratulate you for the outstanding job that you're doing at School 10. I've been there twice on two different events and I saw the participation of the parents is increasing every time I go there. It's very clear that you're making parents feel welcome into the building which is very important. Also, I see that you're facing some challenges with electricity in the building. I know that in order for you to use technology effectively you need to make sure that you have enough power in each room to use the Smart Boards, computers, and all that. I will follow up with facilities to talk about this.

Ms. Vaughan: I have to say that was one of our initial challenges. But as we've been putting more technology into our school Mr. Sapara-Grant and the technology department have been working very closely with us to ensure that those infrastructures are in place. Especially right now we're transforming one of our labs into a Mac lab so we had the electricians come in. So they've been working very well with us over the years I must say. Even when we ordered air conditioners I can't put them in every room but I've tried to put them in as many rooms as we can so prior to even getting them approved Mr. Johnson made sure that the electrician came out and that the wiring was done before we put them in. So they've been working very closely with us to ensure that those infrastructures are being put in place.

Comm. Mendez: Excellent. How do you feel in terms of safety in the building at School 10?

Ms. Vaughan: I'd have to say that's part of our culture and climate and I believe that it has improved. What I'd also add to that is I have a very excellent culture and climate leader. We wrote into our SIG grant a think spot room. You have to visit to see it. That's a space for students when they're just having a moment and they just need a

timeout. Our culture and climate leader, that's the place where she's at. So they're able to come down and have those conversations with her to put them back on track. During lunchtime she has students that come down and have small group sessions. Our guidance counselor is able to use that area for peer mediation. One thing that I started in year one when I came was we designed a course on seven habits of highly effective teams. We started with sixth grade, in year two sixth and seventh grades, and now we're sixth, seventh, and eighth grades. My guidance counselor and my student assistant counselor go into those classrooms once a week, our sixth, seventh, and eighth grades, and that's their book study, seven habits of highly effective teams. With our mentoring program Mr. Jackson will be coming in to do some presentation to our students and parents. We're looking at bullying. We're looking at the social/emotional needs of students. Do we still have some discipline issues? Yes. Do we still have some cases of bullying? Yes. But we try to address them in a way that really looks at the needs of the students. One thing that I've learned from my culture and climate leader who also has a master's in counseling is that you can't always have punitive consequences. We have to have consequences to improve student behavior. Mr. Best just sat in my school safety meeting and I'm sure he'll be sharing some of those things with other schools. Yes, you have bullying and there have been consequences applied, but they're still in your school. They're not going anywhere. So what do you do with them? We created a power group and we assigned an adult person to work with them and to check up on them and see how they're doing in class, see how their classes are flowing, monitor if they're getting into any more behaviors. We still have a small group who still does not want to follow the rules of the culture and climate that we put. We know who you are. We are connecting with the Paterson Police. Sharon Eason does a lot of work with our teams in the community. We identified that middle school group, we separate the boys from the girls and they had lunch with Officer Eason and Officer Muniz and they talked about behavior in school and the expectations. There are expectations and laws. They are our allies and guide our students. Ms. Eason took one of the students, sat down with her, and took her to Black Girls Rock, which they had at International High School. So when you look at discipline we're looking at various aspects. This is our first year for PBSIS training. When we go to the training there are some things that we've already put in place when it comes to our culture and climate. So now we're just fine tuning it so that when we roll it out next year and looking at incentives to really monitor and track behaviors. Then I have an awesome parent coordinator who works with our parents and sits in. She's part of my INRS team. She's part of my school leadership team. She's there with me every day except Mondays when they have their meetings. She's part of our extended day so she's there until 4:00 and parents are free to come in and out and speak with her. Are we there yet? No, but we're on our way.

Comm. Teague: It may be kind of trivial, but I do remember the last time I was there, there was a special room in the basement that was fully air-conditioned. But there were other classrooms throughout the building that were scorching hot in the summer. I'm trying to see if any part of that SIG grant allows you to redo the room so that at least they can be conducive to where the children can learn without being sweltered.

Ms. Vaughan: I wish the SIG grant could do those, but there are regulations with SIG funding. It has to be tied to student achievement. They think I can purchase everything with \$2 million. A lot of that goes to salaries. But if I can do some things with the SIG grant, I would have lockers already on my third floor. I can't purchase that. I would have 21st century furniture. I can't purchase that. So there are certain regulations that go with the SIG grant. I would have my whole auditorium. Ms. Vaughan would have everything. So with technology we made sure that our school is loaded with technology. During the summer we have the big huge screen. You can have that meeting at my

school. It drops down. Back to air conditioning, the room that you're referring to probably was my think spot room. That's in the basement. I don't have the funding and that's really not my responsibility for air conditioners in the school. However, it's a need and it is part of my culture and climate. I have students with asthma. We have identified certain classrooms. We have made it to a science that we have identified certain classrooms on certain floors where we know where the sun is going to reflect more in that room so let's put them in the end rooms. There are more air conditioners that have been put in that school under my administration than any. So we're working out of local budget. That's a district concern that they continue to look at, but you have to have cooling spots. That room in the basement is a cooling spot. My nurse is a cooling spot. My parent resource center is a cooling spot. I have to have a cooling spot.

Comm. Martinez: I just wanted to agree with you very much with the notion that attitude does reflect leadership and it starts with the educational leader in the building. After what I've heard and seen after visiting the school I'm confident that things will improve. It takes time for these things to develop, but like you said you keep plugging away day by day and soon enough you'll be where you want to be.

Comm. Kerr: I just want to echo what Comm. Martinez has just said. School 10 has always been regarded as a very tough stage. I believe we have seen some level of success and it means that something different is happening at School 10. I just hope that whatever you're doing will continue and hopefully we'll get more positive results in the long-run.

Comm. Hodges: How are you measuring improvements in culture and climate?

Ms. Vaughan: Before RAC there was SIG. The Department of Education has culture and climate surveys that we have to analyze. There are two SIG visits that are conducted where the Department of Education actually comes to our school and part of the presentation the principal actually presents for those. It has changed in the last two years, but there are culture and climate surveys. We as a leadership team look at those surveys and look at those areas where we still need to work on and improve. We're a Priority School, a SIG school, and part of the Regional Achievement Centers, so they also have surveys that are put out. That's where our culture and climate leader takes and analyzes that data, takes a close look at those needs and where we still need to address and improve.

Comm. Hodges: I'm concerned about surveys because that's a very subjective approach. How about changes in bullying cases, in number of suspensions, and the number of fights?

Ms. Vaughan: I don't have it with me here, but we have collected data because that's data that we also share during those meetings to look at suspensions. One of my recommendations was to have a behaviorist last year into my grant.

Comm. Hodges: That's my next question.

Ms. Vaughan: So we recognize the need for social/emotional and that's where my Project Pride for the mentoring program comes into play. Those are identified students that are at risk and those students who still need to flourish and need that social/emotional support. If you look at the new grant application that's where the focus was, that support to give to the teachers on behavior management in the classroom. We've done some legwork. We've done walk-throughs with our team. We have a

universal team to look at those hot spot areas where bullying may occur or those discipline areas. It's the lunchroom. How do we now deal with lunchroom issues? It's not a one-shot thing, Dr. Hodges. It's something that you have to constantly work at and look at. We have an anti-bullying specialist who really looks at those bullying cases and really makes sure that parent contacts and parent conferences are happening. I already shared with you what we're doing with the power groups to really support that they stay on track. It's a collective effort.

Comm. Hodges: One of the issues that I have is while I think police officers do serve a purpose, I don't think that's where we want to go as a district for behavioral adjustments or changes. I would like to see a behavioral psychologist either on staff or at least a consultant to come in and look at some of our approaches to handling behavior. I think it would be an aid to a teacher or a set of teachers. Some of the behaviors that are exhibited there are things that can be done to change or at least modify the behavior as opposed to punishing the child. I don't think we recognize that to the degree that we need to. It may be an approach that you support one of these schools with a behaviorist – since we are doing an experiment – to see whether or not there are some new strategies that could be developed to address culture and climate. You have two laboratories. I would think that would be a way to go, to get a behaviorist on board to look at some of those issues. Frequently behavior is one of the largest problems in getting a class of children to perform. If we were to find new approaches and new strategies at changing or modifying a student's behavior you might make them more effective students.

Comm. Kerr: In your presentation you listed the voices of some parents. Can you tell me how effective and organized your parent/teacher association is at the school?

Ms. Vaughan: I can say that we have monthly home school council meetings and they're coordinated with our home school council president. That was one of the parent voices. She's the new president for this year and she also works alongside with my parent coordinator and my culture and climate leader. We really look at the needs of parents. We had the community health center come in one month and share with parents about Obamacare and actually put them on a website on how to look at different health programs. We had the Habitat for Humanity come in to share about different housing and the director of housing herself. These are partnerships that we did and these are looking at the needs of parents. We work very closely with our former Councilwoman Vera Ames and our new Councilwoman for the fourth ward Ruby Cotton. As part of our home school council we also have community action teams which are also comprised of some community stakeholders. When you're talking about culture and climate you're not just talking about inside your building. You're talking about the surrounding communities that they have to be in. So right across from our school we have a building that has been there for over decades abandoned. We're looking also at the school zone for when our busing is dropping off students and picking up students. We had DPW and Chris Coke and we sent the engineer out to look at how the buses drop off and how the students are dismissed. When we say school zone it's to change one of those streets into a one-way street so that buses can flow one way and cars can go another. These are things that we're doing because we're listening to the voices of parents and the concerns that have come up. But our students also have to go and live within their communities. One of our mentors is one of the grant writers for the Habitat for Humanity so we're looking at that building that's there. Paterson, what are you going to do about this building that has been there forever? Maybe this could be housing for some of our students. Or maybe this could be a recreation center. Or maybe this could be a park. Our students have to look out the window and look at that abandoned building for years. We're talking about improving the quality of life. I sit on different

boards, including the Sheriff's department, looking at the quality of life. We want to better our students' lives and I'm really big on looking at the social/emotional need because that also ties into behavior and why students do. So we're even now partnering with someone to come in and do grief counseling. Our students have had a lot of loss, whether it's death, whether it's loss of a parent through foster care or the DYFS system. You look at that child who is two or three years behind academically and we have to start asking the reasons why and that's what we're doing.

Comm. Kerr: The purpose of the question was simply this. I just needed to know if you have just five people coming to the PTO meeting or do you have 10 people. Do you have a robust group of parents actively engaged in what's happening in the school?

Ms. Vaughan: Parental involvement is always an area to continue to improve, especially in our urban schools. But I have sign-in sheets to show some months we may have five and some months we may have 30. It depends on the agenda and the needs of the parents. So when we had a need for Habitat for Humanity we had a whole audience full because that's an issue that's concerning parents.

Comm. Kerr: My question is simply this and this is how I feel about it. I passionately believe that the parents should be involved in the school and life of their kids. I also believe that if you're not getting the type of response from the parents that you think you should have then we should extend ourselves by reaching for those parents and try to pull them in in some form or the other. I just need to know if...

Ms. Vaughan: Are we doing that?

Comm. Kerr: Right.

Ms. Vaughan: Yes, I'm doing it endlessly. We just had a family night. Our home school council just sponsored a movie night for families. That was one of the fundraisers and that brought in a whole auditorium of parents. So when we look at things we have to do things differently to get a different group of parents. Even our back-to-school night was different than what we've done before. We had teachers introduce themselves personally to start to relate to parents. We continue to work at that and think out of the box. That's what SIG says. The whole big family component is built around that grant. Yes, we're continually trying to reach out to parents and that's why we have the ESL program to pull all the Hispanic parents in. We're trying different things and we're open for suggestions.

Comm. Cleaves: Thank you, Ms. Vaughan and your team. You're doing a great job at School 10. I have visited a couple of times. Thank you for your presentation.

Comm. Hodges: Dr. Evans, I really wish you would look into the possibility of getting a behavioral specialist of some sort to focus at least on a school or an area. I think that you might glean some information about techniques that we can then turnkey to our teachers, even if it's just on a consultation basis. I think that behavior is a very complicated thing and we tend to write it off as they're just disrespectful and not really looking deep enough into what's going on with this child. Also, fashioning solutions that will be more effective in managing their behavior and assisting the parents at addressing the behavior before the child gets to school, and most important of all, aiding the teacher in motivating this child when they're seeing as just plain disrespect. It could be other things at work there that they're just unaware of that a behaviorist may be able to come in and say, "I'm seeing a pattern here that we can do something about."

Dr. Evans: I agree with the approach, but I think you're targeting the wrong people to do it. Behaviorists typically aren't trained to do what you're suggesting. They're trained as interventionists most often for the kids and they make recommendations to teachers. What I hear from you is a higher level of professional development for teachers. I taught the behaviorists that are out in the field when I was a professor. So I have some sense of what they have been trained to do. But there are people who go through PhD programs and you used a reference a moment ago that I think better approximates their title. They're behavior psychologists, but they're typically PhD level folk. When they get to the point where they not only are interventionists for kids but can provide serious training for teachers more than just simply offering a few strategies on how to work with a particular kid.

Comm. Hodges: That's actually what I wrote down, behavior psychologist. I think that level of approach might give you a model that you can export someplace else. I think that may work for a period of time.

Comm. Mendez: Continuing with the situation at School 10 with that abandoned property right across the street from the school, I think that we have to have a conversation with the city. I'm not quite sure which department. Abandoned properties round the schools have been a big issue. Somebody has to take care of those properties. In some cases the city has a lien against those properties and they're responsible for them. Sometimes there is a private entity that owns those properties and they have to maintain them. In most of the cases they use those buildings to do all kinds of illegal activities and that represents a big safety issue for our children, especially when we have abandoned property across the street from a school or next to a school.

Dr. Evans: When we do that we're typically asked – and we have done it in some cases – do we have the money to fund the renovation or whatever it is that we are suggesting perhaps they do. Just know that's the response I usually get, that the city doesn't have money to do it and we're requested to provide funds to do it.

Comm. Mendez: But in some of the cases, and I know of one particular case where those properties are owned by banks and some entities, but nobody forces those entities to take care of those properties. What happens in Paterson you don't see happening in any other city in Passaic County. They force those entities to take care of their property and keep them in good condition and closed, except in Paterson. There is one school where we have an abandoned property right next to the school. It's extremely close, it is way open and anything can happen. But that's a conversation that we have to have because that's not the case in most of the areas with properties.

Comm. Cleaves: Dr. Evans, do you have a report?

Dr. Evans: That concludes my reports.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Madam President, Dr. Evans, Commissioners, and staff. I wanted to come to the mike today to say thank you to you Commissioners for due diligence on the school budget. I do understand that we needed to pass the

budget. I do understand, Dr. Evans, that an amendment can create some administrative nightmares. But I am really pleased with this Board for asking the State of New Jersey to fulfill what our Paterson children deserve and what is their constitutional right in New Jersey for a thorough and efficient education. So I wanted to thank you for that. In response to the guidance presentation by Dr. Librera we've been pushing for some kind of guidance reform in the district for a long time and we do know that the kids' needs are not being met. We have many cases of children that we've worked with and other community service agencies have worked with that were told that they weren't college material and there was nothing else provided to make them career-ready. So we continue to push for college and career readiness for every child and I know that it is in the strategic plan. So I do press this Board to make that a priority that across this district we're looking at college and career readiness and on-time graduation for every one of our Paterson kids. I thank you.

Ms. Linda Reid: Good evening. I'm here to talk about Breakfast After the Bell, my favorite subject. I'm just concerned now that this is just dead in the water. I want someone to give me some indication that this is going to move forward. We went to a breakfast summit last week in Trenton and they talked about the importance of Breakfast After the Bell. To hear those superintendents, those teachers, those nurses, and those parents rave about how well this program is working in their school district. Newark is 100%. Jersey City is 100%. Passaic is 100%. Then to find out that for seven years this program has been trying to get off the ground in Paterson. It's really embarrassing when they give these kids count reports and we find out that Paterson is still on the underachievement list. It can't be that hard to get this done. We've had presentations before you and your cabinet, Dr. Evans. We had a presentation before the full Commissioners. We've done presentations around the district about how important this is for our children. You want to help them succeed? Feed them breakfast in the morning. You want to help get more money into this district? Feed the kids the breakfast in the classroom. It's not going to take away anything from the teachers, giving them any extra work or anything like that because it's already been established by the former Commissioner that this is instructional time where they would serve the breakfast. It can't be that hard. I don't know what the problem is. That's what I need to know. What is the problem? I was told it was the teachers. I need somebody to help me understand why we can't get this program going. Thank you.

Ms. Rebecca Fernandez: I would say good evening, but it's more like good night at this point. Good evening, my name is Rebecca Fernandez. I'm with the PEOC, the Paterson Education Organizing Council, in our beautiful, vibrant, and thriving Paterson, New Jersey. A month ago the PEOC went to the SDA in Trenton. We went there as parents, mothers, fathers, grandparents, foster parents, guardians, and very concerned community members to let them know that we were going to be following very closely to ensure that School 16, which they green-lighted, and Hazel/Marshall would finally rise in Paterson. At that meeting they interrupted my speech to assure me that under no other circumstances and that there would be within two weeks trailers at the Hazel/Marshall site and that as soon as the temperature reached 50 degrees and above for more than three days they would be able at that point to break ground. It's been four weeks. Our parents and us go down to Hazel/Marshall every week. We're taking photos. Drive past. There are no trailers. If you look at the weather report for the next two weeks you'll be happy to know that it's going to be above 50 degrees every day except one where it will be 48 degrees. But we can't break ground because we don't even have trailers. So we went again today and we held their feet to the fire. We want to know why when they promised us, the people and parents of Paterson, why we have no trailers, why nothing is being done, and they told us the same old baloney. It was the same old BS. This is just how it goes. So the reason that I'm here is because your

constituents, the parents of Paterson, we're being lied to and we need your support. We don't need your support in the same kind of words that they tell us. We need your support in your actions. The chair of the Board was very clear to let us know today when we went this morning with a van full of parents to the SDA meeting traveling down the turnpike at 7:00 in the morning to make sure that they knew that we were going to be there and going to be attentive, that they had a conversation with Dr. Evans and still we were being lied to. Our parents want to know what's going on. They want to know why there's no movement and why we're not getting the support of the Board of Education. I really want to commend the Board today. I've heard a lot of talk about parental involvement and the Board really holding the schools to ensure that there is adequate parental involvement in the schools. So I want to thank you for that. Thank you for holding their feet to the fire, but we also have to hold your feet to the fire as well. The last Board of Education meeting as well as this meeting we're now sliding into hour number four. I understand that this is not typical, but our parents need to be involved not just at our schools but at the district level. When we have meetings that slide into four hours, when we have parents waiting almost an hour at the Board of Education meeting and walking out because they need to go home to feed their kids to make sure that that homework that everyone is saying they're not helping them with is helped with, and to put their kids to bed at a decent time so that they can be up early in the morning is actually done. So I need to hold your feet to the fire too and make sure that we're being respectful of our parents and making sure that our meetings are held at adequate times. I'm sure that's why we start at 6:30. That's it. Thank you.

Comm. Cleaves: Don't leave, Ms. Fernandez. I don't know if he's going to address something that you said. Just don't walk out.

Dr. Evans: I was going to address the last two speakers. First of all, regarding Breakfasts After the Bell, this is something that we've determined that we are going to do. However, remember I'm reducing staff so the question is who's going to lead it – I mean internally in the district with you. Who's going to work with you? Remember, I'm reducing district office staff by roughly 20 administrators and about 10 clerical staff. So I need to see who's going to be left first before I assign it. Then I need to negotiate a union contract. There are a lot of things going on right now that if I make an assignment now things may change. So by summer a lot of this should come to fruition and then we can go ahead and get on with it, but we have made a commitment to do it.

Ms. Fernandez: Can I address that really quickly? I appreciate all the things that you're saying about Breakfast After the Bell. I was in the same meeting. There were a number of superintendents and principals who said the exactly same things that you're saying. We have to deal with union contracts. We have to figure out where the money is going to come from. We need to figure out logistics. The districts in New Jersey who are actually making sure that their kids were fed were superintendents who said, "I don't care. I'm not going to deal with this. I have determined that this is going to be something that all our kids are going to have and we're going to go forward with it." I understand that there are a number of barriers, but we are begging you. Our kids are hungry.

Dr. Evans: I'm only saying to you that there are some things I have to do first. I don't care what other people's priorities are, but I know mine and I know our district. Until I know what staff I have left I'm not going to assign something major like that. That's the bottom line. I understand what you're saying, but we have identified it as a priority. Mr. Kilpatrick and I have already talked about it. Actually, he's recommend it strongly to us. The food service operation is in his unit, but if I assign it and he doesn't have the staff because I just cut them, what difference does it make? So just know that we need to

make some changes first and I'm not going to assign something until that happens. The second response is to the facilities. We met with the new SDA CEO about two weeks ago and we learned that the construction dates for the two schools have been pushed back a whole year. I'll be discussing that with the new Commissioner later on this week. There are a number of other changes that really disappointed us greatly.

Ms. Fernandez: They told us today in the meeting that it was just a matter of negotiating contracts and within a couple of weeks they would be rolling in.

Dr. Evans: When I say pushed back it's the opening of the schools. Mr. Sapara-Grant, wasn't it back to 15-16 or 16-17?

Mr. Chris Sapara-Grant: 16-17.

Dr. Evans: 16-17. Originally it was 15-16. I'm not sure when they'll put trailers in and start. It was just noted that it's no longer 15-16. It's 16-17.

Comm. Hodges: Dr. Evans, when we had the ceremony in that very cold February...

Dr. Evans: Yes, I remember it well.

Comm. Hodges: Mr. Larkin told me then that it was going to be 2016. He said then it was 2016 because my comment to him was, "Gee, what's going on in 2016?" which is the election. I don't know about that date, but 2016 was told to me a year and a half ago so I was not looking for 15-16. I was looking for that year.

Dr. Evans: The communication that I had was 15-16 initially for one of the schools. I think it was Hazel/Marshall. But now it's 16-17. Yes, we were told eventually the trailers would be brought in and those kinds of things, but we left disappointed was the bottom line. I do plan to have a conversation with the Commissioner in the next few days about it to ask for his support in helping to speed this along.

Comm. Hodges: I'll have more to say about that in the facilities meeting because I accompanied them today.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School District is in favor of supporting quality community services for its students, and received a request to support the renovation of Eastside High School's gymnasium; and

Whereas, EHS Partnership with JP Morgan Chase, the New York Liberty, and the New York Knicks has made a donation to the Eastside High School Basketball Team of \$30,000.00 to support the renovation of EHS gymnasium as part of the program, "Basketball in the Burroughs and Beyond; and

Whereas, the Paterson Public School District has accepted the donation in the amount of \$30,000.00; now

Therefore, Be It Resolved, that the Board of Education of the State Operated School District of Paterson accepts the donation of thirty thousand dollars (\$30,000.00) to support the renovation of Eastside High School's gymnasium with the Paterson Public School district, the EHS Partnership with JP Morgan Chase, the New York Liberty and the New York Knicks.

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

Comm. Hodges: What exactly are they planning to do there?

Comm. Cleaves: Mr. Moody, can you tell us about the renovation of the gymnasium?

Mr. Zatiti Moody: Yes. Good evening. We were approached by a representative from the New York Liberty and the New York Knicks on behalf of J.P. Morgan Chase Bank from Essence Carson. Essence Carson lobbied for us to receive this grant. The New York Knicks currently work in New York City in a program called Basketball in the Boroughs. However, the owner of the organization actually comes from Connecticut and wanted to expand out of New York and do a project or park in Connecticut, but Essence convinced him to actually come to Paterson and help rehab Eastside's gym. They reached out to our basketball coach who in turn reached out to me. We met really quickly to talk about what their intentions were. We sat down with a representative from facilities and also Aubrey Johnson was at the meeting. They talked about what they wanted to do to help us redo our gym. What can \$30,000 do in our gym? At this time we were slated to have our floor redone for several years to the point where we're actually slated to get a new gymnasium floor the same way Kennedy did a several years ago. It never happened. So we were in discussions with Chris to talk about some things as to when that was going to get done, but this came actually right on time. We had Neil Mapp look at our gymnasium to talk about what we could do at a cheap price to help renovate our gym. What we decided was that a new floor would make our gym look new. We're going to repaint the gym as well, as well as strip the old wall padding down and install new wall padding to give our gym a new look. Naturally, there are some other things that need to happen in terms of some better lighting in our gym. Our bleachers, dividers, and some other things, that's whole other scope of work. But with this type of project I thought it was more or less a project that they wanted to get off the ground to show that they're doing some work and doing some donations in different areas to try to get some traction. They want to have an opening of the gym and an unveiling of this project sometime in April and bring down some New York Knicks as well as some Liberty players along with Essence Carson. But just for the scope of the work that I saw from Neil Mapp that project in itself, just stripping the floor down, redoing the floor, and doing the walls, will probably cost about \$58,000 and their \$30,000 will contribute to that as well as some monies that I had in my budget left as well as the athletic director and possibly another donation from another funder. I don't know if I'm at liberty to say that here, but another funder has committed some dollars.

Comm. Hodges: So you would get the whole floor done.

Mr. Moody: Yes. Let me make this clear. Mr. Sapara-Grant over there is helping to do some of this work because the stripping down of the floor is a whole other project. So their \$30,000 will only be paying for resurfacing and painting. I want a whole new gymnasium and we talked about that, but for now we just need to redo what we have to make it suitable for the students.

Comm. Cleaves: We're doing a facelift.

Mr. Moody: Basically. Just to note, facilities is taking on a huge piece of that as well to take ownership of the stripping down of the floor. The company knows that they're going to be doing the repainting and resurfacing, which should be a nice design that represents Paterson Public Schools as well as Eastside very well.

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

Resolution No. 2

BE IT RESOLVED, that the list of bills and claims dated February 27, 2014, beginning with vendor number 400 and ending with vendor number 799535, in the amount of \$4,241,817.90, to be approved for payment; and

BE IT 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.

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

Comm. Kerr: That check is not part of...

Comm. Cleaves: No.

Comm. Kerr: Okay. Go ahead. Sorry.

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

Resolution No. 3

BE IT RESOLVED, that the list of bills and claims dated March 25, 2014, beginning with check number 185846 and ending with check number 185851, in the amount of \$6,007.64, to be approved for payment; and

BE IT 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.

BE IT RESOLVED, that the list of bills and claims dated March 25, 2014, beginning with vendor number 400 and ending with vendor number 799535 in the amount of \$15,144,247.09, to be approved for payment; and

BE IT 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.

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

Comm. Cleaves: Comm. Hodges, Comm. Kerr, and Comm. Martinez need to abstain on Number 3.

On roll call all members voted as follows:

Comm. Hodges: I abstain on anything having to do with me and the YMCA. Yes on the rest.

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

Comm. Martinez: Yes, and I abstain from anything pertaining to my name.

Comm. Mendez: Yes.

Comm. Teague: Yes.

Comm. Cleaves: Yes, and I abstain from anything having to do with my name.

The motion carried.

Resolution No. 4

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

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

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

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Patricia Belfils	Educational Resource Services: From Chaos to Classroom Control	April 8, 2014	\$209.00 (registration)
Teacher/Alexander Hamilton Acad.	Saddle Brook, NJ		
Andrea Del Prete	Educational Resource Services: From Chaos to Classroom Control	April 8, 2014	\$209.00 (registration)
Teacher/Alexander Hamilton Acad.	Saddle Brook, NJ		
Natalija Radunovic	Educational Resource Services: From Chaos to Classroom Control	April 8, 2014	\$0 (1 free registration with three paid)
Teacher/Alexander Hamilton Acad.	Saddle Brook, NJ		
Donna Ziccardi	Educational Resource Services: From Chaos to Classroom Control	April 8, 2014	\$209.00 (registration)
Teacher/Alexander Hamilton Acad.	Saddle Brook, NJ		

Patricia Orlando	OSHA 10+/NJ Safe Schools Program	April 8-9, 2014	\$255.00 (registration & transportation)
Teacher/BTMF @ JFK	New Brunswick, NJ		
Patricia Ratcliffe-Lee	NJASBO: How to Prepare Your Annual Audit	April 10, 2014	\$65.04 (registration & transportation)
Accountant/Human Resources	Rockaway, NJ		
Maria Choy	Public School Bidding & Beyond the LPCL	April 16 & June 11, 2014	\$430.00 (registration)
Purchasing Analyst	New Brunswick, NJ		
Kim Johnson	Public School Bidding & Beyond the LPCL	April 16 & June 11, 2014	\$430.00 (registration)
Purchasing Analyst	New Brunswick, NJ		
Lisa Pollak	NJICLE New Jersey Public Employment Conference	April 25, 2014	\$135.00 (registration)
General Counsel	New Brunswick, NJ		
Luis Rojas	NJICLE New Jersey Public Employment Conference	April 25, 2014	\$135.00 (registration)
Director of Labor Relations	New Brunswick, NJ		
Carol Smeltzer	NJICLE New Jersey Public Employment Conference	April 25, 2014	\$135.00 (registration)
Asst. General Counsel	New Brunswick, NJ		
Susana Ronga	NJALL Annual Conference	April 28, 2014	\$40.10 (transportation)
Program Director/NJYC	Lincroft, NJ		
Neville Williams	New Jersey Law Center – 2014 Public Procurement Legislation	May 16, 2014	\$109.85 (registration & transportation)
Supervisor of Purchasing	New Brunswick, NJ		
Patricia Orlando	Designing & Implementing Student Training Plans/NJ Safe Schools Program	May 14-16, 2014	\$350.00 (registration & transportation)
Teacher/BTMF @ JFK	New Brunswick		
Anthony Cavanna	NJAFPA Spring Training Institute	June 4-5, 2014	\$542.55 (registration, transportation, lodging & meals)
Chief Academic Officer	Atlantic City, NJ		
Irene Del Rosso	NJAFPA Spring Training Institute	June 4-5, 2014	\$356.50 (registration & meals)
Supervisor of Federal Programs	Atlantic City, NJ		
Christopher Graber	NJAFPA Spring Training Institute	June 4-5, 2014	\$542.55 (registration, transportation, lodging & meals)
Interim Supervisor of Learning Networks	Atlantic City, NJ		
Jenna Goodreau	NJAFPA Spring Training Institute	June 4-5, 2014	\$530.05 (registration, transportation, lodging & meals)
Supervisor of School Improvement Grants/NCLB	Atlantic City, NJ		
Marguerite Sullivan	NJAFPA Spring Training Institute	June 4-5, 2014	\$448.50 (registration, lodging & meals)
Director of Federal Programs/NCLB	Atlantic City, NJ		
AnneMarie Urgovitch	NJAFPA Spring Training Institute	June 4-5, 2014	\$542.55 (registration, transportation,
Supervisor of Federal Programs/NCLB	Atlantic City, NJ		

			lodging & meals)
Jane Van Splinter Teacher/G&T Academy @ No. 28	NJAFPA Spring Training Institute Somerset, NJ	June 4, 2014	\$272.30 (registration, transportation & meals)
June Gray Supervisor of Accounting	NJASBO 52 nd Annual Conference Atlantic City, NJ	June 4-6, 2014	\$531.60 (registration, transportation, lodging, meals)
Richard Kilpatrick Business Administrator	NJASBO 52 nd Annual Conference Atlantic City, NJ	June 4-6, 2014	\$527.88 (registration, transportation, lodging, meals)
Brenda Zemo Environmental, Occupational Health and Safety Officer	2014 School Sustainability Leader's Summit Washington, DC	June 24-28, 2014	\$1,504.00 (registration, transportation, lodging, meals)

TOTAL CONFERENCES: 24
TOTAL AMOUNT: \$8,510.47

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

Resolution No. 5

The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified by the National Common Core Standards and New Jersey Core curriculum Content Standards, and

Whereas, the Paterson Public Schools District seek to “meet and exceed” the standard in instructional practices within the classroom by permitting various co-curricular activities that promote an understanding of diverse cultures, real-world application of skills working with professional artist in an effort to create collaborative performance and that cannot be replicated within an average classroom environment, and

Whereas, School 24 in Paterson, New Jersey has been offered an opportunity by Young Audiences of New Jersey to participate in instructional activities that will be directed by two artists-in-residences, made possible through \$8,500.00 in grant funds awarded by Target/Young Audiences, and

Whereas, the objectives of Young Audiences is to inspire, nurture and sustain the creativity of every child through performances, workshops and residencies that engages students, schools and the community with professional artists. The program further provides opportunity for young people to apply knowledge and skill in a real world setting and performance, and

Whereas, the program and its management will be consistent with established Board Policy; and will motive students to demonstrate skills and knowledge of the visual and

performance arts in order to collaborate and participate in the artistic process as prescribed by the New Jersey Core Curriculum Standards, and

Whereas, approving the School 24's participation in the Target/Young Audiences Grant supports the district's mission "To prepare each student to be successful in the institution of higher education of their choosing and in their chosen career", while addressing district Priority I – Effective Academic Programming and Priority III: Family and Community Engagement.

Now, Therefore, Be It Resolved, that School 24 is approved to establish a partnership with Young Audiences in order to participate in activities funded through Target/Young Audience Grant; three fifth grade home rooms to participate in 10 classes with percussionist, Josh Robinson, seven third and fourth grade home rooms will work with silk screen artist Molly Johnson and School 24 staff involved in project will receive professional development opportunity in order to collaborate efforts into a final performance on April 1st, 2014.

Be It Further Resolved that this resolution shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

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

Resolution No. 6

Purpose: Resolution is to comply with purchasing laws in the process of acquiring services for Vincent Ector and "Arts for Kids", for the Diversity Celebration, for the period of April 11th, 2014, April 24th, 2014, and April 25th, 2014.

Whereas, pursuant to the Board of Education Policies 1523 Comprehensive Equity Plan and 2260 Affirmative Action Program for school and classroom practices; and

Whereas, pursuant to 18A: 18A-5, "any contract, the amount of which exceeds the bid threshold, shall be negotiated and awarded by the Board of Education by resolution at a public meeting without public advertising for bids and bidding"; and

Whereas, pursuant to 18A:18A-5(5), "library and educational goods and services" are exempt from bidding; and

Whereas, the procurement of multicultural educational programs infused with history and music in order to provide students with a diverse, musical learning journey, qualifies as a bid exemption under 18A:18A5(5); and

Whereas, Arts for Kids Inc. will engage Vincent Ector and an all-star quartet who is recognized as having demonstrated a vast amount of experience with the infusing of music and arts in education, with youths in NYC/NJ public school systems and; now

Be It Therefore Resolved, the Office of Curriculum and Instruction recommends the services of Arts for Kids Inc., 9 Ridgehurst Rd, West Orange, NJ 07052 for their What is Jazz musical performance, for six (6) shows during the 2013-2014 school year at a \$1,250 per diem rate, total of \$7,500. This cost will be paid for by the Affirmative Action

Department. Transportation at a cost of \$4,807.04 will be provided and paid for by the Transportation Department. Total dollar amount not to exceed \$12,500.00.

It was moved by Comm. Martinez, seconded by Comm. Mendez that Resolution No. 6 be adopted.

Comm. Hodges: These are six performances being put on by whom, by the students or this agency? What is this?

Dr. Cavanna: It's a jazz ensemble. It's Victor Ector's Jazz Ensemble. It's part of the motion.

Comm. Hodges: There will be different times of the year that they'll come in and do this?

Dr. Cavanna: It's part of the diversity celebration. There are three dates that they're going to be at International High School and all the principals were invited. Principals are responding now and there will be a schedule where classes from all over the district will go to International High School to participate in the celebration and see the performance.

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

Resolution No. 7

Whereas, the Paterson School District owns two commemorative bronze plaques, portrayed by Paterson artist Gaetano Federici, honoring former Paterson athletes Eleanor Egg and Albert Vande Weghe; and

Whereas, said plaques are requested for loan by the Paterson Museum for a display featuring Hinchliffe Stadium, where the plaques were originally dedicated with the stadium on September 17, 1932; and

Whereas, Priority III: Family and Community Engagement of the District's Strategic Plan encourage partnerships with community organizations (Goal 4);

Now, Therefore, Be It Resolved, that the Paterson Public Schools approve the Art Loan Agreement to lend the two Federici plaques honoring Eleanor Egg and Albert Vande Weghe to the Paterson Museum from March 17 to June 30, 2014.

It was moved by Comm. Martinez, seconded by Comm. Mendez that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.

Resolution No. 8

The New Jersey Community Development Corporation (NJCDC) proposes to donate benches and a planter box with planting supplies to Paterson Public School 2 for beautification of the school's courtyard at no cost to the district.

Whereas, the Paterson Public Schools, supports and encourages the Paterson Public School Number 2 to accept the donation of benches, a planter box, and planting supplies and

Whereas, the donations will help to beautify the school's courtyard and provide students, staff, parents and the school community a place sit and enjoy their lunch and

Whereas, the NJCDC will donate benches and a planter to be built on Thursday, May 3, 2014 between 10 am and 12 noon and

Whereas, volunteer members of the NJCDC's Youth Build program will build the benches and planter box with planting supplies at no cost to the school or district and

Whereas, The Paterson Public Schools Strategic Plan, District Priority III: Family and Community Engagement Goal 4- Partnership with Community Organizations, Agencies and Institutions. This partnership will contribute to building a partnership with community organization,

Be It Resolved, that the Paterson School District approves this educational opportunity for P.P.S. #2.

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

Comm. Hodges: For all the money that they suck out of this district...

Comm. Cleaves: All they're giving us is a planter box.

Comm. Hodges: A couple of benches. And please quote me. I can't vote no against this.

Comm. Cleaves: We'll be gracious to take it.

Comm. Teague: Benches and a planter box.

Comm. Hodges: It is millions that we give them.

Comm. Teague: That's like giving us the finger pretty much.

On roll call all members voted in the affirmative, except Comm. Martinez who abstained. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met yesterday. I was not in attendance due to the fact that I was a little under the weather. President Irving chaired the meeting. The notes that he shared with me are as follows – all action items were presented. Each department presented the appropriate items. The presentation of the new report card format was given by Ms. Anna Adams. This evening we are presenting items A-1 through A-33.

Comm. Hodges: I'm interested in what the format looks like, but you weren't there.

Comm. Martinez: I wasn't there to see it.

Comm. Cleaves: And I didn't bring my copy. She did give us copies last night.

Comm. Hodges: Let me just say that Commissioner Librera came over here and told me that I had gotten soft. So I want to apologize to you.

Comm. Martinez: I disagree.

Comm. Hodges: You weren't here. He was. I'm going to be a whole lot closer to what I used to be.

Comm. Cleaves: Tell him you've matured.

Comm. Hodges: No. He was actually right. I've gotten way too soft. I do have a lot more questions but I'm going to...

Comm. Cleaves: Can you forward them so they can get answers to you?

Comm. Hodges: I won't be asking any questions of these things tonight. I will forward them.

Comm. Cleaves: Forward them to Comm. Martinez so he can get the answers for you before the general public meeting.

Comm. Kerr: On A-6, approve partnership with Kaplan K-12 Learning Services, I notice here that we will have five Saturday sessions with 125 students per session. If this information is not transferred to the kids during the course of the year how to take a test, what will one day do in terms of information they receive on how to effectively sit in the test? We are spending \$22,000.

Dr. Evans: This is something you guys asked for.

Comm. Cleaves: We asked for SAT prep.

Ms. Alexandra Gina: Good evening. Did you think that it was one day?

Comm. Kerr: No. It is five sessions. I take it to mean that you have 25 kids per session.

Ms. Gina: Correct.

Comm. Kerr: What are we going to present to the kids? I don't mean one day. One day is not going to accomplish a lot of stuff in my judgment.

Ms. Gina: It's not one day. It's only a pilot program this year and we were only able to accommodate 125 students total. Each one of those 125 students will participate in each of the five sessions. So it is a series. It's a sequence.

Comm. Kerr: That makes more sense to me.

Dr. Cavanna: Also, what we'd like to do is incorporate some of those skills – we do some of that already – into the courses. But this is a little boost for those students who are participating.

Comm. Kerr: I got it now. I'm just saying one Saturday just wouldn't cut it.

Ms. Gina: You were absolutely correct in doubting that. That was not the intent. They're going to have two sessions per day in the sequence of five Saturdays. There's going to be a language arts portion and a math portion. That's going to continue for five consecutive Saturdays in preparation for a target date of the June 7 SAT.

Comm. Kerr: Okay. I got it. I feel much better.

Comm. Cleaves: We're glad. Are there any more questions for curriculum?

Comm. Hodges: We used to do this in-house. We're hiring Kaplan now to do this as a pilot program? We used to do this in-house. I was just concerned. We don't do it now anywhere. That's a question.

Dr. Evans: When you asked the question I think there was maybe one school that was doing it, if I remember correctly. I may be remembering this incorrectly. Ms. Gina knows more than I do in terms of what we were doing.

Ms. Gina: I can clarify that. Currently in the schools when we renewed our licenses for Plato, which most people traditionally associate with credit recovery but it's clearly not just that, part of our package that we purchased includes SAT courses also. In fact, a number of principals have reached out because students are also taking SAT prep via those online courses as well. That isn't as systematic as district-wide. It's when opportunities present themselves. When they can schedule them they do. As far as hiring Kaplan for this particular program, the intent to hire and actually use our own staff is part of what hopefully can be adopted as a longer range plan. Part of that longer range plan is to eventually train our teachers in those processes, but initially in a targeted preparation for the June 7 SAT and this is also the same cohort. This is the graduation cohort of 2015. Hopefully, budgeting allowing, we will continue a brief preparation again next year for the senior SAT administration still using the trainers provided by Kaplan because they are well-trained. That's what they do. Then as another step as part of a longer process then train our own teachers to become effective SAT teachers.

Comm. Hodges: I wasn't going to say anything, but I'm very anxious to see a plan and a timeline for training those teachers because I do not want that to fall by the wayside. I think it's extremely important that the SAT prep be developed but over and above that – because we've had poor attendance at these programs in the past, which is the other issue – we have to find some ways to get students to understand that they need to attend. Particularly when you tell me 26 of them are rated college eligible by the SAT. I think it's very important that we develop that program and also that we get the students aware that they must participate. I'm looking for a timeline so I can find out when we're going to do this because I think money is going to be a problem down the road and it has to be a priority.

Dr. Evans: I'd be hesitant to give you one now for two reasons. The first reason is SAT is rigorous and it recently changed. I don't know that we have embraced or know what those changes are. In fact, I e-mailed the cabinet and all Board members some articles that were in Time Magazine recently and there were more that really challenged the new SAT. So not knowing what's there yet and knowing the rigor is one reason. We need to learn more about what we're talking about and add to that still with reason number one the fact that fewer universities now are using it for college admissions. I think the last count was 46% of them are and going down. ACT is becoming more

popular as a test and there was another one that eludes me right this minute. So we need to learn more about what's really happening out there and then build capacity internally to do it. The other consideration is when we look at the new Common Core and the rigor associated with that, from my initial take on it – and I don't profess to be the expert on this – is that SAT and the rigorous content represented in the new Common Core are more closely aligned than what we are currently doing with HSPA, for example, and SAT. I need to be more assured that the training that we are now doing with our teachers is going to have the impact that it's supposed to have a year or two from now before we take our teachers and then say you lead this SAT prep. I need to know that the capacity-building we're doing has worked and that the teachers have the capacity to do it.

Comm. Hodges: You're saying that the SAT and the Common Core are more closely aligned.

Dr. Evans: That is my understanding. Again, I would defer to Alexandra or Dr. Cavanna. Dr. Newell is not here, but that's my understanding.

Comm. Hodges: My fear is that there might be...

Ms. Gina: I can briefly comment about that. As part of a district initiative you may know that we did PARCC field testing with certain select students in schools. I was among those who were selected to help proctor the tests. As part of the process you have to walk around and look to see that students are doing what they should be doing. Of course, you peek over their shoulder and look at the computer screen and in a very cursory way I was able to get an idea at a glance about the types of questions that are being asked as I circulated through the room and did what I was supposed to do. Just given what I said, I can tell you from what I know about the Common Core that there really is a direct alignment. So the kinds of questions that students were asked, in my opinion, were unprecedented. I can't talk about math, but I can talk about language arts and what I recognized. I really see a direct correlation to the kinds of questions that are indeed asked on the SAT. So again, just at a glance, just through a perfunctory review as I walked along the alignment was clearly there. Another piece of alignment I have to say in respect to the instruction is an alignment with what the IFL is doing with our teachers right now. So we have the IFL training, the participation of our students in this PARCC field test which gives us an idea, and preparation for the SAT. I think there are straight lines there.

Comm. Hodges: Should we or shouldn't we?

Dr. Evans: I think we should eventually. I just want to know that the work that the IFL is doing will take our teachers where we need for them to be on the timeline that we established before we say they are ready to go prepare kids in this SAT prep.

Comm. Martinez: Comm. Kerr, did you have something you wanted to ask?

Comm. Kerr: No. I'm good with that question. Ms. Peron, regarding the out-of-district placements, I'm interested in finding out have we visited any one of these places to have firsthand information as to what they're doing with our kids?

Ms. Susana Peron: The report is complete. At the curriculum meeting, I was not there, but Gloria Bodker was and she was going to informally present it. However, Comm. Irving requested that we do a more formal presentation of it. He requested that it would be done at the next month's meeting. Yes, we have visited all the locations. We have

visited the sites. We have comments. We have descriptions of programs. We have how many students attend each program. We have that information for you. It is not an evaluation, per se. It is a commentary with different descriptions of types of services for each of the different types of programs and services that they provide.

Comm. Kerr: Do we have any way of assessing growth in our students who are using these outside services?

Ms. Peron: I'm sorry. What was your question?

Comm. Kerr: Do we have any means of assessing the growth of our students who are using these outside services?

Ms. Peron: Yes. Annually they are assessed through the IEP process. When the IEP is reevaluate and redone the child study team takes a look at the goals and the objectives that are written into the IEP plan and they are assessed at that time, the particular growth of each individual child pertaining to their classification and their program.

Comm. Kerr: I may want to take this offline with you, but I do have some other questions. I don't know if they've reached the level of concern, but I'll take it up with you offline. Thank you very much.

Comm. Martinez: Are there any other questions?

Comm. Hodges: Dr. Evans, are we going to receive a report on PARCC readiness?

Dr. Evans: I'm expecting to get one. When I get it you'll get it. The purpose was to determine how ready we are. I imagine we'll get something from the Department of Education, but then internally information is being collected. In fact, I get daily reports from Dr. Newell with regards to the implementation, the problems that surface, whether they are equipment-related problems, logistics, or whatever.

Comm. Hodges: I'm very concerned about that. I'm hearing other districts are having issues and if they have issues I'm worried.

Dr. Evans: You would be hopefully happy to know that we've been identified by the Department of Education as being among the leaders in the state in terms of readiness and in terms of implementation during this pilot process. We've been told that by the Department of Education.

Comm. Hodges: Dr. Evans, I can't tell you how many times over the last 12 years this district has been identified as being ahead of the curve and we've not gotten recognition for that. So you'll forgive me if I don't...

Comm. Cleaves: Jump at it.

Comm. Hodges: Yes, at any kind of compliment out of the Department of Education. That's been a consistent thing.

Legal

Comm. Cleaves: Comm. Simmons is not here.

Comm. Hodges: The subcommittee met to talk about the one area which was the question regarding the term horseplay. That has been removed and other categories have been placed there so that horseplay will not be a behavior that can engender police interaction.

Fiscal

Comm. Kerr: The fiscal committee met yesterday, April 1. Members present were Comm. Hodges, Comm. Teague, and myself. Absent was Comm. Irving. Staff present was the BA Mr. Richard Kilpatrick and Assistant BA Ms. Daisy Ayala. Our meeting started at approximately 7:15. We started out with a review of the public hearing of the district's budget as was presented by the BA Mr. Kilpatrick on Monday, March 31. Our ensuing discussion left us with the general recognition that given prevailing conditions outside of a court action there's nothing we can do to correct the inherent injustices built into this budget regarding meeting the thorough and efficient requirement of the state. However, notwithstanding that fact questions regarding flat funding in the areas of school security and after-school programs were still being asked of the B.A. Special note was taken of the increase in appropriations for operation and building maintenance in this year's budget. It was the consensus that the SDA should directly be responsible for the cost to maintain some of these buildings which in our judgment have long passed their usefulness for the purpose for which they were built. Mr. Kilpatrick then went on to update us on the status of the district's insurance arrangement with our present broker. Conner & Strong, our present broker, according to Mr. Kilpatrick, is presently in the marketplace shopping on behalf of the district. He said that options will be presented to the district by July 1 regarding our casualty, property, and health insurance. Mr. Kilpatrick informed us that the district is required to pay back to the federal government the sum of \$31,000 for E-Rate overpayment to the district which spanned over a period of four years. We reviewed the bills list and all questions regarding our concerns were adequately answered by the B.A. With nothing else to discuss, adjournment was taken at approximately 9:00. Is there any discussion? We are in the middle of fiscal matters. I was not at the last meeting of the Board of Education and there was something there that went through and I just want to bring it to the Board because it bothered me highly. Maybe about six weeks ago we had our training here regarding parliamentary procedures. This training was done by a company by the name of DIA Productions, Inc. Basically it was done within an hour. It was set up inside a room back there. It was a webinar presentation actually. I was literally flabbergasted when I saw the bill for that so I need to know, Dr. Evans, how did we figure out what that would have cost us and when did we agree to pay that level of expenditure for that exercise?

Dr. Evans: I actually don't have an answer for you. Recall that the former Commissioner Cerf assigned Dr. Osnato to work with the Board with Chris in the lead to identify a professional development agenda for the Board. The two of them actually worked together to identify what those topics were going to be and then potential vendors, if there were implications for vendors or consultants or whatever form they might take, to provide that training.

Comm. Kerr: So we did not as a district make the decision as to who did the presentation?

Dr. Evans: I think the item came actually to the Board. It was on the Board agenda – in fact, you just alluded to that – before the activity took place. But in terms of the identification, Board President and Mike Osnato determined...

Comm. Kerr: You see, when something comes to the Board, Dr. Evans, like this working document here, this is an Early Childhood Department piece, A-9. It's a resolution with a price tag in there. So we can debate it and determine whether or not this is reasonable for us to support. I don't recall seeing any document. This is something for the Early Childhood Department. This is the resolution part of it. "Therefore, be it resolved that the Paterson School District enters into a contract with Teaching Strategies to provide two full-day training sessions to the Department of Early Childhood Education staff members on May 6 and May 7 on Coaching Teachers to Fidelity of Implementation, the Creative Curriculum System for Preschool." This is for two days of this kind of training for \$4,930. When I saw the bill for what we did for one hour in a webinar, it bothers me as a Board member to know that we signed off on that kind of expenditure. I'm just saying I don't want to even countenance that anymore.

Comm. Hodges: Dr. Evans, in addition to that, the New Jersey School Boards Association would provide you that training for nothing.

Comm. Kerr: Yes. The New Jersey School Boards Association does the exact training.

Dr. Evans: Like I said, the Commissioner assigned the responsibility to Mike Osnato and Chris to develop the agenda. They vetted, searched, and used whatever processes they wanted to use to identify the vendor. They did and it came as a package where there was a need to prepare a Board agenda item and there was one that came to you guys that you approved.

Comm. Kerr: No, we did not approve anything with that money. We did not.

Dr. Evans: We can produce a Board resolution that came forward for it.

Comm. Kerr: Yes, with the vendor and a cost in there? Show it to me.

Dr. Evans: Cheryl should be able to dig it up and we'll produce it tomorrow, but it did come to the Board. I actually would suggest you meet with the Board President and Mike Osnato and ask how that selection process – because I was not involved in it – actually took place.

Comm. Hodges: If that's the case, then we're negligent.

Comm. Kerr: We can't defer to these people. Dr. Osnato has no say-so in this district. He has absolutely no say-so.

Dr. Evans: I'm telling you he was assigned by the Commissioner to perform that task.

Comm. Hodges: I don't have a problem with that, Dr. Evans. But again, with money being an issue for us it seems to me that kind of training which is being offered for free by the New Jersey School Boards Association we could have used those particular dollars for something else. The training was important, obviously. But I'm troubled by the vendor list being developed by somebody else when there's a possibility that there might be free training available. That discussion might not have occurred, particularly when someone who's not part of the Board is assisting. Irrespective of where the imprimatur came from the issue is we had money that didn't have to be spent. I'm not saying the discussion didn't occur. I didn't notice that we would be paying a vendor to teach Robert's Rules of Order. I know for a fact that they will come here and spend two hours doing that for nothing, for the cost of our fee. That's what I'm saying.

Dr. Evans: I still suggest that you as a Board need to get together because there are other items coming. We're about halfway through the training that has been identified and all of this is in lieu ultimately of acquiring control of some of those DPRs and eventually local control. The Board internally needs to revisit the agenda with Dr. Osnato and with Chris and if you have problems with it that's the time to share it.

Comm. Kerr: But Dr. Evans, one other point that needs to be made here is we sat in meetings and they told us that by the December...

Comm. Cleaves: We can't discuss this, Mr. Kerr.

Comm. Kerr: I'm not discussing it. I'm just making a statement. By December we would have heard something from them. December is long gone and they're still locking us into that kind of an arrangement that they have made there, which has no credibility. I have a problem with all that kind of stuff. Frankly, it's not going to fly anymore, Dr. Evans.

Comm. Hodges: If there's going to be an ongoing agenda, which I don't have a problem with, I would like to see what that agenda is so that the Board can comment or insist or be prepared ahead of time. I'm particularly concerned about the vendors that are going to be utilized.

Comm. Cleaves: Your committee report.

Comm. Mendez: I have a fiscal question based on the next school budget. I didn't have the opportunity to attend the meeting at Kennedy unfortunately. But on the safety area, I would like to hear from Capt. Smith to give us an idea of what the cut on his budget will represent. How will his department be affected? I'm kind of concerned about that because I believe it's close to \$400,000 that we're cutting on his department. But I would like to hear from him some type of quick presentation. I don't think it's going to be tonight, but I really would like to hear from him how that looks like.

Comm. Kerr: I agree with you. Something needs to be said because there's no additional funding. It's flat-funding regarding security.

Comm. Mendez: How is he going to be affected?

Dr. Evans: I think that's the answer to your question, flat-funding.

Comm. Kerr: I did have a brief conversation with Mr. Sapara-Grant regarding some of the resolutions here. It's the increase in the not-to-exceed cap that has been placed on this action. He went through it and explained to me not the technology piece of it, but on the roofing piece of it. I think it's the same concept that applies so I'll accept that for right now. You're not really interested in what I have to say? You're just tired. I'll take you offline. She's tired.

Comm. Cleaves: I'm good. I just had to get that chuckle out of me.

Comm. Hodges: She's out of practice. We used to do this all the time.

Comm. Cleaves: You are not going to do this all the time with me. I'm good, but I understand we have presentations that went on for two and a half hours. So technically we're still doing pretty good.

Comm. Kerr: That's my report.

Facilities

Comm. Mendez: The facilities committee met today at 5:30 p.m. Staff present was Mr. Sapara-Grant, Comm. Irving, Comm. Cleaves, and myself. I will have the full report for the regular meeting.

Comm. Hodges: I don't have a question. I did accompany the PEOC down to Trenton today and spoke to Mr. McKenna and the full board. One of the things they said that they were indecisive about was where they wanted to locate some of their meetings. I took it upon myself to invite them. I told them we have 13 buildings that are over 100 years old in the district and I'm sure we could find some place from them to hold the meeting up here. I did say that Dr. Evans would probably be more accommodating to them than I would. However, it is an invitation that we might want to pursue to get them to come here to talk about our facilities so they have a better sense of why parents are coming down month after month after month and raising these questions.

Dr. Evans: FYI, and you may know this already, the new CEO has committed to come and tour our buildings in the same way that Mr. Larkin did when he first became the CEO.

Comm. Hodges: A month ago he said he would be here within six weeks and we did remind him of that down there. So we're encouraging him to come. Also, I was going to reiterate the parents and certain PEOC people wanted to be part of that tour and he didn't have any objections to that. Actually, they spoke before I did and they asked him that question. I also asked for a clearer definition of when a facilities project exceeds \$500,000. When is it their job versus our job? Strangely enough, the Board members didn't have that definition either. So they're going to work out a clearer sense of what the dividing line is so that we can proceed. He suggested, not to us, but to another group that came, building maintenance is a problem for some places and they suffer from building maintenance as opposed to real needs. Fortunately he didn't say that to me. He also said that what they're waiting for now is some sort of consultation with the construction companies before these two projects move ahead. I know that there's some pushback from the state in terms of the long range facilities plan, but I think that we should pursue that.

Dr. Evans: We are.

Comm. Hodges: Okay. We are entitled to a lot more schools and that has to be made clearer to them expeditiously I think. And he also mentioned something about this unclear nebulous third project.

Dr. Evans: We're clear.

Comm. Hodges: We need to have a formal statement or something.

Dr. Evans: He has it in wiring. Actually, I thought I copied the Board on that.

Comm. Hodges: He did not seem to suggest that.

Dr. Evans: Okay.

Comm. Hodges: Maybe it's unclear. That's all I have to say.

Comm. Mendez: Are there any other questions?

Policy

Comm. Hodges: I would like to participate in this guidance information and I'm not part of the policy committee. In fact, the policy committee is so extensive in terms of what they have to do this might benefit from having an ad-hoc committee created. As you know and as Dr. Librera knows, this is something that I complained to him about during his tenure. So I'm very anxious to see that this moves forward and I want to be involved in that process.

Comm. Cleaves: That's an ad-hoc committee for which committee?

Comm. Hodges: To address the guidance situation. It will be some sort of joint committee.

Dr. Evans: It will. We will represent multiple internal and external stakeholders.

Items Requiring Review and Comments

Personnel

Comm. Cleaves: The personnel committee met yesterday on April 1 from 5:00 to 5:45 p.m. In attendance was Comm. Cleaves, Comm. Irving, and staff present was Ms. Murphy. Comm. Martinez was excused. The only discussion point that we talked about was the action items that we receive. When we receive this, these things have already happened. We'd like to receive this before they happen. I understand we're just reviewing it, but we'd like to review them prior to them actually taking effect.

Dr. Evans: So would I.

Comm. Cleaves: We'd like to get this information prior to your signature on the agenda.

Dr. Evans: We're in the process of doing some serious restructuring of HR, including when those reports are generated. That's one of the issues that I've raised with them - the timing of that. There are items on that which go back to appointments that were made in October or November and this is April. So I have had that discussion, but there is a bigger restructuring coming for HR that will include that. So I agree with you.

Comm. Hodges: I'm encouraging the curriculum committee to insist on explanations for why some of these decisions were made.

Comm. Cleaves: Explanations beyond the ones that are there.

Comm. Hodges: Absolutely. Just having to back up the fact that you feel x, y, and z, which is fine. We just want that ahead of time, before that gets done.

Comm. Kerr: Reading the report, Mr. Kilpatrick, regarding the comptroller's position control roster a position was deactivated and the comptroller's position was activated. I'm just talking about the position. No name is attached here. Was there a new employee that came in to fill the reactivated comptroller's position? Or was it just a lateral move within the department?

Mr. Kilpatrick: There is no one in that position at this time.

Comm. Kerr: But the roster says it was reactivated.

Dr. Evans: Again, that's an artifact of that report. It reflects conversations and decisions that were made prior to actually the conversations we've had which have now changed what's in there. That's why we've got to change the way we do it.

Comm. Kerr: That's fine.

OTHER BUSINESS

Comm. Hodges: I want to thank Dr. Evans.

Comm. Cleaves: Is this still part of personnel?

Comm. Hodges: I want to thank him for this report in terms of the guidance department.

Comm. Kerr: I want to endorse that, too.

Comm. Teague: In fact, I'll write a letter to the editor in that regard.

Comm. Hodges: As you know, this has been a major concern to me. Even though it was Commissioner Bill Librera who did this, I'd like to read the report obviously because I'd like to see what the findings were. I think this has to have a top priority. I really do. I think this has been a sore thumb and it has reared its head in last year's situation with PANTHER Academy on and on. So I was delighted by the conversation. I do want to learn more about the software that's being discussed and implemented because I don't know much about those things. But I really want to thank you because it helped me and it confirmed a lot of things that I was concerned about and solidified some approaches that we can take to make this a much more meaningful system for our students. We had talked about college week before, doing it throughout the district in the same week that we do the bullying. I do not understand why we have not gotten any traction on that. Since they're already doing it in fifth and sixth grades or whatever I think that's something that we would be noted for if we did that across the board, making a concerted effort to develop a significant program where we expose our kids. That's really what our kids suffer from, lack of exposure. So if we do that across the board these kids will grow up identifying themselves as being somebody who is going to go to college or at least they will put the effort in. That's why I'm so hot on getting that done and we haven't moved forward with that at all.

Dr. Evans: Restructuring guidance is one of the first tasks that we need to perform. Bill mentioned three different items and embedded within what he said is restructuring guidance because guidance leads those kinds of activities. So that's going to occur very soon. In fact, we're looking at some options now and very soon we're going to start advertising and doing some things that ultimately will get us a restructured guidance department during the summer and begin to plan some things including the college day. Your idea is a great idea actually. So we want to make that happen, but we have to have the right staff in place to lead it.

Comm. Hodges: Okay. There's something else that just slipped out of my mind. I want to remember. I left at 6:00 this morning which as you know is a particular hardship for me, driving down to Trenton. So I'm really collapsing.

Dr. Evans: I was up at 3:00 this morning.

Comm. Hodges: But you're used to that. I'm not. I went to bed at 5:00.

Comm. Cleaves: Stay off that internet.

Comm. Hodges: Thank you, Madam Chair.

Comm. Cleaves: Is that it?

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

The meeting was adjourned at 10:50 p.m.