

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

October 30, 2013 – 6:21 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. Kenneth Simmons

Absent:

Comm. Wendy Guzman
Comm. Corey Teague

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:

**Special Meeting
October 30, 2013 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

*Comm. Kerr enters the meeting at 6:23 p.m.

Comm. Irving: I want to welcome everyone for tonight's meeting. Just a point of information for the Board members, tonight's meeting was called to adopt several resolutions that are needed to be adopted in order for us to gain the indicators for QSAC. So what I want to do tonight is leave open for questions Items 1 through 10 for you guys and then we'll take a barrage of questions for them and approve them all in

one consent fashion. When I read the action items two nights ago when we got the Board packet some of these had already been presented to us, the math curriculum and the language framework. There are a few other things that have been presented to us, but we never formally adopted them, Dr. Evans. I guess for QSAC purposes the formal adoption needs to take place. So what I want to do is just throw that out on the floor and allow us the opportunity to ask any particular questions on any items 1 through 10 and then we'll just approve them all together in a consent fashion. Dr. Evans, is there anything to say before we jump in?

Dr. Evans: In anticipation of our QSAC review that will commence November 19, with that in mind we have to submit information prior to November 19 to the team. But beginning November 19 and continuing for another three or four days beyond that or until they are completed we must have in place all of the evidence to support our meeting the indicators that are included in the QSAC material, law, and requirements. Recall that that was recently revised by the Commissioner and in fact represents fewer indicators. But as we review those it was determined that there were some things that we needed to get Board approval on and that's what you have in front of you, those things that we are able to get in time. Having done this then we should be better positioned to meet the standards to which each of these items are aligned. So as you review them review them with the fact that we are preparing for a QSAC visit, but also with regards to the quality of the information represented in them. We have staff here representing the various areas that are represented in this material who can answer any questions or make any brief presentations that you may want to help you better understand what you have.

Comm. Irving: So let's go through Items 1 through 10 in that fashion. If there are any questions we'll ask them and we'll ask the staff members to provide whatever supporting information. When we finish that 10 we'll approve them all in a consent fashion.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

Whereas, 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 in the Common Core State Standards, and

Whereas, New Jersey law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards in every school for all students, and

Whereas, the attached documents indicate the proposed kindergarten through twelfth grade English Language Arts, English I, English II, English III, and English IV curricula, courses of study, and

Whereas, the proposed English Language Arts curriculum is aligned to the pacing and student learning objectives determined by the New Jersey Department of Education's Model Curriculum.

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached English Language Arts curricula for implementation in the Paterson Public Schools.

Dr. Anthony Cavanna: There's a correction on Item No. 1. It should say approve the adoption of the English Language Arts curricula for grades kindergarten through twelve instead of eight.

Comm. Irving: Okay. I want to clarify that it's the approval of the adoption of the ELA curricula for grades kindergarten through twelve for implementation in the district.

Resolution No. 2

Whereas, 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 Common Core State Standards for Mathematics, and

Whereas, New Jersey law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards for Mathematics in every school for all students, and

Whereas, the attached documents indicate the proposed revisions to 6th through 8th grade mathematics curricula and courses of study to reflect the Common Core State Standards for Mathematics, and

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached Grades 6-8 Mathematics curricula for implementation in the Paterson Public Schools.

Comm. Irving: Dr. Evans, this was presented to us by Joanne Riviello I think a year and a half ago or so.

Dr. Evans: Correct.

Resolution No. 3

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 New Jersey Core Curriculum Content Standards; and

WHEREAS, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards in every school for all students; and

WHEREAS, NJQSAC District Performance Review (DPR) requires Boards of Education to approve written curricula that aligns with the most recent State Board approved version of the NJDOE Model Curriculum for World Languages (2009); and

WHEREAS, the district assures that the curricula of World Languages (6-8) includes content to be mastered for each grade and grade level benchmarks; and

WHEREAS, the district recognizes that instruction of World Languages is vital in creating citizens that are part of a dynamic, interconnected, and technologically driven global society, where communication and sharing of ideas across geographical, cultural, and linguistic borders is essential; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the Curricula Frameworks for World Languages for adoption in the district's schools for 2013-2014 school year and/or until such time as they may be modified and presented to the Paterson Board of Education for review and approval.

Comm. Irving: Susie, I think you gave that to us about three or four months ago. Are there any changes that we need to know about? You did a presentation, but we never formally adopted it. Are there any questions on Item No. 3?

Dr. Cavanna: For both No. 2 and No. 3 they're now matched to the Common Core. They're a little bit different because they match the new standards.

Comm. Irving: Got it! Is it a huge deviation from what we were presented before?

Dr. Cavanna: It's the new standards. Before we used the state standards and now New Jersey has adopted the Common Core. Over the last several years we have been moving the curriculum towards the Common Core. We talked about the Common Core earlier in the year and the mathematics 6-8 is now the Common Core Curriculum. You adopted a similar curriculum, but the World Languages now also match the Common Core Standards.

Comm. Hodges: Regarding No. 2 and No. 3, what are the differences between what we were shown and what the changes reflect?

Ms. Janice Basilicato: Good evening. For mathematics last year we adopted k-5 and high school to align with the Common Core. This year we were required by the state to align with their implementation schedule to implement in grades 6-8 the Common Core. There is a difference. The curriculum that was in high school is kind of moving down a little to 8th grade, 8th grade is moving down to 7th, and 7th grade is moving down to 6th. So it's a more rigorous curriculum than it was in the past.

Comm. Kerr: So in terms of what is being taught nothing has changed, only that you move it down one grade.

Ms. Basilicato: Correct. So it's more rigorous at each grade level.

Comm. Hodges: My understanding was that they were going to decrease the number of subjects and intensify the depth with which they taught the subjects. Those two statements are not compatible.

Ms. Basilicato: There are fewer standards and taught more in depth than they were before.

Comm. Hodges: So there has been a change then.

Ms. Basilicato: There are changes, yes.

Comm. Hodges: What areas are we no longer covering?

Ms. Basilicato: In grades 6 and 7 we no longer have as much probability and statistics as we had before and in grade 8 there's a lot more algebra. In 7th grade there's a lot more pre-algebra than there was in the past.

Comm. Hodges: So it decreased probability and statistics.

Comm. Irving: Is there anything else? Roger, do you want to come up and share the difference for World Languages?

Mr. Roger Suarez: Good evening. In our case, I wouldn't call it so much a change as a shift. There has been a shift in World Languages from a grammar-based type of instruction, sort of a repeat after me, to more of a cultural and linguistic-based approach. What you have in front of you was the second leg of the curriculum because we were addressing only the 9-12 and we just needed 12 for QSAC purposes. 6-8 is what we are servicing right now in the district. For World Languages we're servicing 6-12, so the 6-8 component was the one that had to be added.

Comm. Hodges: So we're doing more of a conversational approach.

Mr. Suarez: Correct. Not only on the linguistic aspects of that particular language that's being taught, but on the cultural foundation for that language. Of course, it's lined up with the Common Core so it's a lot more informational text involved in the lessons and a lot more use of technology.

Comm. Hodges: But now is the grammar portion of that deemphasized quite a bit?

Mr. Suarez: It's not the entire emphasis. It's infused within the lessons. Obviously when you're learning a new language you still have to be taught the basic grammar structure of that language. But in the past that was the primary emphasis according to the standards that the state had designed. Right now with the new Common Core the grammar is infused in the overall umbrella of teaching language and culture for that particular language. Does that make sense? Not too much time is allocated to a grammar. When we are learning even our own language we don't learn grammar in the early stages. It's just infused in what you do.

Comm. Hodges: That's not a good thing.

Mr. Suarez: But that's reality, Dr. Hodges. That's linguistic reality right there. Instead of the emphasis being just on grammar it has been shifted because of the Common Core and the new model curriculum to culture and linguistic knowledge rather than grammatical knowledge. It's still there, but it's infused. Actually, we're very pleased with that shift.

*Comm. Martinez enters the meet at 6:34 p.m.

Comm. Irving: Are there any other questions?

Resolution No. 4

WHEREAS, in compliance with N.J.A.C.6A:7, all school districts are required to develop and submit to the New Jersey Department of Education a Comprehensive Equity Plan by November 15, 2013 and

WHEREAS, the Comprehensive Equity Plan must cover school years 2013-2016, to enable the district to address identified equity needs affecting its facilities, programs, pupils, or staff in accordance to state and federal laws; and now therefore

THEREFORE BE IT RESOLVED, that the Paterson Board of Education approves the submission of the Comprehensive Equity Plan to the New Jersey Department of Education for its authorization for the implementation of the plan.

Comm. Hodges: Has it changed substantially?

Comm. Irving: The answer we're getting is no. These plans are pretty standard, aren't they?

Ms. Jamie Murphy: Yes. This is required information about the state request that we have to update on an ongoing basis. It includes trainings and other activities that we're doing for our students and staff regarding Affirmative Action issues. It also includes different tallies of cases which are updated on an ongoing basis. It is part of our requirement for Affirmative Action for the state that we report this information.

Resolution No. 5

WHEREAS, the Board of Education and the State District Superintendent support N.J.S.A 18A:37- et. Seq. by prohibiting acts of harassment, intimidation, or bullying of our students grades Pre-K thru 12. A safe and caring environment in school is necessary for pupils to learn and achieve high academic standards, and

WHEREAS, "harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, and

WHEREAS, the law requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying, and

WHEREAS, the chief school administrator shall report the results of each investigation to the board of education no later than the date of the regularly scheduled board of education meeting following the completion of the investigation, and

WHEREAS, the chief school administrator's report also shall include information on any consequences imposed under the student code of conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator, and

WHEREAS, at the regularly scheduled board of education meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision,

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the HIB investigations for the month of September, 2013 in which there were a total of 19 investigations conducted and 10 being confirmed bullying incidents requiring consequences, and

BE IT FURTHER RESOLVED, that the Board of Education affirms the chief school administrator's decision in accordance with the law.

Resolution No. 6

WHEREAS, the intention of the New Jersey Quality Single Accountability Continuum (NJQSAC) is to assure compliance with the statutes and regulations that govern schools and districts in New Jersey and to lead the school community into reflection on the performance of its students and revisions of its practices, and

WHEREAS, the vision and mission of the Paterson Public School District is to be a leader in educating New Jersey's urban youth, and to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career, and

WHEREAS, in accordance with NJQSAC, the advisory board's annual review of the Chief School Administrator is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement, and

WHEREAS, the Board of Education met with the Superintendent and the New Jersey School Boards Association Field Representative to discuss goal-setting as aligned with the Strategic Plan, at the May 15, 2013, Board Retreat, and

WHEREAS, the four major district goals formulated in collaboration with the Board of Education were:

- Goal 1: Close the Achievement Gap and Increase Student Achievement for all Students
- Goal 2: Create Healthy School Cultures
- Goal 3: Improve Internal and External Communication
- Goal 4: Build Internal Capacity to Support School Improvement
- Goal 5: Increase Parental Involvement District-Wide

NOW THEREFORE, BE IT RESOLVED, that the Board of Education adopts District Goals for the 2013-2014 school year which include goals/strategies, the person(s) accountable to complete the goal, and indicators of success in completing the goals as outlined in the attached chart.

Comm. Irving: We had the workshop but I guess we never formally adopted them. In the future I don't know how we can maybe tag these conversations and align them with the QSAC work that we do, but it might be helpful at these presentations that are given to the Board just to say it makes sense to adopt these today so that we don't have to worry about having a meeting like this to do all the stuff we've done.

Comm. Hodges: Before we get too far afoot, with our plan of HIB we had talked about having some sort of college program to try to introduce the college enrollment to students so that week wouldn't just be about bullying. I'm wondering whether there has been any movement in that area. Quite frankly, while HIB is important to the state the college entrance is far more important to me. I'm glad that we're doing wonderful things with HIB, but we'd like to see something at least as involved be created for college. We had talked about this a number of times in the past and it doesn't seem to go anywhere. So I'm raising that issue again.

Dr. Evans: Are you suggesting we add that to the list of goals?

Comm. Hodges: Yes. I think if we're going to spend a week you can put both of those things together and have at least a grand marshal week at our school where all kinds of things went on. You could emphasize both of those things. We had a week-long program and you had talked about...

Comm. Irving: I think there's merit to what Dr. Hodges is saying, but I think that should be something the Board should somehow help steer and direct in curriculum as a directive for us to do. I've attended Roselle where they did college week. It was district-wide in Roselle. The grammar school kids did stuff about college and had workshops and all the high school kids did as well.

Comm. Hodges: Teachers wear their school jerseys.

Comm. Irving: For where they went to school.

Comm. Hodges: Absolutely.

Comm. Irving: I've seen it. It's something I think that we can institutionalized and put into our district. It would be worthwhile to at least raise awareness of it. I'm thinking the best venue for that conversation to happen, Manny, would be in curriculum. Is that something you guys can put through your agenda?

Comm. Martinez: Dr. Hodges, are you suggesting we do this along with this or as a separate entity?

Comm. Hodges: Along with it at the same time.

Comm. Martinez: Okay.

Comm. Irving: Let's add that to the conversation for the next curriculum meeting. We meet next week, right?

Comm. Martinez: Correct.

Comm. Kerr: Regarding the HIB cases, 10 were confirmed as bullying or what have you. How were these cases resolved?

Mr. T.J. Best: Good evening. Each case is different in terms of the type of remediation that is put in place. It's a case-by-case. If you would like to see it we actually have the investigations with the consequences available. What you have as documentation is just the summary report of all the investigations that were conducted and not going over each individual case. I do have records of every case so you can see on a case-by-case scenario what happens.

Comm. Kerr: Okay.

Comm. Irving: Are there any other questions for No. 5 or No. 6?

Resolution No. 7

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 New Jersey Core Curriculum Content Standards, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates district boards of education approves curriculum that supports student achievement of the Common Core State Standards and New Jersey Core Curriculum Content Standards in every school for all students, and

Whereas, the district assures and verifies through the Five-Year Curriculum Planning and Evaluation Schedule approval process the curriculum are in alignment with the CCSS, NJCCCS, district evaluation process, and

FIVE-YEAR CURRICULUM PLANNING AND EVALUATION SCHEDULE

Program Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Language Arts Literacy	P	I	I	I	E
Mathematics	E	P	I	I	I
Early Childhood	P	I	I	I	E
Academic Support Programs (includes Basic Skills, Bilingual/ ESL, and Gifted & Talented)	E	P	I	I	I
Fine, Visual, & Performing Arts (Includes Dance, Drama Music and Visual Art)	I	E	P	I	I
Physical Education/Health/ Safety (Includes Driver Education)	I	I	E	P	I
Practical Arts (Includes Business Education, Career Education, Computer Science, Home & Consumer Education, Industrial Technology, and Vocational Education)	P	I	I	I	E
Science	I	I	E	P	I
Social Studies	I	I	I	E	P
Special Education	E	P	I	I	I
Guidance and Standardized Testing Programs	I	E	P	I	I
World Languages	I	I	I	E	P

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the Five-Year Curriculum Planning and Evaluation Schedule for use within the Paterson Public Schools District.

Comm. Irving: For the curriculum plan, did we take into account in the assessment the new teacher evaluation system in this program? How is that affected and/or connected to the curriculum adoption?

Dr. Cavanna: The teacher evaluation system measures how effective the teachers are in the classroom. Dr. Barker is here and she worked hard on this. The way that this was put together was that we looked at the age of the curriculum. We're required to have a five-year curriculum cycle and the materials. Then we put together a plan to basically replace all of the curriculum and the resources over a five-year period. That's depending on budget and things like that, but we're required to have a five-year plan so that we move the curriculum so that it's relevant, current, and that teachers are involved in the process.

Resolution No. 8

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 New Jersey Core Curriculum Content Standards, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates district boards of education approves curriculum that supports student achievement of the Common Core State Standards and New Jersey Core Curriculum Content Standards in every school for all students, and

Whereas, the district assures and verifies through the approval process the curriculum are in alignment with the CCSS, NJCCCS, district curricula, and

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the Elementary and Secondary Course Catalog for use within the Paterson Public Schools District.

Dr. Cavanna: Dr. Barker did a fantastic job on this, so she can answer questions.

Comm. Hodges: The only question I have is in the academies the course identification, how are we capturing the fact that there's a thematic impact on the courses?

Dr. Cavanna: Dr. Barker can add, but physics is going to be physics and chemistry is going to be chemistry. Then if there are thematic courses that we offer, in culinary arts we offer a few courses, I think two. They are a part of it. So in each academy we're looking to develop the courses that are related to the theme, but there are some core courses that have to be taught in all the academies.

Comm. Hodges: But isn't there going to be an interdisciplinary approach even to physics?

Dr. Cavanna: I think I alluded to that when I gave my opening remarks in August or September. Yes, we're working with PANTHER. I think you're aware of that. We're working with some other schools to develop that interdisciplinary approach. Some of them have it and some of them need to develop it, but I think you're correct. But it depends on a lot of things. It depends on how the courses are scheduled. Traditionally you teach math and science in different periods. Some of the schools may want to think about moving to a block schedule so that they will be able to teach those subjects in a block so that maybe they can be better integrated and better coordinated with each other. They also may want to have blocks where they teach all the subjects and they do projects taken from all the subjects. Basically, they have to take some core courses in order to get the credits to graduate.

Comm. Hodges: My only concern is that the interdisciplinary approach should extend across most of the coursework and I have questions as to whether or not we're set up to do that. That's a concern to me. If you want the themes of the academies to have fidelity then that's what has to occur. That's what I'm questioning, the intent or the plan.

Dr. Cavanna: I understand. I have a proposal that I didn't speak to the Superintendent about. You may be hearing more about that shortly.

Resolution No. 9

WHEREAS, the State Education Department of New Jersey mandates that all public schools have a board-approved gifted and talented program and requires all public school districts to identify gifted learners and provide appropriate educational programs and services for gifted learners.

WHEREAS, the first priority of the Paterson School District's Strategic Plan is to provide Effective Academic Programs; Gifted and Talented Education serves the purpose of providing instruction that challenges high end learners and meets each students leaning needs.

WHEREAS, the Paterson School District recognizes that there are students who require differentiated programs and services beyond the core curriculum because of their exceptional abilities and as a result should have a comprehensive articulated educational program, designed to maximize their unique abilities and to enhance personal growth.

WHEREAS, the *Paterson Academy for the Gifted & Talented* will address the academic, social, and emotional needs of students in order to foster longevity in the program through high school and to develop talents in the areas of greatest aptitude and interest.

WHEREAS, the *Paterson Academy for the Gifted & Talented* strives to provide an academic learning environment designed to prepare students to be leaders in a global society and reflect rigor, student-centered learning, and safe risk-taking.

THEREFORE BE IT RESOLVED, that the Paterson Public School district approves the Gifted & Talented Program for the school year 2013-2014.

Comm. Martinez: At the end of the summer we were discussing the Gifted & Talented program. We were talking about the training that certain teachers would be receiving from William Paterson. Can you just give us an update as to where we are with that training and what content areas they were being trained in specifically?

Ms. Susana Peron: The training that the teachers receive in the Gifted & Talented program is through Rutgers. It's a 15-credit course. It's actually a certificate of the gifted child. So it's courses that they take in curriculum, social/emotional development of the gifted child, and planning and writing curriculum. It's all those different courses. The first cohort is actually going to be done in December with our last class and we're planning on starting a second cohort.

Comm. Martinez: What's the timeframe for the second?

Ms. Peron: Probably the spring semester.

Comm. Martinez: Has it been successful? Has teacher feedback been positive?

Ms. Peron: Yes. Actually, all of our teachers in Gifted & Talented in the academy have taken this course. When we interviewed them it was a stipulation for employment that they would take the courses, stick through the program, complete, and then teach in the academy. We did lose one teacher. She did leave the district. That was the only one teacher that didn't finish the courses.

Comm. Martinez: How many total teachers?

Ms. Peron: 18.

Comm. Martinez: Distributed throughout the district at different schools?

Ms. Peron: Yes. Not all of them are at the academy. There are some early childhood teachers at Dale Avenue. There was one at Norman S. Weir. There were two at School 28. The rest were from the academy upstairs. We plan on adding more early childhood and content-specific teachers to the second cohort so we can have an array of people, even a guidance counselor too.

Comm. Martinez: Very well. Thank you.

Resolution No. 10

While a number of educators in our district are not classroom teachers, they still play very essential roles in the overall educational development of our students. These educators provide academic and personal counseling, serve on Child Study teams and support athletic programs. Their roles include supervisors, department chairs, educational services staff including guidance counselors, library/media specialists, school nurses, school psychologists, school social workers, LDTC's, occupational therapists, physical therapists, speech, teachers of the deaf and related services providers, in addition to many other positions important to our state's children. All Paterson students deserve to attend schools with high-quality professionals serving in these positions, and all of these professionals deserve meaningful opportunities for growth.

On August 6, 2012, Governor Chris Christie, signed into law the TEACHNJ Act, which required implementation of new educator evaluation systems beginning 2013-14. The Paterson Public Schools must comply with TEACHNJ-as well as other statutory requirements –that apply to this group, including:

- ☐ Four-year timeline to tenure;
- ☐ Three observations for non-tenured staff members in these roles;
- ☐ Individualized professional development planning;
- ☐ Corrective Action Plans for teaching staff members rated Partially Effective or Ineffective' and
- ☐ Efficient and fair arbitration process for tenure revocation

WHEREAS, the new state evaluation program -AchieveNJ- is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to help every educational professional grow in their position, and;

WHEREAS, the evaluation instrument shall include four defined annual rating categories: Ineffective (1), Partially Effective (2), Effective (3) and Highly Effective (4), and;

WHEREAS, the evaluation instrument 2013-2014 may include a provision that multiple measures of performance be used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes, and;

WHEREAS, the New Jersey Department of Education has granted districts considerable latitude in evaluating staff members in these roles, and;

WHEREAS, to meet the TEACHNJ Act and AchieveNJ requirements, the District has elected to adapt the existing practice instruments with modifications to include the four mandated rating categories for the following non-instructional certificated staff including supervisors, department chairs, educational services staff including: guidance counselors, library/media specialists, school nurses, school psychologists, school social workers, LDTC's, occupational therapists, physical therapists, speech, teachers of the deaf and related services providers, and;

THEREFORE BE IT RESOLVED, that the Paterson Board of Education adopts the modifications to the existing evaluation system for supervisors, department chairs, educational services staff including guidance counselors, library/media specialists, school nurses, school psychologists, school social workers, LDTC's, occupational therapists, physical therapists, speech, teachers of the deaf and related services providers to reflect the mandated ratings categories of: Ineffective (1), Partially Effective (2), Effective (3) and Highly Effective (4).

Comm. Irving: Everything here is reflected in the presentation that Brenda Patterson and her staff gave us I believe in August. Brenda, what we're voting on this evening is just pretty much the presentation you gave us, right? This is the rubric and how folks are being evaluated?

Ms. Brenda Patterson: Actually, these are the different groups of people that are listed at the top of the action that will next year have a rubric. What we're suggesting, however, is that all of these people still must have those designations as highly effective, effective, partially effective, and ineffective. So for this current school year the State Department of Education has given all districts the latitude to maintain the current evaluation for this group and then next year they would also have rubrics aligned to their performance.

Comm. Irving: So it's just to make sure we have an aligned system for evaluation for all staff.

Ms. Patterson: Right. This year we have teachers, principals, and vice principals all using rubrics, and next year the rest.

Comm. Irving: Thank you. Are there any other questions on that? With that said, if there are no more questions, can I get a motion to adopt Items 1 through 10 in consent fashion as indicated with the changes, especially for Item No. 1 being kindergarten through grade 12?

It was moved by Comm. Mendez, seconded by Comm. Martinez that Resolution Nos. 1 through 10 be adopted as indicated with the changes, especially for Resolution No. 1 being grades kindergarten through 12. On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Hodges: Unfortunately, you didn't individually call them out. So I'm voting no on 2, 3, 5, and 8 and I abstain on the rest.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Irving: Yes.

The motion carried.

PUBLIC COMMENTS

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

No speakers.

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

OTHER BUSINESS

Comm. Irving: Before we adjourn there is just one document I want to share with you all. I want to first thank all the Board members who attended this weekend's training. For the folks who weren't there it was in my opinion very substantive and a very strong training. I will make sure that the Board members who were not there get a copy of the presentations. I think it's just really amazing to read the presentations on personnel and operations that happened to be there. At the end of the meeting it really dawned on me we're doing some of this in some of our committees, but I just want to make sure the practice becomes uniform. The whole historical review of all the action items has been kind of the trend of what we do in our committees. In finance it has changed and it's starting to happen, Mr. Sapara-Grant, with your recommendation and I've seen it happen in Comm. Mendez' facilities. In addition to reviewing action items we're focusing on respective projects and tasks that are aligned in our district. So what I want to challenge each chair of each committee to do is to look at the various initiatives that we have going on in our district and to ensure that we're also giving time to the initiatives so that we can hold the staff members' feet to the fire. Case in point, we need a five-year facilities plan. End of story. Comm. Mendez, while I know there might be leaks at School 12 and windows at this building, those are punch-list items that we can ask Mr. Sapara-Grant to actually update us on for 15 or 20 minutes if there are any changes. But let's discuss the stuff that's really hitting and affecting us. The fiscal cliff planning was a huge item of discussion this weekend and we've done that conversation in finance. I just want to make sure we do our due diligence and follow through. So what I want to provide to everyone consistent with Dr. Evans are just some of the initiatives that currently are in place that I think as Board members we should be picking

up in our committees and following through. Case in point for facilities, I'm going to be bringing up the energy plan and making sure we follow that through, but it needs to be a discussion that we have every single month until it gets done. The five-year facilities plan should be every single month until it gets done. We should be holding the BA's office accountable for helping to put together what this fiscal cliff construction may look like. Just so we know in finance, Errol, I'm hoping that audit report will be shared sometime soon to look at that. All these things should be discussed in committee so that when they report back to us there's really some progress. I don't think it's a deviation from what folks are doing, but I think it's a step that makes sense. Just reviewing action items for the sake of reviewing them to me is not the best use of our time nor is it the best use of our ability as professionals. We are all folks who have education, who have degrees, and we can do a heck of a lot better than just reviewing action items. There's some important stuff that's coming down the pike that we just need to stay grounded in and make sure we move forward to. I just wanted to share that with the committee chairs if you guys have it. I'll leave it up to you to make your decision for which initiatives you and/or your committee members feel most important to help bring up.

Comm. Mendez: I know we're all going to start getting phone calls from a group of parents from Don Bosco. As we know, we moved grade six from School 5 to the new trailers at Don Bosco, but the situation is that those trailers don't have any heat. It's extremely cold in the morning and the bathrooms are not working. I received a lot of phone calls from parents and I know that all of you are going to start receiving phone calls. I don't know if we can call Mr. Sapara-Grant to see if he has any update on that or any comment because I know you're going to start hearing from the parents about this situation.

Mr. Chris Sapara-Grant: I don't know when or how Comm. Mendez got his information. As of today there is no problem with heat in the trailers. There is no problem with the restrooms in the trailers.

Comm. Mendez: I got it today in the afternoon.

Mr. Sapara-Grant: If we do go back quite a while we had problems with some of the plumbing issues with the trailers and it was resolved. I actually spoke to a parent today who called me because she's been in touch with me all through the period and I updated her on the situation. We are currently using temporary power, but the temporary power we're using is sufficient to provide the heat in the classrooms. Another issue that came up was some of the parents wanted the decking between the classrooms and the restrooms covered. We are investigating the pricing. The first pricing I got was out of the ballpark. It's not the effective use of district monies so we're looking at other options. As a department we are in touch with the principal and with the teachers to try and provide the necessary comfort level that the students are used to in regular classrooms.

Comm. Mendez: I got it today in the afternoon from three different parents, but I'd be more than happy to stop by the school tomorrow. I will call first and stop by there.

Mr. Sapara-Grant: I'll gladly meet you there.

Comm. Mendez: I definitely will. Thank you.

Comm. Hodges: Am I to understand that the restrooms are not attached to the individual trailers?

Mr. Sapara-Grant: That is correct.

Comm. Hodges: How many trailers are in use now?

Mr. Sapara-Grant: Two trailers.

Comm. Hodges: So where do the children have to go for the restroom?

Mr. Sapara-Grant: There is a restroom trailer that has nine compartments that is attached to the complex. So you have one set of trailers on one side, one set of trailers on the other side, and the restroom trailer also attached. It's like a 'u.'

Comm. Hodges: Do they have to descend steps to walk out?

Mr. Sapara-Grant: No, they do not. The decking is on the same level.

Comm. Hodges: So the problem is that there's no covering or awning or whatever it is.

Mr. Sapara-Grant: An awning or canopy.

Comm. Irving: Thank you, Mr. Sapara-Grant. If there are no questions, can I get a motion to adjourn?

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

The meeting was adjourned at 6:59 p.m.