

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

January 30, 2013 – 6:46 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
Comm. Wendy Guzman
Comm. Jonathan Hodges
Comm. Errol Kerr

Comm. Manuel Martinez
Comm. Alex Mendez
Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

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

Comm. Irving 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
January 30, 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'd like to welcome everyone to this special meeting. This meeting was called to address two specific issues and if the Board can just indulge me I want to see if we can take care of the Resolutions for a Vote first and do the School Safety and Security Plan second. Ms. Shafer is supposed to be sharing that information with us and she tells me her presentation is actually pretty brief. It's more of a discussion for the Board to talk about some of the recommends and suggestions that we have. Then we'll end with the District's Testing Data. So if that's okay with everyone I want to go to Item 5, Resolutions for a Vote, 1-3, knock that out now, and then we'll go into the School Safety and Security Plan and see where we are. I'll probably ask to take public

comments after that and then we'll go into the District's Testing Data to really sit down and have that discussion as a group. Sound good? Let's do that.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

Recommendation/Resolution is to comply with purchasing laws in the process of purchasing Reading Intervention Services and Related Supplies and Materials (RFQ-706-13) for School #13 for the 2012-2013 school year.

WHEREAS, pursuant to the Public School Contracts Law, N.J.S.A. 18A:18A-5 "any contract, the amount of which exceeds the bid threshold, shall be negotiated and awarded by the board of education by resolution at a public meeting without public advertising for bids and bidding"; and

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

WHEREAS, the District solicited quotations from three (3) vendors (which can be reviewed in the Purchasing Department) for Reading Intervention Services and Related Supplies and Materials (RFQ-706-13), for School #13 for the 2012-2013 school year resulting in the following:

Vendor	Daily Coaching Rate	Licenses
Children's Literacy Initiative	\$1,449 per day	NB
Language Circle Enterprises	\$1,200 per day	NB
*National Reading Styles Institute	NB	7,375.00

**NRSI will NOT provide on-site coaching, only web based licenses are available*

WHEREAS, Children's Literacy Initiative (CLI) was selected based upon the following criteria: (a) Researched based practices, (b) Recommendation made by the Regional Achievement Center (RAC), (c) Services provided meet the current needs of our schools, (d) Professional Development Provided, (e) 1:1 Coaching Support, (f) Assists with the implementation of Balanced Literacy Model; and

WHEREAS, awarding this contract is in line with the "Bright Futures Strategic Plan 2009-2014", Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement: High quality teachers in each classroom; and

NOW THEREFORE, BE IT RESOLVED that the Paterson Public Schools approves the award of a contract to Children's Literacy Initiative, located at 2314 Market Street, 3rd Floor, Philadelphia, PA 19103 for the purchase of Reading Intervention Services and Related Supplies and Materials (RFQ-706-13) for School #13 for the 2012-2013 school year at a cost of not to exceed \$80,000.00.

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

Comm. Kerr: Is this a new program?

Comm. Irving: Ms. Booker, do you mind just coming up and sharing with the Board about this program, please?

Ms. Nicole Booker: Sure. CLI has been around for quite some time. They've worked in California and other states and they had success in Headstart kindergarten programs. Kindergarten students come out reading on the first grade level by the end of the school year. There's also improvement in teacher capacity, building books into the literacy program, making books a part of the life of children in the community. It was also a recommendation from one of our RAC representatives, Ron. He stated that they had significant gains in Newark when they used it in a particular school. So it's been around for quite some time, but it's going to be new to our area in Paterson. We're going to roll that out in k-3. We're trying to improve literacy skills in that area so that when they come up we don't have the battle of reading as an issue.

Comm. Kerr: Did you get any documented proof that this is supported by what you were told?

Ms. Booker: Yes, I do have something. I went on their website and I did find some documentation of proof from the University of California, UCL, and another school district. So there is proof that it's successful and, like I said, Mr. Carson said it was very successful in the school that he worked in in Newark.

Comm. Hodges: I'm sorry. Who is he?

Ms. Booker: He's on the RAC.

Comm. Hodges: The who?

Ms. Booker: The RAC.

Comm. Hodges: We haven't met them yet.

Comm. Martinez: How frequently are they going to be coaching the teachers? Are they actually going to be interacting with the students or just through the teachers?

Ms. Booker: We set the schedule. They'll come in and meet with us and they set the schedule. It's a lot of modeling in-class support. It's not a lot of these online things that we find with some other programs. They're actually coming in, setting up the libraries, helping teachers with lesson planning, helping them on how to enrich text, helping them set up their libraries, and helping them with their writing. It's really very intense.

Comm. Irving: Are there any other questions?

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

Resolution No. 2

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation to in and out of district school programs for special needs and displaced students for the 2012-2013 school year until we can complete the bid process, and

WHEREAS, in accordance with Title 6A: 27-9.12, the district solicited a minimum of three quotations for unanticipated transportation services and has created transportation routes in order to be compliant with the students educational needs, (results are listed on pages 1, 2, 3 and 4,) and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in awarding the route to the lowest quote submitted for the transportation of special needs and displaced students to in and out of district programs as listed on pages 1, 2, 3 and 4, and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for special needs and displaced pupils to in and out of district programs on routes listed on pages 1, 2, 3 and 4, for 2012-2013 school year until permanent route bid processing is completed, shall take effect with the approval signature of the State District Superintendent

Approximate cost for the 2012-2013 school year \$109,259.00

Resolution for Temporary Routes

Route #'s QUL13, Q9GM, QULHA, Q2NN, TVENS, QPCCP, 14ELC, QCPYCS, LLCQ, Q2PP, SMPHQ, LSSQ and QH0406

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* Awarded to the lowest bidder.

AC = Air Conditioning

HAR=Harness Required

WC=Wheel Chair

WCL = Wheel Chair Lift

CS = Car Seat (May be provided by the District)

SB= Student Wears Braces

SE= Student must be escorted in and out of the building)

SSS = (Student is subject to seizures, close supervision required)

DDA= (Door to Door Assistance)

Route QUL13-Urban Leadership 1/14/13-6/25/13 109 Days In-District Special
Needs

8:15am – 2:55pm AIDE NEEDED 1 student \$17,440.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
A-1 Elegant	150.00	47.00	0.00		197.00

Durham NO QUOTE				
Madison Coach	225.00	30.00	0.49	255.00
*STS	120.00	40.00	3.00	160.00

Route	Q9GM-Garrett Morgan & School # 9	1/2/13-4/4/13	60 Days	Displaced	Special Needs
	8:00am/8:20am – 3:00pm/2:55pm	AIDE NEEDED	2 students		\$12,000.00
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					
A-1 Elegant	220.00		45.00	0.00	265.00
Mayor Trans.	160.00		60.00	2.49	220.00
STS	179.00		48.00	2.50	227.00
*Station Wagon	160.00		40.00	0.00	
	200.00				

Route	QULHA- Urban Leadership& Harp	1/7/13-4/9/13	60 Days	In-District	Special Needs
	8:15/8:20 am – 2:55pm	AIDE NEEDED	4 students		\$10,500.00
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					
A-1 Elegant	190.00		35.00	0.00	225.00
Durham	195.00		65.00	0.95	260.00
*STS	130.00		45.00	0.00	175.00

Route	Q2NN -School # 2	1/7/13-4/9/13	60 Days	In-District	Special Needs
	8:20 am – 2:55pm	AIDE NEEDED	9 students		\$13,740.00
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					
A-1 Elegant	220.00		48.00	0.00	268.00
John Leckie	233.00		35.00	0.00	268.00
*STS	184.00		45.00	0.00	229.00

Route	TVENS- Venture School	1/4/13-1/31/13	19 Days	Out of District	Special Needs
	9:00am-3:00pm	2 Aides Needed (one on one)	2 students		\$3,800.00
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					
A-1 Elegant	NO QUOTE				
*John Leckie	140.00		30.00 x 2	0.00	200.00
STS	NO QUOTE				

Route	QPCCP- PC CP Center	1/2/13-4/2/13	60 Days	Out of District	Special Needs
	8:30 am- 2:30 pm	AIDE NEEDED	2 students	2 WC	
	\$14,700.00				
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					
A-1 Elegant	220.00		48.00	0.00	268.00
Mayor Trans.	NO QUOTE				
*STS	200.00		45.00	2.50	245.00

Route	14ELC- Early Learning Center 14 th Ave	1/22/13-4/23/13	60 Days	In District	Special Needs
	8:10am-2:55pm	AIDE NEEDED	1 student	(sss, cs)	\$11,700.00
Contractor	Vehicle	Per Diem	Aide	Mileage Adj.	Per Pupil Adj.
Total Per Diem					

*A-1 Elegant	160.00	35.00	1.00	195.00
Madison	NO QUOTE			
Mayor Trans	NO QUOTE			

Route QCPYCS-PC CP Center 1/17/13-6/20/13 23 Days (Thursdays Only) Out of District Special Needs
 9:00am-2:00pm AIDE NEEDED 1 student

\$3,749.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
A-1 Elegant	NO QUOTE				
Mayor Trans	165.00		65.00	2.49	230.00
*STS	123.00		40.00	2.50	163.00

Route LLCQ-Lakeview Learning Center 1/7/13-1/31/13 18 Days Out of District Special Needs
 8:20 am- 2:15 pm AIDE NEEDED 4 students \$2,970.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
A-1 Elegant	190.00		45.00	0.00	235.00
Durham	225.00		75.00	0.95	300.00
John Leckie	182.00		35.00	0.00	217.00
*STS	120.00		45.00	0.00	165.00

Route Q2PP- School # 2 1/7/13-1/31/13 18 Days In-District Special Needs
 8:30 am- 2:55 pm AIDE NEEDED 12 students cs \$4,824.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
*A-1 Elegant	220.00		48.00	0.00	268.00
John Leckie	243.00		35.00	0.00	278.00
STS	NO QUOTE				

Route SMPHQ- BCSS Ship Midland Park 1/7/13-1/31/13 18 Days Out of District Special Needs
 8:00 am- 2:30 pm AIDE NEEDED 1 student \$2,880.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
A-1 Elegant	190.00		45.00	0.00	235.00
Durham	195.00		65.00	0.95	260.00
*STS	120.00		40.00	0.00	160.00

Route LSSQ-Lord Stirling School 1/7/13-1/31/13 18 Days Out of District Special Needs
 8:00 am- 2:00 pm AIDE NEEDED (female driver and aide preferred) 1 student
 \$4,824.00

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
*A-1 Elegant	220.00		48.00	0.00	268.00
John Leckie	NO QUOTE				
STS	NO QUOTE				

Route QH0406- School # 4 & School # 6 1/17/13-2/28/13 28 Days In- District Displaced Students
 # 4 is 8:00 am-4:00 pm # 6 is 8:20 am- 2:55 pm AIDE NEEDED 2 students
 \$6,132.0

Contractor	Vehicle Per Diem	Aide	Mileage Adj.	Per Pupil Adj.	Total Per Diem
A-1 Elegant	270.00		48.00	0.00	318.00
*Mayor Trans.	179.00		40.00	2.49	219.00

CONTRACTOR ADDRESSES

A-1 Elegant Tours Inc, 335-340 Central Avenue, Haledon, NJ 07508

Durham School Services, 248 Goffle Road, Hawthorne, NJ 07506

First Student Transportation Services, 90 Kingsland Avenue, Clifton, NJ 07014

John Leckie Inc., 395 South River Street, Hackensack, NJ 07601

Madison Invalid Coach, 27 West Street, Bloomfield, NJ 07003

Mayor Transportation, 14 Sixth Street, Woodridge, NJ 07075

School Transportation Services LLC, 36 Shady Street, Paterson, NJ 07524

Station Wagon Services, 429 Minnisink Road, Totowa, NJ 07511

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

Comm. Irving: Is this award the new contract for the route that we took away from the company as a result of the accident that we had with Onyx Williams?

Ms. Daisy Ayala: Actually, no. The answer to your question is no. This is for displaced and special needs students.

Comm. Irving: Got it. So those students had not either been transported or we just...

Ms. Ayala: They just came fairly new to the district. That's why it's temporary service. We have to provide services and then we'll go out and do the regular bidding process for the route.

Comm. Kerr: What's the life of this contract and how many kids will be serviced by it?

Ms. Ayala: It has no life. It's only temporary until we can follow the proper protocols to put it out for bidding. I didn't know it was coming up so I don't have the logistic of how many students or exactly the route. I would have to provide that at a later date.

Comm. Kerr: So why do you have a dollar value attached to it and there is no life?

Ms. Ayala: I'd have to look at the details because we could be talking about multiple routes and I don't have any of that with me.

Comm. Irving: I don't know about you guys, but I got this late last night and read it this morning. The action I read didn't clarify exactly how many students were going to be serviced. Correct me if I'm wrong, but I didn't see that. That led me to believe this might be the people who we're replacing from the bus accident from before.

Ms. Ayala: The ones that we replaced from before you've already signed off on all of them.

Comm. Irving: I was just confused.

Comm. Mendez: My concern was about the route. How many routes in total do we have here that we don't have information right now?

Ms. Ayala: You have all the detailed documentation behind it. It gives you all the routes, the number of students, and the locations.

Comm. Irving: So the spreadsheet reflects the number of students.

Ms. Ayala: That's right.

Comm. Irving: It's there. I just wasn't clear.

Ms. Ayala: The first one has one student, two students, four students, nine students. Right underneath the route number you have all the detailed information and the number of days.

Comm. Irving: Just looking at this at face value it's absolutely confusing. We are awarding several different contracts?

Ms. Ayala: That is correct.

Comm. Irving: So it's several different providers?

Ms. Ayala: That is correct.

Comm. Irving: They are working to provide the service.

Ms. Ayala: That is correct. For example, if you look at the first one you have four different vendors there. STS is giving us a vehicle at \$120 and \$40 for the aide. So they come in at the lowest and that's who we gave the contract to.

Comm. Irving: Got it. So, in each category that's where the bid spec is and that's the lowest amount that we went for.

Ms. Ayala: That's right.

Comm. Irving: Thank you for that clarification. Are there any other questions?

Comm. Martinez: So if my math is right, we're servicing 43 students and there are 13 different routes approximately? There are nine routes and approximately 43 students?

Ms. Ayala: That's probably correct.

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

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

Resolution No. 3

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Aa special needs student to Windsor Academy in Woodland Park for the 2012-2013 school year, and

WHEREAS, in accordance with Title 6A: 27-9.12, the district solicited a minimum of three quotations for unanticipated transportation services and has created

transportation route QWARDG in order to be compliant with the students educational needs, (results are listed on page 1,) and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in awarding the route to the lowest quote submitted for the transportation of a special needs student to Windsor Academy in Woodland Park as listed on page 1, and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for a special needs student to Windsor Academy in Woodland Park as listed on page 1, for 2012-2013 school year, shall take effect with the approval signature of the State District Superintendent

Approximate cost for the 2012-2013 school year \$10,800.00

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

Comm. Irving: Ms. Peron, is this transportation for the student now because the student is new in the district? Or has the IEP now just determined that this student needs to go to this program?

Ms. Susana Peron: This student is probably new to the district.

Ms. Ayala: It just came into the district the first week in January.

Ms. Peron: Yes, because we wouldn't have an out-of-district placement. Sometimes we do, but it's probably new.

Comm. Irving: I wanted clarity on that. Are there any other questions?

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

REVIEW AND DISCUSSION OF:

School Safety and Security Plan

Dr. Evans: In a previous meeting and then a subsequent meeting we gave you first a copy of the initial draft of the report prepared by Ms. Shafer which reflects a summary of what we are currently doing or a status report related to what we're currently doing in the area of school safety. We gave you additional information subsequent to that. As you know, there has been a community forum and a number of activities that Ms. Shafer will summarize. The report now has come together representing all of the audiences that we were seeking to get input from and ultimately represent that in the report. Tonight what Ms. Shafer will do is update you in terms of where we are with that information and then engage the Board in discussion for additional feedback,

suggestions, and recommendations that we then will take back and put the report in final form and ultimately move forward, obviously bringing it back to the Board as well.

Ms. Shafer: Thank you, Dr. Evans. Good evening Board President, Commissioners, and members of the community. We do have it up on the screen, but it is hard to read. So you also have a copy in front of you. I'm here tonight to give you an update as you where we are. As Dr. Evans stated, we did have a community forum and at this time the district has met with all the different associations. So we have input from everyone across the district and then we did have the community forum. In addition to that, principals gave us recommendations from students from 10 different schools across all grade levels. So we have input from students as well. I can't emphasize enough one of our priorities is safe, caring, and orderly schools. As you know, it is one of our top priorities in the district. So if you look on page 22, what I did was I took all of the recommendations from all the groups and the community forum and the students and categorized all of them except the students under the areas of facilities, security personnel, parents, transportation, policies, training, schools, communication, district, and personnel. Then separate and apart from all of those I put the student recommendations and it starts on page 22. I don't want to read to you, but I do want to highlight a few recommendations under the different categories and then open it up to the Board because we would like your input as well as to what are some recommendations you have and they could be both short-term and long-term. Under the area of facilities, these are all recommendations that we heard throughout the district as well as the parents and the community. Requesting installation of light posts in the parking lot at PANTHER Academy – we had a lot of recommendations from PANTHER and if any of you know that particular area it is dark in the back, so installing of light posts as well as some type of decorative fence around the courtyard because that area is open to the parking lot and it is also open to the main street right there. Lighting around buildings, and that's all buildings that need to be enhanced, there are certain schools that are in need of more lighting than others. Master keys rather than all different types of keys and all different kinds of locks – I know you heard from Chris in regards to having master keys and being able to lock the doors from the inside of the classrooms as well as from the outside. We talked about keys for substitutes. If we were to have an emergency situation we need to ensure that all students are safe. So those students that are in classrooms with substitutes need to have keys as well and be safe. Doors should have a buzzer system with a camera to enter so that we know who is coming into the school and either the main office or the security personnel would be able to see the person and identify themselves before we were to have them enter. Install guardhouses at John F. Kennedy Complex and Eastside Campus – we've talked about this and I know that Eastside is underway and Kennedy will follow. It was recommended not to have cleaning crews unlock and open all doors at one time when they're cleaning, but just to open the one door that they're cleaning, lock that one up, and then move on to the next one. Develop a plan for rekeying all doors both exterior and interior doors and classroom doors – as you know Chris put together and it's included in the report an inventory of all classrooms in schools in the district and that is underway. We will be developing two standard operating procedures, one to disseminate keys in September and the other to retrieve the keys from all staff. We don't want to give staff keys and then if they resign or retire and they take the keys we need to replace them. That could be costly with all the doors that we have, so we'll have a standard operating procedure for that. Under the area of security personnel, one of the questions that came up and we'll be answering is, are all the schools going to have the same lockdown procedures? They currently do. There is a format for a lockdown procedure. Schools with trailers need additional security to secure those trailers. Some may be a distance from the main school building. Many of the security folks leave at 3:30 but yet the building could be occupied with other types of events.

We will answer that as well. Any time there is an event happening at a school there is a custodian and there is security. So there is never a school without a security person if there's an activity happening. We'll define roles and responsibilities for all security officers as well as what is their specific role when it comes to an active shooter drill. Under the area of parents two items that came up that we will be working with Kemper McDowell on is to talk to parents about the violent video games that are on computers and also the ones where students have access to first person shooter games. Those are the ones that are most critical. Under the area of transportation a recommendation came - can we transport athletes from PANTHER Academy to Eastside and Kennedy so they don't have to walk when they're involved in athletic events after school? We'll be taking a look at all the academies, not just PANTHER Academy. We will have random spot inspection of bus routes to observe bus aides, safety on the bus, and the roster of students who should be on a bus. We're also looking at a standard operating procedure for reporting bus accidents within 24 hours seven days a week. I know the Board has been diligent in looking at all policies that have to do with student and staff safety. In the area of training it was a recommendation that we train our substitutes. We should train our substitutes. Again, they're responsible for students almost daily. We will have school safety training in partnership with the Paterson Police. The Superintendent and I a while ago met with the Paterson Police Chief as well as the Director of Security and they offered to train our principals. So we're going to take them up on that. In addition, there was a recommendation for professional development for all security guards. In the area of schools there was some discussion around PANTHER and having access to a cafeteria for lunch. So we're looking into talking to the college and putting that procedure back in place. The implementation of uniforms - parents thought that was a good idea because you can tell which students belong to what school. Around PANTHER Academy a meeting is being set up with the Kintock Building, which is across the street. That building houses parolees so the parents wanted to meet with those individuals to find out what goes on there during the school day. A recommendation was to speak to the students about safety and consider their recommendations and we've already begun that process by getting student recommendations. In the area of communication parents wanted us to send home once we do put in place a revised safety plan and what should they expect and what will be happening in the building. So we will put something together. Once the Board and the district come together on a final report we will be sending something home to the parents. We are in the process of moving cable Channel 76 from Kennedy High School to 90 Delaware so we'll have more access and it will greatly enhance any type of emergency program that we would need to do. In the area of the district once we do have a final plan the individual PTAs and PTOs will have their own meetings at the building level working with Kemper and his group to inform the parents about any enhancements that we have made. The recommendation was to have some key terms or a code so that staff and students know that it is the principal saying all clear and not someone who has entered the building. So we're looking into that. We're looking into security drills here at 90 Delaware and standardizing a protocol for entering all district buildings, perhaps showing some type of ID before you're able to move on from the security desk. We're creating an action plan for offsite facilities like Passaic County Community College that we use, the YMCA, and the Boys' and Girls' Club. In the area of personnel we're looking to provide IDs for substitute teachers. In the area of student recommendations some of the students said to have the k-3 students enter from different doors to feel more secure, put stronger doors in place, close all doors from the inside, have two security guards outside the building during and after school, have better hiding places in the school that can help, teachers should learn how to protect the students during emergency, keep the doors locked from 8:20 to 3:00, at dismissal time security guards should be outside until all students are gone, warn students not to talk to strangers, there should be programs that discuss safety, students should not let

anyone in the school from the outside, students want a stricter uniform policy. Those are just a few of the ones that I highlighted for you, but I think that it's important that we listen to the students and find out how they feel about what's happening in the schools and what would make them feel more safe above and beyond what we're already doing. So I would open it up now to get some recommendations from the Board so that we can now take a look at all the recommendations. Some may be short-term plans and some may be long-term plans and it would enhance what we currently have.

Comm. Irving: Ms. Shafer, let me just ask you. This is probably the right way to go about this. You have a lot here. Some I think is substantive and some I don't really think is practical, but you have to ask people's opinion and I think going that route was the right way to go. But after we have this conversation tonight what's the plan to kind of narrow this down and really come up with something more tangible that we can really cut our teeth into?

Ms. Shafer: Our plan is to listen to the Board and be able to capture your recommendations for the district to look at all of the recommendations. There are some that are already happening. Chris is well into the whole keying of classrooms and buildings. There are other things that we're already doing. Jim Smith is doing a lot of things already. So we need to take a look at what have we started, what are some other things that can be short-term, and then what are some things that could be long-term. Once we take a look at all the recommendations including the Board we're going to come back again and make a recommendation to you that this is what it would look like.

Comm. Irving: Very good. Regarding time frame, when are we looking to do that? I guess that's the biggest question I have - a month, a few weeks?

Ms. Shafer: No longer than a month.

Comm. Irving: Okay.

Comm. Hodges: I unfortunately received this late last night so I have not had a chance to look at it and I really can't intelligently discuss the materials that are in it. I would hope that we would have another conversation to really look over this. I think this is such an important issue that we should do it in an informed manner and really take some time to consider these things that are being discussed by various stakeholders in this educational process, particularly with what's going on right now. I didn't get this until 11:00 last night so I'm not prepared to discuss it based on what I have here now.

Comm. Irving: Let me just reiterate this is the time for us to give suggestions. I agree with Dr. Hodges. I had to look at it this morning. But I think that honestly in its current format it would be very different for us to discuss every single idea and suggestion. Quite frankly, this is a huge brainstorm. I'm hoping that when the next report comes to us and it does come in a timely manner that that will really be the conversation for us to really cut our teeth into and examine. Some of the recommendations here I'm looking at and I'm saying that's cute but not practical. But I do want to take the opportunity now for the Board to give their suggestions for what we think absent here should or should not be in this document. What I don't want us to get into is we've been handed stuff, vote on it, decide upon it, and here's our opportunity to at least give our opinion before we really are asked our opinion.

Comm. Martinez: I agree. I think there is a lot of substance in these recommendations but there's way too much. We still have to weed out what can really be effective. I think

the most important issue starting off is to make sure that the schools are set up in a way that those who need to be in the school are in the school and safe there, and to avoid having students let folks in or just having folks be able to enter the school off the street unannounced. I think that's the most pressing thing that we can take care of immediately and then we can kind of weed through the rest of this and really take out what's worth looking at and discard what isn't. I think that's the most pressing thing immediately, making sure that our schools are set up in a way that those who need to be in there are in there and safe and people cannot enter the building without being buzzed in or without being announced first.

Comm. Kerr: Clearly, Ms. Shafer, some work was done here and we need to say thanks for the start that you have made there. I do have a question, though. Do we have security posting in every single one of our schools?

Ms. Shafer: Security guards?

Comm. Kerr: I said postings, but yes. It's the same thing.

Ms. Shafer: Yes.

Comm. Kerr: Okay. What I would like to see is not recommended here. We are in an age now where cameras are used just about everywhere. I have a camera security system at my house. I know there are many people who have the same thing. I would like to see at every one of our buildings a camera security system in place. We have security guards or somebody there. Apart from just locking the door we have that as a supplement to the security. I would like to see that and I hope that will also be part of what we finally come out with.

Ms. Shafer: Some of our schools already have some cameras but not all the schools. So we are looking at that. It is somewhere in here. I'm just not sure exactly where.

Mr. Chris Sapara-Grant: Page 22, Item 6.

Comm. Kerr: Recommend cameras in all of the buildings?

Comm. Irving: Captain Smith or Ms. Shafer, do you know this? How many schools do we know that actually have working cameras? I know Eastside does because I've been in Zatiti's office and seen the 6,000 cameras that he has. I've been in Kennedy. But outside of that, I'm not sure what other schools in fact do have them.

Ms. Shafer: If you look on page 18, the chart does tell you what schools have cameras.

Captain James Smith: In answer to your questions, Comm. Kerr brings up a very valid point. Today I was with Neil Mapp of Chris Sapara-Grant's office and we sat for three hours going over security specifications for the new school that's in the process of being built, what we expect, and what security measures we want. We also had Ralph Barca sitting with us in that meeting. What we're planning to do and what we are going to be doing is having standardized equipment throughout every school so it would be easier for maintenance, easier to service, and we would also be web-enabled. If Dr. Evans was in Trenton and he has a laptop with him and a crisis occurred at Eastside High School he could log onto the web and see what's going on. We have that capability right now in Kennedy and Eastside. As Deputy Superintendent Shafer said, there's a listing of all of them and each year we constantly are putting cameras and upgrading in different schools. I'm working in close connection with Chris Sapara-Grant and Ralph

Barca in IT to make sure that we cover everything. There's also where we put the cameras so that we have the whole perimeter of the school covered as well as the crucial access points in the interior of the building such as stairwells and all that so we don't have any blind spots. Another thing that we're in the process of doing is at JFK we're going to be putting access control for bathrooms so we know what child is going in when and if there's something that occurred in that bathroom we can go back to that videotape. Naturally we're not videotaping in the bathroom, but we can see who's going in, who's going out, and if there's some type of damage we can narrow it down that way. So you're right, that plays a critical point. And ideally would we like it in every school? Yes, we would, but we're bound by cost constraints also.

Comm. Kerr: I think the genesis for this whole security business is what took place in Connecticut. One of the things that I've heard since then is that you develop a system whereby in the principal's office the principal could be also watching the perimeter of the school and the security guards also watching.

Capt. Smith: We have that.

Comm. Kerr: If they find anything strange happening they could just flip a switch and that would kind of instantaneously lock the front doors.

Capt. Smith: That we don't have.

Comm. Kerr: I'm just saying that is also part of it. We don't have it, but that should be a part of it.

Capt. Smith: I'll tell you what we do have, though. To answer your question, we do have in Zaititi Moody's office, the Principal of Operations of Eastside, and also at Kennedy, large monitors set up with split screens so he can see what's going on at different areas. In addition to that, we have a command center located in the school with various monitors where we have somebody monitoring all during the school day. So if something happened by Door 23 the person in the command center could radio and say we have somebody trying to gain access at Door 23. Maybe Comm. Hodges is trying to get in and we can send somebody over to Door 23.

Comm. Hodges: I'd get in.

Capt. Smith: I know.

Comm. Irving: He just walks in the front door.

Capt. Smith: That's it. So would we like that for every school? Yes. Are we piloting it?

Comm. Kerr: Is it a possibility that we could develop a system whereby the principal, the head security, or whomever is manning the system could just if you see somebody coming on premises that you believe will put the kids at risk you could just flip a switch and it locks the door?

Capt. Smith: We don't have that capability yet.

Comm. Kerr: I'm not saying we have it. Is it a possibility?

Capt. Smith: We don't have to flip the switch because the doors are already locked. Chris brings up a good point.

Mr. Sapara-Grant: The intent is that the doors are going to be locked and monitored. The doors are not open for people to come in, but I understand what you're trying to say.

Capt. Smith: But to add to that, what we talked about with School 16 today and what we asked the state for was that we also have a delay system where if somebody tries to go out or somebody tries to let somebody come in it would delay it, light up on the monitor that somebody is trying to let somebody in, and it would sound an audible alarm at that door. That thing would be very helpful and that's what we're looking to put in the new schools right now. We're also looking to equip some of our schools that we've upgraded, such as Eastside and Kennedy, with that type of system.

Comm. Kerr: I have one last question. Mr. Sapara-Grant, looking at all of the likely security systems that we can put in place – we have over 50 buildings – in terms of dollars, just give me a ballpark figure if you were to install locks here and over there? What would it cost this district?

Mr. Sapara-Grant: Right now we're looking at almost \$2 million to be able to provide double locking systems, access controls for the main doors so it's a redundant system where the security guard at the post can observe and release locks and with something like that in the principal's office. To do that, we would also have to replace some of the existing interior and exterior doors. So one of the things we are going to be doing, especially with our new BA in place, is we want to see whether it's possible to release monies from the maintenance reserve to be able to get into this. If we start working with a budget the way it is it's going to take us a couple of years to do that. So we want to prioritize some of the major items and then be able to quickly pursue the most important things first. If we're able to secure the buildings and make sure the kids in their classrooms are safe, then we can start rolling out all the other elements like additional cameras in schools or schools that do not have cameras right now going beyond that and providing cameras. It's quite a large ticket item, but then like somebody said, you cannot place a price on the safety of our kids.

Comm. Mendez: Dr. Evans, one of the recommendations at PANTHER Academy is that they're requesting a lunch facility. I would like to know if we entertained a conversation with PCCC to take care of this issue about PANTHER Academy and the cafeteria.

Dr. Evans: Not yet. The last conversation that we had on this topic was actually about a year ago, Dr. Rose and I. This came up recently in a meeting where you asked if we could pursue that, you meaning the Board, and we are pursuing it, but Dr. Rose and I have not yet sat down to have that conversation.

Comm. Mendez: Thank you. I don't see School 15 in one of the recommendations on the different schools. As we spoke before, I was at School 15 at a parent meeting and the parents feel unsafe if they have to go to School 15 after 4:00 because it's extremely dark. That's something that we have to take into consideration immediately. The light that PSE&G has outside is not working and because of the location of the school it's extremely dark. That's going to be one of our future community schools so we have to start taking action immediately. I don't know if we have made any advance on that.

Mr. Sapara-Grant: As you know, School 15 was discussed at facilities. These are the other recommendations over and above what they're doing. We already have a plan for School 15 and it was part of the transformation. We are trying to get all of those things

in place - the fencing, the cutting of the trees, the lights behind Bauerle Field because we've changed the entry to the school, and the gates into the parking lot. These are some of the things that we're doing, and that is why it is not named on the list. As Ms. Shafer indicated, these are the minimum recommendations. At the community meeting the parents and students from PANTHER actually were there and named their schools, but it's not exclusive to the schools that have been listed here.

Comm. Mendez: I understand that, but the question that I have is, is there any possibility that we can contact PSE&G? The problem is in the street and it's totally dark in the back all the way through the school. Is there any possibility that the district can contact PSE&G?

Mr. Sapara-Grant: The short answer is yes.

Comm. Mendez: Okay. My last comment is that at School 18 I think that we also have to look into a 'Stop' sign or a 'School Zone' sign. I know it's the city's responsibility to provide the 'Stop' sign and the 'School Zone' sign. Second Avenue and East 19th is a very dangerous corner there and there is no 'Stop' sign or 'School Zone' sign there. I also think that we have to start looking into those 'Drug-Free Area' signs because around School 15 we had those signs and they were vandalized. They removed it and took it away, and I'm very sure that we have to look into other schools to put those signs.

Comm. Cleaves: I know all of our eyes have been on the safety of the doors, but what about the windows? There are a lot of schools that have lower windows and I don't see anything in here that addresses the windows. What are we going to do to safeguard the windows?

Comm. Irving: It's a good suggestion because I didn't even think about it until you brought it up now.

Mr. Sapara-Grant: It has been brought up before I believe at one of the public forums. There is architecture and there is safety of our kids. If we are able to effectively monitor the exterior of our buildings, then we know what is going on outside the building and then we can minimize having to change the windows. We all know that with our kids natural lighting is a wonderful element that creates the environment conducive for learning. So it's a marriage between the two areas. Today I had a walkthrough at International High School. That school was designed with a lot of fenestration because the idea was to have an airy feeling and a lot of space because a lot of our kids come from dingy corridors and tight spaces. But four years later we are now begging the question do we have too many windows in our schools. I think short of trying to eliminate the windows we need to put in the right kind of systems in place. One of the things that we're doing with the new schools that are being designed is the main entry into the school because you want to know what's going on outside we want to start looking at bulletproof glass in the main entrance, that is the main access points. Also, we're looking at the possibility of having windows higher than the level of the students who are sitting down. So we still want to bring in light into the classrooms, but we want to deny visibility from the outside. So it's a continued conversation and because it's not identified here doesn't mean we're not looking at those possibilities. When I went into International, even on the inside the windows that were to bring in natural light from the courtyard now all have shades. So it defeats the purpose. We want to have a big conversation about the safety of our kids, but want to still give them an environment conducive for learning.

Capt. Smith: In addition to what Chris has said that conversation on windows has been extensive. We have some schools already where we limit the amount of how high you can open the window. We have stops at certain schools that have the low-lying windows where you can only lift it so far which would deny access from the outside. In our conversation today regarding School 16, we talked about the windows at length. Some of the suggestions that we made were to have the blinds similar to what you have at Kennedy in the interior of the window. Then you don't have the possibility of the shades being ripped off or damaged and you can close from the outside if need be. In addition to that, the windows that we talked about will open up. The ones that they're designing now that meet the code there, did you ever see them? They're like the case windows that open up like that. They do not allow you access to come in. Those things we're in the process of talking about not only with the SDA, but also with the Department of Homeland Security for best practices. We're going through that also. Like I said, we talked about it extensively.

Comm. Teague: Captain Smith, with the trailers do you have a timeframe of when they can have security officers posted at those sites?

Capt. Smith: At the trailers we have security officers that leave the school and go patrol. We don't necessarily have them in every location to have somebody posted there. If we notice that we have a particular problem there we can at times put somebody there permanently. I think more of a problem that we have is that we have no intercom system or fire alarm system that will connect between both of those buildings. In my opinion, that is of major concern and Chris and I are working on it right now and also the Superintendent. So having that access and that communication is vital at this point.

Comm. Irving: Are there any other suggestions or recommendations?

Comm. Simmons: A lot of the suggestions are really good, such as access controls and all these things, but keep in mind that even in Newtown, Connecticut a lot of these systems were in place. At Newtown, Connecticut and Virginia Tech a lot of these systems were in place. Nothing beats preparation. For me, I would like to see the same way that we have required fire drills, security drills, active shooter drills, etc. Also, there was mention of codes for all clear. I know that in some districts even the principal can be forced to give an all clear. In those districts it's not clear until a uniformed officer actually walks around the building. The same way that we have a drill where the fire department comes out, we can have an active shooter drill where the police department actually comes out. Is that something that can be done?

Capt. Smith: Right now we're in the process of putting into place, not just simply all clear anymore. As a matter of fact, we were at the forefront of that and we're in a pilot program with the Department of Homeland Security and also the Office of Safety and Security for the State Department of Education. They come out and they look at our schools and do unannounced school visits. We do quite well with them. That was our suggestion when we came out and they did that all clear. So now what we're going to do is have a prefix. Take some school like St. Theresa's. Cecile O'Toole at St. Theresa's might put Barney before an all clear, something where the kids would all know what it is and if somebody came on and said, "The Eastside Ghosts are here. It's all clear. You did a great job," without that key phrase before it, nobody will open that door and nobody will go through it. So we are doing that. In addition to that, all the state requirements under security drills, such as active shooter, we've been doing it for years even before the state required it. We have what to do in hazmat situations. It's all in our school safety plan that each school has. In addition to that, there was a

requirement years ago that we would have two fire drills per month. The state law has changed which requires us to have one fire drill and one security drill per month. So we have to practice each one of those security drills and we have to report on it, the time it took, and how long it took us to get out. Then we have to submit that to the county as well as send a copy of the police department. In addition to what you said, we're working in conjunction with, for lack of a better word, a SWAT team with the police department. We are allowing them to train in our schools on weekends, for instance, at School 18 and 33-35 Church Street. They become familiar with the school environment and our buildings and what to do. We are gearing this year to have one of the first tabletop exercises where we work in conjunction with a school similar to what we had at School 30 when we had the anthrax. We went through that drill with the Department of Health for the state and we were one of the first cities to do that also. So when it comes to the drills we're on top of it and our principals are very good at it. The principals that are not, we work with them until they become very good at it. The kids are very good at it, to be quite honest with you, especially in the area of fire drills. We take it seriously and we make sure it's in force. If it isn't, if somebody doesn't comply with that, we notify the assistant superintendent of the cluster that they're in and they in turn pass it down through the proper protocol and chain of command to make sure that their principals are in compliance.

Comm. Kerr: It says here that the district should motivate preschools to also come up with emergency procedures, so on and so forth. The point I would like to make here is that beside the physical intervention to our buildings, apart from when you get the action items and you talk about safe and caring schools, I think we need to voice it. I think we need to inculcate in the kids the need for security and safety. Let them become real partners in this process. My recommendation in this piece is that we make it become a part of our daily routine in putting that to the kids. This is a family and we have to take care of everybody. Everybody needs to be safe and secure. Let it be a driver for our kids. I believe if the kids buy into that they will be safer because they'll be looking out for each other. They will let the administration know any information that they might have that would serve the purpose of security and safety of that building. They will give it so I think we need to let them know how important it is.

Comm. Hodges: It sounds like brainwashing. The concern I have about hardening a building is that you then make it harder to get out as well as make it harder to get in. Those windows don't let people come in, but if there's a fire the kids can't get out of the buildings either and that's a problem. So you need to consider that. The tougher you make the building and the more secure then you're trapped there. As you mentioned, at Virginia Tech they had armed people and locked doors and it didn't help. They certainly had the same things over in Connecticut and it didn't help. It didn't stop the people from getting in. They broke the doors, busted windows, and went through anyway.

Capt. Smith: I don't think they did have all of that in Connecticut, to be honest with you.

Comm. Hodges: They did.

Capt. Smith: There's one thing they didn't have. They had no security. They had no security in that building. What they did have was a buzzer system. They had no security whatsoever in that building. What they did do and what you did say is correct. They did have the drills and the teachers were well-versed at it. They followed everything accordingly, but they had no security in the building. I'm not there to criticize them for that because...

Comm. Hodges: That's not my point though. I'm just putting out a general statement.

Capt. Smith: You brought it up so I wanted to correct that.

Comm. Hodges: I'm just saying that in Virginia Tech they certainly had it. They had armed guards there and in some of the other places they had armed guards where shootings occurred and it didn't stop them from going forward. But that's not my point. I'm just hoping that we would take a phased approach to whatever we're doing. That's number one. With hotel door locks with swipe cards and things, you're talking about buying keys. You'll reach the point where you're not going to be dealing with keys anymore. By the way, all your teachers have swipe cards and down the road so will your students. So thinking down the road you might look in terms of getting electronic locks for the doors which have swipe cards. That takes care of your substitute teachers. You just activate their names...

Comm. Irving: You can limit access and grant access.

Comm. Hodges: Exactly. Everything is then electronic and it helps with attendance and so forth. It's a safety measure. So I'll certainly concede that something needs to be done. I just hope that we take our time and over the course of a month or so establish some reasonable priorities. I'm not sure the armed guards are going to really serve...

Comm. Kerr: We spoke about that.

Comm. Hodges: I won't go any further than that because I still haven't had a chance to digest any of this, but just a phased approach looking at the future of door locks that are electronic and be careful about those windows.

Capt. Smith: To comment on what you just said just to go a little further on the proximity cards, we did talk about that today. That proximity card would not only allow the student to use it for the library, attendance, free and reduced lunch, and access to the bathroom. So we're on top of that and we're working with that. The one thing I just want to add to everyone here, and this is my personal opinion as a security professional, ultimately at the end of the day you're going to see recommendations from students, public, and parents. But you here as the leaders are going to have to make the decision on what's best practice and what are going to be the best areas to safeguard our students. So as you go through that list there are some things naturally that you're going to be able to do, some are in fantasy land, and some are already in place. I can pledge to you on our account, and I'm sure Dr. Evans will do the same thing, anywhere that we can provide information that will help you arrive at that decision we will be more than willing to provide it to you.

Comm. Irving: Thank you, Capt. Smith. I want to do another 20 minutes on this discussion before we go into public comments. I know Comm. Mendez, Comm. Guzman, and I have yet to enter suggestions.

Comm. Mendez: I have two questions and the first one is about this plan that we have. Are we planning to continue having meetings in all the different schools, Ms. Shafer, to educate the parents about the changes that we're having in the district?

Ms. Shafer: Let me just go over how I see this going and certainly I want the Board to comment. I was not going to exclude anyone's recommendation. Therefore, you'll see some things in here that may be insignificant, may be fantasy, but there are other things that are very deliberate and address safety. So what I want to do, and Joanne has been diligently writing down your comments, we're going to include all of them. Then

the district will meet and we will prioritize and have a short-term plan and a long-term plan and some of the items will be phased in. So it's going to be a combination. We'll come back to the Board and we'll review with the Board and get your comments again. Maybe a priority we have you may not think is a priority and you have something else. Then we'll agree as to what the plan will be and then we need to communicate that to the community, to the schools, to the students and that will be as soon as we have the final plan ready to go out. At that point, Kemper McDowell's group will be meeting with parents, PTAs and PTOs and we'll be sending something home to the parents so they know if there's something that we're going to implement. It's going to be very different. A parent can come to the school before and maybe they hit a buzzer and somebody let them in. Now maybe they're going to talk to an intercom. We don't want them to just be surprised. So we will inform them as to what we're going to implement and what the plan will look like.

Comm. Mendez: Correct, because there's a lot of misinformation out there, especially with the parents. Capt. Smith, I have a question. Correct me if I'm wrong. With Eastside High School we have the fence now. We're building three guardhouses on Market Street and two on Park Avenue. Correct? After the project is done the fence is going to be closed and when school starts at 8:20 nobody is going to be able to come out of the building. Is that correct?

Capt. Smith: Unless it's a teacher coming back in or somebody that we can readily identify, no. The purpose of that, especially at Eastside High School, is to secure the perimeter so we don't have outside intruders coming in, especially in light of some of the instances that occurred recently.

Comm. Mendez: The reason why I'm asking this question is because finally we're going to be able to resolve the issue that we've been having for a couple of years of over 30 or 40 students hanging around right in front of Eastside High School. We still have that problem. We have 20 young students with uniforms. You can identify that they belong to Eastside High School. Comm. Guzman lives a block away from there. She has been talking about that for a very long time and we haven't resolved that problem. I don't know if they're going into the building and when school starts they go out of the building. I don't really know what the situation is, but I think this is going to be the time that we're going to resolve that problem. Something could happen with one of those students in the street and we're going to be liable or responsible for that problem.

Capt. Smith: As far as the students leaving the building, that's a decision that's going to be made by the administration on what their policy is, who can leave, when they can leave, and who's allowed to leave. That will ultimately be settled by you and the administration.

Comm. Guzman: This topic is a very wide-ranging topic. There are many different ideas and things that we can bring to the table. I agree with a lot of my colleagues in the things that they have said. I just don't want us to lose focus either of what happens inside the actual school because it's sad to say but true, and I don't want anyone to take offense to it, our own children can bring in weapons to the school and we know it happens. We know it happens and we are not aware of it. I have heard rumors. I have received phone calls. The first thing I do is call the district office and let them know I'm not sure if this true or how accurate it is, but I'm hearing that weapons are going to be brought into the school. Can we please try to find a different method or something that we can do to try to prevent it? I've spoken to Ms. Shafer and she has helped me out on an occasion that I have called. Not only do we have to focus on outsiders coming into our schools, but we need to focus on our own children. Comm. Kerr mentioned that our

kids play a very big role because a lot of them do talk and want to share what they know, but they don't know who to share it with. They are scared of who to tell. I've had students call me to give me information because for one reason or another maybe they're scared that if they tell someone at the school the person will find out that they told on them. So we have to keep that in mind. Also, a lot of things are happening inside our schools that we need to really focus on and keep in mind that there are intruders. I'm trying to find the proper words, but I think everybody gets my point. We need to focus also on what's happening inside the buildings for our buildings to be secure. I know there's a lot going on outside in the community and in different areas of the United States. But we also need to focus on our own children because we know that they watch things and see things and very easily our children like to imitate things. So we need to keep that in mind. Teachers, students, and building administrators play a very important role on how effective the security and everything else that's going to be in place is actually going to work.

Comm. Irving: Let me just share my last comment before we move on. I concur with most of what everyone has said. Ms. Shafer, I'm looking forward to seeing exactly what we come down to. I guess the only comment I want to add to this conversation was the comment about guns in schools and whether or not we should have armed security guards. Lots of parents I'm sure have addressed their concerns. There were comments on Facebook in the community. I'll be honest with you. Before Newtown, I'll just say personally I was not a proponent of having armed security guards. It's just not my thing. But I know we did have former Board officers who were police officers who did have weapons and we decided to take those away and have them not carry. I think it's worth revisiting at this point in time to see whether or not that policy makes sense. The reason why I say so is because before Newtown it didn't make sense. But if you have a situation where you have someone who was trained, who was a police officer for 20 or 30 years of their life, knows how to carry a firearm, they're licensed to have it, and know how to use it, it makes sense especially in maybe our high schools or areas that may require the need to have that. Case in point, I bumped into Detective Muckle from School 6 and there was an incident that happened outside. Some drug dealer rolled past and had some issue with some other dude so they had the kids stay inside. The principal and he did an amazing job in making sure the kids stayed inside until they figured out what was going on. But what if something had happened? The worst part of these types of situations is playing Monday night quarterback after the fact. Do you then say we could have done something? I don't know. I'm just saying I think it's worth revisiting as a Board. I think quite frankly that should be a Board discussion and ultimately a Board decision. Do we allow Board officers who have a license to carry and had been a former police officer the opportunity to carry weapons in the schools? Those are the conversations, Ms. Shafer, that when you begin to make your recommendations that I'd love for this Board to really discuss and debate. We can't run from the fact that at least for some people that is an option. It may not be for others, but again when we're talking about safety of kids playing Monday night quarterback is never fun. Even the Newtown folks are wondering, "What if we had security guards? What if we didn't?" When you have to do that after the fact it just makes things much more difficult and more painful. That's just a personal recommendation of mine that I think this Board needs to come back and reconsider. The decision was made by Dr. Evans, but I think the community at large is looking to us to see where we stand on that. Again, I'm not for guns in every single school. I don't think security guards should have that, but a lot of our Board officers are community folks too so I think that also changes the dynamics as well. Maybe there's a protocol for that and maybe we create some type of special role that they serve almost like a school resource officer role like we had before the City of Paterson laid off the cops that were in the schools. I just think it's worth revisiting. After that conversation with Detective Muckle it just made me really think

differently. What if? This is School 6. We know the area. We know the community. What if somebody were to roll up in the school or on the steps? I don't believe anybody would intentionally in that community go into the school. But what if they rolled up on the steps and starting firing shots, or riding past? What mechanisms would someone who could be empowered have to try to keep the kids and people safe? I'm just throwing it out there and I think that recommendation should be considered and debated by this Board and ultimately decided upon by this Board. I think it's worth a discussion and a conversation.

Capt. Smith: The one thing I'd like to add to that is the 11 retired police officers that are in the buildings are actually the trainers of the people who respond here now. They carried them for 17 years prior to this. So these are not people that are new to the school with never an incident involving a weapon. The incident that you referred to with Detective Muckle he went out to his car and I find it interesting that for seven days a week, 24 hours a day, except for the eight hours that they work at school, they're allowed to carry their weapon. They're allowed to protect the citizens. They live here in Paterson and they're allowed to do that. I think that when Dr. Evans and yourself consider and revisit this, I want you to look at what they bring to the table. These are the elite. These are not just your simple average run-of-the-mill retired police officers. These are the cream of the crop and these are people that are trainers in the academy - hostage negotiators, narcotics detectives, and criminal investigators - people who know and who don't arbitrarily come there and feel that it makes them a bigger person to have a gun. They don't think that way. Especially in light of the incidents like you just said and the one at Eastside where they fired five shots at somebody on Market Street and a few of the other ones that are coming up, I think that there needs to be a serious discussion on this. I understand Dr. Evans' concern. We need to have a policy in place for it and I think he's right there. But I think that we really need to revisit that and that's my personal opinion and recommendation as a professional and as somebody who knows this community very well and who knows the police officers that are involved. I just wanted to add my two cents to it and I appreciate you for giving me the opportunity.

Comm. Irving: Thank you, Capt. Smith, and again I think the policy piece for that might be very important for us to figure out exactly what parameters do we allow Board officers, retired police officers, or even officers period who come into our schools. What prerequisites justifies having someone having a firearm in our schools? I just think in any public safety plan that has to be a topic of discussion. It has to be something that the Board communicates about, vets, understands, and really advocates in the best interest of keeping our kids and our community as safe as possible.

PUBLIC COMMENTS

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

Ms. Margaret Padilla: Good evening. I want to say that I'm grateful for seeing all these safety items. I know all can't be done, and I know of only one special honorable passing of my son, but I appreciate the consistency and long-term decisions stay with the decisions that are made. Thank you about that and having that thought. I have a question about the new ideas I'm just seeing for fixing up the schools. Is this going to be a short-term for the public schools in Paterson or a long-term idea for the public schools of Paterson? I would vote for the long-term. Last voting my request is to keep the voting for April and not in November. I don't know if that matters to anybody and I know we didn't talk about it. But being individual and knowing that jobs don't last

forever, caring strong hearts do. My vote as an individual as my right I can change it or not in the end. I know though that if it gets changed and there's a ballot, I'll remember the people on the Board that have done the true honorable rights, that the Board members have shown me that they're willing. So it's not one individual that is specific for me. If it's not changed my vote can go elsewhere for any specific reason. I just want to say thank you and I was a parent asking for safety items. So I appreciate that again and thank you.

Ms. Linda Reid: Good afternoon. Good evening. Good late night. I have to say I'm a little disappointed because I came out tonight just to hear about the testing data. I have to leave because I have my grandchildren with me and they have to be prepared for breakfast in the morning, Dr. Hodges. Since I was going to talk about that, but since I can't I have a couple of other things so you should have probably done the data. I want to say thank you to Comm. Teague for going with us to Washington yesterday. PEOC members and a couple of parents went to Washington to join the Journey to Justice Coalition who is a group of states that have brought a civil rights suit against the districts for the closing of certain schools. What we found out was that the majority of the schools that are being closed around the country are for poor and disadvantaged children. So we went with them and they're calling for a moratorium on the closing and transformation programs, which really interests me because one of the things that most of them had in common, and this was like six different states such as California, Chicago, Philadelphia, Denver, Mississippi, New Orleans, was the RACs. It really upset me because as a parent I know that the RACs are in this district and I'm hoping that for some transparency if we could have a community meeting so that the parents will know who these people are that are in our schools, what their purpose is other than what I had to read for myself to get the truth. I don't want my imagination to make me think that they're only here to close the schools and have them turn around to be charter schools. So I would rather have firsthand information. I think that it's important that the community knows this. I need to know, what is the definition of a permanent sub? My grandchild told me that she had a math teacher that was moved from being her math teacher to being a math coach and now she has a permanent sub. I need to know, are they as highly qualified in their subject areas as a regular teacher? Then since I won't be here to hear the data, will that be online so at another time I'll be able to go and get that information?

Dr. Evans: I'll respond to the latter and Dr. Newell can respond to the former question. The information I'm going to share tonight is summary information from the report that Dr. Kazmark presented in the Board workshop in early January. They are in the form of bullet points that summarize the major points that I want to make tonight. That will be posted online, yes. The report that she distributed in that meeting is the same report that we just distributed. I noticed when I came in that Board members didn't bring their copies with them so we had extra copies made. It's exactly the same report that you received with no changes, but the information I'm going to share will be. Dr. Newell will respond to your question regarding the permanent subs.

Dr. Laurie Newell: We have permanent subs in some of the vacancies and they can range in qualifications. The basic requirement for a sub is 60 credits or more. So we do have some subs who actually have college degrees who are in the positions for the time that they're needed. But when you say permanent subs per se we don't have something called a permanent sub. We have a sub in there as we're trying to back fill that vacancy.

Ms. Reid: This is what my granddaughter said. She was told that this sub was permanent until school closes. So my question still remains, are they still highly qualified in the subject area?

Dr. Evans: As Dr. Newell mentioned, there's no such thing as a permanent sub. I will tell you that mathematics, special education, English language learner programs, and some of the sciences are critical shortage areas. We have active postings where we're seeking individuals in those areas. So until we can get someone to come in and assume that position, assuming they meet the qualifications, then we have to have someone in there who we feel can at least hold their own until we get a math teacher in there. There are all kinds of supports in the school that can help that person and the principals are responsible for making that happen, but to intentionally put a sub in knowing that they're going to be there until the end of this year, we don't do that. Unless we just don't find anyone and no one applies, and I suspect someone may apply, it's likely that sub won't be there all year or the remainder of the year.

Ms. Reid: Okay. I'll take your word for it.

Comm. Irving: Councilman, welcome.

Councilman Ken McDaniel: Thank you, Mr. President. Greetings everyone, my name is Ken McDaniel. I'm City Councilman-at-Large in the City of Paterson. I'm here today representing the Council just to hear more about the school safety and security report and to kind of be on the ground floor with regard to receiving the information and possibly opening the door for communication back and forth between my body and your body. I'm definitely pleased to hear such a healthy dialogue regarding this matter since it's such a grave important issue for our city. I also want to take this opportunity just to introduce myself as the chairperson of the standing committee on the Council known as the Education Committee. This particular committee has been dormant or inactive for quite some time now. So the Council President thought it would be an excellent opportunity right now to actually reactivate that particular committee and he's appointed me to that committee. So in the role as Chair of that particular committee, I'll be serving as your liaison. With issues like the one that Comm. Mendez brought up regarding the signs at School 18, I think I will be instrumental in some of those areas where you can reach out to me directly. Even though the onus of making those things happen is of course with the administration it would definitely be helpful to have the Council on board with the Board of Education in trying to move some of these items forward. So I'll take this opportunity to request that when you have such concerns I don't want to change anything that you may have been doing in the past or who you might have been communicating with. Just in addition to that, please reach out to me via e-mail. Most of you have my phone number on the Board of Education and many of the other School Board officials here. Reach out to me in addition to that so I can communicate these needs and ideas with the City Council and together we can make more things happen. Thanks a lot.

Comm. Irving: Councilman, thank you for coming.

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

REVIEW AND DISCUSSION OF:

District's Testing Data

Comm. Irving: As you all can recall, when this was initially given to the Board I know several of us requested to have a special meeting to discuss exactly the data we were looking at and then to discuss further some of the plans that are currently happening forthcoming and/or to recommend or suggest any other plans. Dr. Evans did mention that this is the exact same document although there have been some changes. Dr. Kazmark or whoever put it together did highlight some important information that I know we asked for in separating the respective groups into subgroups, which didn't happen before, so they have titles, which is a good thing. It's organized and much easier to read than it was before.

Dr. Evans: You have in your packets in front of you one that's headed "State Assessment Improvements." There are four items that are included in that packet. The first item represents my talking points for the next few minutes and I shall endeavor to be brief. The second one includes transformation objectives and initiatives. The third one includes high school strategies and the last one includes a memorandum from Joanne Riviello to me regarding HSPA support, but it goes beyond HSPA and gets into New Jersey ASK as well. Rather than going back through the report in its current form, what I want to do is highlight the improvements. At first glance when you look at it, some of the data jumps off the page as being problematic. But other data is suggestive of the fact that we are making some significant improvements and that's what I want to highlight because I don't think that surfaced in the last conversation and my notes capture that. I won't go word for word. I will just point out when we look at each one of the high stakes tests from the Department of Education, particularly New Jersey ASK and HSPA, that there are some significant gains for our district. First of all, looking at the district-wide gains, which are included in the first section of that report, across the board when we look at grades 3-8 and 11 in language arts, mathematics and science, in each of those three areas there were increases. Not as much as we wanted, but increase nonetheless actually close to our targets. Our targets for all our students and for the areas, particularly English language arts and math, are to improve by 10%, not 10 percentage points. There's a difference. If you look at the score from the previous year and take 10% of that and add it back to the previous year's score our target in any given year, including this year, is that figure, the previous score plus 10%. Do you follow me? For example, if 40% of our students scored at or above proficient in English language arts in any one year 10% of 40 is 4. So our target for the next year is 44%. I want to be clear about that.

Comm. Irving: You've been taking your math tips from Joanne? Nice! You sound like Joanne.

Dr. Evans: Actually, I have a degree in mathematics. But nonetheless, my first point is there are increases across the board for English language arts when you look at the aggregate scores for grades 3-8 and 11 for New Jersey ASK and HSPA. That's pointed out in the first three bullets there, the statement that follows the district-wide gains as well as the first three bullets, and you can see the extent of the improvements there. The second section gets into New Jersey ASK, New Jersey Assessment of Skills and Knowledge, and it begins to not only look at subgroups, but drills down in some cases into those subgroups to highlight some successes as well. For example, for English language arts literacy, four of five grade levels demonstrated improvements and proficiency levels and three of five grades, grades 3, 5, and 8, demonstrated significant improvements from 4.1 to as high as 8.3 percentage points when you look at the performance for those specific grades. For mathematics four of six grade levels demonstrated improvements in proficiency levels and three grades, particularly grades 3, 5, and 6, demonstrated significant improvements, 4.6, 4.8, and 4.0 respectively.

When you look at the disaggregated scores, and I think we mentioned that in the last meeting, we see a difference in performance for students in grades 3-5 versus 6-8, which gives clear implications for initiatives that are more impactful for middle grades. So we're looking at that and are determining next steps, particularly as it relates to middle grades. For grades 6-8 language arts literacy there was an increase of .8% and 1.1% for grades 6-8 and that's why we're looking at doing more for that array of grades, 6-8, than for grades 3-5. For third grade you see some indications that subgroups within the third grade and you see that for subsequent grades as well highlight some significant increases. General education saw a 7.3 % increase in language arts from 2011 to 2012. General education saw 6.7% increase in math during the same period. Limited English proficient students saw a 4.6% increase in math. For fourth grade all subgroups achieved gains greater than 4% with special education achieving 11.2%. You've heard us say over and over again if we're going to achieve our academic targets we have to demonstrate significant improvements in special education and English language arts in addition to the other subgroups because of the prevalence rate of special education and ELL students in our district. For fifth grade LEP students and general education students achieved gains in language arts with LEP students improving by 6.6% from 2011 to 2012 and general education students improving by 9.9% for the same period. Our general education students improved by 6.5% from 2011 to 2012 in math and you see the pattern that's emerging here. My point is it's easy to look at the summary data and say we're not doing very well and I'm the first to say we need to do a lot better and we are going to do a lot better. But when you start drilling down below the surface you see that we are making tremendous improvements in some of our areas and of particular note is ELL and special education. We've talked about High School Proficiency a lot and I've simply repeated information I have shared with you in the past regarding performance of our high schools in English language arts and mathematics. As you see, the increases are significant. Our graduation rates have improved significantly. You see special education students referenced in the middle of page two. Special education students improved by 7.3% in language arts from 2011 to 2012, LEP students improved by 13.2% in language arts during the same period, special education students improved 9.2% in math from 2011 to 2012, and LEP students improved by 18.8% in math. Again, these are significant increases. Lastly on page 2, one of the things that I think we neglect to do is look at within cohort comparisons. If you look at grade 3 for 2011 and then look at that same grade, which would be grade 4 for 2012, compare growth. That's what we mean by within cohort analysis. This would suggest to you that when we do that we do see that students within specific grades there are growing. There are some that aren't growing as much as we want and obviously we're working on those. But that's what those next four bullets get at and again you see within cohort improvements in math and English language arts. You also see referenced there access scores for ELL students and the gains that we're seeing for that population as well. In the last section you see reference to graduation rates. They have progressively improved over the past three years. Three years ago the district actually was using two methods to compute the graduation rate. The state rate at that point was not the cohort method. But when we came in and started looking at it having been in other states where the cohort method was the state-of-the-art methodology for determining graduation rates we began to use both, the cohort method as well as the method that was being used in New Jersey at the time. Since that time, as you know, the cohort method is the method for doing it. So that is an accurate comparison and it's comparing apples to apples when we go from 45% in 2009 to 66.3% in 2012. We do have a significant increase in students who are applying for and accepted into college. Remember, our mission is to prepare students to be successful in the college or university of their choosing and in their chosen profession. Now we need to follow up and make sure that they're there and that they're being successful. That's the next step. Lastly on that page, there's information on New

Jersey PASS. Particularly of note are grades 1 and 2, which show that the kids coming along, at least on one measure, are demonstrating improvements which holds tremendous hope that as they move through the grades moving up to grade 12 they will be very successful and the result will be our test scores increasing. There are three other items that you have that I'll just comment on briefly. Someone asked what are we doing and are we overwhelming our schools with many of the initiatives. This was an attempt to illustrate pictorially what the initiatives were and the schools that are affected by them. When you look at it, I don't think there's anything new there because you've heard us talk about all these initiatives. But they're distributed in terms of priority and focus schools, all schools, and then some initiatives are at the district level and don't directly impact schools. They may indirectly impact them, particularly ELL and special education. Changes are made and being driven at the district level and ultimately they will have a greater impact on the services being delivered in the schools. Our objectives that you've heard us talk about all of which are aligned with our strategic plan goals are associated within the red circle. One of the questions that surfaced is what are we doing and I've included the high school strategies that were used last year to help us to generate the outcomes that we've generated for high schools and we're continuing to implement all of these in our high schools to continue to improve the outcomes as demonstrated on HSPA. Then Ms. Riviello has provided the memorandum for me to illustrate what we're currently doing in our elementary schools to bring about similar improvements. I will stop here. I know you're anxious to ask questions and I have Ms. Riviello here purposefully anticipating that you may be asking more about what we are doing to prepare our students moving forward.

Comm. Irving: I'm sure we all have lots of questions, but what I'd like to do is make sure we just share the air with regard to our questions, so if we can ask two questions and then pass it on and then come back and dovetail. But I just want to make sure everyone gets an opportunity to ask, explain, and share. I do want to say for the staff that is here as well thank you all for sitting up front, but I'd like for this to be a conversation for the Board to look at whatever trends you're noticing and to ask the questions and be able to get the information we need. So there's no reason for anybody to be contentious or emotional. This is about trying to find some answers and getting more information. I know how this can be at times. This is not an inquisition on anyone's end. It's a fact-finding mission. It's about us looking at the trends and asking the questions we need and for us to do the best we can as a group to look at exactly what's going on here. If some of the recommendations are already going on, that's great. But if they're not, we certainly need to have more information about that.

Comm. Teague: I'm just trying to find out in regards to the special education program what's being done to increase the overall academic progress across the board. I've noticed that in special education all the numbers are down and I'm just trying to see if there are any specific programs in place or programs that will be created in the near future to help increase. There are a lot of children in special needs classrooms that are just as smart as kids in regular classrooms. They just need to be reassessed. I think sometimes a child can have an emotional disturbance and instead of them being really looked at and taken care of they're just thrown into special education and classified as special education. Are there any programs in place that can help address that?

Dr. Evans: Ms. Peron can respond to that.

Comm. Irving: Ms. Peron, can I just piggyback on that? I think it would be very helpful, at least for me, to know what the threshold is as far as special education being proficient. I think at first glance we may want to compare special and general

education. It may also be very helpful to understand exactly what threshold as far as testing is considered proficient.

Ms. Peron: That's not a simple answer. It's pretty much the same as a general education student and it's according to each of their levels.

Comm. Irving: But every kid in every class can be at a different level.

Ms. Peron: It can vary. We now are working on developing policies and revising our district assessment policy. Our students should be tested with district assessments as well as state assessments if indeed it's deemed appropriate in their IEP and not at their functional level but at their grade level. So that's a major undertaking that we are looking at. We are restructuring and we are recapturing our child study teams. We're working with them on a monthly basis to take a look at reevaluations, initials, and language that goes into the IEP. We are looking into adding the multi-sensory reading program into our special education classrooms. We are also revamping and developing a list of recommended resources for our resource students and our inclusion students. We began restructuring placement last year. We sent a lot of our students back to their home schools if indeed we did send them back to a self-contained placement. But we're looking this year at revamping our BD classrooms as well. We're looking to locate them in schools that are nearby so that we begin to build a structure for those teachers and we provide a more hands-on support and coaching method for them. As you say, we do have bright children in our special education classes, but we need to give them the right resources and support. So this year a big undertaking of the district will be to restructure those BD classes and send them back so that we can provide the continuum and have the resources that they need in terms of behaviorists and in terms of supervisor, coaching and monitoring implementation of behavior improvement plans. That's a big undertaking that we're doing in special education. Next we are going to restructure and take a look at our resource students. So we have a mixed bag of inclusion and pullout. It doesn't work. They should be included in the classroom. They should have a second teacher. They should have their resources there. They should be sitting next to their peers and working alongside them. So we're taking a look at those inclusions and adding them of course to the good training that's going on with IFL. Our special education and self-contained teachers will all be included in that training and not be separate and apart, just the same as when we budget. When we took a look at the school-based budgets we took a look at where the money is being placed and how it's being used. So all of those different strategies some of them are going to be immediate and others will take a little bit of time over time. But we definitely will work on the inclusion teachers next year. We begin this summer with the summer institute for special education teachers. The professional development plan will be presented to the Board once it's finalized. In February we have a date for our summer institute proposal for our training for our teachers. Those are just some of the things that are under way. We reorganized child study team members as well so that they are a more cohesive team. Rather than being in five different schools they're at two different schools now and the team remains the team in those two locations. So with those kinds of strategies we're hoping to see the difference. Most definitely implementing resources for our special education students, which they don't have too many of right now.

Dr. Evans: If I may add two additional comments. Ms. Peron is being kind. Part of the problem in special education over the years has been extremely low expectations for their performance. Teachers, district level staff who manage the programs, everybody had very low expectations. You know as well as I that if your expectations are low that's what you're going to get from the students. We started by making major changes at the district level. We have completely re-staffed special education at the district office level

and with that came much higher expectations of our students and our teachers. That one change alone made a huge difference. My second point really has to do with the teachers. Ms. Peron mentioned we need to get our kids, those who can clearly manage being in a classroom as determined by the IEP process, in the classroom, but with teachers particularly using co-teaching as a methodology to teach them to be able to help them to learn. That is a powerful tool. Unfortunately, special education teachers generally are not content experts. They are strategists. They know learning strategies, but they're not the math content expert or the ELA content expert. Couple the special education teacher who knows learning strategies with the content expert, i.e. the classroom teacher, and you integrate those special education students in that class and the result is significantly higher gains for both the special education students and the non-special education students in those classes. That too is one of the strategies that Ms. Peron and her staff are working on. So I think moving forward you're going to see some significant improvements in special education performance.

Comm. Mendez: I'm just trying to analyze this data and I'm looking on page 11 at the graphic, and also 13 and 16. If you look at the transition between third and fourth grade, when the student goes to fourth grade the numbers go down drastically and in sixth grade as well. Page 11 is language arts but also page 13 is math. Once they go to grade 4 the numbers go down drastically, and also sixth is the same situation. I'm just trying to get some explanation on that.

Comm. Irving: Alex, what page are you on? I don't think we're talking about the same graph.

Comm. Mendez: Page 11 on the graphic.

Comm. Irving: You might be reading the 2011 scores. The 2011 scores are blue and the 2012 scores are green. I don't want to misquote what you're saying, but the 2012 scores seem to be pretty consistent moving along. I wrote the word "plateau," except for grade 6.

Comm. Mendez: I can take the example on grade 6 from 2011, 36.9% to 2012 33.5%.

Comm. Irving: What page is that?

Comm. Mendez: Page 11. If you go to page 12, let's take grade 6 as an example. If you look at it we have a little difference on that between grade 4 and 6. We can stay focused on grade 6. If you look at page 14 also for grades 5-6 and also on page 16 if you go to language arts for grade 6 for 2011 it's 46.9% and 2012 41.0% minus 5.9%. We can just keep going.

Dr. Evans: If I may explain, you're comparing apples and oranges in one case here. Let's take page 11 for example. If you take grade 3, there's one group of students who were third graders in 2011 as compared to a completely different group of students who were third graders in 2012. However, the next page is the cohort analysis. You're taking the same group of students who were in the third grade in 2011 and comparing them to their performance in 2012 as fourth graders. I refer to the cohort analysis. That's the same group of students over a two-year period as opposed to comparing two different groups of students who just happened to be in the same grade, one group of students versus next year a different group of students in the third grade. That's what page 11 is doing. But page 12 is taking the same group of students and looking at their performance over a two-year period. The same thing occurs later on with some other grades.

Comm. Mendez: So page 12 grade 6-7 minus 5.8%, we're talking about the same group of students, correct?

Dr. Evans: For grades 6-7? That group of students was in the sixth grade in 2011 and the same group of students in the seventh grade in 2012.

Comm. Mendez: So that number belongs to the same students.

Dr. Evans: Correct.

Comm. Mendez: In math on page 14 we have the same scenario. We have the same group of students. In grades 5-6 we have a drop of .8% and 6-7 minus 14% in the same group. That's page 14.

Dr. Evans: The same group is problematic.

Comm. Mendez: Just to close with this, let me go to page 16. In language arts those are different students, but still grade 6 2011 is 46.9% and 2012 is 41%.

Dr. Evans: Which page?

Comm. Mendez: Page 16. I know they are different groups, but for me I find those numbers problematic there because in sixth and seventh grade it's the same. Consistently the number drops even with the different groups. Also, if we look at page 14, which is very clear, the same group of students between grades 5-6 there is a drop of minus .8% and in grades 6-7 minus 14.1% which is a big drop. I don't know if there's an explanation for that.

Dr. Evans: There is at least one. It's not an excuse. Let me say that up front. But there's an explanation.

Ms. Joanne Riviello: The seventh grade test has changed drastically over the last few years.

Comm. Irving: Math?

Ms. Riviello: Both, but math more importantly. That's not to say that as an excuse, but if you looked even at our high-performing scores you're going to see a drop at the seventh grade level. We have looked at that. We've analyzed it. They truly changed the test. We've always been told that there are four clusters and they weigh approximately 25% of each cluster is tested. The seventh grade test is primarily geometry. So if our teachers didn't get to all of the concepts or thoroughly developed them with students or for some students that needed more time on a particular concept certainly that's an issue. Over the years in mathematics each test for me as a math educator and a person with a master's degree in math I found this insulting from the beginning. None of us learn math by a calculator. However, our children have been taught math using a calculator from the time they entered school and we had to accommodate that because the test required it. So things that you and I and everybody in this room learned as part of our basic skills our children really don't have a strong concept of. I'm a math educator. I go through it with my daughter. Every once in a while I see her doing this in Algebra II and I literally want to break her fingers and I know the effort I put in.

Comm. Irving: You know you're being recorded, right?

Ms. Riviello: She knows it. I say it to her, too. She's been trained using a calculator and that is the good thing about common core because we're going back to a totally different experience. Each test over the years added a non-calculator part to the test without us knowing about it ahead of time. When the NJASK came into existence the non-calculator section didn't exist. So we try obviously through practice in different ways to improve the students' basic skills, but ultimately things were added there. The seventh grade test of all of them in my opinion is probably the most difficult and the reason why you see the gains at eighth grade is because the test is not nearly as difficult.

Comm. Mendez: Do you think that we are preparing our students to pass this test? Or are we showing the students how to be successful on the test? I don't know if you understand my question, but I think it's two different things.

Ms. Riviello: I do and I think this was a question Dr. Hodges asked me a couple of weeks ago. Barring the test or how we're looked on as part of the test, I think part of good teaching is teaching content, but also knowing how that content is going to be assessed, the whole open-ended format, and how it's scored. On NJASK and HSPA there is no penalty for guessing and our students need to understand when they don't know an answer to guess and what's the strategy for guessing. B and C repeatedly come up more often on a four-question multiple choice test than A and D. So obviously if you're going to guess at three answers guess B, B, B. You have a higher percentage of getting one of those three right by making the same guess, or C, C, C, because it just happens more often. In terms of the open-ended questions in math, they're scored on a 0-3 rubric. Often kids that don't do well didn't do well because they never picked up a pencil. So we literally had to go back and teach them how to respond to questions and then if they got one point what needed to be done to make that one a two. I have to say it is relatively easy with proper training and proper practice. What needs to be done to make that two a three? Where you see the significant gains on HSPA, and those gains were across the board in general education, special education, ELL, we really put a concentrated effort into that. We also put a concentrated effort into giving students practiced assessments under timed conditions. Have we trained teachers to do that? Yes. Do our more experienced teachers do it regularly? Yes. Do our less experienced teachers or less proficient teachers do it as often? Probably not and that's why the continuous professional development is needed as well.

Comm. Kerr: May I bring you back to page 8? I know we have talked a lot this evening regarding testing. Testing is important, but I don't believe it's the sole criteria to determine a child's proficiency in any subject. I think that's a way of measuring, but proficiency can be measured in other ways also. I'm troubled by what I'm seeing here regarding the district aggregate scores. In terms of proficiency and above in grades 3-8 in 2011 we were at 35.5%. In 2012 we are at 38%. So we have gained 2.5% regarding proficiency. I know that we have analyzed this data from top to bottom. I don't want to go into every inch of it, but in terms of analyzing this I know that you have identified strengths and weaknesses in terms of what we're doing that generates this number. I would just like to hear from you, Dr. Evans or Ms. Riviello. What have you come up with in terms of your analysis regarding the strengths and the weaknesses regarding this?

Dr. Evans: I'm going to give you my short answer and then Joanne can give you her long answer. The short answer for me is that rigor is still absent in too many cases in too many classrooms. I still go into classrooms and see teachers teaching content that is below the expectations that we hold and that we know our kids can deliver. They can

do the work. You go into a fifth grade class and they're doing third grade work. That's a problem and the principals and I talk about that. When I see it I call it to their attention. It could be any grade level, but there's still a culture of low expectations in many of our classrooms and schools. I'm really happy that it's changing in many of them where higher expectations and rigor is occurring as we want it, but still there are too many cases. So for me the short answer to your question is the absence of rigor. Ms. Riviello can give you her answer.

Ms. Riviello: I agree with Dr. Evans.

Comm. Kerr: So that's the weakness. You have to tell me also what you have done. Some of these numbers have not moved significantly, but they have moved. So I need you to tell me the weaknesses and also the strengths of your program. What has moved some, but not enough?

Ms. Riviello: I think there are a lot of factors. I think as you begin to disaggregate the scores you see that in the lower grades. One would think it's reading comprehension and only reading comprehension. As we begin to look at language arts literacy in the lower grades it's not the reading comprehension. It's the writing. In the upper grades it is the reading comprehension. To me our students aren't reading enough. That's a factor. Certainly what Dr. Evans said about the rigor is a factor. IFL has been brought in to address some of those issues. As a curriculum and instruction department, we are addressing it both in the professional development that we do and also in working with principals in the way we observe staff. We put in place a standard operating procedure of how we're going to assist principals. As briefly as I can, if a principal identifies a teacher that they want us to go in to see, and it doesn't matter the content, once they send us the teacher's schedule we go in and do a complete 90-minute block observation of the teacher. As soon as that observation is over the content area person meets with the teacher. It's a 45-minute prep meeting scheduled to say this is what I saw, this is what your strengths are, and this is what I see as a weakness. Ideally going in the beginning view of the teacher is, are they teaching the content? Is it aligned to the curriculum? Is it appropriately paced? Along with that, not just the objective, but are the activities and the tasks that the students are required to do appropriately placed? One would think the answer to all of that is yes. Unfortunately, the reality many times is it's not. The objective is aligned to the curriculum in pacing, but teachers are not teaching or the activities that students are required to do are not appropriately aligned. So again, when you talk about rigor there's a factor. Looking at is that teacher within that 90-minute period doing some kind of demonstration of learning as to whether the students got it? It could be asking very specific questions so that you can really tell is each individual in this room understanding what I'm teaching today. It could be a product - three, four, or five questions. We've shown them many strategies in terms of using an index card, quick response so that everybody is responding and the teacher can look at it quick and determine who's got it and who hasn't gotten it. Other things are the multiple response strategies that teachers have been trained in and making sure that they're using them regularly. I know recently at School 18 when we met with the principal and a few of her staff because they weren't using them in the way they should have she adopted a plan that she would do two a month so that everybody in the building had to use the same two multiple response strategies that month to ensure that they were doing it. Last but not least, and I think this is the biggest thing in terms of when we observe teachers and we're checking for that rigor, it's looking at the types of questions teachers are asking. How are they extending that lesson and looking for a response from the students? Are they allowing the students to work in groups and walking around listening and hearing what's going on and asking a question that can also move that thinking forward? Error analysis is a big thing. You've asked a few

questions or in math you've shown a process and now the kids are getting it wrong. If you're analyzing the error, you can now respond to what needs to be done quickly to correct that. Another thing in terms of checking for rigor is, is the teacher using a method that allows for multiple responses to the same type of question? I can respond algebraically. I'm trained mathematically. Most often if I go to do a problem I think and respond algebraically. It doesn't mean I have to. So are children responding in different ways? The ones who have been taught to think algebraically and know how usually do. So looking at those solution paths and then that allows for the observer to check for the academic rigor and to also look for the high cognitive demands that were placed on those tasks. We've now taken that on as operating procedures. Ms. Peron didn't mention it, but we do this regularly. Her staff and mine meet often. We talk about how content can assist special programs, whether it be bilingual or SPED, and how special programs can assist the generalist at no content. Most of us are not trained in terms of accommodations and modifications for those subgroups and we do need to be on the same page.

Dr. Evans: Rigor is the reason the IFL is here. That's what they do and they are the best in the nation at doing it. They teach teachers how to deliver rigorous content. The unfortunate reality is we started late with them. We actually started most of our work in our high schools because there were other reasons in addition to academics. There were some safety issues and other kinds of things that prompted us to immerse ourselves there initially. But the second year we got involved in our elementary schools and the first thing we did was to bring in the IFL. However, their capacity that first year was very limited. They could only work with a limited number of grades. I was looking a minute ago for a document that Dr. Newell shared with me not too long ago that showed which grades they worked with in Cohort I of the first year and who they worked with the second year. I think with one exception the grades that they're working with are showing significant increases and it's because they're introducing rigor. They're doing what we want done to help our teachers to teach at much higher levels to challenge our students.

Comm. Kerr: The problem that I have here, Dr. Evans, is that we can kind of get excited about the increases in some of these, but the reality is that we are less than 50% in terms of our proficiency in the district. That's not good. I'm sure that when you look at the system we have in this district areas and pockets that are performing way above 50% and there are areas that we can model across the district. But what I'm not hearing is that we are able or we have identified these pockets of greatness that we can somehow spread out across the district. What I'm hearing all the time is a new program, a new this, and a new that, but inside here you have people performing. That's the reason why I asked about the strengths and weaknesses. What do you consider to be the areas that we are really doing well in? Let's look at those areas and let's bring it home to the other areas that are much weaker so that we can lift the scores. In one area we move up and in another area we fall down. So the net figure is that we may gain 1% or maybe drop 1%. We can go into the demographic breakdown of this number, but it is what it is. Less than 50% of our kids are above proficiency.

Comm. Simmons: Just to piggyback on what he said, and I think you touched on it earlier, Dr. Evans, I hear what we're doing about delivering rigorous content, but there is a culture of low expectations. So we can coach our teachers and train them to deliver the rigorous content, but what are we doing to change the culture of low expectations?

Dr. Evans: The Effective Schools Model that we introduced three years ago is the major strategy we're implementing to change the culture. Many of you have heard us talk about that and we can provide you with lots of information. But it addresses ten

dimensions of effectiveness that are design to produce an effective school, whether it's looking at the vision and mission, at the instructional input or design, or school culture. All of those combine to create a school where expectations are high. High expectation is one of the dimensions, by the way, and where it's happening in the ways that we want it to happen, they're increasing more rapidly. Honestly, Mr. Johnson and Ms. Santa are working with principals to make sure that they are doing it more universally across schools. That's part of what we're looking at. We introduced a culture index or culture survey last year that we are tweaking and modifying and will use every year to determine the culture and one of the measures is high expectations. Are the expectations high? We expect that to increase from year to year. If we can talk a little bit about the priority and focus schools, particularly the priority schools, each one of those schools, correct me if I'm wrong Mr. Johnson, has a culture person – we called it a culture leader – to help change the culture to bring about the improvement. So there are things that are happening in a very significant way.

Comm. Irving: Dr. Evans, I have a question and it speaks to the demographics of the groups. Specifically Black and Latino males, and specifically Black males, in each of the lists our Black boys are the lowest group. The Latino boys are the second lowest group. I want this district to begin to really start moving to a very structured focused approach and plan for what we do to educate our African American and Latino boys in particular. I don't believe we have that. We may have some pieces, but I don't believe that for every question the Board could ask there's an answer for everything here. But I think that especially for that need that I know and Dr. Hodges has pointed out several times that's going to require some very focused work. This is not we're-going-to-do-this-tomorrow type of piece. But there are people on staff who I believe might be really good in helping to create that. I think about Dr. Bristow, for example. He might be a really good resource to use in helping to construct a plan targeted at our male student population. Our women, comparatively speaking, are soaring compared to our boys. I think that with all these different elements we have, such as the IFL and the Principles for Learning, another peg that is missing that I think helps to support the district is a concentrated concerted initiative targeted specifically to our African American males because they're our lowest testing population, but also our Latino males as well because they're our second lowest testing population.

Dr. Evans: This is very controversial. I'll say it before I even tell you what the strategy is. There are some districts, one of which I was in, that experimented with single gender classes. Not district-wide. A unique population was identified, typically low performers or there may have been at-risk factors that were common to all of them, but their student achievement levels were low. They were successful. The achievement levels went up. Again, it's very controversial. It's the kind of strategy that would require a larger community conversation before you embark upon something of that magnitude, but there are examples like that out there.

Comm. Irving: I agree with you. I think there are all types of different variations of how to work with males. But I think it's probably time for the district this year within the next few months to begin putting together at least a steering committee to look at this. Since I've been on the Board I've looked at this data or have seen it three times now and every time I see it we all talk about what are the needs and what we notice. But my thing is, let's put some folks in a room to begin to hash out exactly what are the possibilities that are there, such as community partnerships. Are we looking at maybe a pilot gender specific school? Are we looking at maybe summer school or a boys' summer school? I don't know. The point I'm trying to make is that I would love to hear from you that we're going to put together some type of initiative led by you and someone you designate to really look at this and spend some time over the course of the next few

months and then report back to the Board and say this is the data that we've understood. We've looked at it over the last few years. Here are some of the recommendations that we have for you and the Superintendent. Here are some of the recommendations that we have for the Board. To me, that's the purpose why I wanted to have this type of meeting. With all due respect to everybody, we're talking about stuff that we may or may not know, but we have to get real with the fact that our boys are suffering. Our boys are not learning to the degree that our girls are, not because they're less than and not because of one single issue. Being a young man nowadays in this world, they're growing up in a different world and there are so many elements to that. I would live to see the district convene at least some type of working group that you help spearhead and shepherd to report back to the Board maybe in the next four or five months given time and given some really good conversation amongst folks who academically have a background in special target populations and how to work with them. My hope would be the plan is not just an academic focus plan, but also a community focus plan. How do we get local fraternities and community organizations that have youth groups involved in this process? How do we make sure we get internships and maybe job providers in the summer? To me the possibilities happen to be there. This is just one of the questions I have, but as I look through the data and go through the demographic piece it just sticks out at you. It's like, boom – here it is. I just think it's about time for us. I also concede to the fact that we have a lot going on, but I think it's at least worth the time investing, putting a group together, and bringing some recommendations back to you and the Board, and then us saying beginning next year what we can do.

Dr. Evans: I'd be happy to lead such a group.

Comm. Martinez: Just to piggyback on that, I agree. I run a couple of youth development programs in the City of Paterson and by far the applicants who come out are overwhelmingly young ladies who are coming out for these programs. We have 25 members in the Paterson Youth Council and 21 of them are females. We literally have a hard time recruiting young men of color to come and participate in these types of programs. These are larger societal problems that are affecting all aspects of our reality and education is a part of that. But there is a definite need for young men of color in the city to be around, to have mentoring programs, to be around other men who can guide them and just sometimes be available for them for discussions and things of that nature. To Chris' point, it's startling the lack of participation in these programs from young men of color. It really is. I agree. I would love to be a part of that.

Comm. Irving: Dr. Evans, with all due respect, I know that there is a tendency for the Board to make a request and it certainly happens. But I want to be very vigilant of the fact that I would love to see, at least within the next 30 days, some type of plan or group that you're going to convene and that these folks are going to be the folks moving forward. I just want to make sure that this happens because we've talked about it enough. I'm just tired of talking about. When parents come to us and say, "What are you doing for my kid?" let's say we have a bunch of people who care, who are educators, who know what's going on, who are trying to put together a plan to truly help our young men. I saw Aubrey give his presentation one time and that might be something that for a workshop we could have him do. Aubrey does an excellent job in talking about disparities amongst genders in this district. If none of the Board members have seen it, it might even bring you to tears - seriously. It's that real of a presentation. The numbers don't lie. But it also shows how much our young men have to catch up with. Young women are going to college more than men. They're enrolling in post graduate work more than men. It's not just a Paterson thing. It's a societal problem. But I think we can do the best we can with the pocket we have. Comm. Mendez, you

probably want to comment on what I said, but I also want to acknowledge Dr. Hodges had his hand up as well.

Comm. Mendez: I don't know how right I am, but I think that we're changing. Sometimes we start with a program in the district and we change very drastically. In a very short period of time we switch to another one. I think that we've been making a lot of changes and I believe that we're going to need some time to see the results. I do believe in that. But also, I don't know if we have done this before, but something has caught my attention. We have two schools in the same neighborhood with the same population and the same ethnic population. In one school the results are great and they're moving forward very well. But the other school is way behind. It's failing drastically. In my case, I like to model what is good and if I see something that is good I try to see what they're doing right in order for me to implement it. Have we done that in the district? Those schools that are doing well, what are they doing there? Let's talk to the principal and the teachers and see how the principal is running the building. Let's see what's going on. In the fifth ward there two schools there with the same population with Latinos and Blacks and one of the schools is great and they're doing excellent, but the other school is failing. That's a good way to hold people accountable. You have to see what are they doing right that they're improving, they continue moving forward, they're passing tests, and you guys are not. I think this is the time to see what's going on with the district.

Dr. Evans: We do that more frequently than you realize. We compared them. But the short answer in terms of the difference is principals and teachers. That's the bottom line and we've changed principals and teachers for that reason.

Comm. Kerr: Just add parents to that list because we keep on forgetting that very crucial and important component. I believe we need to start targeting parents, too.

Dr. Evans: We will.

Comm. Martinez: We touched on rigor and expectations and I wholeheartedly agree that those are important aspects. Looking at some of this information I'm wondering if there is any correlation between the dip that we're seeing in the scores and any shift in curriculum. It seems that the shift from elementary to middle school is where we're seeing a little bit of that dip. So I'm wondering is there any correlation between that dip and shifts in curriculum. Effective teachers scaffold their instruction. So if you don't have a firm foundation, if they're struggling with the basic foundations, could that be something that's affecting them once they get into the middle school years? Is there a correlation there? Maybe I'm fishing for something there, but is there any link there?

Dr. Evans: I'm not sure I completely understand your question.

Comm. Martinez: Are there any significant changes or shifts in curriculum that take place from elementary to middle school that could be affecting?

Dr. Evans: You know there's a difference in tests. Ms. Riviello just explained that. I'm going to let her answer your question in terms of the curriculum.

Ms. Riviello: I think you hit upon something in some ways and we're looking into what we can do about it. As IFL provides training with the rigor...

Comm. Martinez: IFL being...

Ms. Riviello: Institute for Learning from the University of Pittsburgh. Our staffs are not all proficient in the content. Years ago you had k-8 certification and that meant when you went to college, and you know because you're an educator, you took 60 credits in liberal studies and if you didn't have a passion for one content area over another you took a lot of electives. Then you decide you want to be a teacher and you have to take teaching math in the elementary school and teaching science, social studies, all of the other content areas and art and music, and then you graduated with a k-8 certification. Then somewhere down the line the state and all of us in this room realized that's not enough when you get to the middle school content because it is very rigorous. The things that are taught in the middle school now were taught in secondary when I taught in secondary. So the push has come down. But do our teachers really have that capacity? Because of the teacher shortage the state came out with the highly qualified matrix. Did teachers go through either courses of study or professional development? If they did, how many credit hours? Then they were considered highly qualified. Now we have middle school certification. The course work is obviously always the best route. To teach k-12 math it's a 36-credit program and it's very specific. It's algebra, geometry, the equivalent of algebra II, but it's not called that. It's synthesizing all of those things. So if you have more background in it you're more apt to be able to respond differently to when a child doesn't understand something. I think you're better prepared on how to infuse the new content and still deal with the basic skills issue. So we have pockets of teachers that fall into those three categories. I with Dr. Evans and some of the members on the team here have looked into different ways that we can build the capacity of our teachers. In math we did have the opportunity for teachers to go back and become math certified and not many did because they're fearful. If you have a fear of algebra and everything else builds from there you know where your difficulty lies. So how do we infuse that and build their capacity? I believe when you talk about culture it's also in a non-threatening manner so that degree of communication between the supervisors who know the content and the teachers who need the help with the content is free flowing. I've only ever worked in this district and I've worked in situations where it is and I have seen situations where it was difficult and we need to correct that. We have put some recommendations in place for the Superintendent, which I'm sure as we begin to build upon them they're going to come to you as well, but it's twofold. It's building that capacity of that middle school staff and in math it really comes down to knowing the content. I say sometimes you can always walk into a classroom and see when somebody really doesn't know another way because they tend to talk louder to the kids. They'll say the same thing louder and expect a different result. I remember once years ago as a high school teacher I used to say to the kids if you see me banging my head against the wall then I've eliminated all the methods I know. One day one of the assistant superintendents in this district walked in when I was doing this. But literally the more you know of the content the more comfortable you are with delivering it and it allows for all of the different opportunities to meet and differentiate to the child's needs.

Comm. Martinez: It seems that it always circles back to that common denominator of effective leaders and principals and effective teachers. I know Dr. Newell has been working hard at trying to attract these teachers to get them in sooner so we're not waiting until the end of the school year or the summer, but that's essentially the common denominator.

Ms. Riviello: I will say I'm out of college many years, but when I graduated, I was one of 12 with a degree in math and four of us went into education. Eight people went into private industry. It pays a hell of a lot more. I started at \$12,000 as a teacher where my counterpart started at \$75,000 as an actuary. So again, it's a part of getting people into the profession and making them passionate about it.

Comm. Simmons: Comm. Kerr touched on Comm. Mendez' question. You can look at the schools in the district, NRC, Norman S. Weir, and Alexander Hamilton, and in those schools you have more parent involvement, and School 27. You have a lot more parental involvement in those schools. I'm not sure if we still have School Choice, but the parents who are more involved will push for their kids to be in one of those schools. That may be what the issue is there. Even when we had plans for NRC and School 15 you had more NRC parents in the audience than any other school. So that may be the issue, parental involvement in that particular school. Secondly, Comm. Martinez, when you were talking about the foundation, I know Ms. Riviello spoke in terms of the teachers. But in terms of the students, how do we identify with math in particular? I know for me in high school I had a problem with algebra and at the time Dr. Sico was the chairman of the math department. I was able to sit with him and we were able to identify where my weakness was and my weakness wasn't algebra. My weakness was in the foundation with long division. So how do we identify that where we can identify where the student is having the problem so that we can begin to maybe address if we have to go back to the foundation so that we can move forward?

Ms. Riviello: I think there are two pieces. I think when you teach you have to know what prerequisite skills are needed for what you're teaching that day and you address them quickly whether it's a do now or some 10-minute activity. As a teacher, you address it and you see. You talked about your own algebra experience. What you spoke about is true for most kids. In algebra I you teach algebraic fractions and students need to know how to factor in order to simplify them. It's not the algebra that kills them. It's the fact that they don't know what to do with a simple fraction. When you add, the denominators have to be the same. When you subtract, it's the same thing. When you multiply you can cross divide. Those skills that are basic the kids are weak in and because they're weak in them they can't respond to the algebra even though they were able to factor in the chapter before when you taught factoring. So I think it's twofold. I think it's knowing and addressing the prerequisite skills, whether it's the end of the previous day's lesson so you know how you're going to build the next day's lesson. Then where the kids do fall short it's also being able to continuously address it because it's not going to happen in one shot or two lessons. Still the curriculum is moving. So if I know Chris has a shortfall in the area of fractions, I need to address that again in the next area so that you're continuing to move the curriculum but you're looking at the needs that you have to improve on. Ideally it would be nice to have real small classes so you can do that quite easily. That's not always the case. So again, improving our teachers' capacity to do that is ongoing because it has to happen. Otherwise the curriculum is not going to move and sometimes teachers tend to concentrate on those skills and never move the curriculum. I'm going to get it until Chris can divide. Well, if there's a problem there you can't just stop the whole class from moving forward. You have to move forward and figure out how Chris and Kenny learn how to divide as we're still moving the curriculum.

Comm. Kerr: I just want to comment on what Joanne just said. I believe it's very substantive what she just said. But the question is have we ever moved to communicate that with the teachers, letting them know how important it is to sometimes just give a child half a minute of your time, a one-on-one, and say to them, "I know you can do this. I'll help you just to understand this principle and I know once you understand this principle you're going to do well." That takes about half a minute. Do we kind of try to create...

Dr. Evans: Good teachers do that.

Comm. Kerr: I'm not talking about good teachers, Dr. Evans. I know good teachers will do that.

Dr. Evans: You're speaking about those who don't.

Comm. Kerr: Yes. Just so that they will understand that outcome is more important than anything. Teachers should wear the results of their kids as a badge of honor. If you're kids are failing you are failing. That's the point I'm trying to get at. How can we get teachers to be caring if we're talking about caring schools?

Dr. Evans: Caring is an interesting notion. In all the years I've been in education I haven't found the key to helping teachers to care. I've been successful in helping them to perform at higher levels, but to care for me it's innate. Either you have it or you don't. Those people who don't probably shouldn't be in education.

Comm. Irving: The sad part is many of them are.

Dr. Evans: Yes, it is. But let me also add that part of the work of the IFL for those who care and have the potential is to help teachers to do what Joanne just described.

Comm. Hodges: As a resident in the hospital here in St. Joe's I had an attending who could best be characterized as a rabid dog - vicious. He was horrible in terms of the way he treated people. But I will tell you when it came to his patients they got the best care from all the residents because they didn't want to have to face that rabid dog. I don't treat people on a one-to-one basis that way because I've never forgotten what I thought of that individual. But what I thought about the care that his patients got told me that there needs to be a little rabid dog somewhere in the room because otherwise you give people what you think you can get away with. I think Mark Twain had said "There are lies, damn lies, and statistics." This is an academic setting, isn't it? I wish we had not had the discussion tonight on the safety because what I wanted to talk about was what these test scores actually mean. What I wanted to talk about was what in particular we're going to do to address them. We have not gotten to that part of the conversation yet. We've been discussing how good they are. That's what I heard, how good they were and how they're going up and all these wonderful things. If that in fact is the case, then I think we can tell the RACs, or whoever they are, because we haven't met them yet, to go home. But they're not leaving. So they're not convinced that all these wonderful things are happening. Somebody's not. I guess I'm not either. I wanted to mention to Mr. Martinez that the transition from third to fourth grade is a national problem where you see that drop-off. It's not just a Paterson situation. It is a national problem and has been for quite some time. When he comes back I guess I'll mention that to him. There are a number of reasons for that. You mentioned some of them, but there are some social pressures, the kids become less focused, they don't stay home as much, socially they become more independent and so forth, and now they have friends and the time that they spend impacts on all of that and you in the classroom have got to counteract that. What I wanted to hear were some techniques to address that problem. It was mentioned here that each priority school has a culture coach. Does each school have a literacy coach all set up now?

Dr. Evans: Yes.

Comm. Hodges: They're all in place?

Mr. Aubrey Johnson: Yes.

Comm. Hodges: As of when?

Mr. Johnson: Probably three weeks ago.

Comm. Irving: Mr. Johnson, the literacy coaches, what are their roles?

Mr. Johnson: The literacy coaches – basically their role is to work with teachers in the literacy classrooms to build capacity. They'll go into the classrooms and model lessons to conduct grade level meetings with specific targets and goals for the week or the following week. Then they'll loop back around to see if the teachers are actually implementing those goals and continue to coach as they move forward. The literacy coaches do the same, the math coaches are to do the same, and the data coaches are to do the same. The data coaches are actually working in tandem with the literacy and the math coaches. That is the perfect model. We're thinking the culture is getting parents in. In my opinion the culture is really changing the mindset of the teachers wanting higher expectations for everyone, not just getting parents into the building and having functions and doing those other things. It's really just talking to those teachers and really raising the expectations. So those are the four prongs that we now have in those schools. As of the last two weeks as soon as we came back from the holidays they were all in place.

Comm. Hodges: When did the culture coaches get there?

Mr. Johnson: At the same time. Everybody came in about the same time.

Comm. Hodges: As you can well imagine, I'm deeply concerned about the biology test results because they sort of point out to me a significant problem. Dr. Evans, you mentioned that we want kids to get into college and of course stay there. I submit to you that if we're producing 18% on our biology... Was that in the new format of the Physics First or just the normal rotation?

Ms. Riviello: It's in the format of the Physics First.

Comm. Hodges: So that's your last course. That's even more troubling because what that says to me is if you're going to struggle on a high school level with a biology course and you're only producing 18%, when you get to college you're not handling college physics. You're not handling calculus. You're not handling some of the more involved courses. You can't survive. You simply can't. And don't take a language. I speak from experience because I took German in college and it almost killed me. In fact, it took me three weeks to get through the first six pages of college chemistry. I just kept on falling asleep and I love to read. So that to me is a problem and it's that kind of thing that I really wanted to talk about. I'm not as sanguine about these test scores, Dr. Evans, as your very nice presentation would ask me to be. I think that there are some things that we don't seem to be doing very well and I really want to know more about what you plan to do in the pre-k through 3 grades. That's what I came here to talk about or to hear you tell me tonight. I want to know how you plan to extend the day when it comes to education. In particular, I want to know what you're doing about helping kids to learn how to study so you can then encourage them to go home and study on their own and thereby get an additional period of school time without the teacher presence. And this is part of your curriculum and what you're supposed to be doing. I want to hear how you're implementing note-taking so that when you get to the third, fourth, fifth, and on and on you facilitate them going home and studying. That's the kind of thing that I'm looking for. I want to hear how you are basically training our students to be better students, over and above what you're doing with the teachers. We have declining funds

in this school district in the coming months. We're going to have less money. So we're going to have to find strategies that will bring in a better return with the declining funds that we have. One of the things that you really want to do is to convince that child that there's something that they can do to help them be better students. This was all part of the transformation plan. It was discussed and outlined and I have not heard anything about it since. It's troubling to me. There are schools here that may not be teaching labs in sciences. I know them, but I can't say that. But there are some. If you're not buying frogs, worms, or consumable materials, you're not doing labs and you should be checking that. You should be checking that very carefully, particularly at the high school level. I will tell you I've already looked. So those things are going on and if you're not doing labs, if you're not doing whole sections like on electricity in your high school level, if your kids leave that building and don't know what Ohm's Law is, that's a problem. I'd like at some point to sit down with children and find out what it is they do know. What kinds of things have they in fact been taught? I know you're having those conversations now, but I will tell you it's not what should go on in the classrooms. If you saw those test scores for biology then you've got to wonder what's happening in physics. You've got to. How did they pass physics and give you 18% in biology? Please. If that issue is a literacy problem, aren't they reading in physics and in chemistry? How are they passing these things? That's the kind of thing that I'd like to know. To me, your money should be placed in obviously your literacy programs and you're absolutely right. You and I have had the discussion about why kids are struggling in math and you mentioned that students were trained with calculators. They were actually given tables on multiplication here in this district. I was shocked when I saw one, a 13-year-old in the eighth grade with a multiplication table so he didn't even have to look it up. What that does is, and you mentioned it, you can't factor. If you can't factor, you can't do algebra. Forget about it, because you can't pull out your little table and find out what $2x^2 - 1$ means. You have no idea what to do with that because you can't factor that out. These are the kinds of things that we need to get to. I need to know whether those kids are learning fractions. I need to know whether they're becoming proficient at these early ages at these basic fundamental areas. That's what I wanted to talk about because if you can demonstrate proficiency in these early areas, then it helps you later on get to those points. That's why I'm so difficult with you on the preschool. That's where the money is. Those kids will do anything you ask them to. They'll do anything you ask them to and I have seen kids perform at far higher levels than they are doing now because somebody asked them to do it. By and large we're not asking them enough. You're right about rigor. We don't have that kind of expectation for these kids and sadly we haven't had the expectation from the staff of getting it. That's why I'm so mean. But I haven't been as mean as I have been in the past or I plan to be in the future. The RACs, with all due respect, Dr. Evans, don't look at it quite the same way. I refuse to have a classroom closed, let alone a school closed, so that somebody can come in here, open up a charter, and let some private business do what they want to with our kids. So we have to do a lot better than this and we have bright children. We really do. But they are so woefully educated or I should say woefully undereducated. If you go to different schools, look at what they're offering. I took a tour of Bergen County Tech and I was shocked. It's right down the road. I was shocked at what they're offering their kids and what those kids are doing at the high school level. We can't get programming in this school district. Eight years ago they were on Nightline because they were hacking and Nightline wasn't there to have them arrested. They were celebrating what they were doing. That wouldn't happen here, of course. They'd be in jail, but that's another situation. But it was the fact that they were exposed to that and getting trained there with a teacher from Paterson, by the way. He wasn't allowed to do programming here. He wasn't allowed to teach it here so he went to that school and taught them over there. That's what I am interested in hearing, what we're going to do about those things. I need somebody to tell me what's going to happen with biology because that's

my major and I am particularly affronted by that. I understand what it takes to learn that, for me, not for everybody, but what it takes for me to learn that course and I do not accept 18% as the best that we can do here. I don't care what anybody thinks is okay or what's going to happen in the future. This to me is outrageous and it's a bellwether. So those are the things I was hoping to discuss and what I'm looking to see done. My distemper shot is wearing off so I will sit back and wait.

Comm. Irving: The only comment that I want to make, because I know it's getting late and everybody is getting glossy eye over the face, is that I don't want to leave here without expressing to the Superintendent about setting up a meeting with the RACs and this Board. I know we had one scheduled. I know it was cancelled or postponed. But I think it would be hard-pressed to let this school year end and for these folks to be here a year and this Board not have a meeting with them. I know, Dr. Evans, you wanted to make sure that you were clear with them or they were clear with you. But at this point in time I think this Board deserves a meeting and if you can't facilitate it we may have to do it ourselves if that's the case. But working through you and going through you has been the protocol. But when I hear people like Ms. Reid come up here and talk about having the RACs meet with the community, they haven't even met with us yet. I just think it's incumbent upon this Board to know exactly where they come from. You may know because I know you and Scott meet regularly, but this Board has not had an opportunity to do so.

Comm. Hodges: Mr. President, if they haven't met with us by the end of February, then you need to put together a resolution that says that you do not want them in your school buildings. I don't care what they do with the resolution, but you need to publicly put together a resolution saying that you want to ban them from your school district until they're prepared to meet with the representatives of this community. Make that very, very public and I imagine that you might get a meeting then.

Comm. Irving: Dr. Hodges, I encourage you to draft it if that's your duty and view. I stand firm, though. I do want to see us schedule this meeting. It was scheduled before. It was canceled or postponed. To me at this stage they're in the schools and making recommendations. We had a principal come here tonight and talk about a program that they recommended. So clearly they're here and they're quite active. Dr. Evans, you may know exactly the purpose, the rhyme and reason, and the objectives for how they're implementing their methods. I don't even know what they do so I can't even describe it. But this Board needs to know that and it needs to know that pretty soon.

Comm. Hodges: It's disgraceful because we've asked several times. Again, I'm sorry we had the other discussion because I'm still waiting for that kind of discussion to take place. You mentioned making sure that those fundamentals are in place and I'm waiting for the penmanship situation to manifest itself as well.

Dr. Evans: It's coming.

Comm. Irving: I have no problem with that coming before the Board. Dr. Evans is going to present that at some point in time. Is that correct - the penmanship?

Dr. Evans: The policies are being rewritten. I haven't completed the task yet.

Comm. Hodges: Lastly, your question about the third and fourth grade, nationally that's where there's a drop-off. They've already started the same cycle in the third and fourth grade. So there are a variety of theories as to what's happening there such as social issues, kids become more socially independent, change in curriculum. A variety of

things happen but the key is finding a way to get at that period of time and give those kids the skills before you get to that point and then try to help them.

Comm. Martinez: When they get to fourth grade is when they're starting to be expected to go into the deeper areas of comprehension. So if they don't have that foundation of reading fluently and their sight words and things of that nature, then they can't get into the deeper levels of comprehension. So there's a correlation there.

Comm. Hodges: What I would ask then, I would just like to know taking small bites of this what are we going to do about the pre-k through 3? Some of this has already been covered, but in terms of addressing the literacy, study skills, note-taking, and penmanship. Then after that has been reported I'd like to know what the next step is so that I can then have something with benchmarks that I can look at moving forward. We're trying this, that and the other so now the Board knows that these things are occurring. You asked about how you know what the various issues are. All the tests have strands and the strands point you toward what the deficiencies are. That's how we know that we have problems with cognitive thinking, on and on. We know because the tests tell you where the areas of weakness are. So what you then have to do is craft a solution to what those strands are showing you.

Comm. Irving: I absolutely agree with you.

Comm. Hodges: That's something else that we have not discussed. We've not discussed that. As a Board you should know those things and we haven't had those kinds of discussions.

Comm. Irving: Let me ask this. Clearly the information presented is a big chunk to even address. I don't know if it makes sense then to maybe during a workshop meeting at least for 45 minutes to break off the chunks. In that next workshop we can have a 45-minute to an hour discussion on the k-3 component. Then next month let's go 4-8. You keep on the same data and then after that month let's talk high school or even the 8-9 transition. We can do this over a three or four-month process where we really sit down at least for some time and really just kind of pull our sleeves up. Ms. Peron can say this is what she has going on. What I would suggest though if we're going to do it that way is as Board members we submit the type of information we're looking for beforehand. Because what we will do then is criticize you all for not having what we want you to have, as opposed to at least giving you an idea for the direction we're going to. I think Dr. Hodges for our first conversation has given us a really good purview for the types of services that we're talking about, such as literacy, study skills, testing skills. This is all the stuff that he talks about all the time. But I think this is a starting point. Dr. Evans, if that works and if that pleases the Board, then these are the times to sit here and for us to ask these questions and figure out exactly where we are. I think the first place to start, as Dr. Hodges and Comm. Martinez mentioned, would be the k-3. Ms. Peron, you've done, at least from my perspective, a great job in informing the Board, especially in the curriculum committee, on the changes that are happening in Early Childhood. But it would be interesting to hear from you and Joanne. I guess that would be a collaborative piece once we get out of the k-pre-k component. In first, second, and third, exactly how does our curriculum reinforce what Dr. Hodges spoke of? If we can put that on the agenda for the workshop next week, I don't know if that's enough time for you two to do that.

Dr. Evans: It would depend on how quickly we can get your questions. We have Dr. Hodges and what he said tonight. We have his questions. I think that's an important

point. The sooner we have questions or direction in terms of what you'd like in terms of information the better prepared we can be. I think it's a good strategy.

Comm. Irving: Dr. Hodges, can you just make sure you submit to Cheryl those points you just talked about and verbalized?

Dr. Evans: They should be in the recorded record.

Comm. Irving: Right, but I don't know if he has anything else written or any other notes.

Comm. Hodges: You touched upon the males.

Comm. Irving: I'm happy to hear that seems to be going. That seems to be an action that the Superintendent has committed to. I guess we'll sit and wait to see exactly what develops from there. But from the k-3 piece, let's just say within the next 48 hours if there are questions with regard to that please submit them to Cheryl and then she can get them to Ms. Peron and to Ms. Riviello. Hopefully by next week Wednesday that will be enough time for you all to at least sit down with the Board so we can have a good discussion about that period so that we're not jumping all over the place. Although, I still think this meeting was a very important meeting to have because you have to start somewhere. We get handed data all the time and I don't want to ever preclude the fact that we just look at data and go, "Okay, cool. Or this needs to be better." Let's understand it more and let's make sure as a Board we're doing our due diligence and duty to give our input and say whether or not we agree, disagree, something is missing, or needs to be stronger. I think that's the plan of action. We'll go this workshop meeting k-3. The next workshop we'll go 4-8. Then the next workshop we'll go high school and we'll take an hour or hour and a half to chunk out of the workshop meeting to really dig deep and discuss this. That's what the workshops are for, right?

Ms. Peron: Pre-k through 3.

Comm. Irving: Thank you. I'm sorry.

Ms. Peron: You can't forget preschool.

Comm. Irving: I won't.

Ms. Peron: This is a preschool through 12 district.

Comm. Irving: Got it.

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

The meeting was adjourned at 9:59 p.m.