

# **MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE**

May 7, 2014 – 6:50 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. Wendy Guzman

Comm. Jonathan Hodges

Absent:

Comm. Errol Kerr  
Comm. Manuel Martinez  
Comm. Alex Mendez  
Comm. Kenneth Simmons  
Comm. Corey Teague

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

Comm. Irving: Thank you all for coming and indulging us. Our colleagues are not here but we will keep going. We have three presentations and then we need to discuss the action items that are before us this evening. We're supposed to have an executive session, but we'll see exactly how that works out if I can get a quorum to be able to do so. Ms. Adams will be doing the elementary report card presentation. This has been a pretty major initiative in our curriculum committee over the last year and I'm actually really excited that the Board now has the opportunity to see this presentation.

## **PRESENTATIONS AND COMMUNICATIONS**

### **New Report Card Format**

Ms. Anna Adams: Before we begin, I would just like to share something with the Board and the administration, and also for those who are in the audience. This is the first place winner of the Health Fair Art Contest, which is a cross-disciplinary activity that we include language arts and the fine and performing arts. I wanted to share this with those of you who were not able to attend. Also, one of the prizes for having first place is that it is placed on the t-shirt as the theme and the logo for this year's health fair. First, I'd like to thank you for the indulgence of having me do the presentation this evening. If you look at the PowerPoint you'll see that we had a very large committee that took place. Several meetings occurred throughout the year since October. We had a parent committee. We had a district administration that was ongoing. We also had a random selecting of schools. These schools were chosen from the two different groups. They were Priority Schools, Focus Schools, k-4, k-5, and k-8. We tried to have as many various schools as possible. In October these committees were formed with the cooperation and collaboration from content area directors, supervisors, principals, principal coaches, parents, and school staff members. The committee research, reviewed, and discussed several types of report cards and developed a template best

suited for the district. Basically what we did was we researched not only within our state but also out-of-state. We also researched very typical districts like our own to see which best report card would suit our needs for our staff, students and our parents. This is a detailed process. I'm going to skip this page, but you can review it if you'd like at your leisure. This is basically in a nutshell what we did. The crosswalk between the report cards, the Common Core Standards, and the Core Content Standards was developed. We took the seven different report cards that were currently in our district and we combined them all to create one. Once we did that we took the Common Core Standards. We also took the New Jersey Content Standards and we created one report card that would best suit the needs of our district. After that process was done, and that included all of our committees, a collaboration between the committees and the various school buildings, which were the 10 that you saw previously, we had their feedback, developed a report card draft, and the revisions were made based on the recommendations of the committee members at that time. It was then aligned with the Common Core Standards and also with the Core Content Standards. It was reviewed by the Core Content specialist to make sure that it was in alignment with the Core Content Standards and also with the Common Core Standards. Collaboration was ongoing with parents, teachers, PEA, the principals, and content area specialists all year round. Our last meeting that we need to have will be with the building principals. Unfortunately, due to the weather and various other situations that have occurred in our district, we have not been able to meet with all of the elementary principals at one time, but we have been on the agenda for Mr. Johnson and also Ms. Santa. So we're hoping that will be forthcoming at the next elementary principals' meeting. Some meetings were also held with the Superintendent's Cabinet. Approximately three were scheduled. We attended. There was feedback from the assistant superintendents and our Superintendent and various other members of the Cabinet. We also met three or four times with the Board's curriculum & instruction committee. We reviewed the report card. We also took their feedback and, again, realigned it based on the feedback that we received from the committee. Some of our challenges – one was the length of the report card. How big was this going to be, not size wise but length? The readability of it - was it going to be clear and concise? Was it going to be direct and so forth? The quality of the performance and the indicators - how many were we going to have – and the quality of them based on the Core and also the Content Standards. The language, which is very important, to make it understandable for all parents and report card, this was heavily important, not only for us as central office members, but for parents. I must say that the parents had a wonderful job helping us with the language to make it easier since we have such a diverse district. We had additional space for teacher and parent comments that was imperative both from the feedback from the schools and also from the parents. One that they all agreed on was that the assessment scores for STAR and PARCC be placed on the report card. Feedback from the schools was basically the same, not only from the schools, but from the parents. They wanted to add the STAR assessment scale score for each grade level, a teacher comment area, a parent comment area, the rubric scoring for each indicator based on the Common Core Standards and also based on the Common Core, an explanation of the current grading system that we have that has been Board approved, and parent signature. Last but not least – once we compiled all the information and we developed the report card through several drafts and proofs our last and final stage is to input it into the Infinite Campus System, which you all know has been in the district since January. Training has been ongoing. The best practices that we are hoping to accomplish is open and close the grading windows per term or making period, communicate with the grading timelines to all teachers, create a common report card, templates for grade level, which we have done, and I will show you a sample of that, run grade verification reports prior to the batch printing, archive the PDF file from the batch printing, and public report cards via the parent portal which will exist in the Infinite Campus. Some alternatives are that the

teachers may be able to print out the report cards for their students or for the parents and the grading windows can remain open the entire year instead of closing them per marking period. That's something that we have options that we can do. The rationalization – centralizing the management of the report card, production, and the controlling grading windows, enable schools to enhance the quality and the reliability of grading information. Using common templates and setups will allow schools to efficiently train and share resources. I can tell you that I owe a large gratitude to Ms. Anita West who has been very important in this entire process implementing the report cards into the Infinite Campus. She's here with me if you have any questions for her for the Infinite Campus information. I'd just like to show you a sample of what we have come up with. I hope all of you like it. This is a sample of the report card. As I said, you'll see the rubric scoring for the indicators. You will also see the grading policy on the upper-left side which is current in our district. You have the PARCC assessment scores and the STAR assessment scores, scale scores that would be for each grade level that they need to accomplish so that parents know where their students or children should be so that they can get them the intervention and the teachers can help the parents get the intervention that they need to achieve those scores. The indicators are different. This is a grade 5 sample, but you will see the indicators increase as grade level increases and the vocabulary increases for the parents to make it easier for them. So by grade 3 or 4 the parents have already integrated the language of the report card and have a full understanding of it. This is our sample. Alan, if you go to the next slide, this would be the back end currently of the report card, but this would be the final page of the report card where parents would be able through the parent portal to have comments for the teachers. Teachers are able to respond. They can set up conference dates. The attendance is on the bottom per marking per month because the parents and the teachers felt it would be easier to make it available for the parents to remember the days that their children are absent per month versus per marking period. This concludes my presentation. If you have any questions for myself or for Ms. West we're here to answer them.

Dr. Evans: First, I want to commend the committee for their work. We wanted this to be an inclusive process and it most certainly was that. So I appreciate it and I appreciate Anna's leadership in making this happen. I do want to call attention to the grading system and I shared this with the committee and have mentioned it several times in the Cabinet. The grading system has to be reexamined. The 60% to 69% is simply not acceptable as passing. So in the very near future, especially before we distribute and begin to use a new report card, and if this is it then we'll need to do it before then, we have to reexamine and develop a new report card. I've talked with several Board members about this and I know you guys feel the same way and so do other members of our staff. I just wanted to note that as we move forward.

Comm. Hodges: I have been getting a lot of heat around the 60% passing. How do you arrive at the final grade with all these other numbers in place?

Ms. Adams: The rubric scoring is for the indicators for the Common Core or the Core Content Standards. If you look at the rubric score where it says they're exceeding the standards, they achieved the standards, approaching the standards, needs support, not assessed at this time.

Comm. Hodges: So you have five different categories under reading.

Ms. Adams: Yes.

Comm. Hodges: And the final grade here...

Ms. Adams: For example, the first marking period the student got an A, in the second marking period they got a B, in the third marking period it was an A, and it was a C for the fourth marking period, so the final grade. It's just an example. For the indicators beneath that there is no final grade for that. It's just allowing the parents to know at what place their students are where they're achieving. For example, if it's Anna Adams in the first marking period indicator #1 I was exceeding the standards. For indicator #2 I had achieved the standards. For indicator #3 I was excelling again or I exceeded. See what I'm saying. For example, if it were an average student and they were receiving ones and twos or twos and threes, intervention would be needed at that point and parents would know that by the scores. They needed support by receiving a one or two which they were approaching standards.

Comm. Hodges: So the final score, which is a B, is not...

Ms. Adams: Has nothing to do with the indicators.

Comm. Hodges: Okay.

Ms. Adams: I also want you to know, Dr. Hodges, there will be ongoing training, not only with the Infinite Campus, but also with the report card. Once a report card has been approved there will be ongoing training by Infinite Campus and also by individuals for parent coordinators to assist parents in each building.

Comm. Hodges: Okay.

Ms. Adams: There will be training ongoing throughout the year.

Comm. Hodges: Okay. I may come back to you at a later date once I have absorbed all of this, but thank you very much.

Ms. Adams: You're quite welcome. Thank you, Board members.

Comm. Irving: Thank you very much.

### **Early Childhood Provider Paterson Family Center**

Ms. Nancy Aguado-Holtje: Good evening Commissioners, Dr. Evans, Ms. Shafer and colleagues. I'm here to present the internal audit. The Paterson internal audit conducted an audit of the Paterson Family Center, a provider participating in the New Jersey Department of Education Preschool Education Program, for compliance with the terms of the contract for the 2012-13 fiscal year. Paterson Family Center is a childcare center providing services to the children of Paterson. The center is part of the New Jersey Community Development Corporation, which is a public not-for-profit organization. The center is located at 32 Spruce Street in Paterson and was budgeted to serve a total of 105 New Jersey Department of Education children. The 2012-13 approved budget totaled \$1,399,380. As a result of the audit, two deficiencies were noted, which I will identify, provide a corrective action, and method of implementation. Finding number one – the provider underspent the approved budget by \$149,741.78. The district will recover this amount from the provider and the method of implementation is that we will reduce the monthly tuition payments to the provider. Finding number two – the auditors noted minor accounting irregularities. The district will direct the provider to improve fiscal controls that will eliminate non-allowable findings. Our method of

implementation is to continue to review the general ledgers and expenditure reports to ensure accounting controls are in place. That is my report.

Comm. Irving: It doesn't sound like anything catastrophic.

Ms. Holtje: It's not. It's very minor.

Comm. Irving: They're things that we clearly caught and we can actually correct.

Ms. Holtje: Right.

Comm. Irving: Are there any other questions? That's probably the most straightforward one we've had in a while.

Ms. Holtje: That's what we like.

Comm. Irving: Thank you.

### **Special Education Out of District Report**

Ms. Susana Peron: Good evening. We're here to present the out-of-district placement report that was asked of us since last year. We put together a schedule of visitations for ourselves and our team and as we go through the presentation you'll see who is on the team and who conducted the out-of-district placements. We actually visit all of the schools that we contract with so it took over a year and a half. We started last school year and we just ended this school year, but I do want to say that visitations are ongoing from our staff. It is just part of what out-of-district placement is. Case managers are assigned to students and to schools so as a part of the educational component they do go out and visit schools on a daily and regular basis. The detailed information for each and every school is transcribed into a document that we keep in the office and available to anyone who would like to see it. But for time efficiency we put the information together by schools, by categories, and by programs and then we did a comparison of what that program looks like if we do have it in-district and what it looks like out-of-district. But we will be talking to you about the facilities, the educational programs, what they offer, and what they're doing with our students out-of-district.

Ms. Gloria Bodker: Each of you has a handout that looks like this. It describes the actual referral process from the beginning to eligibility and classification. The next slide is also a chart for initial cases when we get the first referral and how we determine placements. We always look to the least restrictive environment first, which is an in-district program, and the next slide will describe the continuum of placements which we offer to all of our students. So we always start with general education and offer support services either in-class or pull out. If that is not appropriate for a student we will look at a self-contained placement, which really means that it's a fulltime special education teacher with the students all day and everyone in that class has an IEP. There are times, however, that students require a more specialized placement and we don't have those programs in-district so we will look to programs outside of the district, but as close as possible to Paterson. So why would we need an out-of-district placement? First of all, those are highly specialized programs. For example, we have some students that have hearing impairments and we do not offer that program here in-district. So we would have to look for a school that has specialized staff and can educate those students. Another reason might be the number of students that require a certain type of placement and it would not be cost-effective for us to open a program here in-district so we would need to look to a placement outside of the district. The schools that we would

look at have highly specialized staff that are used to working with, for example, our students with autism and offer a particular teaching methodology and would be able to make sure that those students make progress. The frequency and intensity of related services such as occupational therapy, physical therapy, speech therapy at the out-of-district programs can be much more intense than they would be in-district. They also have medical services that we would not be able to provide in-district. The level of parental involvement is higher at the out-of-district placements and the parents are looking for the schools that have those specialized kinds of services. We wanted to look at the Paterson numbers in comparison statewide. So this is the slide that shows for our classified students in the State of New Jersey approximately 92% of the students are in district programs and 8% of the population across the state is in out-of-district specialized programs. When we look at Paterson's numbers we have 93% of our students in district programs and 7% are placed in specialized programs. So we are actually lower than the state average. This is a graph starting with 2009 so it's approximately a 5-year look back at the students over time. The blue line represents the state average and the red line is Paterson. So you can see that we are lower consistently over the last five years in the number of students that are placed in specialized placements. This slide is taken from our most current ASSA numbers. These are the categories of special education students and the total number of students in-district. We have approximately 180 students in our autistic programs in-district. Of those 180, 75% are in district programs and 25% are out-of-district. We look at the same thing for the major categories, emotionally disturbed, hearing impaired, multiple disabilities, cognitive delays, other health impairments, specific learning disabilities, and speech language impairments. Our total number on the last ASSA count was 3,400 classified students. 93% of those are in-district programs and 7% are outside. When we looked at the cost of the out-of-district placements the lowest cost was approximately \$32,000. Our highest cost was \$125,000. With our students the average range is about \$57,000. In addition to those that is a basic out-of-district tuition. Additional costs can be from additional related services, extended school year if the students need to have a summer program, personal aides, nursing services the district pays for, specialized equipment, and transportation costs getting the students to and from home are additional. This is a document from the State Department of Education. It is a list of all of the state-approved out-of-district placements. We would look to those first to place our students. Those are all placements across the state that met the requirements from the DOE. What we did was look at our current student list and looked at what their eligibility and program requirements were and did a comparison of our in-district program and what's offered in the out-of-district program. Most of our students are out of district because of auditory impairments, autism, behavioral disabilities, and severely cognitively impaired. Several are for language and learning disabilities and multiple disabilities where they're eligible under more than one category. Our students that have auditory impairments in-district we do not have a self-contained program. We don't have the numbers of students that would require that specialized program. The out-of-district programs offer a total communication system where students may be taught sign language in addition to lip reading and some of them have the ability to hear and can make some kinds of speech sounds. They offer vocational training, a strong parent education where they will teach the family how to use sign language, they have home school councils, related services of TO and PT, auditory verbal therapy, which is a specialized way of teaching children to communicate, sign language interpreters for the family and students, voice to text and print services, mental health services, and they also offer extracurricular activity opportunities for those students to participate in intramural sports. The age groups that they serve would be from pre-k through age 21. We contract with six different sites. For our students with autism our programs have an adult to student ratio of one adult to two to three students. We teach our students using an applied behavioral analysis. We also use incidental

teaching. We do have behaviorists on staff. We do have speech, occupational, and physical therapy. Some of our programs have community-based instruction where the students are exposed to different types of job-related experiences and then the students participate in actual job training. We do have a parent support group for our students with autism. But the out-of-district programs are even more specialized than that. They teach multiple methods of teaching the children how to learn. They use more data-based decision-making. They have de-escalation and restraint techniques, handle with care, and crisis prevention intervention. All of the staff, including the transportation staff, is trained to work in those methods. They have peer modeling programs where the students with autism would work with typical peers. They have more opportunities to do that. They have positive behavioral supports in place. They also offer as we do related services but on a more frequent and intense availability. They have augmentative communication training for the students that are non-verbal. They have different techniques and equipment to teach the children to communicate and they work very closely with the families. They also have scheduled in-home visits and training for the families so that the families understand their students. They have sibling support groups. We have six in-district schools and 21 different schools that we contract with for our students with autism. Our students that present with very challenging behaviors and require a behavior disabilities program we have four schools in Paterson. We contract currently with 19 different sites. Our programs have three adults to 12 students in a class in the elementary program. Our high schools have two adults to 12 students. We have a behaviorist at the elementary level. We do offer counseling, group and individual. We have a de-escalation room at one of our schools. We have de-escalation and restraint training at elementary program right now. At the high school they are using a positive peer culture. It is starting in our elementary schools. We have mainstreaming opportunities and a higher level of security. Our out-of-district schools are 1:2 or 1:1 adult to child ratios. There's also a behaviorist. They have a psychologist and/or a psychiatrist on staff that can evaluate and is available to the students for daily or individual group therapy. They have social skills groups and crisis counseling, peer mediation, and substance abuse counseling. They also have very intense incentive programs. They have things that the students can work for like trips, televisions, weight rooms and student lounges. They also offer community-based instruction. They have ongoing daily professional development. There's a dedicated time each day for the whole staff to review the program for each student so they can adjust their teaching daily. There are parent support groups and daily parent communication. For our programs for students with cognitive impairments we have six locations. We have our students with mild and moderate cognitive delays in-district. Our students that are in a more severe category are all out-of-district. We contract with 13 different locations. The biggest difference is the adult to child ratio. They do whole group, small group, and individual instruction. They have a strong emphasis on personal and family living skills. They also have independent living skills. So they will have in the out-of-district schools dedicated rooms where the students can learn simple things like how to make your bed or prepare a meal. They look exactly like a home would look like to give the students that experience. They have multi-sensory therapy rooms, counseling services, shared time placements where they may spend half a day at the school and then half day at a job location or at a vo-tech program. Again, parent support groups and a different level of technology are provided to each student. Our language learning disabilities programs, we actually have 25 in-district locations. We contract currently with three. We don't have too many students out-of-district in this particular category. We are able to maintain most of our students in-district. The biggest difference here again is the adult to student ratio. The assistive technology is available to students with language and learning disabilities. Each student may have their own notepad or I-pad. They do an organizational skills training, multi-sensory reading and math programs, which is a completely different way of teaching students language arts and math. They have

skilled remedial interventions, counseling as needed, daily parent communication, and the peer groups. Our programs for students with multiple disabilities we have six locations in-district, 26 locations out-of-district, and basically our students with multiple disabilities have a combination of behavioral and cognitive delays. In-district we have an adult to student ratio of 1:8. We provide whole and small group instruction. We are training our teachers in multi-sensory reading instruction. That began this year. We offer related services and, of course, mainstreaming opportunities. Out-of-district there is a very low adult to student ratio. They offer behavior modification programs, nursing services onsite, integrated therapies where the related services providers actually go into the classrooms instead of pulling students out. There is a lot of adaptive equipment or therapeutic equipment rooms, adaptive physical education, alternative and augmentative communication devices are used, counseling, community-based instruction, onsite career awareness for daily living skills, job training, family support, and social events. Our out-of-district program includes other programs as well. We are responsible for students that are placed in foster or resource homes. We are responsible for students and families that are displaced by fire or any other kind of event that students do not have a permanent home. We also are responsible for the students that attend Passaic County Technical Institute, students that are in juvenile transition homes, students that are in hospital locations and require medical bedside, and students that are in residential programs because of substance abuse. Our out-of-district team consists of myself, we have one supervisor dedicated to oversee the program, five social workers that are involved in placement and in case management, one speech therapist, one school psychologist, and one LDTC for reevaluations. An LDTC is a learning disabilities teacher consultant. They're responsible for placing the students, ongoing communication between the home and the school, conducting evaluations as needed, they case manage so they are the liaison between the home and the school, and they are the ones that are doing ongoing visitation of all the out-of-district locations. So our next steps are to prioritize program development. We are looking to increase our in-district capacity and we are looking to provide professional development for our administrators and staff on the special education process so that we can make good decisions for our students and families. This year as a result of our restructuring program we grouped most of our programs in one building so that there are multiple classes across schools. This was our first year. We're ending our first year of our program restructure. We have been meeting with our principals to get their feedback and input in terms of positive areas that they feel we could improve and to ask them what they would like to see to develop the programs that are in-district to help them become stronger programs. Are there any questions?

Comm. Irving: To that end, thus far what have we learned? Given the move of having MLK and 20, anecdotally what have we learned that we're probably not going to do next year? It wasn't seamless and effortless. It was certainly a transition and one that required a lot of audibles in the beginning of the year. What have we learned thus far moving into next year?

Ms. Bodker: I think that staffing is crucial, the number of adults to students, ongoing professional development in de-escalation techniques, having the necessary materials and parent involvement, and reaching out to the parents. We've also looked at appropriate supervision of the program and ongoing supervision. I think that is a big piece of the program.

Comm. Irving: Sure. I'm happy you're reaching out to the principals to get their feedback, as well as parents and whomever else. I think that this kind of caught, at least me, with my pants down, just not prepared and not really knowing what to expect with the transition. I think knowing what we know now it would be really good for the



Board to be provided with a plan for next year for how these changes will look and what's the process for doing that. It holds us accountable, but it also holds you all accountable for making sure that we create a plan that's structured, that makes sense, that's vetted, and that folks have had an opportunity to look at and be able to discuss. I'm glad we're where we are, but it was also preventable. We could have done some things that were a little more proactive in how we selected staffing and how we supervised the program. I also know that's the first time we tried it so we learned a lot. But let's take that learning and be able to channel that and see if we can put a document together that says beginning this year we're going to be able to do professional development on this day, here's what we need, here's how many new staff members we have, and here's the professional development they need versus incumbent staff members. Please take into account all that stuff because I know the program has been progress in action, so to speak. With every action we react and make progress, but maybe we can be a little proactive in the new incarnation moving forward.

Ms. Peron: I also want to add that we began a steering committee too for special programs as well. So we have the input of many different stakeholders and professionals and people coming together to vet the ideas, make recommendations, to look at suggestions before we begin another restructuring major...

Comm. Irving: Did we have that before?

Ms. Peron: Did we have the steering committee before?

Comm. Irving: Yes.

Ms. Peron: Not at the level of this one. We did have a group of people.

Comm. Irving: It's okay to say no.

Ms. Peron: We did, but it was for a different purpose. I think we've learned a lot. We've learned that we have to conduct needs assessments. We have to survey people. We have to learn about the mindset and the awareness that's out there when it comes to children with special needs. Sometimes people are not aware of and don't understand the things that these children might need. So I know for me and my team we learned that coming together with a bigger group of people from different walks and different aspects of the educational system has been really helpful and enlightening.

Comm. Irving: Got it. The last thing I want to share, which is not in here and which I thought we'd get into, is I remember this whole conversation started with the Board understanding more about the out-of-district placements. But I also know you guys were out auditing and looking into the various different sites. I thought when I bumped into you the other night that that's what we were getting.

Ms. Peron: That is in this document. This is actually my working document. We would go out and the teams would come together. Specifically for each school you have features, program descriptions, the day visited, comments, how many students were served at each location. It's a huge document. To put it together to make copies for all the Board members I thought we could make it more comprehensive and give it to you in a presentation format. We would share this with you. If you want to see it school-by-school it's here.

Comm. Irving: Not necessarily school-by-school. I'll be honest with you. I don't think that's reflected here, though. What we have is an overview of out-of-district placements, not an audit of the sites that you guys did. That's two different things.

Ms. Peron: When you speak of an audit, I just need to be clear. Although we contract and we pay the tuition, we can't go in as evaluators. We go in as visitors. We were included in classroom instruction and overall program description. At times we spoke to their social workers or even their principal. They call them directors. We spoke to staff. We walked the hallways. As I said, we sat in classrooms. But we couldn't officially go in with an evaluation tool because we are not evaluators of outside programs. We're evaluators of our classrooms in our district. That's what the state does. That's the job of the DOE and that's why they have an approved list for sites that we can contract with. I can't evaluate their teacher with our teacher observation rubric. I can't do that.

Comm. Irving: Right. But I thought the intention was for you all to provide us feedback on your overall opinion for how the programs are conducted.

Ms. Peron: Right, and we have that and our out-of-district team does that. They're the ones who make that recommendation knowing the curriculum and the modalities of learning and the strategies that they incorporate. They know that for each of their schools and the children that they case manage for. That's why it's key for those people to really be in there all the time because they're the ones who are really closely related to that program and know that child, are in close contact with the families and also know what the families want.

Comm. Irving: All I'm saying is that this is great information, but during the course of the last year all our conversations have been around that conversation of just trying to capture the out-of-district providers we have and just getting an assessment from you of the strengths, the things that are working, and any challenges you've identified. I thought that would be highlighted in some type of presentation or document.

Ms. Peron: We have that for each individual school. But did we rate them from one to ten? We didn't.

Comm. Irving: I didn't ask that. All I'm saying is that I thought we were all on the same page that the information provided was going to be a summation of your experiences having gone to the respective sites and what their specialties were. Just from the folks visiting what their opinion is of are they preparing quality work and are they meeting the needs of our students.

Ms. Peron: I think we have that. I think it's captured here.

Comm. Irving: You guys said you've been doing it.

Ms. Peron: In terms of academics they even looked at the type of gross motor coordination skills and the presentation of all of that. I think that's captured in here, but I'm telling you it would have been very lengthy. What we did is we took the overall, most of the strengths and most of the features for all of the programs, and then thought let's take a look at ourselves and do that comparison to let you know what they have, what they're doing, and what we're doing.

Comm. Irving: And I appreciate that, but I just think that was extra work.

Ms. Peron: It was, but it was good for us.

Comm. Irving: But I don't think it gets us to where we want. You got what you wanted, but I don't think it gets us to the information we wanted. So maybe even in curriculum if the list is too big we can chop that down and maybe over the course of the next curriculum meetings we can take five different providers and have those conversations.

Ms. Peron: I brought it to the curriculum meeting. I was ready to discuss it, but you weren't there.

Comm. Hodges: Mr. Chair, my problem is that I also want some of that information. Chrystal was pointing at me because that's precisely what I want. We've had some parents come and complain about a school. Windsor was one of them. That prompted some of this discussion for me. I was very interested in the information that Chris was just talking about and I wanted to see some sort of format, a summary and idea so that I can look through it. I'm not on the curriculum committee so that information is important to me too.

Ms. Peron: We can send you this. I guess the most efficient way would be to email a copy of this. I could scan this and have it on email rather than make all the paper copies. I can do that too. I just have to clean it up.

Comm. Irving: No problem. This is absolutely helpful, but that is where we've been the whole entire time. I think that's been the mode of the conversations. I personally appreciate the presentation because it's really helpful, but I think to Dr. Hodges' point the information that you have there is really how this conversation started. I think by and large many of us have discussed the need to bring a lot of our programs back in-district. We're with you on that one. The question is how are the folks who are providing services, at least from your standpoint, doing at providing those services. That's my whole point.

Ms. Bodker: We will also keep a copy in the Superintendent's office and in our office so that if you come to the Board offices we have that.

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

Comm. Hodges: My concerns are on a bit of a broader level. We have a major challenge with behavior, which can be classified as behavioral disorders, on and on. I don't think we've had this discussion before about having some sort of behavioral psychologist look at our population and what kinds of challenges we have. That seems to be a significant problem even though those students might not be classified as such. I think there's certainly plenty of work here for a psychologist, but it might help us address some of their needs and, more importantly, enable us to declassify some of these students in the long term. I'm very interested in that. I'm really pushing to have a behavioral psychologist either contracted or employed or whatever even in the short term to get a sense of some of the things that we can do differently with our teaching approaches to address the needs of these children and, most importantly, to alter their behavior so that they can best benefit from what we have to offer and we can help them reach their best potential.

Comm. Irving: Do we have a behaviorist?

Dr. Evans: There's a big difference.

Comm. Hodges: Yes, that's the point. They have a behaviorist but not a behavioral psychologist. I would be very interested in having that looked at because it might help with some of these numbers, the population served and the percentages, which is interesting. Statewide we're sort of dipping slowly. What is ASSA?

Ms. Peron: That's the Application for State School Aid count. It's a snapshot of the district. On October 15 we take a count of all our students and all our population - special education, preschool, elementary, high school, and out-of-district.

Comm. Hodges: What does it stand for?

Ms. Peron: I think it is Application for State School Aid. I think that's what it is.

Comm. Hodges: How many juveniles do we have incarcerated?

Ms. Bodker: 22.

Comm. Hodges: Are we responsible for them too?

Ms. Peron: Yes.

Comm. Hodges: Their educational services, is that handled by the facility?

Ms. Peron: Yes. We pay for it.

Comm. Hodges: How many do we have back here in our system?

Ms. Bodker: I don't have it yet.

Comm. Hodges: People are looking at that data because the costs of educating these kids are rising. So it's a number we need to pay attention to. I'm very interested in what that is and how we are handling that. The rate of change of the students with autism, we have 180. Has that been stable or has it been a change over time?

Ms. Bodker: That's been an increase over time.

Comm. Hodges: An increase. I guess my question is five years ago what kind of numbers did we have in that range?

Ms. Bodker: I'd have to get that for you.

Ms. Peron: We'd have to look at it five years ago.

Comm. Hodges: I'm more interested in seeing what that slope looks like because that's obviously a national problem. But I'm curious as to what it looks like here as opposed to some of the surrounding areas. I think that might be instructive.

Dr. Evans: I don't think the growth here is as high as it is in some other places. You see the larger numbers represented in certain demographics. So just based on some things I've read and seen I think there is definitely an increase here, but I don't think it's as high as it is in some other places.

Comm. Hodges: Your graph suggests that, but I'm curious.

Dr. Evans: There are some that show a sharp increase.

Comm. Hodges: That's the concern.

Ms. Peron: For us it has been an increase lately.

Comm. Hodges: Then the question is, is it the numbers aren't there? Or the identification isn't there? That's what I'm really curious about. If that graph is consistent, are we missing kids who are not being diagnosed?

Dr. Evans: That's a good question.

Comm. Hodges: I think I'll stop there with those, but thank you very much.

Ms. Bodker: So we do work closely with the early intervention teams in Paterson and so they are identifying students on a spectrum much younger. We are becoming aware of them as early as three years old. The early intervention system informs us that students on the spectrum will be registering in our school system by the time they turn three. So we are identifying them earlier. The class size for students with autism is extremely low. We cannot have more than six students in a class. At the high school, 6-12, we cannot have more than nine. That also affects how many students go out of district. Our students that are more severe would need more specialized placements and space.

Comm. Hodges: The therapy is important the earlier you start. That's why that rate of change is important to me. If we're somehow out of line with what's happening around us then we have to ask the question, are they better at diagnosing than we are? Or do we just somehow have a lower incidence? That bucks national trends. If that's the case, then that needs to be looked into too. Thank you.

Comm. Irving: Thank you, Ms. Peron and Ms. Bodker.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Dr. Evans: I have one additional item and that's a thank you to those who participated in the SDA function today. For those who weren't aware, the Schools Development Authority's Board and their senior administrators, including the CEO, had their meeting today at International High School and there were several people representing our district and the city who were present. I want to thank those that came and those who shared comments to the Board regarding our facilities issues and needs. I thought they were well-received. We'll see what kind of response we get over time, but nonetheless I really do appreciate everyone for coming out and participating.

Comm. Hodges: I may as well discuss this here because there's nothing really in facilities to discuss and our chairman isn't here. In the after discussion, Dr. Evans, Don Bosco was raised as an issue. As I told him, I've moved on from Hazel/Marshall. I want to focus now on Don Bosco. The issue is, what do we do for swing space and the identification of a site? There's a game being run by the DOE. The DOE is saying you have to provide us a site for swing space. The law says no, you do. The DOE has to provide that. But the SDA is more than happy to let that go on because that means they don't have to move forward with the project. So we've got to come up with a site and say, "Here it is go get it," so that they can now be held to the law and we need to do that very quickly.

Dr. Evans: Yes, we do. We're looking at alternatives. We have one alternative, but it's not a good alternative, and it's one that I'd be happy to share with the Board in executive session at some point because it would involve lease possibilities. We haven't really explored options with owners of the properties. Other than that, we don't know of any other properties inside the City of Paterson. We also have taken a look at the surrounding area and one or two possibilities are emerging, but we need to explore them to see if indeed they represent possibilities.

Comm. Irving: Let's discuss it in executive session because there is a point I want to make to this that I just know given leases and a lot of stuff I can't make but it's going to impact this conversation. There are two things that I think we're missing here that I'm dying to tell you. You might like it but...

Comm. Hodges: The issues I'm putting on the table right now aren't tangential to any particular place. I'm just talking about the approach has to be addressed. How many students do they have at Don Bosco?

Dr. Evans: 605. I was there yesterday. The principal said she has 605 students.

Comm. Hodges: Okay. I'll wait until the executive session to discuss that. Hopefully it won't be next week because you've added a date that wasn't on your calendar. The May 21<sup>st</sup> date was not on the calendar. So now I'm scheduled to be Trenton. As a matter of fact, I just agreed to it last week. I hope we can discuss it tonight.

Dr. Evans: And just for your information, Dr. Hodges, we don't necessarily want to be in the middle of the DOE/SDA exchange. So we're looking also.

Comm. Hodges: Absolutely. That's my point.

Comm. Irving: I think it helps us if we say we found a place. It's here folks.

Comm. Hodges: That's entirely my point. I don't want them to sit there and go back and forth.

Comm. Irving: That's why the comments I want to make are important to be shared in executive session.

Comm. Hodges: Certainly if there are charter schools that are opening up in facilities and exploring new facilities, wherever they're going they need buildings. They're managing to find them so we should too.

Comm. Irving: There's space there.

Comm. Hodges: Yes, there is.

Comm. Irving: Is that it, Dr. Evans?

Dr. Evans: Yes.

## **PUBLIC COMMENTS**

Ms. Stella Tripp: Good evening. I have a lot of things on my agenda tonight. My son is in the eighth grade. Things are coming at me like fire and for me to go to back-to-school night last week and be hit with your son can be retained because of this testing

that's required of him to do is a very much no-no in my book. If my son makes As, Bs, and Cs, no testing should interfere with what he's doing in the classroom besides what he's doing in the classroom. I understand you want to do testing, but when I go online and I look it up I'm saying how many tests our children actually take. I didn't even know. So I go online and I don't even know how many tests. They take about four to five tests each school year and this is without teachers. They take standardized tests for the state. They take standardized tests for here. I don't care how many tests they can actually take before you can say they're smart enough to go to the next level or at least let the teachers be able to give them some type of knowledge to go to the next level. But right now it is killing me in the inside and I truly want to just say I want to take my kids out of here and run them as fast as I can away from the Paterson Public School System and home school them because right now this makes no sense. I spoke to Jacqueline Jones. I spoke to Maria Santa. I spoke to them and they both expressed themselves to me, but I'm hardheaded because I don't listen. I truly don't listen. I hear what they say. That doesn't mean I have to listen to what they're telling me. At the end of the day these are my children and I need to know when all this testing is going to stop and the learning is going to begin. Right now it doesn't make sense. If my son had to score a whole 879 on the test and he didn't score 879 and he was shy from 60 points on this test we have a problem and I'm not talking about with the teachers. Other than the teachers in the classroom with them the screen shuts off when the student is not fast enough answering the questions. So if there's a difficult math question and this student is doing the math question on paper, as soon as they get the answer it changes to another question. How is this test scored? This is what I want to know. If you need to get 879 on this one 20-minute test, I need to know how it's scored. This is very confusing to me. I always come in peace. I always rant and rave about what I need to say and how I need to say it. But I am a concerned parent and I'm not going to stop until something changes because this does not make any sense to me at all. I'm saying you need to revamp this STAR assessment, even the NJASK. You don't have anything to do with that, but something needs to give because it's too many tests going on that are coming into these schools and not enough education going out when these children have to graduate from the eighth grade and from the twelfth grade. I have a niece in college that's in PCCC that just enrolled and she graduated from Rosa Parks. I was so proud of her when she graduated. I had to go with her through the process of her taking that standardized test at the college and they're telling her that she is below average and she just graduated from high school. It's like kicking her in the back saying we just threw you out of there. Mind you, she was taking the tests. She was taking all of these. So I don't understand. I have one more thing.

Comm. Irving: Go for it.

Comm. Hodges: I just need clarification. Are you saying that the grades that the child is receiving in the classroom are at variance with what the test is saying?

Ms. Tripp: I'm saying the grades that he's receiving in the classroom are far better than him on this test and I can't understand why.

Comm. Irving: I don't want to be presumptuous, but I don't know if anyone sat down and explained the STAR assessment, what it is, and the need for it. But the presentation that was done earlier about the new report card hopes to at least try to address that. Maybe at some point in time we can also give you some more information about why that is, what that program is, and what that test is just so it helps you know exactly what's the discrepancy.

Ms. Tripp: It's not just me that you need to worry about because I'm one of thousands of parents. Like I always say, I don't see any Board members at my children's school. When you say knowledge is power, when you need to go and revamp a report card the woman that left should have stayed. They left without hearing what I have to say. After looking at that screen and at that report card it confused me. So if they have to do workshops on this, something is wrong. That means it's difficult for them, so why should we have to put this on the teachers and the teachers put this on the parents? It makes no sense to me. I'm not saying it's not going to work. I'm just saying it's going to be a big work in progress because that thing looks very confusing and they couldn't even tell you exactly what the measurements were and how it's actually going to be graded. You actually need a magnifying glass. If it's not going to look like this report card that comes out now you will need a magnifying glass. Those lines were very small. They probably were like size 8. It doesn't make any sense to me. Maybe you guys should get some other opinion or some other graphs that need to be done as far as this report card is concerned. This is my main goal, to talk about these standardized testing scores that are going on right now.

Comm. Irving: Fair enough. Thank you.

Dr. Evans: May I comment? My comments are general, but specific to questions and issues you've raised. I'm the first to agree that we test too much. We really do. But the realities are most of the tests are driven by the New Jersey Department of Education and by law we are required to administer them. NJASK, you alluded to, for example, HSPA, the high school test, and a number of others are required by the New Jersey Department of Education. Another array of tests is required by the Regional Achievement Centers, which are a unit of the Department of Education and they are referred to as unit assessments. Those are required by the Regional Achievement Centers and then they do culture surveys and a number of other things. There are a very small number of tests – I can count them on two or three fingers – that we give for some very specific purposes. One of them really is to determine whether or not students have acquired the skills necessary to move on to the next grade. But my major point is the yard stick by which we are measured as a school system includes test scores. We are working very hard for return of local control. One of the major items we have to demonstrate is significant improvements in test scores. If a youngster wants to get into college he or she has to perform well on certain tests. So it's a part of our society. It's a part of how we're measured as a school system. The new system for evaluating the performance of teachers and principals also includes test scores. My evaluation as a Superintendent by the Commissioner involves test scores. So it's a part of everything we do. It's not something we can just totally divorce ourselves from. Our goal is to minimize and reduce that number as much as we can. We've already cut four or five tests out of our agenda because it was too many. We had control over those four or five so we stopped giving them because there were so many others given. Our commitment to you is to continue to work to that end. Where we can reduce or exclude a test we most certainly will. In fact, very soon in one of our regularly scheduled meetings one of the agenda items is to review the testing protocol and see where we can continue to reduce. I understand the issue, but just know that this goes way beyond the Paterson Public School District.

Ms. Tripp: I understand what you're saying. I'm one voice and my voice will travel until it can't travel anymore.

Comm. Irving: Thank you. Ms. Grant, did you not want to say anything tonight? You're taking a break from us?



Ms. Rosie Grant: I could. I will not pass up the invitation.

Comm. Irving: It wouldn't be a public portion without you.

Ms. Grant: I thank you for the invitation. I want to say that we were pleased that the SDA came to town and that parents went to speak. I wasn't there myself, but sent comments. If I have three minutes I'd like to yield the other two to this parent so that she may finish her comments. Thank you.

Comm. Irving: I think we're good. Thank you.

Comm. Hodges: There seem to be two issues there. The number of tests was obviously an issue. She suggested, I thought, that the grades that the child was receiving in the classroom were at variance with the test performance. That to me is extremely troubling.

Dr. Evans: I actually was going to comment on that, but it alluded me.

Comm. Irving: We've been saying that and that's why this new report card has come to be, to bring that into alignment so that when parents get their grades in the first marking period and they see that the child has... Several parents were part of this committee as well. Mr. McDowell had a series of focus groups with parents on this. We've got to teach our parents and even ourselves about this new system that when a student does 'B' work it talks about the effort that the student contributes.

Comm. Hodges: That's not enough, though. There should be some sort of correlation between the ability to perform on the test, not just the child's effort, but the outcome of that effort. If my effort is super and I've learned absolutely nothing then the parent is being lied to and the child is being deceived. How do I correct what I don't know when I'm being told that I know it all? That's what I'm very upset about. When she mentioned that her child went to college at PCCC and is being put in a remedial course that has got to stop. Those are real issues that really have to be addressed and I need some sort of process to ensure, and this could be that first step.

Dr. Evans: There is another process that's designed specifically... Well, not specifically for, but one of the reasons for it is this problem. That's the new teacher and principal evaluation system. This is a national effort and one of the reasons is disconnect that you're talking about. That's one of the major reasons it came to be. Teacher grades didn't necessarily comport to student performance on standardized measures. That was how the conversation got started and now it's in place. So that whole process will bring about change.

Comm. Hodges: That's just one parent speaking to us. When I saw this for the first time it was daunting to me. Obviously, it's a change. It's very busy and there's a lot going on here. We're going to have to spend some time working with our community to make sure that they understand. Even I didn't understand how you get a 'B' from all these indicators. So we're going to have to explain that to the community and it's important. I guess the first thing I'm asking for would be a calendar year with where the tests are placed and how many we have so I can visually look at that.

Dr. Evans: We have that.

Comm. Hodges: The other thing is if the evaluations are aimed at correcting that apparently, at least in one case, we seem to have a discrepancy. It's not working. In

fact, I know it's more than one case. So we need to do some additional work in that area because it is confusing and it's upsetting to a child who manages to think they're on track to go to college and then get told all their money is going toward remediating you until you can get to a college level. That's a problem.

Dr. Evans: I would suggest, if not this spring then perhaps early fall, that we have the academicians, the Academic Services folk, and the technoids, the data-keepers, to come together and do a joint presentation on an aligned instructional system which starts with a rigorous curriculum. Rigor is how this comes about. When there is teaching without rigor you end up with inflated grades, grades that don't necessarily accurately represent what we want children to be able to know and do and perhaps in many cases what they really know and don't know. Then our tests align with that and that's what PARCC is supposed to do with the Common Core. The new Common Core represents that rigor and then PARCC is supposed to test that. Once that's in place along with the other pieces that go along with an aligned instructional system and all the supports necessary to make it happen, if it's done right we should see a change. We need to let you know where we are and what we're doing to that end.

Comm. Hodges: But there are still a number of teachers who do reward a child for not being disruptive in the class or showing up.

Comm. Irving: They should be evaluated.

Dr. Evans: I would say to you that with the advent of SGOs, the goals that they have to establish, with the inclusion of NJASK performance on the test and other measures, that's going to bring about some change.

Comm. Hodges: Okay. Thank you.

Comm. Irving: We can't vote on items A and B because we don't have a quorum. But what we can do is at least talk about the respective action items and maybe answer any questions that folks have. Hopefully by the time we finish doing this somebody will show up.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

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

Comm. Irving: I know curriculum met on May 5. I was absent as Ms. Peron so eloquently stated. I know Comm. Martinez and Comm. Cleaves discussed. Are there any questions for Items A-1 through A-36?

Comm. Hodges: Did you receive that email I sent you regarding hospitality and tourism?

Dr. Evans: Yes, I did.

Comm. Hodges: I sent it to the Board too. Enough said.

## ***Legal***

Comm. Irving: Lisa, is there anything in particular we need to know specifically about B-1 and B-2?

Ms. Pollak: I don't think so.

## ***Fiscal***

Comm. Irving: I know fiscal has not met yet. Are there any questions? Even though the BA is not here, Daisy is here. Are there any questions with regards to fiscal?

Comm. Hodges: There's going to be a fiscal meeting on the 15<sup>th</sup> and I'll be chairing that. Some of these questions will be addressed there.

## **Items Requiring Review and Comments**

### ***Personnel***

Comm. Hodges: I received a letter from the custodians. I'm sure it was sent to all the Board members. It was something about a bid for services. There was some sort of salary discrepancy. Has that been addressed by the district?

Comm. Irving: I don't even know what you're talking about, to be honest.

Comm. Hodges: A letter came.

Ms. Pollak: (Comments were made away from the microphone and were not heard on tape.)

Comm. Hodges: That's fine.

Comm. Cleaves: Is that it?

Comm. Hodges: That's it.

Comm. Cleaves: Personnel did not meet. They will be meeting on the 19<sup>th</sup>. There was a mix-up with the schedule. Are there any questions regarding F-1? Are there any questions on the informational items that were in the packet? I normally read those. I didn't read them this time.

## **OTHER BUSINESS**

Comm. Hodges: Before you go into executive session...

Comm. Irving: Committee, not necessarily executive session.

Comm. Hodges: I know Mr. Kerr presented a report which was sent out to this Board and I'm sending one out as well. My report is in but there will be some extended remarks sent out to the Board. Primarily there are two issues that I really want the district to focus on. I've already spoken to Dr. Evans about it and I'm annoying some of his staff members behind his back about this issue. I went to a course called Invent to Learn. What they did was they gave these students projects to build. A lot of these kids had challenges in the classroom. I don't know whether some of you have seen the

students called the Makers Program where they went to the White House and the kids shot off the cannon. That child was a member of this program and actually prior to that was going to be thrown out of school. He was disruptive. They could not work with him. He was on the verge of being expelled and then they put him in this program and he just took off. He's given these projects and as part of the projects you're learning the course material because you need the course material in order to complete the projects. I wish I could show it to you but I can't show it to you now. I showed it to Dr. Evans and Dr. Cavanna. What they did is they had these children who are using microcontrollers to make a wide variety of projects. They're programming these microcontrollers to do a variety of functions. And as part of the process they're explaining how these projects work. So it's not just a cookbook thing where you go in. No. You explain how it works because you're given a problem and these projects are your solution to the problem given the equipment that you have. So there's a wide variety things and basically it's a pre-engineering program on the elementary level and it is phenomenal. There's a Makers fair that occurs across the world. They have these kids and adults come together and display the things that they have invented as part of this process. So I'm really excited about it. I'm going to annoy everybody with it. The report that I'm giving you will show some of the websites where you can go and actually see this in place. The one I'm touting is Sylvia's Show. The girl is 11 years old and she's talking about square waves, diodes, and describing how you can download programs and actually reprogram the microcontrollers. Obviously, I'm annoyed because we don't do any programming here at all until junior year. So I would like this developed into a program where we begin to look at maybe our more challenging students, Black and Latino males, very early on and see whether or not we can do something to help them tap into that potential that they have there. That's the one thing. The other thing that I'm very concerned about is the increasing use of tablets. I don't in any way want to discourage the use of tablets. But in one of the workshops that we attended they were discussing the concern about privacy. It is a major concern. There are no regulations for cloud usage in terms of the providers not scanning the materials and taking the private information of the students, which we are responsible for maintaining. So there has to be a comprehensive approach or you have to think about building your own cloud service, which is possible, or finding some way to negotiate with these companies if you're going to use the cloud. Once you give these kids these tools you cannot be sure what they're going to load onto them in terms of their personal information and/or pictures and you know what I'm talking about. They'll tell you right upfront we reserve the right to go leafing through your materials, particularly Google and Apple does the same thing. While I'm not in any way interested in blocking the use of tablets going forward – actually I was excited about what they did – it does require a lot more planning. In this one district when they decided to completely change over to a tablet system to use I-pads they built their curriculum around it. They sat down and did a comprehensive look at the infrastructure so that they could handle the increased bandwidth, what it was going to cost to not only provide the tablets but to maintain them, and they developed a course to teach students how to effect some repairs on these tablets to also defray some of the cost. So it was a comprehensive approach. They talked to the parents about their liabilities regarding this issue. This is a discussion that really has to be had in this district as we begin to do these things more and more and I really want us to begin to focus on that because it's going to involve legal, IT, curriculum, and parents. Actually, we're a little bit late because we are already using these things and we're already using cloud services. We are not living up to our responsibilities in terms of the law.

Dr. Evans: The issue has already surfaced in our conversations. You're right, but it's worse than that. You take something on the computer and send it to one of our copiers, guess where it stays until the memory in that copier is destroyed? It stays there

indefinitely. Even at that level we use copiers to copy everything. Someone comes in and wants a copy of a child's record we put it on the copier and copy it and don't think much about it. It's in that memory bank. It's a computer inside. It's there. So even at that level we do need to do more than have a conversation. We need to develop some procedures, rules, and policies to address it.

Comm. Hodges: That's why I said at the Board we have to craft policies around this issue and put them in place in advance of some of the contracts that are being sought. We're behind the curve there. This is something that has to be addressed almost immediately.

Comm. Irving: Okay. Let's move the committee inside of the glass room and we'll tell everyone fond adieu. Can't say we're adjourned because we never started, but we're finished. Dr. Evans needs to share with us some really important information that we all need to discuss, but I really think everybody should be here for the conversation we're going to have tonight. I also don't want to throw another meeting on the calendar. Chrystal has to leave.

Dr. Evans: We can reschedule, but we need to have that conversation by the 15<sup>th</sup>. I have to submit my reorg plan for final approval by the Department of Education by May 15. So if we meet either later on this week or early next week it would work. I concur. If we could do something with more Board members involved I think it would be better.

Comm. Hodges: We only have one more week. That's a Thursday.

Comm. Irving: I feel you. Let's chat now, but we need to meet next week too. We have to.

Comm. Hodges: I have no problem with that.

Comm. Guzman: Then why are we going to do it twice if we're going to meet again?

Comm. Hodges: You can't guarantee that they're going to be here next week either. Mr. Kerr is out of town. He's not coming back.

Comm. Irving: He's not coming back until after the 15<sup>th</sup>.

Comm. Cleaves: But you may have more people...

Comm. Irving: I know Comm. Martinez and Comm. Simmons had emergencies. I can touch bases with them.

Comm. Cleaves: Alex will be finishing and so will Corey by the 14<sup>th</sup>.

Comm. Irving: How does next Wednesday look? Next Wednesday is what?

Comm. Cleaves: The 14<sup>th</sup>.

Comm. Irving: Let's meet now. We at least have to have some feedback.

The meeting concluded at 8:34 p.m.