

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

September 4, 2013 – 6:30 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

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

Absent:

Comm. Errol Kerr
Comm. Kenneth Simmons

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

Comm. Cleaves read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 4, 2013 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone this evening to the workshop for tonight. I want to just jump right in. Hopefully we can have a good discussion and get folks out of here at a good time. I think some of us have been in committee meetings for most of the day. After last night's meeting, I am interested in just making sure we get the answers we need and the information we have and don't belabor points too much.

PRESENTATIONS AND COMMUNICATIONS

Expectation for Curriculum and Instruction for 2013-2014

Dr. Evans: The first item represents a presentation of the Expectations for Curriculum and Instruction for 2013-2014. You may recall this is an item that we had on the agenda early in the summer and because of a number of circumstances that evolved we postponed it until this meeting. Coming to you now is the Chief Academic Officer, Dr. Anthony Cavanna, who will provide you an overview of those expectations.

Dr. Anthony Cavanna: Thank you and good evening everybody. It's good to be here. Thanks for letting me take this time. I guess you guys know curriculum and instruction pretty well now since you've been on the Board. What Dr. Evans asked me to do is put together a little presentation about what we expect throughout the grades of our students, staff, and community. If you bear with me this is where we're going to start at our mission, to prepare each student to be successful in the institution of higher education of their choosing and in their chosen profession. The vision, of course, is to be the statewide leader in urban education. What's C&I's role in that? I think it's pretty simple, but it gets complicated as you implement it. It's what we teach, how we deliver it, and how we monitor progress. It seems pretty simple, because that's what curriculum and instruction is, what we teach, how we deliver it, and how we monitor progress. When I went to school and maybe when some of you went to school we got a lot of content. That was a little bit different way than today. If we just teach content it's unlikely that all of our students will be successful. Some of them will, but some of them won't. So we have to think about a different way to do this. If we look at what Dr. Evans' vision is and what the Board has adopted as the Bright Futures we see that there are four indicators of how to move the district forward – effective academic programs, safe, caring, and orderly schools, family and community engagement, and efficient and responsive performance of operations. These are important district goals which everybody has been working hard to move forward and make Paterson a leader in urban education. This is my charge, to increase student achievement by building capacity of the following – guidance, family and community engagement, mathematics, science, humanities, English, language arts, and social studies, fine, visual, and performing arts, career technical education, health, physical education, athletics, and federal programs and grants. When I was thinking about how to put this presentation together I looked at the research. The research is pretty simple and what it says is that the most important effect on student achievement is the teacher in the classroom, the capacity that teacher has, and the kind of leadership that's provided to that teacher. From that research there are eight tenets of effective schools – school leadership, climate and culture, effective instruction, curriculum, assessment and intervention systems, effective staffing, enabling the effective use of data, the effective use of time, family and community engagement of course. I also thought about what we would expect from curriculum and instruction. In curriculum and instruction, we would expect principals and other administrators to be instructional leaders, which is a change from the past. Climate and culture of instructional improvement, effective classroom instruction and support, effective curriculum, assessment, and intervention systems, effective staffing practices, the use of data to inform instruction, structuring time effectively, which is an important factor in raising student achievement, and helping students, families and community to help students to succeed. Lo and behold, if you match those up with what the research says and what I believe the role of curriculum and instruction is you'll see that there is one-to-one correspondence between effective schools research and what curriculum and instruction and what everybody in the district should be helping to make sure are the tenets that happen in all the schools and for all the students in Paterson. What I'd like to do, if it's okay with the Board, is go through

these one-by-one and just list some of the things that are expected of our teachers, administrators, and students this year. Principals as instructional leaders – that's important.

*Comm. Teague enters the meeting at 6:39 p.m.

Dr. Cavanna: We would like to see our principals a minimum of 90 minutes each day in classrooms. So if they're going to improve instruction then they need to be in the classrooms and sometimes that just doesn't happen because of other things that go on in the building. Principals know that they need to be in the classrooms at least 90 minutes a day. They're going to effectively use the walk-through protocols, observations, and evaluations. They're being trained in the Institute for Learning's best practices. Many of them are experts or are becoming experts in the use of data that we get through the STAR curriculum and unit assessments, and other data that we collect. The principals are encouraged to design and implement high-impact academic interventions for low-performing students. The big one for this year is to unpack the Common Core. There's a lot of work around the Common Core and I'll get a little specific about that in a minute. Teachers and principals need to spend time really understanding what the Common Core is about so that they'll be able to help students be successful this year and then next year when the PARCC assessments are implemented in 2014. The principals are expected to lead the Professional Learning Community process and monitor instruction especially focusing on things like the Institute for Learning. Again, I'm not going to read the list to you, but the AP supervisors are important in supporting the teachers. Again, teacher capacity is most important, but the teachers need to be supported in a variety of ways. So this wouldn't be too long, I've lumped three of these together, the climate and the culture, effective classroom instruction, and the effective use of data. There are some bullets there. Use of district curriculum, which has been aligned now to the Common Core, develop a Paterson curriculum, which is one of Dr. Evans' vision that we have our own curriculum that's matched to the Common Core, the use of assessments to guide instruction, the K-2 literacy initiative, the IFL training, and the lessons that the teachers are getting are very important, the IFL walk-throughs where principals get together and they actually walk through a school and some IFL classrooms and learn from each other. We did some of that work last year, but that will be geared up this year where they'll learn from each other. We're looking into increasing a number of advanced courses that we offer, especially in the high school, AP courses. Of course, we'd like all students to take algebra in the eighth grade, that PSI initiative. We have the new teacher and administrator evaluation system. Today and Friday the teachers are spending a lot of time again learning and refreshing their memory about student growth objectives. I'll talk about that a little bit at the end of the presentation. Of course, the career and technical education is an important part of this and we're instituting some extended day programs. Under curriculum assessment intervention system, the emphasis is on the Common Core and the Partnership for Assessment of Readiness for College and Careers. That's the PARCC. We have one year to get ready for that and it's going to be implemented in 2014. We're getting more information about that daily so we'll be sure to keep everybody informed about that. The Common Core is pretty simple, if you think of it in terms of what the students need to know and be able to do in order to be ready for college and career. That's basically what the Common Core is about, but in order to do that we need to align the curriculum to the Common Core. We have curriculums like Read 180, Success Maker, Accelerated Math, and Accelerated Reading. Develop a Paterson curriculum that's aligned to the Common Core, professional development and support for teachers which is so important, using those assessments to make sure that we're on target with what we're doing, and of course building those student and family support systems that we need. Effective use of time –

this is what we expect in the classrooms. This is basically elementary school in language arts, 90 minutes for English language arts. In K-2 that 90 minutes is stretched out to 120 minutes because we have new things that we've implemented like Writer's Workshop. I'll talk about that in a couple of minutes. We expect 90 minute of mathematics. In science we expect a minimum – that's not saying that's all of it because we'd like to stretch that out and we have to work on how that fits into the day – but at least 80 minutes. We can integrate that with the IFL and stretch that out because science is a very important subject also. The intervention and enrichment period is for at least 20 minutes per day. For most schools that's a little bit longer. It's either 30 minutes, 40 minutes, or 45 minutes. The goal for students this year is 96% attendance and 75% graduation rate. Of course, we have to provide 150 minutes a week of health and physical education. We're implementing algebra for some students and one day we'd like to see that expanded to all students. Extended day programs are in School 4, School 6, School 13, School 28, and New Roberto Clemente. For teachers we expect to be recruiting, supporting, assigning, and retaining the appropriate staff. We expect them to participate in professional development, especially around the student growth objectives. We expect them to participate in grade level and professional learning community meetings at least once a week.

*Comm. Guzman enters the meeting at 6:50 p.m.

Dr. Cavanna: Helping students and families and community to assist students to succeed – again the family and community engagement is so important. We're talking to the director about developing teams to support families and also to train principals so that they're better able to provide all kinds of supports that parents need. We're looking into volunteers and of course the Parent University. I know some of you were on a new outreach cable TV show that was recorded just recently. Guidance and support services – that is a very important area, preparing students for college and career, increasing acceptances into four-year colleges and universities. We're looking at personal learning plans with their students early on in the middle school so that they, their families, counselors, and teachers know what courses and what they have to do from seventh and eighth grade into high school in order to get them into college. They know years before they have to take a course that that's in their plan. Improve and expand the Naviance program – that's a program that counselors, teachers, families, and students can use to be on track and stay on track and learn about colleges, financial aid, and everything else that they need to know in order to be ready for college and career. We're looking at taking a deep look at our guidance and our processes around how we support students. Basically those are the expectations. I just wanted to spend a moment on the Common Core. Right now 46 states have adopted the Common Core in English language arts and mathematics. 87% of all public school students in the United States either this year or next year are going to be affected by the Common Core. What's unique about the Common Core is that it's basically the same each year. The skills and the concepts that are required are basically the same each year and it seems very simple. In English language arts there are about nine strands that the students and the teachers have to focus on. Every year it gets a little bit more complicated, but it's the same nine strands throughout the grades. Each year the students get more in depth into the subject area that way they're more ready for college and career as they go up the grades. It's really a strategy to get the students ready and give them the kind of support they need in order to be successful in college or career, whatever they would like to do. This is where we are. In language arts we've basically finished the alignment process. The curriculum for K-5 has been aligned to the Common Core standards for all units. The curriculum for 6-12 was complete for units 1-3 and it should be almost complete for units 4 and 5. All resources are aligned to the New Jersey model curriculum, the student learning objectives, and the Common Core. We

have given the teachers either the resources or a list of the resources that they have in schools. That's also available on the website. In mathematics over the last three years we've aligned the Common Core for grades k-8 and all resources are aligned to the model curriculum, student learning objectives, and the Common Core. The resources are on the website. English Language Arts is interesting because the Common Core stresses literacy throughout the subject area. So even though that's the Common Core for English language arts, under that umbrella are things like history, social studies, science, and technical subjects. Speaking, listening, and language are very important in all the subject areas. That's a nice representation of the umbrella for what's expected in the Common Core in literacy. I'm sure most of you have seen all of our curriculums that are online and teachers can go right in there and click on the subject area and the grade and make sure that they're at the right place. When principals go into the classroom they can do the same thing to make sure that the teachers are teaching what they're supposed to be and that they're on pace. This is a sample of the English language arts curriculum that's available to teachers online. If you look, there are four columns there. The first column is the New Jersey student learning objectives. The second column is the skills and concepts that the students are expected to learn. This is the sixth grade unit. The third column is guided questions that the teachers can use. Then in the last column are sample activities. The emphasis here is on digital-age skills. Students read a lot of narrative and informational texts. They read a lot of non-fiction and they read fiction. In the lower grades it's about 50/50 and as they move through the grades by the time they get to the high school about 70% of the material that they read is informational. They go to 30% fiction and about 70% non-fiction. The reason for that is because we're trying to get them ready for college. When you go to college you get a lot of information that you have to read and you have to absorb it quickly. So the Common Core is purposefully designed like that so that students learn to comprehend and they acquire the skills that they need, but they also get good at reading informational text so that they can do well in college and beyond. If you notice, the learning standards are here. The teachers know that they have to teach all the learning standards. The standards that are highlighted are the ones that will be on the unit exams, but the teachers know that they have to teach all of them. On the website also this is another example of a list of resources and materials that have to be completed in each classroom. Teachers know that they have to use these resources. If they would like to incorporate other resources they're more than welcome to, but they must do the ones that are there. There's a reason for that and it's because we want to make sure that the students are ready for the next grade, that they're following the Common Core and getting what they need. The Common Core really doesn't tell you how to achieve the goals. It tells you that these are the skills that students need in order to be successful. That fits into the district philosophy of the Institute for Learning well because the Institute for Learning materials and training are aligned to the Common Core and they're the vehicle by which the teachers can deliver the Common Core so that the students will be ready for college and career. I'll just go through mathematics quickly. On the website the teachers and the administrators have a pacing guide. When we go into a classroom and it's November if the teacher's teaching fractions and you look at the pacing guide and it says that they should be doing ratios, then there's a dialogue between the teacher and the administrator. Sometimes the teacher says, "The kids just didn't get it. I need to reteach that." Everything is structured so that there is a time to reteach. But if we're not on pace with the curriculum we're doing a tremendous disservice to the students because they're going to be tested on all the material, not only the material that they may not be getting. There are opportunities to review that material and go over it again. This is grade 4 and teachers have the benchmarks. They have the grade concept and skills and they have some sample activities and the kind of evidence that we want to see from the students. Mathematics is interesting too under the Common Core because in mathematics the

parents are used to worksheets and the students used to doing 25 problems like that. In the Common Core the emphasis is more on concepts. Do the students understand it and do they know the process to get from the beginning to the end? If they make a mistake it's okay as long as they know the process and the teachers can help them get the right answer, as long as they know the concepts behind what they're doing. I think that's very important in the high-achieving countries like Singapore, Finland, and places that score very high in the international assessments. If you go into their classrooms their math books are around a half inch or an inch thick because they don't do the worksheets. What they do is they teach concepts and the students do very well both in the classroom and on the international benchmarks. The Common Core is moving towards that. It's teaching the concepts behind the math rather than the ability to do 25 problems. We've done professional development. I just wanted to mention that. We've trained basically all of our teachers now, but as I said before, there's a lot more work that has to be done. We've been exposing them to the Common Core standards, to our curriculum that's matched to the standards, the resources, and the IFL. But teachers really have to get in and get their hands dirty into the Common Core and start to write their own curriculum around the Common Core so that they really understand it and internalize it. I think you know about some of these things. These are the things that are rolling out this year. In K-2 we have a phonics program that's called Imagine It. The Writing Workshop the teachers are really excited about. The IFL units in 3-5 and 6-8, we've introduced some additional models in the grades. Of course, the IFL unit is there. In the high school 9-12 we're going to use the New York Times magazine this year and the IFL unit is there too. As I conclude here, I just wanted to touch on the SGOs and Achieve New Jersey. Today we were up with Assistant Superintendent Peron at the high school and Dr. Evans and we had all the special education teachers there. Paul Pallete from the state gave a presentation on SGOs, Student Growth Objectives, because now we're looking at student growth. 15% of the teacher evaluation will be student growth objectives. So each teacher has to develop student growth objectives, the principals have to approve them, and there will be a pre assessment and post assessment. That 15% will be based on those student growth objectives. It's very important. Exactly what is an SGO? An SGO is a long-term academic goal that teachers set up for groups of students. I want to see all of my special education students grow at least whatever the measure is, 30% in reading ability, or they can break it down by subgroups. But it has to be specific and measurable, aligned to the standards, based on data that we have about the students, and a measure of learning between two points in time. I think that's pretty reasonable. I think that the teachers, the principals, and the parents will appreciate the fact that they will know how much their students have grown between two points in time, in requiring teachers to do that. This is what we're asking of the teachers, to teach a curriculum that's aligned to the standards – and everybody has to do that – determine the needs of students using several methods, including a variety of assessments – and everybody in those 46 states who uses the Common Core has to do that – differentiate – most teachers do that very well based on the needs of students – set goals for students appropriate to their grade level, subject and readiness – and a good teacher does that – and use high-quality assessments to measure student performance. We want to have high-quality assessments. We also want them to talk to each other and collaborate. When you collaborate you become stronger at what you do. We want them to work in groups like professional learning communities or at their grade level meetings and during professional development to be able to work together to improve student achievement and formalize, document, and be recognized for what they do well. The SGOs are really helping us. Some of the tools that we have helping us are the SGOs, the IFL, the assessments, and the professional development. We're very fortunate that the Board and Superintendent support those things for our teachers because it makes them better teachers and if they're better teachers our students will do better. Just to sum up, these

are the big ideas. This year we want to really get into the implementation deeply of the Institute for Learning. We want to really do the K-2 literacy initiative really well. We want to increase the number of students that are taking algebra I in the eighth grade and look at what we can do to increase science in the early grades also. We want to develop and work with the teachers to develop those SGOs that are aligned and that are helping students achieve. We want to increase rigor through participation in advanced placement courses such as AP and IB and whatever makes sense for us to implement. We want to really work with teachers to unpack those Common Core standards because they're where we're going and they seem to be a good roadmap of how to get students into college and careers. Important to that is to build the capacity of the guidance and support services to support that college and career readiness and also building the capacity of our family and engagement center to provide services to all students and families. Parents need to know how to help their children succeed. We really have to do a good job in helping parents to help their children at home. We focus our federal programs to help identify additional funding sources to get this all done because we are doing a great deal. We end where we started and to sort of paraphrase Yogi Berra, one of his truisms, "In order to get there we have to know where we're going." This is where we're going. That's where we started. I think we're doing a lot to support that and thank you very much for allowing me the time.

Comm. Irving: Thank you, Dr. Cavanna. Are there any questions from Board members about the report Dr. Cavanna has given?

Comm. Martinez: Regarding the SGOs, it ties in a little bit to what we were talking about yesterday in curriculum. This is an important piece and I think it should be made very clear to parents as well the expectations the teachers have and using those two periods of time from point A to point B to measure the students' growth. I think that ties in very nicely to what we discussed yesterday as it relates to the testing and some of the discrepancies parents had as far as students getting A's throughout the course of the year, but then not doing well during testing and perhaps having to go to summer school. I think including this portion in that report can go a long way to quell some of the concerns that parents have. I would just suggest or recommend that this be included in that report that we spoke about yesterday as far as when we disseminate that information through the principals to the staff and families.

Dr. Cavanna: I think that's a real good suggestion. When we draft the letter to the parents we'll try to incorporate that idea of taking a picture of growth between two points in time.

Comm. Martinez: And explaining how sometimes growth is measured differently to the actual performance that they're putting forth in the classroom so there's a clear delineation and no confusion as to some of the problems we had last year.

Comm. Mendez: Thank you for your presentation. On effective use of data to inform instruction, what will we do differently than we're doing now in terms of using the data more effectively?

Dr. Cavanna: I think we do use the data effectively, but we're going to have more data now. We're going to have the SGO data. What we need to do is develop a plan to help parents understand that, as was stated, but also work with our principals and teachers so that they better can use all the data. They have the STAR data, the unit assessments, the NJASK, and now they're going to have the SGOs. There's a lot of data and we package it in Performance Matters. But I think especially the new administrators and the new teachers need additional help and support. Some of our

teachers and administrators have become experts in using data. They're very good. Using them to give examples to newer administrators or newer teachers, I think that collaboration of professional learning communities we do a good job, but if we rest on our laurels we're not giving the kids the benefit of the best we can do. So we have to collaborate and make that process even better than it is.

Dr. Evans: As Dr. Cavanna has mentioned, we have a significant number of teachers who have a strong command of how to use data to inform instruction, basically taking the data, identifying not only where the kids are, but identifying strengths, weaknesses, obviously building on the strengths, but helping to remediate the students to where the weaknesses or skill sets where deficits exist. We closed that gap. But there is a higher level of sophistication that needs to be brought to bear in analyzing data that we need to help our teachers with. It's one thing to look at it and tell where they are, where they're weak, and where they're strong. It's another to dissect the data and analyze it to the extent that you begin to see patterns emerge in how kids are responding to test questions. Not necessarily whether they got the answer wrong, but how they responded that tells you something about how they learn. That's really getting sophisticated in analyzing data, but that can happen. One of the activities that the Renaissance folk took us through once and did just that helped us to identify patterns that illustrated that this kid learns this way instead of that way. You've heard before us say basically when you're teaching you need to use several different modalities to address different learning styles. Some students are visual. They can grasp from looking and observing, feeling, and touching. Others can read it and get it. Others can hear it and get it. There are different modalities and then when you add nuances associated with brain functioning there are other modalities that come into play. A higher level of sophistication as it relates to looking at data and discerning what that information is telling you about how kids learn is where we also need to take our teachers and I don't know that we've done very much with that yet.

Comm. Teague: To my colleagues, pardon my tardiness tonight. I'm trying to find out with regards to this program are there going to be any programs designed to assist students with IEPs as far as helping them to go further?

Dr. Cavanna: We provide programs for all the students. The IEP helps the teacher design interventions, curriculums, and programs for particular students. Ms. Peron is here tonight and she can help answer that question. That's the intent, to service all the children.

Comm. Hodges: I'm going to be nice to you tonight so you can go back and tell Bill that I was nice, but not too nice. My specific concern isn't so much the Common Core, but how in particular we're going to address the drop-off in grades 3-8 that we commonly see. How does this approach tackle that?

Dr. Cavanna: We have to look at the whole child. As is in the Bright Futures vision it looks at the student, of course, but also at the family, the support, the guidance, and the academic program. What we try to do is identify the resources that we have and the ability to provide support for teachers and administrators is where we can focus that so we can do the best for those students who are experiencing difficulty or are not experiencing the growth that they need to. In the past all we talked about was whether the child was on grade level or not. Now we're looking at how much they grow. So you can have a child technically below grade level that grows a great deal and you can have a child who was above grade level and only grows a little bit. You might lose that child in the old model. In this model you'll be looking at all the children. If a child is doing well up to second or third grade and all of a sudden drops off it will be very evident

because of the way we collect data, because of the interventions we're providing to students and because of all the staff development and supports that are around that child. That's a bit problem, especially at the middle school where the scores drop. We have to look at that and figure out why that's happening and then focus our resources.

Dr. Evans: An interesting anomaly is emerging. Our highest performing 3-8 grade is grade 8. That trend you mentioned is normal. I've seen it everywhere I've been, but I'm noticing here recently it's shifting to where grades 6-8 in particular are taking off. Before it was the other way, but now it's beginning to change and I'm grasping to determine why. Sometimes you can attribute it to the test. The test that a third grader takes is different from grade 8, but sometimes the differences are such that it may contribute to that anomaly. But I don't know that yet. It's something we need to find out, but I'm noticing that trend is changing to where our third graders and fourth graders are now our biggest concern.

Comm. Hodges: Are there some skills that we should be teaching or that we're going to teach, particularly in schools where students are the most challenged? There are some students who come to the table with significant deficits. Is that being addressed in part via the SGOs? If you don't know how to study you can learn what you can learn in the classroom but what you ultimately master is what you can remember, as opposed to what you've spent time processing in your mind. Are we carving out some time or place to teach those skills?

Ms. Shafer: It's a little bit of both. We have some intervention teachers now who are taking those students who are not on grade level or who could be two or three levels below. There are intervention periods for those students with a different teacher. They're pulled out of the classroom for an intervention period to get them up to par. Also, the SGOs are focusing on either a whole class or part of a class and approved by principals. So you could have a teacher focus on those students who are below grade level and you want to see 'x' amount of growth, say 5%, on whatever the assessment is when they take the post-assessment. The teacher's evaluation is tied to the SGO.

Comm. Hodges: My concern with the intervention is the teacher is going to focus on the child learning the material as opposed to developing skills to help the child learn on their own. That's what I really want to get back to. That's the issue. You can teach a child a set of facts and they can memorize over time and learn a set of procedures and we're done. But if you can teach the child how to master that material on his or her own then you've essentially gotten rid of the problem in the future, not just where they are now. That's what I'm trying to get at.

Dr. Cavanna: There are a couple of tiers there. There's the high school tier. We need to do some work there around study skills, advisories, and things like that. At the elementary level, as Ms. Shafer said, there are things that we're doing. Plus you should know – and this is a shift for everybody – the Common Core doesn't ask for facts. They don't care about that. That's why we have to train the teachers through the IFL to teach in a different way. The Common Core asks the students to read a paragraph, answer questions, and then point to the part of the text that gave them that answer. It's more critical thinking skills and the ability to gather that information from the text. The Common Core moves away from memorization and gets more into how you solve the problem, rather than getting the right answer. In literacy they're asked to point to that sentence in the text that led them to believe that's true. That's the teaching that we have to change so that the students will do well on the assessments which are matched to the Common Core. We have a whole bunch of stuff to do. It's a little bit different than it used to be.

Comm. Hodges: Lastly, we have talked about having an assessment of the degree of implementation of this program by the teachers and monitoring that so we can say if the teachers are implementing it 90% we can determine, if we don't see the progress we're looking for, whether the problem is that the teachers aren't implementing the program properly or if there's a problem with the program. I'm just wondering what the status of that is.

Dr. Evans: We're not there yet. We're trying to get a handle on the program.

Comm. Irving: How do you create a measure? I see what you're saying, but the question that pops in my mind is how in the pilot year do you help create that rubric to even measure what that will even look like?

Comm. Hodges: They already have that in place. They already have the measure created by Annalesa a year or two ago. She actually came here and presented it. This is a pilot year but you want to make sure that when you're trying to assess the level of improvement or stagnation or whatever you see you want to make sure it's implemented across the board. As you know, what tends to happen is, particularly in the first year, you don't get that even implementation. So if you don't see the progress that you're looking for do you blame the program? Do you blame the kids? How do you correct those figures that you see? That's the question I'm asking.

Dr. Evans: It's a very good point.

Comm. Teague: With regards to the after-school extended day program, is there a way that they can implement that program in all the schools?

Dr. Cavanna: I think it's just for that school.

Comm. Irving: Are both of them SIG schools?

Comm. Teague: You said School 10?

Comm. Irving: Yes.

Comm. Teague: They don't have it on this list.

Dr. Cavanna: School 10 is a SIG school. Those schools are Priority Schools. There's special funding for them.

Comm. Teague: So the extended day means they start earlier?

Dr. Cavanna: No. The way we planned it is that it will begin at the end of the day and it will run until 4:30. It will be exclusively academic. It will be mathematics and English language arts. It will run four days a week. They'll get a snack. It won't be more of what they received during the day. It will be a targeted program. Some of the students will need a lot more help and some of the students will need enrichment. We're designing a program to meet the needs of all the students.

Comm. Teague: So after school and extended are basically the same thing?

Dr. Cavanna: Yes. It's an after-school program.

Comm. Irving: I have two questions for you. The first one deals with the early pages in your report. You mentioned the arts in your presentation. I know that this district has struggled to recover from the self-inflicted wounds that we did – our hands were really forced – when we eliminated arts education. With that said, it's been almost three years since that time and I truly believe we have a lot of work to do when it comes to the arts. I think we have somebody who works as a chairperson for the arts who is more than competent and qualified. With that said, I don't know if we have ever given her the reins to say let's take the arts seriously and really look at the infusion of arts education across the curriculum and create pilot programs. For me it's one thing to ask someone to have kids color and make sure there's an art teacher in the school and our kids are taking music. That's the bare bones minimum of what we can do. I went to a performing arts high school. I went to Rosa Parks in the city and I can tell you how being in a major that had an arts concentration helped me in my literacy courses. I was a drama major and we read scripts in our drama class. We had set design and it was a massive component associated with the set design class. I hated math, but all these different elements built into it. What I would like to see in some presentation is a different look at how we look at the arts and not just a very basic view. I know some of that has budget implications with it, but some of it doesn't. It doesn't take having specific budget constraints in order to create an effective program where you parlay the skills of a strings teacher with the skills of an English teacher as they're talking about Mozart, the renaissance or even a horn teacher talking about the Harlem renaissance. You get a teacher in your school who knows the saxophone and they'd be able to play for those kids. I've been very patient because I was not at all pleased with the direction with leadership and how arts have been going. I just think that the department needs a much stronger level of support in order to infuse what they do. This is an expectation I really have, but I think our kids will tell you. When you started this presentation you said if you just teach English and literacy to our kids we're not going to be able to do as well as we can if we're able to make the connections across the board. I'm not sure if you've done any work presently in helping to refocus that concentration.

Dr. Cavanna: The reason it wasn't in there is because of people's vacation schedules. When I put this together I hadn't had those conversations. But since then I've had a number of conversations and I might be bringing some things to the Superintendent.

Comm. Irving: Great. The last piece I have is just about the Parent Resource Center. I've heard a great deal of folks from the Bengali community in particular talking about representation and how we as a district reach out to different communities. I think we've done a great job at making sure we have different full-time parent coordinators who respect their constituencies. We have one that's growing and growing fast. That's our Bengali community, especially in the second ward and some small pockets of South Paterson. I would really love to see us trying to infuse another parent coordinator somehow in the Bengali community. I think that community deserves a right to have onsite staff that is familiar with the language, who can communicate with the families, and who know the rituals and traditions that many of us are not going to be prepared for. It's just an outgrowth of being a growing community. We have over 50 nationalities and as they grow they're going to be needing folks like us to make sure that there is representation. I haven't seen the model that I know Mr. McDowell presented to the sub-committee and to you, but I don't know if it's saying anything about addressing the Bengali constituency. It's one that I definitely want to make sure does not get ignored.

Dr. Cavanna: We've discussed that. We're aware of that and we have to look into that to see if that's something that we're able to do.

Comm. Irving: I look forward to hearing about that. Thank you, Dr. Cavanna.

REPORT OF STATE DISTRICT SUPERINTENDENT

Readiness to Open School Report

Dr. Evans: My report is a continuation of the report that I initiated last week on the preparation or readiness to open school. I gave you a draft report at that time. We've since put it in final form. Most of the attachments are the same. Cheryl, did we have additional copies? It's fresh off the press. The memo that you have that was in draft form when you received it last week no longer reflects draft and the information is essentially the same with a few minor changes. I'd like to point those changes out to you. In one case we have updated enrollment data, I think near the end under information services. It reflects that we're at 24,057 and rising. There are students that are registering every single day. There is an error in the statement on the second sentence, "This figure does not include preschool students served by private providers." It's supposed to say "does not" include and it says "does." That 24,057 now does not include 3,500 pre-k students in private providers. We're still very close to where we were last year in terms of actual enrollment. The other change that was made was in the organization chart. It's in final form even though it's still stamped "draft," just in case someone finds something else that we misrepresented on the organization chart. Barring any errors that we find as we continue to edit it "draft" will be removed from it. Everything else in this report is essentially the same. I went through item by item if you remember last week and briefed you on the information that was contained therein. We referenced the attachments which represented reports that came directly from the assistant superintendents or division chiefs or the executive directors responsible for some of the units as well. This was the opportunity now for the Board after having had it a week to ask questions and between myself and cabinet members we can answer those questions.

Comm. Irving: As folks peruse this, Ms. Corallo, I just want to clarify some of the comments that were made. I know I had comments or phone calls. Comm. Simmons who isn't here this evening texted me a long list of six pages of text messages and concerns he had as far as central registration. Can you explain to the Board what have been the adverse effects of parents cancelling on appointments and the effect it's having on registration at this point in time?

Ms. Terry Corallo: Good evening. I just want to be clear on what the question is. You're asking me with regards to central registration the appointment schedule?

Comm. Irving: Yes, some of the challenges that we've encountered.

Ms. Corallo: As I have told you on several occasions with regard to central registration we have been open through July. In the spring we did April, May, and June. We ran the kindergarten registrations and things went very well. We had the luxury of time back then to call back parents who did not have the proper documentation to come back and bring us the proper documentation. During the months of July and August we had a full schedule of appointments. About 30% to 40% of those parents did not show up for their appointments so they needed to be rescheduled. When a parent doesn't show up and needs to be rescheduled they get pushed back because now the appointments are already full. From August 19 through this Saturday, September 7, we had spaces for 800 appointments. We're still experiencing to this day about 30% no-shows. We have to reschedule those appointments. So those people are holding a space for half an hour for a registration appointment and when they don't show up that's a void. So now they get pushed back to the following week because the schedule is already booked for

that week. So there really should not have been any reason why the 800 appointments that we had scheduled would not have taken us properly through the school year had we not had this very high rate of no-show and having to reschedule appointments.

Comm. Irving: Hindsight is always 20/20. I assume that you guys are probably going to come back after the season is over and try to figure out another way or another plan. Is there anything that can be done now to try to encourage parents? Is there anything that we can do as Board members to try to communicate to the community? Maybe PEF can help us out in getting that word out that parents registering their kids have to stick to that appointment. No one knows after you miss it if you're going to get another one because of the influx.

Ms. Corallo: We're still going through a learning process with the community and understanding that this is where registration is taking place. They understand that registration is taking place. We got that far this year, that registration is taking place here. However, we've had a lot of issues with parents. When we tell them we have two other off-site locations they get very confused and they think that if I tell you to go to register at School 27 that means I'm going to be placed in School 27. We have big conversations at the call center about not registering them at School 27. That just happens to be a location. So it continues to be an educational process for parents. I think that there's not an understanding if they don't make an appointment today they should be able to get to tomorrow. We had 800 children that we knew we needed to register. We had about 2,000 in the spring, another 800 this time of year, 400 charter school transfers, and another 400 Tech transfers. That all has to be done by central registration, so my team in the four-week period has seen 1,200 families. It's a lot of people.

Comm. Hodges: When you say transfers, going which way?

Ms. Corallo: They're leaving the district. We had about 400 for the charter schools and a little over 400 for Tech. We just received last week another list for Tech for another 50 students. That now means we have another 50 students who just found out they can be accepted to Tech and they have a decision now to make. Do they want to keep the seat that they have or do they want to move? That of course brings a challenge with us with scheduling because, as Ms. Patterson will tell you, with the teacher evaluation system the schedules have to be done very quickly so that a teacher can sign off and say, "This is my class schedule and now I can begin the timeframe for having that child for at least 60% or 70% of the time." But when we had Tech send us a list last week that means now we have to wait for those 50 kids to make a decision and tell us if those 50 seats will become available at various schools or not. This is what we're dealing with and parents are still making up their minds about other programs as well. It's not all about Tech. I'm not trying to bash Tech. I'm just giving you the reality of central registration as it stands right now.

Comm. Mendez: Do we have the number of students that are going to Tech from the Paterson School District?

Ms. Corallo: I think it's a little over 400. I think it's like 450.

Comm. Irving: It's got to be more than that.

Comm. Mendez: I'm talking about overall.

Ms. Corallo: I'm sorry. Multiply that by four. For the ninth grade it's about 400.

Dr. Evans: As you approach the twelfth grade those numbers get smaller. Typically it's 1,100 or 1,200 in total.

Comm. Mendez: What are we doing with those parents who want to put their kids on the waiting list in some academies? Are we allowing them to...

Ms. Corallo: For the high school academies we have really been moving on that because as I said those 400 seats now make another seat available. We keep moving. We're probably between International, HARP, and PANTHER we keep moving down. It's interesting, a lot of students are not accepting the move and we have to keep moving down the list. Dr. Evans and I just spoke about that recently where next year one of the things we are going to institute is a timeline for children to have to make a decision. This way we can say by August 1 you need to let us know we placed you in this seat and are you going to keep this seat or not. What's happening is right up to the first day of school they can still be deciding and think "I want to go to HARP, but maybe I still have that Tech acceptance. Maybe I'm going to accept the Tech acceptance." Then that causes someone else who is waiting for that seat to not be able to get that seat. We have figure out what the right date is, but we're going to put a date in place. Are there any other questions?

Comm. Irving: Thank you. I think that clarification is really important. I think the process you guys have done is better than last year. I think we've worked out a lot of kinks and this is a manifestation of where you try something new stuff happens that you don't expect. But I would love to see at some point in time after we get through this process maybe a contingency plan for how to alleviate that. Always try to fix the wheel and it rolls a lot better.

Ms. Corallo: I would like to just take a moment to put a plug in for the team that's down there because this team is working so hard and so many hours. In fact, they are there right now in the room across the hall. They're exhausted, but their customer service is top-notch. They hear a lot of issues. They face a lot of issues. We've had to call DYFS a couple of times during the registration process. This is a very challenging thing that they are dealing with every single moment of the day and they maintain their professionalism and they're treating the parents with the utmost respect. I do also want to mention that we do call parents the night before to remind them and we call them that day to remind them. So it's not like you booked the appointment five weeks ago and we didn't remind you. Just like a doctor's office we are doing that as well.

Comm. Mendez: I received that call. I'm a witness.

Ms. Corallo: You're evidence. Thanks very much.

Comm. Irving: Did you register your kids?

Comm. Mendez: Of course. I'm on top of that. I have three.

Comm. Irving: I bet your wife did it. Are there any other questions regarding the Superintendent's report?

Comm. Hodges: It says all facilities are ready for opening. I'm more concerned about the labs and the status of them. I know we've had some challenges.

Dr. Evans: Let me ask Mr. Sapara-Grant to come forward and address that.

Mr. Chris Sapara-Grant: Good evening. We've finally gone through the procurement protocol for the labs and the final work is going to start tomorrow. The labs are already in place. What we don't have are the acid tanks which we have given out to purchase order to get it done. Within two weeks of school we'll have the labs fully complemented and ready.

Comm. Hodges: Which schools were affected by that?

Mr. Sapara-Grant: BTMF, ACT, and SET.

Comm. Hodges: What about HARP? What are we doing there?

Mr. Sapara-Grant: We have secured the perimeter. There were breaches in the perimeter that have been taken care of. We are installing a new PA intercom system which should be ready either for Monday or Tuesday. We are installing four cameras that would help the security setup. Most of the ceilings and imperfections have been corrected in the building.

Comm. Hodges: What about the lab situation over at HARP? I know we've had significant challenges.

Mr. Sapara-Grant: The only lab I'm aware of is the computer lab downstairs. It's been put together. After the floods last year it was out of commission. There was ductwork that needed to be put in place and it's been done.

Comm. Hodges: So they have full wet labs in biology at HARP?

Mr. Sapara-Grant: They have the labs that were requested through facilities. I was there today with the instructor in charge and I'm not sure of your specific question.

Dr. Evans: I'm not sure if it's a wet lab or not. I'm not sure if that's what was there. Is that what was there?

Comm. Hodges: They struggle with labs in general over at HARP. Biology and chemistry labs require that. That's why I'm trying to...

Ms. Shafer: Do you know, Chris, if anything has been done to the biology labs there since the spring?

Mr. Sapara-Grant: I'm not aware of anything. I don't believe anything has been taken away from them. I suspect Dr. Hodges' question is do they have the added elements, which I cannot speak to.

Comm. Irving: Is there anything else? The only question that I have is just on the vacancies. Is this the most updated list of vacancies that happened in the district?

Dr. Evans: No. It was updated as of Wednesday of last week when I gave it to you.

Comm. Irving: I'm going to ask that an updated version of this list be given to the Board tomorrow.

Dr. Evans: Sure.

Comm. Cleaves: We did discuss this yesterday in personnel and they're still hiring. So you can get an updated one tomorrow, but next Thursday it's a possibility it could change.

Comm. Irving: I just think it should be weekly until the end of September or at least the beginning of October. The Board needs to stay on top of the vacancies that we have. I just don't want us going into the school year with some of the challenges that we had last year with folks coming to the podium saying a substitute is teaching their kid for a month and a half and we're sitting here like, "Really?" We have the ability to at least monitor that progress. I don't know if that's a directive through the personnel committee, but we can ask Dr. Newell to keep the Board abreast. Even if the people have been hired but maybe they haven't officially started if we can still know that the progress is happening I think is reassuring for all of us to have.

Comm. Martinez: I'm not sure how that's broken down, but depending on whether they're clustered in different schools or not, roughly one per school is what we're missing, if I understood that correctly in personnel the other day. The majority of those positions are ESL positions that they're looking to fill. From the time that report was put together there were additional hires that were made. They were not reflected on that document, but it averaged out roughly one per school, ESL being the dominant one.

Comm. Irving: Got it. Thank you. That completes my questions. Are there any other questions?

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Commissioners, Dr. Evans, staff, and members of the public. Yesterday PEF brought you a chronological report of key dates of moving the School Board election from April to November. We asked you to consider a draft and we have in fact made some edits, particularly reflecting that on September 19, 2012 that motion was removed from the agenda, not that it failed. We have added yesterday's motion that it passed yesterday and added some key dates moving forward to remind people that we won't be having the election in April of 2014. We also wanted to note that the first November election will be in November of 2014 and it will be the gubernatorial election. So we will be putting extra special effort in encouraging people to pay attention to what's going on locally and what the School Board candidates locally are presenting to the community in their campaigns.

Comm. Irving: Just for a point of clarification, the election will be next year.

Ms. Grant: Yes, along with the gubernatorial election. Is that correct? Or does that happen later?

Comm. Mendez: The Governor is this November.

Ms. Grant: Okay. That's not printed here. So what I want to present to you today is a corrected timeline for your perusal and we'll be sharing that with the public as well.

Ms. Linda Reid: Good evening. I won't be before you long. I just want to remind you that on September 9 the PEOC will be doing a rally in front of Hazel/Marshall to bring to

the attention of the Governor that we want our schools to be built. I went to the SDA meeting today in Trenton.

Comm. Irving: I saw your face up close.

Ms. Reid: That's right. I invited them to come down to celebrate the ten-year anniversary of nothing growing at Hazel/Marshall but weeds instead of students flourishing and growing there. So I am inviting everyone here to come out and celebrate with us at 4:00. We have quite a few supporters and sponsors for this rally and even the chairman of the SDA who said he has never seen the vacant lot at Hazel/Marshall said he will come down. He's only going to drive by. He's not going to get out.

Comm. Irving: Is he scared?

Ms. Reid: Just the fact that he's willing to come down is amazing. I'm laughing because I don't think the SDA takes Paterson seriously. I don't even know if we take ourselves seriously when it comes to facilities. I asked him about School 14 because you know in the springtime we had held a celebration there for it being 126 years old. I was confused when I asked him what are they planning to do with School 14 and I was told the district had no plans for it. So I'm just wondering a school that is 126 year old and is not on anybody's radar concerns me as a parent when I hear the devastation of some of the other parents and teachers that speak about the conditions of this building. I would just like to know are there any plans in the future to have the SDA do anything with School 14. I was told that it was not important to do anything at that building site.

Dr. Evans: School 14 is on the district's list of short-term facility needs. We submitted it in the spring to SDA, the Department of Education, and the Board. It's on there.

Ms. Reid: They claim it's not, so there's some miscommunication there. Just the fact that I didn't even know about the plans for Hazel/Marshall, but I did get them to tell me that definitely something should be moving between October and November. I was told today that ground was going to be broken in October, no later than November. So this is why we're going to have the rally. Since it is the Governor's election year we don't want this just to be about politics. Our children need that school, so I'm just encouraging you all to hold the SDA accountable for what they're supposed to be doing for our children.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated August 29, 2013 in the grand sum of \$4,226,664.67 beginning with vendor number 264 and ending with vendor number 799050 to be approved for payment; and

BE IT RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

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

Resolution No. 2

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

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

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

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

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

**Total Number of Conferences: 1
Total Cost: \$263.06**

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Brenda Zemo	National Asbestos & Environmental Training Institute: AHERA Management Planner & Inspector Refresher	October 1, 2013	\$263.06 (registration & transportation)
EOHS Officer/Facilities Department	Ocean Township, NJ		

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

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Martinez: The curriculum committee met yesterday. Our meeting began promptly at 6:13 p.m. Presiding was myself. Members present were Comm. Cleaves and Comm. Irving. Staff present was Anthony Cavanna, MaryAnne Perrotta, Dennis Vroegindewey, Aubrey Johnson, and Susana Peron. We discussed the professional development at SET Academy and the need to bring in a facilitator from William Paterson University to provide innovative and cutting-edge professional development in

specific target areas, namely AP math. We also discussed the SGOs for the librarians in the district as well and Dennis presented his research process skills curriculum k-12. We also discussed the need to revisit the grading system, which we touched on earlier today. In some of the testing we need to kind of clean up the way that we deliver some of this information to families. We're hoping to do so by the first parent back-to-school night. I think that was the 22nd or 23rd of September. We're hoping to get that information cleaned up and present that in a much more neat manner. Those were the items discussed yesterday. Are there any questions?

Comm. Hodges: What do you mean "discussed"? What were your concerns?

Comm. Martinez: Last year the fact that some of the parents had a hard time understanding how their son or daughter managed to get straight As and Bs and then didn't perform well on the test and were required to go to summer and pass or be retained. To kind of make that clear to parents that what we're looking for is to measure growth. Sometimes performance in the classroom doesn't actually measure that growth and to delineate between the two so they're not caught off guard. If they had As and Bs, how can they be asked to take summer school or to be retained? We discussed the need to clean up how that information was delivered to families and maybe plugging in as well what an SGO is and how that ties in to these matters as well to make it clear so we don't have any of those concerns that we had last year from parents who had a hard time understanding how their son or daughter performed well, but then was required to attend summer school or even be retained in some instances.

Comm. Hodges: Any other discussions that you had?

Comm. Martinez: As far as the professional development at SET Academy, I don't think it's a new initiative. I think it's a renewal of an initiative to have a professor from William Paterson come in. As far as the AP math was concerned Ms. Perrotta felt that there wasn't the type of rigor on the teachers' behalf that she wanted to see. So we discussed the need to bring in a facilitator to kind of bring those teachers together. Oftentimes the teachers – and I don't want to put words in her mouth – were working independently as opposed to cooperatively. So we talked about bringing in a very skilled facilitator to the table to get these teachers to the table and say, "If you're working on something that's beneficial to your class perhaps you can share that." Best practices and things of that nature is part of what we discussed yesterday.

Comm. Hodges: Was the concern just in SET?

Comm. Martinez: Yes. It was just in SET and specific to AP math.

Comm. Hodges: Are there standards that they're supposed to be trying to... I know there are for AP. Isn't there some sort of standard curriculum that they're supposed to be putting out that they should all be modeling? Why are they having this trouble in SET as opposed to...

Comm. Martinez: I wouldn't define it as trouble. I think it's a need to improve. That's how she explained it. While there were good things that were happening she felt that at times perhaps the teachers were operating independently as opposed to sharing best practices amongst each other. So she just wanted to see an increase in the rigor that was delivered. We discussed the need to bring in an outstanding facilitator from William Paterson to help these things congeal.

Comm. Hodges: I have a couple of questions here on curriculum itself. Regarding A-1, do we have the ability to match student level preschool through 12? This was mentioned in A-1 - matching the student level preschool through 12 and higher education data.

Dr. Evans: I'm not familiar with that reference.

Comm. Hodges: There were suggestions that we were following the data and matching it to the teachers that teach the students from pre-k through...

Dr. Evans: I know what you're asking. If we don't, we have to because that's a part of the teacher and principal evaluation system, tying individual student performance to the teacher that taught them.

Comm. Hodges: But this is from preschool all the way up. That's the issue.

Dr. Evans: I'm not sure about preschool.

Ms. Susana Peron: I'm not sure what reference or what page it's on. This was an application for the intent to apply for the Race to the Top grant. So that might be language that's included in the document.

Comm. Hodges: It was.

Ms. Peron: Could you please refer to the page?

Comm. Hodges: I'm so sorry. I'll come find you rather than...

Ms. Peron: I'm sorry. I'll look for it.

Comm. Hodges: I'll just come find you.

Comm. Martinez: Dr. Hodges, I think it's on page 2.

Comm. Hodges: Yes, the very last one. The LEA has the capability to receive or match...

Ms. Tobi Knehr: The piece that you're referring to is actually taken from the NGO itself. That's not our language. We are simply asking to put forth an explanation that will identify the pieces that match to the particular grant opportunity. Nothing in that document is binding towards a plan. It's simply exploratory. All we want to do is the intent to apply for the grant.

Comm. Hodges: But my question is do we have that capability?

Ms. Peron: At this time we do not have that capability and we're working on SGOs to tie in student assessment data to the performance of teachers' evaluations. We do have a performance data system for preschool which we are working with to come up with objectives and measurement for teacher evaluations. So it is something that we have in place, but at this time we don't have an online data system that's aligned completely in the district. We have begun to align assessment and this year I'm going to bring forward a Board action for approval to bring in Renaissance testing for STAR early literacy test in the preschool so that we have an alignment of data in terms of early literacy. So when our preschool children go into k the teachers have a first glance look

at how they're performing rather than having to go and rescreen them or retest them, which they will because that's a process that happens in kindergarten. They'll have that information that is aligned to the district which we have never had. Our performance-based system is aligned to the creative curriculum and the creative curriculum is only used for 3 and 4 year olds and not for 5 year olds. Does that answer your question?

Comm. Hodges: In part.

Dr. Evans: A short answer is by the time this comes to fruition, if we're successful in getting it, we will. As was explained, this is part of the specifications by the entity – in this case it's the USDOE – that let the RFP out. That's their language they put in as a requirement. What we're saying is if we do this, we will.

Ms. Peron: This grant could be a means to actually fund something like that. It would help us to develop or create a system or go out and procure a system that can do that for us. The money is funded through Race to the Top and it would be our grant that we would write with the needs that are particularized to us. It could be a means for that.

Comm. Hodges: Isn't it part of our teacher evaluation process to be monitoring these students and who taught them?

Dr. Evans: Yes. And the system of choice that we have identified has that capacity to do it. We just need to go ahead and follow up and seal the deal, so to speak.

Ms. Peron: It will be new as the k-12 is also new for preschool. Preschool is included. If there are district teachers working in the district in a preschool classroom they will be held to the same type of evaluation system as our k-12 teachers are. Then I'll be working on the teachers in the provider settings to get them to be held to the same accountability and evaluation system.

Comm. Hodges: Okay.

Comm. Irving: But we have no authority on what they do with their staff and providers, do we?

Ms. Peron: To a certain extent we do.

Comm. Irving: We can always withhold our money. I guess that's the true carrot stick. If we find that they can't perform we can just remove them from the consortium or partnership.

Ms. Peron: Correct. We're working with our preschool providers now. They are very much informed about the new teacher evaluation system and we're working with them. All the observations and all the walk-throughs that we're doing in the district we are doing in the preschool provider setting. In terms of evaluation I can't say that's up to par. It's not. We were working as a team. As a group we have a focus group of providers and district supervisors to develop and actually implement that same evaluation system that we're implementing in the district, but we're not there yet.

Comm. Hodges: Okay. We have \$1.1 million for extended day programs at School 6, School 13, School 28, and New Roberto Clemente. There was a request two years ago about serious attention being spent to ensure that these students be taught as early as possibly note-taking and more importantly study skills so they can become more

effective students. Are we proceeding in that direction? What kinds of initiatives will this money bring to bear on this situation?

Ms. Peron: In writing this grant it's going to be a collaborative effort with our new Academic Chief Officer for C&I. We have to come together as a district and as departments to work on all of the aspects in the academic content area. Specifically I know with Dr. Cavanna we've been working closely on increasing study skills and taking a look at RTI to implement and enrich the math and language arts curriculum. That would be something that if we can incorporate into this grant it would happen. It's not just one department. We are the grant procurement department. However, we have to work in collaboration with all the other departments in the district. Not only under the guise of academic officer, but there's guidance services, which very much would be included in this so that we can address the whole child. Academics are a great piece of it, but the social and emotional piece can't be left out either. So it would be a comprehensive plan. It is a comprehensive application and something that we would put forth for Race to the Top.

Comm. Hodges: Dr. Evans, what specifically can we establish to address these particular areas?

Dr. Evans: The short answer is the work that we're doing in the schools you mentioned will involve study skills or whatever it takes to help youngsters increase their performance, and that includes study skills. But a question for Ms. Peron, if I understand what we're doing with NJPBSIS, the structure that's put in place there also supports the development of those skills.

Ms. Peron: That's correct.

Dr. Evans: So two initiatives will address that.

Comm. Hodges: What was that?

Ms. Peron: Positive Behavior Supports in Schools, PBSIS. It's an initiative of the NJDOE. I can share information with you.

Comm. Hodges: I'd appreciate that. Lastly, in A-8, this is Renaissance Learning. It mentions that this is the specialized nature of the goods and services. I know that they offer the STAR test and a few other things that they list there. Are there no other companies that offer that? Is that just what we decided to do in New Jersey?

Dr. Evans: There are other companies. We looked at other companies a year ago when we were looking at Renaissance and decided Renaissance would be the vendor of choice.

Comm. Hodges: The concern I have is that to my knowledge STAR doesn't address grammar. It does some of the other things, but not grammar. That's a major problem in this school district. So while we're assessing other things, this huge gap is seemingly going...

Dr. Evans: There were, and I think still are, other tests given in the district. I think the correct reference by Ms. Peron, who I think I've heard discuss it, was phonemic awareness and mastering the phonics. The interim assessments and interim measures to determine where they are at any given point in time in some cases it's in a pre-testing context and in other cases it's in a post-test or just simply measuring on an interim

basis. You've talked about that in the past and you've mentioned phonemic awareness and an assessment that we were using for that purpose.

Ms. Peron: Yes. In preschool that's one of our goals and objectives and strengths in the curriculum. We measure phonemic awareness, the skills that are tested for our three and four-year-olds. Then in kindergarten through third grade we have the DIBELS that have been utilized in the past to measure phonemic awareness skills and phonic skills, letter-naming, letter sound, consonant blending, non-sense words, and fluency. So we do have those.

Comm. Hodges: But I'm talking about grammar. I'm talking about addressing grammar itself. If you don't do well in STAR you can be retained. But if you don't do well in grammar then what holds you back?

Dr. Evans: You'll be retained.

Comm. Hodges: Then I don't know how some of these kids get to high school. In essence, how are we measuring that? Are we doing the best possible job at it? That seems to be a problem.

Dr. Evans: As far as I know, with the exception of the test that Ms. Peron just mentioned, we don't have another measure that targets grammar independent of other reading or writing skills. Remember, NJASK tests language arts, which includes reading. So does HSPA, but at a higher level and in a very different way. So it's tested, but you're isolating that as a specific skill set and a test to test that skill set. To my knowledge we don't have one.

Comm. Hodges: I'm okay if you don't test it. I'm far more interested in making sure you teach it at a higher level. But if you don't test it then you won't teach because that's where we are today. I guess my real question is what are we doing to better address our problems with grammar in our schools? I won't hold you to an answer tonight because obviously I'm putting you on the spot. But I'll be back for that. That concludes my questions on curriculum.

Comm. Cleaves: Does anyone else have any questions for curriculum?

Legal

Comm. Irving: Comm. Simmons isn't with us, but he did submit the legal report. Copies were distributed to the Board. The legal committee met on August 20. Presiding was Comm. Simmons and members present were Comm. Cleaves, Comm. Guzman, and Comm. Hodges. Staff present was Laurie Moloney, Boris Zaydel, and Ms. Pollak, General Counsel. They assessed general liability cases and Laurie Moloney discussed that and the workers' compensation issues as well. There were pending teacher tenure cases that Ms. Pollak discussed and reviewed materials provided by the legal department to principals at a training session. Tonight the legal committee has on the agenda B-1 through B-3. Are there any questions with regards to the lease agreements before us?

Fiscal

Comm. Irving: Comm. Kerr is not with us, but I do want to ask, when is the fiscal committee scheduled for? Is it on the 12th? So there will be a fiscal committee meeting. Do we have any questions on any of the items that happen to be here? I do have one

question. Mr. Kilpatrick, you don't have to get up. It's the discussion about funding the 70 positions for personal aides. I'm going to ride this until the cows come home until we figure this out. I want to be very clear. Dr. Evans and I had this conversation today. I just want to make sure that we're accurate on what that move really is. That's not your issue per se. You get that directive from folks who happen to be in special education and they express the need. If we can, can we get folks in special education to be at the 12th meeting so we can maybe have this conversation in-house and hammer it out? I'd much rather not have that discussion now until we as a committee have had an opportunity to re-vet what's the pressing need and then as a BA you can figure out for yourself how we fill that need. I think there are multiple options aside from us just going to the budget and having to cut programs. I don't know if you've done a pretty drastic review of current PAs and whether they're necessary or whether we need to reevaluate and reclassify kids to decide whether or not they need personal aides or if we can reconstitute staff who happen to be in other places. We can get creative and we really need to.

Mr. Richard Kilpatrick: We've been doing that for several months now. We're in the process of evaluating the real needs and the proper classification for our students.

Comm. Irving: If we're going to dialogue you have to go to the mike.

Dr. Evans: I would also add Ms. Peron is a part of that conversation. Her staff is doing the looking.

Comm. Irving: I'm really talking more so for Gloria. The need is coming out of special education. Am I correct? Personal aides are coming from special education.

Mr. Kilpatrick: But the answer to your question is that they've been looking at the process and making sure that the aides that we have in place are needed and making sure that the classification for the students are what the classifications should be. That's a process that's been going on for months now.

Comm. Irving: So when we come for our committee meeting on the 12th my expectation is that we have a very firm number on exactly what staffing needs to be done when it comes to personal aides in the district. If we don't have that then there's no point in having the conversation. We're just playing around with concepts and theories and what the heck we think is going to happen. As opposed to concretely dealing with a firm number and then being able to give you, Mr. Kilpatrick and your staff, to say, "What does this cost look like and how do we do that?" Again, I just want to make sure I go on record as saying I'm not comfortable with us going through this year not having these positions filled, especially given the pressing needs that are presented before this Board and almost over 100 members of our community who happened to be here before. So we need to figure and get our hands around this and get those kids the personal aides that they deserve. Thank you, Mr. Kilpatrick. I appreciate it. Are there any other questions for finance?

Facilities

Comm. Mendez: The facilities committee met today at 6:00. Staff present was Mr. Sapara-Grant. Members of the Board present were Comm. Irving, Comm. Cleaves, and myself. I will have a full report for the regular meeting. Are there any questions?

Comm. Irving: Are there any questions on D-1?

Policy

Comm. Guzman: I'm going to be reading the policy committee report on behalf of Comm. Simmons. The policy committee met on August 20, 2013. Our starting time was 6:24 p.m. Presiding was Comm. Simmons. Members present were myself, Comm. Hodges, and Comm. Martinez. Staff present was Mr. Theodore Best, Supervisor of Special Projects, Ms. Terry Corallo, Executive Director of Information Services, Lisa Pollak, General Counsel, and Mr. Boris Zaydel, Paralegal. Some of the subjects that we discussed were the acceptable use of technology and social media by Terry Corallo and Boris Zaydel, social media standard operating procedures, Policy 5200 on attendance. We pulled Policy 5200 from the next meeting, including the language requiring principals to send work home for absent students. Policy 5240 was revisited. Policy 5024 on School Leadership Councils will be abolished. Policy 5411 on promotion from eighth grade was discussed to change the expectations by eliminating the eighth grade prom cap and gown ceremony, and replacing it with a moving up ceremony. Also, the committee recommends replacing the existing policy on the acceptable use of computers, 2361, with a proposed draft regulation to be renamed and revisited accordingly. The committee further recommends to abolish existing policy on use of social media, 3282 and 4282, abolish policies and regulations on acceptable use of computers by teachers and support staff, 3321 and 4321, after proposed draft of Policy 2361 is adopted, revise attendance Policy 5200 to include language to the effect of it shall be the policy of the district to ensure that school principals send assigned school work to the homes of students who are absent for a known period of time, and revise tardiness policy and regulation 5240 to remove the provisions that permit out-of-school suspensions of students for being late. We do need to note that the policies that are being abolished regarding social media and use of computers is because they were all compiled into one by Ms. Corallo and Mr. Best. That's the reason why they're being abolished. Policy 5200 on attendance should be pulled from the agenda for the next Board meeting so as to allow further discussion and revision. The committee supports Comm. Simmons' proposal to scale back graduation ceremony and prom for eighth grade students, replacing the formality and pageantry of the current cap and gown ceremonies with just a moving up celebration. The meeting ended at 7:24 p.m. Are there any questions?

Comm. Irving: First off, I'm going to go on record as saying I know Comm. Simmons didn't write that. That was Cheryl. I have a question for folks that were on policy just on that last piece. Is that suggestion coming forth to the Board in a policy-related initiative? Or is that just a recommendation for discussion? Any time we start messing with kids' proms, although trust me, in the eighth grade you should be promming yourself in the house. We've created a system where there are certain positions that happen to be around. What's the thought in that conversation?

Comm. Guzman: I'm not sure if any other people that were there want to follow, but our discussion was how parents spend too much money on these things. It's proms, limousines, and all this other fancy things for eighth graders. When it comes to graduation some of the students and the expectations that we see we were getting from the community is that once a student graduates from the eighth grade they feel like, "That's it. I did it." It doesn't give them anything else to look forward to. They should be looking forward to graduating from high school and moving on to college. It was a conversation that is not the first time we had in the committee meeting. We had the conversation before, but I think that this time we're actually going to get in-depth and see how it's going to work. I want to be very careful of what I say because I don't want anybody coming back here beating me up. It is a concern and it is something that we're really looking into bringing to the Board. I don't know if Dr. Hodges wants to follow up.

Comm. Hodges: In essence, Mr. Simmons wants to propose a policy initiative and bring it forth to the Board. As you very well stated, it's gotten excessive with the proms with white limousines and an enormous amount of money spent for eighth graders. They come with the attitude that they've graduated so there's no effort later on. If you maybe change it to a baccalaureate program where you graduate as opposed to this cap and gown ceremony which sends the wrong message, and is also basically just a waste of money, I concur with that.

Comm. Irving: I'd be interested in having the conversation. It will be an interesting conversation to have.

Comm. Hodges: I think it should be an extensive conversation. I think this should be publicized and you should get people to the table and explain to them why you're doing this. If they want to have a party, we're not saying that they can't have a party. We're just saying why does the district want to sponsor this kind of event when you see this misplacing of values and wasting your money at the same time? We're not stopping anybody from having a party. We're just saying that we don't think that's what you should have. It should be a more solemn ceremony which doesn't involve all this cost and the whole hoopla that goes along with it. I mean, little eighth graders with white tuxedos...

Dr. Evans: Let's be clear that the district does not sponsor it. The district does not support it. I've gone on record as saying that to principals. Actually, parents develop it, run it, and principals allow the use of their facility. But the district officially has separated itself from sponsoring and supporting it.

Comm. Guzman: I understand that, but I know there are some schools that actually go to the Brownstone and LaNeve's and with the principals there. There are actually administrators there from the building. So in a sense we might not be responsible for it, but they are there with the children. So parents assume that they're being responsible.

Comm. Irving: Again, I think it's a matter of just clarifying. I don't know if even a resolution or a policy is really appropriate. But it's just clarifying the Board's and the district's position on the interpretation of this. I don't think that anything is going to stop a school that wants to do a dinner dance. When I was in the eighth grade that's exactly what we did - a dinner dance. Everybody hung out and we celebrated it. If we're just talking about how we regulate it and some expectations, you have to have that conversation in policy and bring it back to the Board. My recommendation, instead of a policy, is just a formal position that the district takes. But how you guys present it is up to you.

Comm. Martinez: Essentially the notion is that while it is something that should be celebrated, it shouldn't be to the extent that it is currently celebrated. Perhaps a dinner dance or something like that, but the extravagance of limos is excessive. We need to set the bar higher. Graduating from the eighth grade is something to be proud of certainly, but it's not the end-all be-all. You need to keep going. You don't graduate from the eighth grade and then you're done. We need to knock that barrier down. That was essentially the notion.

Comm. Guzman: I don't want to lose the focus. It's not just talking about the prom. It's actually eliminating the actual cap and gown graduation. It's going to be a matter of discussion and if it's not a resolution maybe something we can recommend. But it's going to have to be a community thing. I know we're going to have a lot of people

against it so we have to have our reasons and show statistics and why we feel it's not the way it should be done. I know that not every school does the prom, but when it comes to the cap and gown I think all eighth graders or the majority of them do it.

Comm. Hodges: I attended School 2's graduation and she had to fight with the parents. She said this was a moving on ceremony and there were no caps and gowns. She wanted to make that point. We don't want to put the wrong emphasis on this because this is not over. This is just another step in where you have to go. I support that 100%. There was one last thing. I submitted to the Superintendent and to the chair of the policy the disclaimer that we talked about before. I don't know where that is, but that basically says we're not responsible and necessarily in agreement with whatever activity goes on in a particular building when an outside agency comes in and uses our buildings so that we don't have parents thinking that we're sanctioning this and when people ask for information it's going to the school district as opposed to wherever it's going. They need to have a clear understanding of where the information that's collected is going. If it's in a school they think, "The school is taking it and they already have it," and it drops their defenses down.

Comm. Irving: Thank you.

Personnel

Comm. Cleaves: The personnel committee met yesterday, September 3. Starting time was at 5:00 p.m. Presiding was myself. Members present were Comm. Martinez and Comm. Mendez, who I call M&M. Comm. Guzman was absent. Staff present was Lisa Murphy. Personnel presents F-1, acknowledge review and comments on the personnel recommendations of the State District Superintendent for the month of September 2013. We also asked the question of how the 70 positions were going to be addressed. Comm. Irving touched on that so I guess when they discuss it in fiscal we will get some more information in HR regarding that as well. We also went over the list of vacant positions that we had in the district and based on your recommendation we will make sure that we get that on a weekly basis until the positions are either filled or at least so that we will know what positions are available on a weekly basis. The meeting was adjourned at 5:55. This evening we present F-1. Are there any questions?

Comm. Irving: The updates are just in an effort to keep the Board abreast. I don't mean to be tedious or redundant. I just want to make sure that we have a firm grip for what we have and don't have in the district.

Comm. Cleaves: So noted.

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

The meeting was adjourned at 8:36 p.m.