

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

May 15, 2013 - 6:43 p.m.  
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent

Ms. Eileen Shafer, Deputy Superintendent

Ms. Robynn Meehan, Field Service Representative, New Jersey School Boards Association

Comm. Chrystal Cleaves, Vice President

Comm. Jonathan Hodges

Comm. Errol Kerr

Comm. Manuel Martinez

Comm. Corey Teague

Absent:

Comm. Wendy Guzman

Comm. Alex Mendez

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:

**Special Meeting  
May 15, 2013 at 6:30 p.m.  
Administrative Offices  
90 Delaware Avenue  
Paterson, New Jersey**

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

Comm. Irving: I want to welcome everyone to our meeting this evening. Tonight is the Board ethics training, self-evaluation, and the confirmation of the Board timelines as per the requirement of the New Jersey School Boards Association and the law. That process in its entirety will take about an hour for us to go

through, but there are some items that I want to just pull out and see if we can tackle now. There are some folks who are here with some time-sensitive pieces. So I'd like to see if we can do the public comments conversation and then also have the representative from Congressman Pascrell's office come up to go over the letter that the Congressman has sent us. We can have discussion about the Pascrell letter and then go into the School Board self-evaluation, training, and setting timelines as well. Is that okay with everybody?

## **PUBLIC COMMENTS**

**It was moved by Comm. Martinez, 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.**

No speakers.

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

## **HINCHLIFFE STADIUM UPDATE**

Comm. Irving: I got a phone call from Congressman Pascrell's office about three weeks ago about the Congressman having an interest in expanding the parameters of the National Historic Park and having Hinchliffe Stadium included in that. I asked the Congressman to draft a letter and to send it to myself and to the Board so that the Board could have a conversation about this. The Congressman's office is interested in the Board supporting at least verbally or formally in some way this resolution that he's going to put before Congress. He had it brought with him today by one of his staff members. If you could please come forward and just introduce yourself to the Board. If you want, you can give any comments. I think the general question was and what I saw on the e-mail trail was just about ownership and ensuring that the expansion of the boundaries does not take away from the ownership. From what I understand the answer is no, it does not, but I just want to make sure we heard it from the Congressman and his staff and just where that information comes from. For the record, you can introduce yourself and give some feedback and comments about this.

Mr. Thomas Petrikoski: Thank you, President Irving. I appreciate you having me here today. My name is Thomas Petrikoski and I am the Communications Director for Congressman Pascrell. At this point everyone has received the letter from the Congressman. As stated in the letter the legislation simply does one thing, it amends the current boundary of the National Park to include Hinchliffe Stadium. In no way does that require the Paterson School System to relinquish property ownership nor does it mandate the National Park system to acquire the property. As it stands right now, I don't think the federal government owns much of the property there currently anyway.

Comm. Irving: They don't own any.

Mr. Petrikoski: Right, it might not be any. Unless there are any questions, it simply does that. At this point when the Congressman introduces this on the House floor we would like to make sure there's local support for the stadium. That's why we would like to have the support.

Comm. Irving: When does the Congressman plan to introduce this on the floor?

Mr. Petrikoski: It's going to be soon. As soon as we have most of our letters of support it will be soon. We don't have an exact timeframe, but it will be very soon.

Comm. Irving: First let me just say I appreciate the Congressman reaching out to the Board. He could have just gone and done this, but I like the fact that he sent this to us. Are there any questions from Board members?

Comm. Hodges: The only thing that concerned me was that there were some negotiations earlier between the city and the National Park. There was some property that had to be turned over to the National Park. I don't know what that was, but the reasoning behind that was that they couldn't assume the National Park purportedly unless they owned the property. They went back and forth for quite some time when they originally came here. I personally raised that issue. I just need some assurances that doing this will clearly not indicate that we lose ownership. That's really all I want, some sort of written documentation that we don't accede ownership to the National Park or anybody else.

Comm. Kerr: My question is simply this. You mentioned that it will not force us to relinquish ownership in any way. But what are the pluses in us having the stadium part of the National Park?

Mr. Petrikoski: I think it grants it the recognition that it deserves as being a part of the cultural and historical significance in the city. It opens it up to future potential federal funding. I think it does a whole host of things, but I think it really raises the caliber of the stadium to a place that it deserves to be as being included within the park. The legislation does one thing. It amends the current boundary of the park to include the stadium. As stated in the letter, it does not require the school system to relinquish property ownership.

Comm. Irving: Cheryl, let me ask you a question. When is the next time as a body that we meet? June 5? Is that a workshop? I want to take a vote, but I want to do it with everybody here. So if we let the Congressman know that at the June 5 meeting the Board will make a decision, is that in line with when he wanted to present it?

Mr. Petrikoski: If we can do it sooner that would probably be better.

Comm. Irving: I'm sure he'd prefer to have it sooner.

Mr. Petrikoski: The sooner that we have the support the sooner that we can move forward with the legislative process. I understand that you have to follow yours also.

Comm. Irving: We can vote on it tonight, but I just don't know how you guys feel about doing it.

Comm. Kerr: As Comm. Hodges mentioned, I think we need some documented assurances regarding what was stated in terms of us not relinquishing ownership of the property. Before we go ahead and vote and support the Congressman's

move to have it a part of the National Park, I think we should at least have something in writing stating exactly the purpose.

Comm. Irving: The letter says that. I guess the broader scope is where do you get that from? Is there an article from some regulation of the National Park? What other document have you gotten that summation from? I think that would be very helpful.

Mr. Petrikoski: It's a two-page piece of legislation and it literally just asks to amend the actual boundary. Again, nothing in there requires that...

Comm. Irving: Can we get that legislation?

Mr. Petrikoski: Absolutely. You guys don't have a copy of the actual bill itself?

Comm. Irving: No. I think what we got was a letter. What I probably sent to the Board members was just the letter, not necessarily the legislation. I might have gotten it and not forwarded it as well.

Comm. Hodges: Mr. President, what could also be done is if we crafted a resolution which says that there is general support from the Board contingent upon the legislation not causing us to relinquish our ownership. If that's put in the resolution it clearly states our position. You could do it quicker than waiting for June.

Comm. Irving: Sure. We just don't meet until June. If I can get the resolution drafted and if I can get five people to just consent to it via e-mail, then I think we'll be good to go. We'll formally adopt it in June.

Comm. Hodges: Can we do that by e-mail?

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

Comm. Hodges: Okay.

Comm. Irving: We can certainly do it before the end of the meeting. Let me make sure I'm clear. The resolution should say supporting the expansion of the designation for the National Park to include Hinchliffe Stadium. Then maybe a whereas speaking to provided that the Board and the school district does not lose or relinquish ownership and rights to the stadium and all the other properties owned by the district within those boundaries.

Comm. Hodges: I think the legal is going to have to craft this.

Comm. Irving: Yes, let's work on it. Let's take a vote tonight to adopt the resolution to do so pending the creation and the support of... I'm just trying to think about how best to do this via e-mail before the 5<sup>th</sup>.

Comm. Hodges: You can just write a resolution and have his legal team make sure the language is tight enough so that we don't make any mistakes and then send it out to the Board. You can probably get that done before Friday.

Comm. Irving: Sure. Is everybody comfortable with that process?

Comm. Martinez: Yes, I think it's a fair request. In my conversations and dealings with the Superintendent of the Great Falls National Park what Thomas is saying is accurate. Essentially right now as the boundaries stand Hinchliffe is on the perimeter and all this amendment is doing is including it. In no way is it indicating that there will be any transfer of ownership or acceptance of responsibility monetarily or otherwise for what's going on there or anything like that. The notion is that with the proximity of Hinchliffe to the National Park when folks come to visit inevitably they're going to come upon Hinchliffe. So it's common sense to want to include that in the boundary. I haven't seen the legislation, but that's essentially what it entails.

Comm. Kerr: The problem though is that after it's included we don't know what the law says after that. So we need to be very clear as to what the law says regarding it.

Comm. Martinez: Agreed. To dot the Is and cross the Ts - absolutely.

Comm. Irving: Let's take a formal vote tonight to support the legislation presented by Congressman Pascrell pending the creation and review of the formal resolution and agreed upon by five Board members via e-mail or consensus of some part. We can verbally do it. Cheryl, can we do that?

Comm. Hodges: You don't have a resolution to vote on.

Comm. Irving: Right. We don't have to have a resolution to take a position.

Comm. Martinez: Pending the resolution.

Comm. Irving: You don't have to have anything in front of you to take a formal vote.

Comm. Kerr: It's pending the resolution. We are just agreeing right now pending the written resolution the action that we'll be taking.

Comm. Irving: Cheryl, I just want to be sure I'm clear. The Board, although we should have something written, does not necessarily have to have something written to take a formal position on anything.

Mr. Petrikoski: I just want to point out in the letter it said any future land acquisition or management arrangement would need to be negotiated between the property owner and the National Park Service and cannot take place without the expressed support and cooperation of the property owner. The letter goes into this.

Comm. Irving: But I also would like to have a resolution to support that when the Congressman goes down. I just think it helps to make it formal. I just want to make it very clear what I'm putting on the floor. I am going to ask for someone to entertain a motion to support the creation of this bill to expand the boundaries of the National Park to include Hinchliffe Stadium pending the creation and review of a resolution that will be drafted by Friday and approved by five Board members.

**It was moved by Comm. Martinez, seconded by Comm. Cleaves that the Board supports the creation of a bill to expand the boundaries of the National Park to include Hinchliffe Stadium pending the creation and review of a resolution that will be drafted by Friday and approved by five Board members.**

Comm. Teague: Where it was listed as owner, can they specifically write Paterson Board of Education so it's clear that that's who the owner is?

Mr. Petrikoski: I'm sorry. On what document are you referring to?

Comm. Teague: The document you just read.

Mr. Petrikoski: That's the letter that the Congressman wrote to the Board. It identifies the Board as the stadium property owners.

Comm. Hodges: The resolution says we are...

Comm. Irving: We are in support of the Congressman presenting the bill to expand the boundaries of the National Park to include Hinchliffe Stadium pending the creation and review of a resolution which will be done by Friday and agreed upon by five Board members.

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

Comm. Irving: Cheryl, can you and I just sit tomorrow and create it? Then we'll have the Board vet it by Friday. Thank you, Tommy. Tell the Congressman we thank him for his support for the project and for the stadium.

Mr. Petrikoski: Absolutely. We appreciate yours and your Commissioners' support also. Thank you very much.

Comm. Hodges: Is it possible to have legal to review that?

Comm. Irving: Absolutely, just to make sure whatever we're sending makes sense.

Mr. Petrikoski: So the resolution will be voted on at the June meeting?

Comm. Irving: We already voted on it tonight. You got it. It's just a matter of making sure we have language that's agreeable for everyone.

Mr. Petrikoski: Okay. Do you need anything further from our office for that?

Comm. Irving: A copy of the bill.

Mr. Petrikoski: I can get you a copy of the bill. I have a copy of the letter with me also if anyone needs that. I'll have that e-mailed to you.

Comm. Irving: You can send that to Ms. Williams and she will send it to the Board.

Mr. Petrikoski: Will do. Thank you, guys.

## REPORT ON BOARD SELF EVALUATION

Comm. Irving: We have with us Robynn Meehan from the New Jersey School Boards Association. She has joined us again to go through these very important aspects of our Board governance. The other colleagues that are not here should be here because this is great information. Robynn, I'm going to turn it over to you.

Ms. Robynn Meehan: Alright everybody. Do you remember doing this last year? Here I have printed out your self-evaluation. You all did them. This compiled it. What I've come up with is the charts that I did. I believe I did them last year for you. The first page of the Board's evaluation is basically telling us how you value things, the different areas and where the Board values them. The area that you valued the highest was student achievement, 3.9 out of 4.0, which is actually where it should be. That's fantastic and we appreciate that because student achievement should be where it's at. You value them all very highly which is wonderful. The piece that was really lowest that I saw was finance and that's a difficult area anyway. Chart number one actually plots how you think you're doing in the areas against how you value those areas. For example, where you valued student achievement at 3.9 you actually felt that you were only doing about 3.1. You valued it so high, but I don't know if you were being really tough on yourself or if you really felt that way, that you feel you could be doing better.

Comm. Irving: I think a lot of it reflects the position we're in as a state-operated school district. I can't speak for everybody, but I value student achievement and raising the bar. I know that as a state-operated Board we're handicapped to really have as much of a reaching hand to really do that given the system we're in.

Ms. Meehan: Do you know what, though...(end of tape) (Beginning of new tape)...against how you feel as an individual you're doing in each of those nine areas. The biggest discrepancy that I felt you had was really in planning and oversight, which is huge for the Board. We kind of want to get into a little bit of that detail to see on that first page what was going on. On the strengths, policy, operations, staff and community relationships was fantastic. There really was nothing except for planning that really jumped out on this. If you look at the very last chart what I was able to do this year was take last year's and to plot it against this year and how you felt you were doing. It was quite interesting. How much of a changeover in the Board was there?

Comm. Irving: None.

Ms. Meehan: I didn't think so.

Comm. Irving: We all came back.

Ms. Meehan: This is interesting. Do you see what I'm looking at? Last year you actually felt you were doing better than this year, but the comments on there were quite positive. So it's quite interesting. I'm trying to figure out where this is all fitting. I thought that was quite interesting. The biggest discrepancy again was planning. Last year you thought you were doing great in planning and this year you think you're not doing well. Let's take a look at the evaluation itself. On page two, which is the planning portion, there were no numbers that jumped out and said look at me this is crazy. What I typically do is draw a line between good

and adequate and if it's on the right-hand side the majority then it's obviously something that's sticking out and saying you need to look at this. If it's on the left-hand side and your majority is over there then you're really doing quite well in those areas. So there was nothing that fell on the right-hand side. I liked a lot of the comments that you had stated. They were all wonderful comments. A lot of them really made a lot of sense. Although planning does not fall directly within the purview of Board responsibility we nonetheless helped in fashioning the district's direction through our input at committee levels in workshop. That's great. That's fantastic. Good comment. That's exactly part of your role and responsibility. That's why it kind of threw me a little bit. The comments were great, but the numbers were fairly good and I'm not sure why it went down so much. It was a little confusing for me. Page three was policy. I wanted to commend you on some of the reviews and updates of the policy manual regularly as required by QSAC ensuring that the bylaws, policies, and procedures reflect current regulatory and statutory requirements. This is great. The policy implementation you're leaving to the administrative staff because you say what and the administration says how. That's part of their job which is wonderful that you are realizing that. I didn't see anything that quite jumped out on this page either. Page four is your student achievement piece. There were some really interesting things happening here. Nothing on the right-hand side jumped out and said they're looking for help here. But about the Board, require systematic evaluation and feedback from the instructional program, you gave yourselves a 3.3, which is good. In other words, you're getting some of that data and you're understanding it and evaluating it as it's given to you and uses the expertise of the professional staff and development of curriculum ensuring that it's focused on student achievement. That was great. On the bottom what I thought was even more interesting is that on most of these you guys rated yourselves really high because you're aware of the community's educational aspirations. To me that said that you do have a good relationship with the community if you're aware of what the community is asking for and you're therefore helping to provide it. The bottom one is focus on improving student achievement as a basis in educational decision-making, which is what you said was your highest valued area. Page five is finance. On the bottom, understand the relationship between our budget and our district's goals. Obviously you don't want to set goals unless you have the money to back them up. That's just kind of a no-brainer. We all do that at home. The one comment on the bottom, as a Board member I could be more aggressive in reviewing the monthly reports, that's something that a lot of boards have been doing this past year, going over financials and understanding the reports better. I wouldn't even tell you to attempt the audit. That's why you hire professionals. On Board operations, the first one, hold our meetings in compliance with applicable statutes, policies, and bylaws. That's wonderful and as it should be. Provide a climate that allows free and open orderly discussion by all members at our meetings. I just witnessed that. That was great. Provide time funding and opportunity for orienting and updating our members on local, county, state, and federal levels in accordance with statutory travel regulations. You rated yourselves a 3.5 on that. Down on the bottom, our Board method of governance contributes to the overall effectiveness and efficiency of the Board. You gave yourselves a 3.6. Where it tells you a Board of the Whole or special committees you have one person that thinks you're a Board of the Whole. Usually it's more half and half. But I think that's the funniest question when you ask a board because it depends. Most boards do have some committees. So when you ask that question you can answer yes to it. Most boards do have some committees. The comment I liked here was the Board has performed well over the last year. We've supported all district initiatives to improve student



achievement which has resulted in some positive gains. Board performance is on page eight. On the top we're recognizing that authority rests with the Board as a Whole sitting in a legally authorized Board meeting, just meaning that when you walk out of the room as one person you're back to being Manuel Martinez and you're not that Board out there. As you guys walk out the only time that you're making decisions is in an open public meeting. That was great. Recognize the need for and importance of confidentiality. I told you this last year, but I'm going to tell you again because it's the only joke I can come up with. On the bottom if you go to 'C' you guys rated yourselves a 3.6 on confidentiality on the top and then on the bottom under 'individually' you gave yourselves a 4.0. As a group you rated yourselves a little bit lower. That's just my funny for the evening. You can laugh. Every single board does this. It's so funny. I'm respectful to everyone at our meetings and I listen with an open mind and adhere to ethical standards. These were great. Superintendent relationship - everything here looks good, other than the comments about DOE on the bottom. Number five is conducts comprehensive and fair annual evaluation of the Superintendent in accordance with the statute and code as per QSAC, which you did, and require singular dialogue on process towards district goals and objectives, student achievement and feedback on performance. This is great because I know you set your goals. I set them with you last year and hopefully we'll do that again shortly. On the bottom, respect the management responsibility of the Superintendent. In other words, they're saying don't micromanage. It's not your job. Participate fully in the Superintendent evaluation process approaching the task of evaluation fairly and diligently, which was great. In Board/staff relationship everything looks really good here on the bottom. Communicate all concerns about staff members to the Superintendent. There are no numbers that are jumping out at me saying we want this or we looked at this. On page twelve, Board and community, those numbers look great. On the bottom, make my decisions based on what is best for every child in the entire district. In other words, these things all go back to ethics. You're not making decisions for one child. You're making them for every child. Promote the positive image of the district within the community. You guys gave yourselves individually a 3.9. There's a comment on the bottom, I tell the truth about the district. This is huge because the one thing that you as Board members are is you're key communicators. You truly are the key communicators to the community. You want to get out the correct information. People may be talking about things and you're hearing and saying in public we did this and this is why and it's a wonderful idea and you need to support everything that you're doing. You are those key communicators to getting that information out to parents and all the stakeholders in the community. But it has to be the correct information and obviously it can't be anything from executive session. The other part is, individual Board members attend and support community activities and help in many ways to mediate community issues regarding education and social blight. The Board has been proactive in its community relations by holding community forums. We've also been deeply involved with increasing parental involvement, which is absolutely wonderful. The back page is where you start to tell me what you think and this is the beginning of thinking about goals, if you will. I highlight them in different colors for myself. Student achievement was the big idea that everyone kept commenting on - too much testing, social/emotional problems, raising the level of expectations, increasing our test scores, and finding the right personnel. These are all things that you guys are concerned about, which all come back to student achievement. The next biggest thing was funding. You are certainly not the only board of education that's concerned about that. The other piece I kept seeing was parental involvement and secure facilities. Those

were good things to keep in mind. We'll hang on to this because we're going to use this for goal-setting also. The bottom part was things that you guys wanted as a Board. What I was really hearing from this was kind of like if I came in and went over roles and responsibilities with you guys so that you understand. It's just reiterated what the role is of the board member and what you're responsible for and what you're not. I did see some team-building in there, curriculum and instruction, personnel and roles and responsibilities. School Boards does actually cover all those areas, not in a real in-depth way, but in a manner that you understand that you're doing the right thing. That's pretty much it. That's your self-evaluation. Does anybody have questions on that? We're going to go over this again when we do goal-setting. So let me give you a brief one on that one. Is everybody good with that?

Comm. Irving: I think so. Do you want to move on to the ethics piece?

## **BOARD ETHICS TRAINING**

Ms. Meehan: Okay. Everybody knows ethics is required. If you open up, the left-hand side is really mostly all reading for you. They are ethics decisions and things that have come down the pike through the past few years and more updates and things. Those are really for you to read through. I will go through a few of them for you, the most important ones. On the right-hand side the first thing I would like you to do is I would like us to just read through it. Each Board member, could you please start with 'A' on the Code of Ethics, which is the cream-colored page right behind the agenda on the right-hand side?

Comm. Teague: I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.

Comm. Cleaves: I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex or social standing.

Comm. Irving: I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.

Comm. Kerr: I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.

Comm. Hodges: I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.

Comm. Teague: I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.

Comm. Cleaves: I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its schools.

Comm. Irving: I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.

Comm. Kerr: I will support and protect school personnel in proper performance of their duties.

Comm. Hodges: I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

Comm. Irving: Robynn, just so you know, the Board went through the code in the reorganization meeting and signed that we did receive it.

Ms. Meehan: Yes, but what we need to do is go through that. If you pull out the goldenrod page on the right side they're dos and don'ts. Once you read through it and you see number one, it's saying do uphold and enforce all the laws. Don't bend the rules. Don't ask others to bend the rules. You can accomplish anything as an individual that compromises the legal guidelines established by the Board. In other words, what we want you to do is just remember that in order to effect change there needs to be a majority of members who are in agreement. As an individual member you really don't have any type of power at all. You can't make a decision by yourself. When you sit in an open public meeting and you have the majority of the Board who is in agreement then that makes a decision, but otherwise no. You have the invisible 'B' on your forehead that says 'Board member,' but you forget it's there and you go out into the public and obviously people know it's there and they come to you and they ask questions and ask can you do this for me. The only thing you can do as a Board member is listen, tell them how to go about the chain of command, and you send them there. You can't make them promises to do things for them. That is not what a board member's job is. Your job is to direct them to go and follow the chain of command. For example, just so we're on the same page, if I'm in the community and I come up to you and say, "I have a problem with my kid and the teacher," where do you start? Do you send them to the teacher? Is that the correct chain of command? Every district is a little bit different. Some districts would tell you to go to the principal first and they'll set up a meeting with the teacher. It sounds like here you would send them to the teacher. Then they'll tell you where to go from that aspect and follow the chain of command. As Board members, that's the only thing you can do. You cannot make them promises.

Comm. Kerr: As a Board member, I also see my role as an advocate. Sometimes parents might approach you because it's easier for them to deal with you as a Board member than to deal with the bureaucracy. So tell me what's wrong if a parent comes up to me outlining some issue that he or she might be experiencing with their school and as a Board member you reach out to the administration, maybe the school and the principal, explaining to whoever that you were approached by a community member with a child in a particular school who's having some issues and you'd like to have it resolved?

Ms. Meehan: The suggestion I would make to you is that you tell that person that they need to take it to administration, but you also call administration and let them know the conversation and what the concern is so that they're not blindsided when that person comes in. You want to give administration a heads-up so that they can deal with the situation properly. Absolutely you would call

them and let them know, but having said that you still have to tell that community member or that parent that they do need to follow the chain of command. They have to take it. You can't take it for them. You need to tell them that they need to take it to whoever may be the appropriate person at whatever level they're going in at. But you can also let the Superintendent, assistant superintendent, or whoever is in charge of that area, know because it's always nice to give them a heads-up so that they can maybe have the information needed when that person calls.

Comm. Kerr: I understand that, but I just need to know if there would be any violation of any particular code for the Board member to take an issue that was presented to him or her by a community member to a principal, assistant superintendent, or even the Superintendent.

Ms. Meehan: I would tell you that most likely you would tell either the Board President who would take it to the Superintendent. Is that how you typically work?

Dr. Evans: The Board members can contact the Superintendent directly. Mrs. Jones is actually the person who takes those calls on my behalf.

Ms. Meehan: So for you to take that information and call and say, "Listen, I had this conversation," that's the right thing to do. But you must send that community member to her also because it can't be you being the liaison to the community.

Comm. Kerr: I understand what you're saying, but I just need to know if there is any violation.

Ms. Meehan: As long as you're doing what I just said then you should be okay. It depends on what comes out of your mouth, which I can't control. You cannot make promises.

Comm. Kerr: I do understand that.

Ms. Meehan: You can just say to Ms. Smith, "I certainly will let someone know, but you need to take it through the steps."

Comm. Kerr: The reason why I'm asking that question is because we typically do that. We typically talk to the community and they tell us the issues. We call Mrs. Jones. We call the Superintendent. We talk to the Deputy Superintendent. That's what we do. I just need to know if by so doing...

Ms. Meehan: As long as you're still telling the community member to take it upon themselves to take it a step further, then yes.

Comm. Kerr: That is always the next step.

Ms. Meehan: As long as you're not making any promises to that person, then we're good.

Comm. Kerr: I can't make any promises. I don't have the office to make the promises.

Ms. Meehan: No promises, but very good question. That happens all the time. It really does. Did I answer your question?

Comm. Kerr: Yes.

Ms. Meehan: Number two, I do make decisions in terms of the educational welfare of all children regardless of ability, race, creed, sex, or social standing. Don't base your decisions on special interest groups. Your role as a Board member is to ensure that every child in the district receives the best possible education. Your child, if you have one here, is just one of many and those decisions can't be based on anything in the community that's happening. You really have to look at the whole big picture. Don't just narrow in on one child. It's really all the kids and that's really how you have to look at it, not through the microscope. That's the Superintendent's job to look through the microscope and yours is to really look broad spectrum and see everything. Number three - do confine your actions to policy-making, planning, and appraisal. Don't become involved in micromanaging. That is not your job. I tell the joke every year and you'll get so sick of hearing it, but how many Board members does it take to screw in a light bulb? None, it's not your job. Even though most of us do it at home and we'd like to just start doing it, it's not our job as a Board member. Your job is to say let there be light. The Superintendent then says what kind of light there should be. It's the Board's responsibility to make sure that the money is there to back up the purchasing of the light bulbs or whatever it may be. But basically you're not in there doing the screwing in of light bulbs. That's micromanaging. That's not your job.

Comm. Kerr: But let me take it one step further. The light is out and we all recognize it is off. The Board says to the Superintendent the light is out. He says it is out. The Board says I would like to see it fixed. Days, weeks, and months pass and nothing happens. Then what?

Ms. Meehan: A reminder, an e-mail to please fix the light. It's still not your job to plug in the light bulb.

Comm. Kerr: How do you get things corrected? There has to be a channel by which you're able to get things moving.

Ms. Meehan: If it's brought up at a Board meeting and the majority of the Board says, "Listen Superintendent, there are five of us here that are really wanting this light bulb fixed," that's when it really is the responsibility of the administration to fix the light bulb. But you're bringing it up. Are we really talking about a light bulb?

Comm. Kerr: No.

Ms. Meehan: Just checking.

Comm. Teague: Who was it that constructed the code in the first place?

Ms. Meehan: Actually, it was written by a Board member.

Comm. Teague: By human beings who are subject to error. So can I say there are some flaws in this code?

Ms. Meehan: Well, you certainly can. Can I change it for you? No. I do not work for the Department of Education. It actually had the date of when it was put into law. You can't quote me on that because I'm not really sure when it was enacted into law. It was actually designed by a Board member, School Boards adopted it, and then it was brought into law. I don't know the date.

Comm. Hodges: One of the problems with this and actually the Code of Ethics is a situation that we had here in this district where there was a Board in place, the majority of which were heavily aligned with the Superintendent who in fact was doing some things were...

Ms. Meehan: Unethical?

Comm. Hodges: Things happened under his watch that were found to be illegal. So the two Board members that were in opposition to the Board found themselves in a spot where they couldn't just adhere to this. In fact they were elected to challenge what was in place. This does not necessarily allow for that to take place and one of the questions that they could not answer at School Boards because under those circumstances you cannot necessarily just comply with this.

Ms. Meehan: Is that happening now?

Comm. Hodges: No.

Ms. Meehan: Then we're going to go with the Code of Ethics as it's written right now and we're going to hold you all accountable.

Dr. Evans: Can I say that this Code of Ethics is not just for New Jersey. Look across the nation and you will see essentially the same set of ethical standards that are forwarded. It's not just in New Jersey.

Ms. Meehan: Absolutely. And I'm held to this also. I had to sign my ethics piece and I had to send it in. I'm held to this also. So it's not just you guys. It does make it difficult if there's an odd situation going on. It really does. I agree.

Comm. Hodges: There are some issues.

Comm. Cleaves: Is there a process for amending the Code of Ethics?

Ms. Meehan: I'm going to go off base for a minute here because I want you guys to know basically how School Boards comes up with what we back here. It's from our delegate assembly. You have a Board member that is elected to be your delegate. Correct? I hope that person is coming Saturday to the delegate assembly. If not, what happens at the delegate assembly is that boards come up with resolutions and they're brought up in front of all the Board members from all over the State of New Jersey. Those Board members get to speak on this resolution whether or not they're pro or against this. The resolution is then voted on by your constituents around the state. If you're the person that's your delegate and you're there on Saturday, you actually get a little beeping thing and you can vote by this and it's all counted. It's very proper. You have to stand up to the microphone, announce who you are, where you're from, whether your Board is for or against this resolution. Once those resolutions are voted for this is how School Boards know what we're going down the street to Trenton to fight

for, for you and for every Board in New Jersey. That's how we get where we are. That's how we know what to do in School Boards, from you. But if you don't take that active position as your delegate and go to delegate assemblies, it's only twice a year. It really is an amazing process. I've never seen anything like it, other than down the street in Trenton, but it's actually more formal somewhat. It really is a great process. That's how School Boards comes to be where we are with adopting things and how we know what to fight for. With that, I really would encourage you, whoever your delegate is, to make sure that person knows what you believe in. You can go online and see all the resolutions that are going to be talked about. There's one on gun control. I don't know how long that one is going to go on. I'm kind of excited to see these resolutions. I think we have five or six for Saturday. They can go on and talk for a long time before the vote takes place. They can adopt the resolution as is. They can make changes. It's really a very interesting process. I can go on. I get so passionate about it. That's how we come to do what we do. To answer your question, if you wanted you change it you might see if you can make a resolution. I can't say that it would pass. I can't say that it would go any further. It has to go through our legal and everything like that, but it's worth a try. Number four, I do understand my responsibility is to work as a Board to see that the schools are well-run. Don't think that your role is to be involved in day-to-day running of the schools. That's the administrator's job and that's what we call micromanaging. That's the screwing in of the light bulbs.

Comm. Kerr: The problem I have here is how do you see that something is well-run if you cannot effect any change? How do you make something run properly if you're not in a position to effect any change?

Ms. Meehan: You are. You're very empowered in ways that I think you don't realize. The information that you're getting from your Superintendent should be cause for questions and discussion. When the discussion happens and things are brought up that's when change can take place. When the Superintendent is hearing information that you guys have from the community or even just yourself as that information comes out during these discussions. Like I said with the data, you're receiving data on how your kids are doing and how they're progressing. That's the time for good questions. Can you show us how this is working? You're saying this is the data. What do you expect next year? Where do we stand? These are the questions that have to come out during these discussions and data even if it's facilities. The questions come out at that time and this is when you do have the power to really bring forth thoughts, ideas, and questions.

Comm. Kerr: But in all fairness you can bring forth those ideas and thoughts, but if those thoughts are not acted upon then it's just a thought.

Ms. Meehan: But if you have a majority of the Board that's agreeing with that then that can be taken one step further. But if it's perhaps just your thought and the rest of the Board doesn't agree with you...

Comm. Kerr: We have a Superintendent here and I thank god that he's not one of those who doesn't listen and tries to make adjustments. But you have some superintendents who would look at the Board as somewhat subordinate in terms of power. "I run the ship."

Ms. Meehan: That is the kind of Board I came from.

Comm. Kerr: You don't dictate to me. So where do those two entities end up when the Superintendent says, "You don't tell me anything," and the Board is saying, "We have a voice and we need to make it known that this is what we want."

Ms. Meehan: Again, I don't mean to make it sound so simple and trite. I don't mean it to sound like that, but it is a majority of the Board. If five members of your Board say we really would like you to investigate this, and I'll just use something as an example like a new math product that you see on TV, sometimes the Board would bring that forward and if the majority of the Board said, "Listen, can you do a little investigation and some research into this and see if any other districts have used this," that's a legitimate question. That is something that the majority of the Board has made that decision to say, "Listen, we'd like you to just take it one step further for us and come back with some information." That's how things happen. That truly is how things happen, but you have to let the process work because it really does work. I can attest to it myself. I was in a situation like you explained. The Superintendent really didn't listen. He'd been there for 27 years and he made the decisions and that's how it was. It was very frustrating but finally as the Board realized we did have a voice and we did want to bring to him issues that were brought to us and have him listen to us. As a nine-member Board six of us said, "This is what we'd like you to do for us," in the proper manner. "Yes we'd like you to investigate further and can you do some comparisons. We'd like you to do that and come back with a report." That's a legitimate idea and that does get taken forward. If it comes back and in the information that you're getting you have to have some trust. There's got to be some trust and I know that's difficult. I know that's very hard. You guys have been through a lot in the past, but there's got to be some to understand that if the Superintendent brings back that report to you and it's not what everybody expected then you have to let that issue go.

Comm. Kerr: The Board should let it go.

Ms. Meehan: If the Superintendent says, "I really can't stand behind this because this is the report I'm giving you," and you see it yourself then you would want him to let it go. Correct?

Comm. Kerr: I'm not getting that point. If there's an issue on the table and the majority of the Board sees it one way and the Superintendent sees it another way, if push comes to shove the Board should step down.

Ms. Meehan: If there's a motion on the floor to...

Comm. Kerr: I'm just saying there's an issue.

Ms. Meehan: Can we make something up so I know what you're talking about?

Comm. Kerr: Say the Board believes that there should not be social promotion in the school.

Ms. Meehan: By social promotion we mean what?

Comm. Kerr: Social promotion means they move you on by age to a class although you failed. You are in fourth grade, you fail it, but they move you to fifth grade. You can't handle fourth grade work, but they move you to...



Ms. Meehan: So what I'm hoping that already took place in executive session because it's a personnel matter is that there would be discussion as to why the Superintendent is saying, "I'm going to recommend this because we took a look at this teacher and we've tried to have training and done everything imaginable that could be helped and this is the solution to possibly get that person into a better teaching area so that they might be able to control the class better or teach it a little bit different, whatever it may be." There's got to be some of that discussion prior to making that decision. Those things shouldn't happen snap because you've had this discussion.

Comm. Kerr: The point I'm making is we had the discussion, but nine Board members said we don't want it. The Superintendent says that's what I want. I'm going to keep on pushing them through this system. What do you do in a situation like that?

Comm. Hodges: One of the problems the School Boards Association has is you do not have a strong understanding of how state takeover districts work and some of the tensions that occur in state takeover districts. That's one of the major failings and you're going to have to because this may be expanding as time goes on. But this is something that you as an agency are going to have to address as a weakness. You can't understand the tensions because normally if five Board members wanted the Superintendent to do something he or she is going to have to do it because the Superintendent works for the Board. The Superintendent here does not work for us directly because we don't sign his paycheck. He has a dual role which is very difficult to understand. So what he's trying to talk about is in that situation he may be compelled because of other reasons to ignore or not be able to address what the Board is asking for. So then the question is in the context of these ethics how this Board proceeds. That spoke to what Mr. Teague was talking about earlier and what I was trying to mention that there are certain situations where these things are inadequate because it does not address this kind of role.

Ms. Meehan: It's a very different situation. But you can still recommend to the Superintendent. Whether or not that happens, we don't know. But the nice thing that you've said is that you have a Superintendent that does listen. I think sometimes his hands are tied also because of being in the position that he's in. I do understand where you're coming from. I can tell you what should work. I can't tell you that it's always going to work in every district. I can't tell you that and it might not be a state-run district. It might be another district and it might not work. But I can tell you how it should work.

Comm. Hodges: That's what I mean that you're going to have to update your understanding.

Ms. Meehan: Who's the delegate?

Comm. Irving: Me.

Ms. Meehan: Are you coming?

Comm. Irving: Yes.

Ms. Meehan: May is the next delegate assembly. Why don't you guys try and address this issue? Get a resolution to do something. I will take it back with me obviously. I'm going tomorrow to Trenton. I will tell them that this is something that is being brought up and that you're not the only state-run district that is saying the same thing and you'd like some more help with this. That's not a problem at all. Can we still change the Code of Ethics? I really don't think so. But we can certainly tweak some things to maybe help you understand a little bit better. Maybe that will help.

Comm. Irving: Just in the interest of time, we still have to do the timelines and some more Board perspective work.

Ms. Meehan: I really do understand that, Chris, but you had asked me to come in here and do ethics. Do you want me to continue? The best thing is the questions. They're really the best thing because everyone gets to hear what everyone is thinking and it really is positive. It's good. Number six - do make decisions based on district goals and policies, which we have addressed. You should be familiar with your Board policy and make decisions based on the guidelines set within the policy because you're a policy-making Board. You're setting your annual goals so that there's some direction in which the district is heading. It does make some decisions at the Board level a little bit easier when you have those goals. Is there a strategic plan? Does the state do it?

Comm. Irving: Dr. Evans created a strategic plan and the Board adopted it.

Ms. Meehan: Awesome. That's wonderful. You should be taking a look at that every year to see what's going on with it. Do insist that the Board keeps the community informed on the progress and the needs of the district. You guys have done a really good job with that I think. We talked about that a lot last time. The means to communicate with the community and we've gone over those. I just have some suggestions. Do consider the recommendation of the Chief Administrative Officer on all matters pertaining to education. What we tell every single Board no matter who you are and where you are is the fact that as a Board you truly want to stand behind the recommendation of your Superintendent. It doesn't take away your right to say no, but you really want to have the discussions prior so that you understand why those recommendations are coming out. If you have those discussions sometimes it really makes the understanding better and that you can stand behind the recommendation of the Superintendent. Do support and protect school personnel in proper performance of their duties. Any complaints received regarding staff members should be referred through the chain of command or to the Superintendent. As Board members we need to be careful about criticizing staff members. Unfounded accusations could result in grievances filed by the union and cause negative publicity in the district. Obviously, these things have happened. These have happened all over. Do refer all complaints to the Superintendent. Like I asked you, how do you work your chain of command because each district is a little bit different in how it goes and who you report to? I have districts that, if you have a facilities thing going on that somebody tells you about, you need to go to the director of facilities. A lot of districts don't like that. So each district tweaks it just a little bit different on how your chain of command is. Should it come to you as a Board member before going through the chain of command? If it does reach the Board level you would have to recuse yourself from the discussions on any action. In other words, if something came up and you got involved in it you would actually have to recuse yourself if it came up at a Board level for voting on. That

is really the basis of the Code of Ethics. If you want, behind that in gray the School Ethics has common areas of concerns regarding members of immediate family, relatives and spouse, and it gives you your definitions. The coral color behind it is nepotism. There's been a little bit of change in the definition of member of immediate family. There's a really funny thing to explain it. All sister-in-laws are not created equally. That really is the truth. For example, if your brother's wife worked in the district that would be okay. I truly don't understand how sister-in-laws are not created equally, but according to the law if there's no blood then it's not a problem. I don't know. Check with your attorney is what I tell everybody because you want to make sure you're doing the right thing.

Comm. Irving: Or check with Cheryl. She's just as good.

Ms. Meehan: That's right. The white page behind that is when Board members should recuse themselves. I know you guys don't have this situation, but a new change that just came about is that if you have a relative that works in the district and you're doing a superintendent search you may not participate in the search at all. That just changed. It never used to be like that.

Comm. Irving: Any immediate relative? That does affect a few members of our Board.

Ms. Meehan: You don't have that issue, but if you did. I'm doing a couple of searches right now where one of them the Board President cannot participate in the search because his wife works in the district. That's a new ethics thing. Nothing real new has changed too much in ethics that's come down the pike. The one thing I want to tell you about is the difference between the advisory opinion and a complaint. The advisory opinion from the ethics is what takes place prior. It's being proactive. If you know something is coming up and there's going to be some issue and you want to know if you're conflicted or not, ask for an advisory opinion and they will give you one. They'll give you guidelines as to what you can participate in and what you can't. As far as the complaint goes, that's after the fact and then there's an issue. I brought you a little quiz and I'm just really going to go through it. I won't go through the scenarios with you. They're in the back and you really should take a look at them. I believe they're green. You should take a look at those at some point. Let me go through this really quick because I think some of this is legal also. All personnel matters are discussed in closed session unless an employee under discussion specifically requests that the discussion be held in open session. That's true. Board members can be held personally liable for abridging staff or students' constitutional rights - true. Board members are always protected from financial liability due to Board errors and omissions insurance - false. Not always. Check your policy. The Board may not discuss an item that is not on the agenda. That's false. You can. Board members who breach confidentially can be censured by a majority of those present - true. There are no legal penalties that can be imposed on a Board member who continually and intentionally violates Board confidentiality - false. I think it's a fine of up to \$500. I have a Board who's about to do that to a Board member who keeps bringing up ethics charges on other Board members. They're about to do that to him. Just be careful. Minutes of closed sessions need not be taken - false. They need to be taken. Minutes must contain the name of the person presiding, time and place of meeting, names of members present, subjects considered, action taken, and the vote of each member where a vote is taken - true. All the minutes must contain all of that. But you can leave that to Cheryl. No real harm ever happens from an

innocent breach of confidentiality - false. No breach of confidentiality is ever good. Your spouse is the only person you should trust with executive session information - false. Don't waste your pillow talk on Board business. Do you guys have any other questions on it? There's a lot of information in here. Take the time to look at it. I know it's very frustrating. I truly understand that part of it. Actually, I'm having a department meeting tomorrow and I'm going to bring a few things up from here. So I appreciate your comments.

Comm. Teague: Supposing there is a Board member that may need a ride to the meeting, is there a way that they can provide that?

Ms. Meehan: I do have a district that actually just has another Board member pick that person up.

Comm. Teague: Really?

Ms. Meehan: But I also will tell you the Board member slept through the whole Board meeting. She's 88 and they honestly didn't want her to drive. Another Board member very nicely gave her a ride to the meeting. That's how they worked that out. It's like carpooling. If I'm coming to the meeting and I pass your house, I pick you up. The next time you pick me up and bring me. That's a nice thing.

Comm. Irving: Do we have to sign this again?

Ms. Meehan: No, you don't. We kept those in there in case somebody needed them. You actually did yours online, I hope. Everyone signed their ethics forms? You are responsible for those. Make sure you get those done.

## **BOARD GOAL SETTING TIMELINES**

Ms. Meehan: Real quickly I will go through the process. You did your self-evaluation, which is what I will bring back with me and we'll work on that again. We'll pull out some Board goals for you like we did last time. We need to set district goals for you and we just need to pick a date to get those goals set. Typically that's summertime so that then you start into September with your goals ready to roll for the new school year. That's really the process. There's not much more to that. Did you have anything to ask?

Comm. Irving: Typically, Dr. Evans and the Board will work together to help create that so that by the time we get together you have the goals in front of you. I think we'll go that route again, have that conversation, and then bring you guys in.

Ms. Meehan: That's good collaboration. You guys are working together to come up with those and that's really wonderful. That's the good conversation and discussion that happens. You really are making a difference. I can't tell you how many times I've bragged about your high school and how you've made it into academies. I have told everyone that I possibly could because I think that's a wonderful idea. Mind you, I only have Passaic, Sussex, and Warren, but they've all been pretty impressed. Thank you and if you have any questions just e-mail me if there's anything. Call me if there's anything I can help you with and I will bring that up tomorrow - absolutely.

Comm. Irving: Thank you, Robynn. We'll make sure Cheryl reaches out to schedule the next meeting.

Ms. Meehan: Absolutely. Thanks and have a great night.

## **RESOLUTIONS FOR A VOTE:**

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills dated May 10, 2013 in the grand sum of \$12,787,964.83 beginning with vendor number 149 and ending with vendor number 3799463 and include void check numbers 179721, 180402, 180536 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. Kerr, seconded by Comm. Cleaves that Resolution No. 1 be adopted.**

Comm. Irving: Cheryl, the reimbursement for the Board members who attended the conference is in here. Am I correct? So Manny and I just need to recuse ourselves. I just want to make sure we're clear on that.

Comm. Hodges: Is this just the one or all four of them?

Comm. Irving: Just one.

### **On roll call all members voted as follows:**

Comm. Cleaves: Yes.

Comm. Hodges: No.

Comm. Kerr: Yes.

Comm. Martinez: Yes on all, except for anything pertaining to myself.

Comm. Teague: Yes.

Comm. Irving: Yes to everything except for anything having to do with myself.

**The motion carried.**

### **Resolution No. 2**

Introduction: The Paterson Public School District will offer elementary and secondary summer programs that align academic standards and instructional strategies to extend student learning. Summer school provides students with additional instructional support to ensure that they achieve proficiency in NJ Common Core State Standards in order to move on to the next grade level. Summer school is encouraged and/or mandated for those students in grades PreK-12; and

WHEREAS, the Paterson Public Schools summer school program addresses Bright Futures the Strategic Plan for Paterson Public Schools for 2009-2014. Bright Futures vision is to become a leader in educating New Jersey's urban youth and the mission is to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career. It includes core beliefs, values, goals and strategies for their attainment that are aligned as Priority I: Effective Academic Programs; and

WHEREAS, the Paterson Public School District will provide teaching and learning experiences critical to academic success that are necessary for future learning. Students at all grade levels will benefit from remedial summer school through the implementation of summer program curriculum which is based on recommendations as per assessments that contain substantial components aimed at math and language arts literacy competency also including rigorous evaluations. Each student will participate in an intense and rigorous curriculum that incorporates technology and cross content strands; and now therefore

BE IT RESOLVED, that Paterson Public School District Board of Education acknowledges the Summer School Program implementation from July 1, 2013 to August 31, 2013 (see attached budget).

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

Comm. Hodges: How many students are going to be involved in the summer program?

Dr. Evans: Let me ask Mr. Johnson if he can comment on that.

Mr. Aubrey Johnson: Good afternoon. Our initial projections, right about now we're looking at about maybe 4,500 students.

Comm. Hodges: What's the different between that and last year?

Mr. Johnson: There is no difference. It was about that.

Dr. Evans: That's the number identified now and parents have been put on notice after that happened several weeks ago. By the time we get to the end of June after the last administration of the STAR Renaissance Assessment that number was cut in half, I believe. We expect that to happen again this year.

Comm. Hodges: There is a larger issue around how this end of social promotion is playing out. My concern is we're relying on a test, but what role does the student performance play in all of that. I can take a test one time or two tests, but if my initial testing is very low I can just go in there and get a zero and then come back and say...

Dr. Evans: There is more, if we would allow Mr. Johnson to explain.

Mr. Johnson: We have been looking at multiple measures and multiple assessments. We also take into account NJASK. There are students that are not performing at the 40<sup>th</sup> percentile which is our cut score. Students above the 40<sup>th</sup> percentile we feel that they are progressing. However, we do have students that have passed the NJASK last year that are performing below the 40<sup>th</sup>

percentile and we are not holding those students back. So we are also looking at the NJASK assessments as well as the Renaissance. The Renaissance assessment is an adaptive test and it does fluctuate, but over four administrations it gives us a good pinpoint of where that student is. Students that are below the 40<sup>th</sup> percentile nationally are ranked as students that are performing way below their grade level.

Dr. Evans: There's more - classroom performance. If a student does not pass the number of courses required to pass, regardless of how they did on either Renaissance STAR or NJASK, then they may be retained. Depending on the program that they're in, particularly when they get into the academies, there may be other criteria. But classroom performance does count.

Comm. Hodges: I think that really needs to be publicized for me and for the community as well.

Comm. Irving: Can we have some type of presentation or report on the social promotion process that outlines exactly what that is? Dr. Hodges is right. As a Board member for me it's still a little murky. I had a parent ask me today about the STAR assessment and I had to explain to the parent that it's a tool that the teacher should be using to create individualized plans for her kid during the course of the year. I asked her had she seen the STAR assessment and asked for it and she said no. I told her she needed to go back to school and ask for it. This is the tool they're using to customize for your child wherever they're deficient at and this is what you, as a parent, need to be keeping track of. I think if that's clear to the Board and to the public at the next meeting it would be helpful to go over the social promotion process, how the Renaissance STAR assessment factors in, what it does, what it is, and how the other aspects in the class help.

Dr. Evans: We'll be happy to. The letter that went to parents indicated that there were other criteria such as classroom performance. That's one of the adjustments we made this year to make sure that was clear in the letter when they received it. They received it quite some time ago now.

Comm. Hodges: One of the things that concern me is we're still not using the expectation guides because of the anticipated change with the Common Core. But they're still of value until the Common Core gets situated. That's number one. Some part of this should be on those expectation guides, meaning these are the criteria for passage and then you fold in the expectation guides for the year so the parents have a clear understanding and one place to go look that will tell them what the requirements are. You want to put as many tools in people's hands so that they're unable to say that they didn't know or this happened at the last minute or they just found out my poor baby isn't going to graduate or be promoted because you didn't tell me. They should know at the beginning of the year so that they can modulate their aggressiveness with their child's education.

Comm. Irving: Is Mr. Johnson the person who will be making that presentation?

Dr. Evans: Actually, Mr. Johnson did this last year. We have Cheryl Coy in place to do this as of a month ago. But Mr. Johnson is shepherding her as she learns all of the ins and outs of it. So Ms. Coy will present it and obviously Mr. Johnson will back her up for anything that she needs assistance with.

Comm. Hodges: That should be on the website too, I might add.

Comm. Irving: I think it helps to cover us. Are there any other questions?

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

### **Resolution No. 3**

Introduction: In adherence to the Paterson Public Schools Bright Futures Strategic Plan Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement, the Department of Career Technical Education will send one teacher from the Perkins approved program STEM at Garrett Morgan Academy to receive Project Lead The Way (PLTW) core training and certification in Biotechnology (PTE-BE) at the University of Illinois at Urbana-Champaign, IL from June 16, 2013 – June 27, 2013; and

WHEREAS, professional development for teachers is essential to the success of all Career Technical Education programs. As such, PLTW teachers will complete a two-week training session for every PLTW class that they teach so that they are fully prepared to engage students in innovation. The PLTW is an intensive and immersive in-person training experience held at one of PLTW affiliate universities; and

WHEREAS, the PLTW programs are designed to serve middle school and high school students of diverse backgrounds from those already interested in STEM-related fields to those who are more inspired by the application of STEM than they are by traditional mathematics and science courses; and

WHEREAS, PLTW classes are taught in school during the school day, and every instructor of PLTW courses receives extensive training as well as ongoing support in the courses they teach. The STEM subject matter is rigorous and allows students to actively engage in hands-on activity; and

WHEREAS, during the core training the teacher will assume the role of a student and must successfully complete and pass all activities, projects and problems given to effectively implement and instruct the course; and

NOW, THEREFORE, BE IT RESOLVED, Paterson Board of Education will approve the professional development and send one teacher from the Perkins approved program STEM at Garrett Morgan Academy to receive Project Lead The Way (PLTW) core training and certification in Biotechnology (PTE-BE) at the University of Illinois at Urbana-Champaign, IL from June 16, 2013 to June 27, 2013, to obtain their certification for PLTW course, Biotechnology. Not to exceed \$5,800 of Perkins funding.

**It was moved by Comm. Teague, seconded by Comm. Martinez that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### **Resolution No. 4**

Introduction: The Paterson Public Schools District has successfully participated in National History Day for the past 20 years. One hundred and Sixteen (116) students from Eastside High School, John F. Kennedy High School, International High School, Rosa Parks High School, Don Bosco, Gifted and Talented School No. 28 and Public



School No. 7 took part in this year's competition. Forty-six (46) students advanced to the New Jersey State competition on May 4, 2013 at William Paterson University.

Whereas, approving participation in National History Day supports the Bright Futures Strategic Plan 2009 – 2014 Priority 1 – Effective Academic Programs – Goal 1 – Increase Student Achievement – Goal 3 – Improve Graduation Rate, Reduce Dropout Rate and Goal 6 – Increase Academic Rigor.

Whereas, the New Jersey Core Curriculum Content Standards for Social Studies Skills, Civics, United States History, World History, Economics, and Geography serves as the foundation for all research projects for this competition.

Whereas, National History Day's core program are regional, state, and national contests where students conduct extensive research related to an annual theme and present their findings in one of five categories: web sites, exhibits, documentaries, performances or papers. Students develop complex cognitive skills such as critical thinking, problem-solving, and creative thinking skills while creating their entries.

Whereas, students can choose to participate in the contest individually, or as part of a group of up to five students. Public and private schools are welcome to participate. The competition starts at a local or district level and progresses to regional, state and national competitions.

Whereas, Paterson High Schools will represent the Paterson Public Schools District in this auspicious event. The northern regional competition took place on Saturday, March 23, 2013 at Kean University. The state competition will take place on Saturday, May 4, 2013 at William Paterson University. Travel for the five (5) day National Competition will start Sunday, June 9 to Thursday, June 13, 2013 with a departure from John F. Kennedy High School.

Whereas, the trip to the national competition will take place in College Park, Maryland and will consist of students from the Paterson Public Schools District that will include general education, special education, and English Language Learners. The trip is inclusive of all forty-six (46) qualifying students who won the Northern Regional competition held on Saturday, March 23, 2013.

THEREFORE, BE IT RESOLVED, that Paterson Public Schools approve the students of Eastside High School, John F. Kennedy High School, International High School, Rosa Parks High School, Don Bosco, Gifted and Talented School No. 28 and Public School No. 7 participate in the National Competition. Total cost of the experience is \$35,980.00.

Eastside High School, John F. Kennedy High School, International High School, Rosa Parks High School, Don Bosco, Gifted and Talented School No. 28 and Public School No. 7...

Budget			
<i>Item</i>		<i>Cost</i>	<i>Account number</i>
National Bus Transportation	2 buses @ \$3,250	\$ 6,500.00	20.231.200.516.653. 000.0000.001
National Teacher Registration	12 @ \$40.00	\$ 480.00	11.190.100.320.835.

National Student Registration	46 @ \$100.00	\$ 4,600.00	0000.000
Room & Board for Student/Teacher	\$350 pp \$19,600	\$ 19,600.00	11.190.100.800.703. 0000.000
Teacher Stipends	12 @ 4 days @ \$100	\$ 4,800.00	11.000.221.110.835. 053.0000
<b>Grand TOTAL</b>		<b>\$35,980.00</b>	

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

Comm. Irving: Just because the gentleman has been here the whole meeting, I wanted to know if the faculty members in charge just wanted to say a brief word about the program.

Mr. Chris Graber: Good evening. I made a copy for everyone in regards to the accomplishments this year with National History Day. We started off with 116 participants that entered our regional competition. From there 46 of our students in high school and middle school advanced to the state championships where two of our groups were successful. They won the states and will be competing for a national title. It's an amazing accomplishment. I'm newly hired. I just came on board and I have to tell you I went to the state championship, it was a fantastic experience and I'm heading to the nationals with all the participants. The teachers have worked very hard so I just wanted to let you guys know.

Comm. Irving: What is your name, for the record?

Mr. Graber: My name is Chris Graber, Supervisor of Social Studies.

Comm. Irving: From what school?

Mr. Graber: For the Paterson Public Schools.

Comm. Irving: Thank you very much. Thank you for sticking it out.

### **Resolution No. 5**

**It was moved by Comm. Teague, seconded by Comm. Cleaves to approve motion to go into executive session on May 23, 2013 at 6:30 p.m. in the executive conference room on the fourth floor of 90 Delaware Avenue to discuss leases and personnel. On roll call all members voted in the affirmative. The motion carried.**

### **REPORT ON BOARD SELF EVALUATION**

Comm. Hodges: I just have a quick concern about the Board self-evaluation. In the past this Board has accomplished a lot more than we have in recent memory. This Board used to be a certified Board, which means we had a certain level of training. This Board has imprinted its will to a significant degree on a number of measures that the administration had put forth. The reason we created the newsletter was because the Chamber of Commerce wanted to have a better understanding of what the Board was doing so they could change their appreciation of how we function given the press and things like that. We have had two newsletters in the last five years, which speaks very

poorly about what we're doing. We've not had any projects that we can point to that we've done. These are things that I want you to think about when we're giving ourselves these kinds of scores because in reality we are a lot further away from what we're truly capable of. I just want you to understand that. We used to have retreats to get the training to tell you exactly what was possible and the kinds of things that you would do. On the flip side having the training would be legal argument for why you were in a better position to get local control than we had against the state's complaints that you weren't. Being a certified Board as we were, they're not the majority in the state so it puts you a cut above the rest and it was further evidence of our functionality. Those are some of the things we need to think about as we applaud our efforts. I think that the more things that we do, the more production that we have as a Board, it's better for us, particularly in what we may be experiencing down the road. I anticipate some things coming down the road.

Comm. Irving: As do I.

### **Facilities Update**

Dr. Evans: May I share a very recent development? Mr. Sapara-Grant, Ms. Shafer, and I met today with the SDA to discuss short-term facilities priorities. As we think about the long-term priorities that will evolve through a different venue we actually had a brief discussion in preparation for today's meeting yesterday as a part of cabinet. I was going to give you this in executive session, but as I looked at it I determined that this is not an executive session topic. It's for information and for discussion later. I've asked Mr. Sapara-Grant to review it in the facilities committee and then ultimately a Board discussion around it should evolve. But what we have identified are the top four priorities as we see them. As the facilities committee vets it and the Board looks at it there may be some alterations and modifications, but this grew out of the meeting that we had today with the SDA. I just wanted to share that with you because it will be coming back once it goes to the facilities committee.

Comm. Hodges: I have two questions, really one. School 17 was obviously supposed to be demolished. What was supposed to be done with School 14?

Dr. Evans: That's a good question. It's on the master plan. The question is where does it fall in relation to these? What they wanted from us was what we saw as the top three priorities as the initial discussion and then that became four as we began to talk about it earlier this week. But School 14 was discussed in our internal discussions. It was not a part of the discussions with the SDA. At least I don't remember it coming up today as we were talking with the SDA.

Comm. Hodges: What about School 25's renovation?

Dr. Evans: We talked about that extensively. School 25 and a number of other schools haven't been taken off the list. The question was what are your most urgent needs? That's what this responded to. Like I said, Chris will be bringing it up in the next facilities committee meeting and then ultimately the Board as a whole needs to discuss and weigh in.

Comm. Martinez: What's the timeline when we say short-term? What's the turnover time for short-term?

Dr. Evans: Within the next two years, starting next year.

Comm. Martinez: Starting in the upcoming school year and two years from.

Dr. Evans: Yes. When I say starting, I mean activity that might begin with the SDA. We can't define when because they make that decision.

Comm. Martinez: So starting in the beginning of the next school year. No timeframe for completion.

Comm. Irving: I don't think anybody can give a timeframe.

Dr. Evans: The process is, as most members know, we identify the priorities and then the SDA through their committees and processes will then determine where our priorities fit in the bigger statewide picture. Then if they adopt them it becomes a plan and a timeline by which they will meet them. So when I say next year, during the summer and into the fall they will be debating where this fits in our plan statewide and when we can do this if we agree with the priority. There is a lot more coming.

Comm. Martinez: Will this impede or affect the current projects that are taking place?

Dr. Evans: No.

**APPROVE MOTION TO GO INTO EXECUTIVE  
SESSION TO DISCUSS PERSONNEL**

**It was moved by Comm. Martinez, seconded by Comm. Cleaves that the Board go into executive session to discuss personnel. On roll call all members voted in the affirmative. The motion carried.**

The Board went into executive session at 8:25 p.m.

The Board reconvened the meeting at 9:35 p.m.

**It was moved by Comm. Martinez, 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 9:36 p.m.