

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

October 3, 2012 – 6:13 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District 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. Cleaves read the Open Public Meetings Act:

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

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

**Workshop Meeting
October 3, 2012 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I'd like to welcome everyone here this evening and welcome our esteemed Superintendent, assistant superintendents, and directors to my immediate left. I love this configuration and it's great to see you guys up here. I just want to jump right in and get started. To be transparent, the Presidential Debate is tonight and I feel most of us want to watch it in some capacity. So maybe we can make it out of here in time to see the pundits comment after it's all over.

PRESENTATIONS AND COMMUNICATIONS

New Hiring Procedure

Dr. Evans: Tonight we have a presentation on the New Hiring Procedure. One of the strategies that were included in the 10 strategies we most recently submitted to the Department of Education was to give principals more autonomy in selecting their staffs, particularly their teachers. Dr. Newell and her staff have been working aggressively to actualize that particular initiative and have recently developed a plan that we reviewed in cabinet and ultimately led to the form that it's in now based on the input from cabinet members and others. So at this point it's time to share it with the Board, to get Board comments and Board reaction to what we have as we roll it out with our principals.

Dr. Laurie Newell: Good evening, Commissioners. I wanted to go through the plan and if there are any questions along the way for clarification. Following on our mission statement, which is preparing each student to be successful in the institution of higher learning of their choosing or their chosen profession, we've understood that we had to do some things differently in the HRS Department. As Dr. Evans alluded to, his plan that he forwarded to the Commissioner of Education is we realize that Human Resource Services in schools in the district should be staffed with highly-qualified and capable personnel. Therefore, our plan will be to focus on controlling the resource allocation to ensure the equitable distribution of the district's workforce and also providing extensive teacher and principal staff development to build capacity. It's often heard "My school doesn't have as good teachers as such and such other school." So one of the things we wanted to focus on is making sure that all principals have an equitable shot at getting highly-qualified and capable teachers. The purpose of implementing this plan is to really make sure that we effectively manage the human capital resources. When you effectively manage human capital resources it leads to better alignment of teaching personnel with the intention of having the best teachers in every classroom. How will we achieve this purpose? We plan to be the leader in hiring the best teachers in the state. Once we've hired the best teachers then place these teachers in positions that are a good fit for the teachers, the students, and the schools. We want to make sure that they're professionally developed. Therefore, we've now gotten them on board. We've gone through that process. How do we build capacity and make sure that they're professionally developed? After that we also must have a system in place where we're effectively evaluating teachers and making sure they're evaluated fairly. So, part of this is we have to put a plan in place to make sure that we retain the best teachers in collaboration with school leadership and also with professional development. They need to be properly developed, build capacity, and to really build on their skills where there are some weaknesses. Another area is we also need to expand our talent pipeline to make that we're getting teachers for all those hard to fill areas. We know that we've had issues here with finding special education teachers, preschool teachers, and ESL/bilingual. This is how we see what true human capital resource management is. We first start with the activity of recruiting. Then we go through the activity of selecting. So we start with a pot of individuals and then we do the selection process because we want to look at a certain group of people for a specific content area. Then we decide to go through the hiring. Once we've hired them we have to make sure that they're properly placed where they're going to thrive. Once they are now employees of Paterson Public Schools we have to make sure that the other things are in line. So if they need professional development they're going to get that professional development. If there are any weaknesses there's also going to be feedback from the principal. At the end of all this we also realize that there has to be some level of evaluation so they are also understanding how they're doing and what areas they need to build their capacity. The final loop in all of this is once the evaluation is done the retention or dismissal of the employee. We believe that having all of these in place will lead to really having an effective teacher in every classroom. One of the things that we first started when we

realized that we had a magnitude of jobs to do to get this on board we got a lot of feedback in the personnel committee meetings where we were always asked a lot of questions such as, "Why do you do it this way?" or, "Why was it done this way?" or, "This is another way that this could be improved." So we've taken all of that information in and we also worked with APQC, and that's the American Productivity and Quality Center, to make sure that we had in place effective processes and procedures as it pertained to recruiting and retention. So one of the things that we first realized is having clear HRS communication will lead to more effective retention of current teachers and really recruitment of new hires. We have seen a marked reduction in some of the communications that we get. However, we still know that we'll hear, "I tried calling and no one returned my call." I'll hear from the Superintendent who forwards to me that someone has tried reaching us and they've been having issues. So we are trying to be on the spot as soon as we hear that there's an issue that for some reason hasn't been addressed in HRS. We get on the phone with those individuals because we're really understanding that having effective communication and improving our communication with individuals who reach out to us will lead to a better relationship. So part of that understanding is that if we're not picking up the phone when people call we can't have great customer service. That's one of the things that we're really trying very hard to improve, our customer service. Another thing we understood too is that we really needed to improve our resume application housing system. We had in the past year since I've been here some individuals come and say, "I submitted my resume. Did you get it?" I've had principals say, "I was hoping to get a resume from so-and-so." She said that she sent an e-mail and she hasn't heard a response even to say thank you we've received your resume.

*Comm. Hodges enters the meeting at 6:19 p.m.

Dr. Newell: So that's one of the things that we have since instituted. I will speak about that and I'll show you the website as to how it is because it's now a new system. What are the first steps in accomplishing the goals of the recruiting plan? One of the things that we think is key to having one of the best recruiting and hiring in the state and getting the best teachers in the state is to really accelerate the timeline for hiring our new teachers. For example, the only way to recruit the best teachers available is to get to them before everyone else does. What has been the historical trend in Paterson is we start the hiring in May, June, and July. Even down into August we're hiring brand new teachers. We understand that sometimes those things happen because in August if someone puts in their retirement or resignation papers we know that we have to fill those positions. But what I'm referring to is starting our hiring process for September of the following school year. We feel it's really way too late in the plan to start hiring to get the best teachers. We need to get these teachers who are offering themselves in February, March, and at the latest May.

*Comm. Teague enters the meeting at 6:20 p.m.

Dr. Newell: So that's one of the things that we've also put in place that we plan for this upcoming school year. We have to accelerate our hiring timeline. So as I've stated, accelerating the recruiting timeline will represent the most significantly important opportunity for the district. We know that we lose a lot of strong applicants because of late hiring. When we are trying to get people for a math position, math positions are very hard to fill for the middle school areas and there are a lot of districts who can pick up those people by March and April. So we've talked about the why. How? One of the things that we also recognize is to be able to get this done we have to work collaboratively and we have been working very closely with the business department to really evaluate and project what the district's hiring needs will be. We have said that we

plan to have by content area by the end of February an idea as to what the needs are. A couple of slides from now we'll see. We know that we have some limitations and I'll go through what those limitations are. But for the things that we can control we really would like to start getting an idea at the end of February and March to make sure that what we think are our projected staffing needs are aligned with what the budget considerations are. We also have an HRS supervisor of staffing who will work closely with the assistant superintendents, the principals, directors, and other stakeholders. This person in essence runs the enrollment numbers, sees the increases, the changes, and sees where staff is needed or not needed. So that is something that we have changed how we go about doing business. It's rather than guessing to say this principal says that they need a teacher. We actually go and we look at the numbers in the building to see whether or not this is warranted. So it's a lot more strategic approach to staffing the building and really accelerating the hiring timeline to March. So we've thought of the end of February or early March, and really by the end of March for those things that we can control in working with the budget department starting with our commitment letters to candidates. I'll very briefly talk about the old process, which I alluded to earlier. Applicants would e-mail their resumes to an e-mail address and hope that it reached its destination. In HRS when we would receive the resumes there is a certain window through which the postings are up. Then we would collect all of them in a file folder online and forward them as a batch. You can see right there that it's quite error prone because if I send out 50 resumes and I don't know to click to go down, you look and you say, "Why did I only get seven?" Then you make a decision based on seven resumes. So we were getting a lot of questions such as, "I didn't get the file that you sent. How can I do my hiring? What is going on?" We also were receiving paper copies of resumes. Then I'd get asked the question, "Did you get my resume?" What resume? "I dropped it off at security." It was a very ad-hoc process. When the principal would get the information then the principal would set up interviews for the applicants. The information for the finalist after all the interviews were done would be forwarded to HRS and we would start the process of un-boarding that candidate. So the new process that we have put in place is called AppliTrack. What it does is individuals actually go on to our website and they can upload their resumes, their certificates, and their letters of reference to this web-based applicant tracking system. This is what it looks like. What you have is the principals in the district each have their user name and password. So for every resume, certificate, letters of recommendation they actually can go on and get access to see this information. They can go through, figure out who they want to bring in to interview and then with their administrative team set up the interviews. On this system there's going to be a two-tier interview process. Then the information for the finalists will be forwarded just like in the other process to HRS for un-boarding of that candidate. I mentioned that there would be a two-tier process. The tier one process is the initial interview process. Let's just say you have a general elementary position open and you have 50 applicants. You go through and you decide you want to interview four or five or six. You can interview as many people as you want. That's the first tier where the principal and the administrative team go through and select who the people are they want to bring in. The second tier is really the principals alongside the content area supervisors and with the superintendents will interview the top two candidates. So the expectation of the tier-two interview will be delivering a lesson plan or if you get data results for a student, to be able to do some level of data analysis. This is not unheard of. This used to be done in Paterson years ago where there was a lot of collaboration with content area experts or even to do a site visit. It's really to get a very well-rounded opinion of whether or not to bring on board this finalist. Then the recommendation would be made to HRS on who the top candidate is. This is all great in a perfect world. However, we know that sometimes the plan doesn't always go according to how you expect it to.

*Comm. Guzman enters the meeting at 6:25 p.m.

Dr. Newell: Certain things that do affect hiring and can cause delays are sometimes we do have budgeting constraints where actually you don't get to hire. You may have to RIF people based on the budget. We have key operational processes. As I mentioned, we have tightened up our process with APQC to make ourselves more efficient. Sometimes we have transfers. People are asking for transfers. That can interfere with whether or not there's a real vacancy there. There isn't because we have a transfer, someone who's on a leave of absence, someone on a maternity leave, people who are retiring, resigning. In a perfect world we have everything written to script, but we know that these things happen, especially in a district this large. So in spite of some of these factors we are also committed to making sure that we are providing the district with quality and diverse teacher candidates. So we are on our end in HRS focusing on the human resource systems and policies to make sure that when we are able to hire we are hiring and retaining capable and experienced good teachers who are here to contribute. So putting in place a plan to retain the best teachers is really key to reducing the teacher turnover. We don't want to give professional development to these teachers and then we lose them to another district. That's all a part of how we are putting a plan in place to retain these teachers. Key to that too is, as Dr. Evans mentioned, if the principal along with his or her administrative team and the assistant superintendent are at the forefront of doing this. The principal wants the employee there. The employee wants to be there. That would lead to a higher retention rate because it's a mutual relationship. We know that to be effective we have to direct staff to work and help the principals with screening, interviewing, and selecting the teachers. We also understand that while we have them on board teacher evaluation has to be a priority for the principals. They have to be able to give honest, good feedback based on what is required from the principals. As I mentioned when I showed you that feedback loop, we do all of this to make sure that we are really rewarding and keeping our good teachers and also helping the unsuccessful teachers find something that is better fitting for them. On the issue of accountability and autonomy, we have principals who will say, "I have to be accountable for these test scores and some of these teachers I didn't ask to be on my staff." Part of this plan is to change the hiring process to empower these principals to be able to start hiring their teachers to not just say, "I had no plan. I had nothing to do with any of these teachers being in this building." The district will provide principals with authority over hiring and staffing matters. They will be working in collaboration with content area supervisors and their assistant superintendents. This is to make sure that we have consistent approaches to evaluation for all the teachers in the district, and that teachers really feel that decisions that are being made about them are based on good faith, if that's a term you can use. If the principal wants to have the teacher there, the teacher wants to be there, and there is good evaluation and good feedback, there is a good chance that both will want to be there to continue into the next year. The issue of autonomy has been a question that has been raised. How much autonomy are we talking about when we say giving the principal autonomy? We're realistic and we also understand that giving a failing school complete autonomy is not necessarily the best idea. This is why there is guided autonomy throughout the hiring process, meaning the principal is there with their team with content area supervisors and specialists and with the assistant superintendent. If I'm interviewing a math teacher and my background is science, if I have a math content supervisor there they can actually pick up on certain things and help me make a good decision for my school. So we have talked about autonomy versus guided autonomy. Having a consistent process across the district will drive a concept of guided autonomy because it is the expectation that every principal will be doing tier two interviewing for their schools. This area is based on the transfers and those Board members who are on the personnel committee see the transfers that happen all the time. We also understood that we have to change

the process of how we go about doing transfers. We have decided that teacher transfers really should be done through some level of mutual consent. So the principal should know that the teachers are coming in before they just show up at the door. There really has to be a signoff process for this teacher to now go to this new school. Mutual consent we know leads to decreased teacher turnover and increased principal cooperation because they feel that they've been a part of the process. If you are in your office as a principal and somebody just shows up at your door and nobody gave you the heads up, that's not a very comfortable situation for the teacher involved and definitely not for the principal involved. So mutual consent is something that sounds simple, but it's sometimes quite overlooked. We also had the issue of excess staff. Excess staff is not necessarily a bad thing. What you have with excess staff is that if you have a program that has been terminated or with low enrollment, you used to be trending with three teachers of a certain grade and based on your enrollment you only need two teachers, you have to make a decision that one of those teachers will no longer be there because you don't have the enrollment to support it. So we realize that excess teachers should be considered for vacancies where they may be a good fit. So if I'm a science teacher HRS will be working with the assistant superintendents to make sure that we can place them with information and collaboration from the different principals who we reach out to. We say the timing is May to June. It's not going to be for two full months, but we also understand and respect the fact that towards the end of the year, in May and June, principals are doing a lot of work. So it's not for us to dictate that they have to be here in central office doing some of this work while they are trying to do things at their building. We have given it a time range based on the assistant superintendent's and the principal's availability. We also have the voluntary transfers, which I talked about before. We believe in a mutual consent process. However, if the teacher is not approved by either receiving or the sending principal the teacher should remain in their current school. Therefore, if the principal of the school does not want a teacher for whatever the reason we cannot necessarily force that teacher there. This has to be done in collaboration with the assistant superintendents and the principals to see if we can work out some type of arrangement. However, if the principal says absolutely not, then we cannot force this teacher on the principal. Again, I put the timing as May to June, but it's for the same reasons. We cannot impose on the district, the principals, and the assistant superintendents that it's going to be a particular day in a particular month. We give it a range and hopefully the lower the transfer rate the lower the time is required.

*Comm. Kerr enters the meeting at 6:34 p.m.

Dr. Newell: So we put one to two weeks. Wrapping up, one of the things that we realize is we need to have strong partnerships. We call them talent pipelines. We really need to start working with that in February. We anticipate when we are allowed based on the budget we should be starting the hiring fairs in mid-March. But that is based on feedback from the budget department whether or not that is the road that we're going down. All non-renewals must be identified and delivered by May 15. That is a hard stop. That's in Title 18. It has to be May 15. So we are anticipating that all the excess and transfers be done by June 30 so that can give us enough time to fill remaining vacancies because as we've seen here we have some vacancies that are hard to fill. We are now in September and we've had struggles filling the ESL and special education because, as I alluded to at the beginning of the presentation, a lot of those individuals are already working in other districts. So who is our talent pipeline? We have Jersey City, Kean University, New Vistas, Montclair State, Seton Hall, Rutgers, Teach for America and Teacher Next. Another thing I wanted to mention here is that in working with AppliTrack, the new system online, we are now a part of a network. So if you are a prospective applicant and you go online you are networked throughout the State of New

Jersey. I'm not sure if any of you have ever been onto njschooljobs.com. That services the entire state. When we put up some of our postings and things like that it's actually advertised throughout the whole state. So we've actually through working with AppliTrack opened up a lot more avenues for people to see the vacancies that we have here in Paterson. Then the next is just what I alluded to before, what the different partnerships are and the fact that we'd have to work with the business office. That determines how many positions we have available, if we have positions available, working with the principals, when we would start the hiring fairs, and the hiring timeline. We're trying to start the process much earlier than what we've been doing so far over the many years here. That's just what I mentioned before, timelines at a glance, what the talent pipeline is, the hiring fairs, getting new hires on board. The non-renewals, as I said, the latest they can be is May 15. Then the work that we'd be doing with excess teachers, voluntary transfers, and then finally filling all remaining vacancies, especially those hard-to-fill vacancies that we've been having such a hard time filling. That's it. Are there any questions?

Dr. Evans: There have been numerous questions about APQC, the American Productivity Quality Center, on what they do here and why we need them. You've just experienced one of the best examples of their work. They work hand-in-hand with Dr. Newell and her staff to fundamentally change our hiring procedures from what it was, extremely cumbersome and problematic, fraught with errors often, to a sound state-of-the-art process and procedure, taking advantage of technology that's out there. This is an example of what they've helped us to do and I just wanted to note that.

Comm. Irving: We'll take questions for Dr. Newell. If there's no rush I can begin with mine. Dr. Newell, just a few questions and I guess more clarification than anything else. I'm trying to stay focused on what you presented here, but it does allude to another obvious question about what we do with the present teachers we have. I'll get to that in a second. You talked about the retention rate. What is our current retention rate with regard to retaining new hire faculty? Do we assess them over the three-year period before they're tenured to try to get a snapshot? Do you do a yearly assessment? I assume it's going to be different when we're talking about existing hires, folks who are tenured, but when we're talking about new hires, have we ever done an assessment where we track over a three-year period, stop before they get to that date, and see who started in that cohort, who's still here, and who isn't?

Dr. Newell: We had done that in May or June. Quite honestly, I cannot remember. Those individuals who have been here for three years we had that blip in 2010. So that number was quite high. I can definitely get that information to you, but I don't want to make up a number.

Comm. Irving: Sure. Having that I think underscores a greater understanding for what this plan represents, what the intention of this plan is, and how it gets executed. I don't know if this plan is put in place just to help tighten loose ends of a process that was disjointed or the fact that we have a real retention problem. The only way that I can see that is by looking at the data and the numbers to see exactly what that means. But the other question then is do we have any numbers to benchmark what those numbers represent. Being given the numbers and having nothing to measure them against makes it also very difficult as well.

Dr. Newell: That's tied to the first question and I can definitely get that.

Comm. Irving: Thank you very much. The other question I had you pretty much answered. It had to do with the whole outreach component. I was wondering exactly

who do we go to, where do we go to, who do we reach out to as far as trying to reach out to prospective hires. Is there anything done to look within the City of Paterson to see if there is local talent who can fit the bill for whatever qualifications we have to hire people who are citizens? I certainly encourage going to Teach for America and all the colleges. But what I didn't see up there was any kinds of local institutions or partnerships we have either with the Passaic County One Stop or the WIB Board.

Dr. Newell: We have been working primarily with the universities because the teachers go through that training process to get their certificate. So we have not gone to the local organizations.

Comm. Irving: I would encourage you to do so. Next time this gets presented to us I would love to see local agencies. The truth of the matter is there was a point as of two years ago when we were not hiring new teachers. So at least for a year and a half that means that cohort of folks we would have been targeting and going for would have matriculated out of their school and graduated. If they got a job, they got a job. If they are local people who are certified, they're now out of our net of reach. I know them because many of them are in my age group. There are plenty of young, hungry people who are certified who don't have a job. They're trying to figure out how they get involved and they're working through local agencies like the One Stop and the WIB. I don't know if anyone has any other suggestions for any other agencies, but I have a priority to ensure that folks who live in this town get the opportunity to work in this town. I think that while we go out to Montclair and TCNJ we may grab some Paterson folks. But the only way I know we can definitely at least give Paterson people the opportunity to apply for these jobs is to advertise and work with folks who are in this community. That's just a recommendation. I really would love to see that happen and focusing on some of those local agencies. I think most of them are county specific, but because Paterson is the county seat a lot of the folks who receive those services are people who live in the city, primarily Black and Brown people.

Dr. Newell: If I can say, part of the reason to bring in AppliTrack was to extend ourselves, not just to some of the folks I listed. That's why I went into the AppliTrack thing, to show that everyone now has a shot at applying for a job and really getting on the map, so to speak.

Comm. Irving: Yes, I absolutely acknowledge that. The broader our reach, the better the net of potential we have, but I just want to make sure that net starts here. Let's cast the net from home. The last question I have is maybe a question for the Superintendent. Does this plan lead us to the "Teacher Academy" that's supposed to be coming or was supposed to have happened this year? I'm wondering how many folks we have. I'm trying to ask politely because we were told we were going to identify teachers who were ineffective and move them from the classroom. But I personally have gone to two schools and seen one teacher on the cell phone in class. I went to the principal and said, "What's up with that?" and the principal actually told me that this is a teacher they didn't want, but was told they had to evaluate them out before we can do something with them. I was under the presumption when we voted on this restructuring plan that that was going to happen. So as part of the document that I know I supported I want to make sure that comes to fruition. I just want to know exactly the status of that initiative presently.

Dr. Evans: I'll respond. It is alive and well. There are people here already in the so-called academy. I really would like to know the name of the principal that you talked with because they weren't listening on the day that I laid it out for them before school started. But it is happening and that is a part of it. One of the components that Dr.

Newell covered near the end of her presentation actually does include that even though you may not have seen it represented in the same way on that particular PowerPoint. But we are doing that.

Comm. Irving: Dr. Evans, with all due respect, your well intentions and your well wishes don't always get carried through or articulated as they move down the line. I'll certainly share the information, but I've seen it firsthand where you have an intention and it just plays out different because it just works its way down the chain. But with that said, I'd like to see some type of report by the next Board meeting of exactly how many teachers we have in the Teacher's Academy and/or principals in the Principal's Academy and where they came from. I'm not playing around with this. This is a serious initiative. This Board needs to know about it and I voted on it. People are going to hold me accountable for it whether it's working or not and I want to know from the beginning as opposed to going through the end of this year and us figuring out exactly where we go with this. I'd like to have that information preferably by the next Board meeting. Can we make that happen, Dr. Evans?

Dr. Evans: Yes.

Comm. Teague: Dr. Newell, I was trying to get some more information about the resume process and about how it's stored and so forth. If a person submits a resume now to this new system, what's the turnaround time? How long can they expect to hear something?

Dr. Newell: As soon as they upload and follow the steps they get an e-mail from the system. I can't tell you verbatim what it says, but it's something to the effect of, "Thank you for your interest in Paterson Public Schools." So they do get an e-mail. This system allows the principal to go in and review everybody's information. So they can actually go on as someone has updated. They can go on behind that and see someone's information.

Comm. Teague: What's the timeframe? How long would that take?

Dr. Newell: It's instantaneous. As they upload the information they get back...

Comm. Cleaves: He wants to know how long it takes the old way.

Comm. Teague: In other words, how long would it take for you to reach that person once they apply?

Dr. Newell: The old way?

Comm. Teague: No, with this new system.

Dr. Newell: It's up there immediately.

Comm. Irving: Dr. Newell, the question is if I applied to School 6, how long would it take if I applied tomorrow for the principal from School 6 to get back to me and say, "I'd like to call you in for an interview or I'd like to not have you for the job?" What's the timeline?

Dr. Newell: You wait for the posting to close. Postings are normally up for 10 days. After 10 days the principal should be reaching out. So you can have a principal who does it the day of the closing and one who does it the day after.

Comm. Irving: So it's really at the discretion of the principal to be the person who reaches out after the fact.

Dr. Newell: Yes. There was a lot of feedback from the principals that they wanted to be more involved in the process. So we have now given it to them.

Comm. Mendez: Dr. Newell, I would like to thank you for the presentation. It's a good presentation with a lot of information. I see that this plan involves the principal more and gives them more authority. Correct me if I'm wrong, the principal now has the authority to choose from teacher A instead of teacher B. Am I correct?

Dr. Newell: Do you mean the resumes? There are several steps.

Comm. Mendez: At the end of the evaluation if I'm the principal from School 5 and I want to choose teacher number one instead of teacher number two, I do have the authority regardless of the evaluation?

Dr. Evans: I think we're talking two different processes here, if I understand what the Commissioner is asking. It sounds as if you're dealing with a situation that might involve an individual who wants to transfer or has been RIF'd, as opposed to a new hire. New hires go through this process. Principals pull the applications down, review them, conduct interviews with their staffs and with other representatives, and determine who they want to hire. That's one process. If an individual is transferring from another school or we find ourselves in a situation where we have to reduce force, then we end up with a pool of individuals and the rating you mentioned may result from experience levels of teachers. They've been around 10 years versus eight years so you may have a group that's ranked based on that. You used numbers a minute ago and that's what caught my attention. That's a very different process that actually is driven in large measure by collective bargaining agreements in terms of how RIF'd teachers are placed. But voluntary transfers are a different scenario altogether. That was covered in the presentation that Dr. Newell did. So the question is, am I accurate in assuming you're referring to perhaps a RIF situation?

Comm. Mendez: I'm talking about a RIF situation or when we have a pool of different individuals and the principal has the authority to choose teacher B instead of teacher A.

Dr. Newell: I now have a vacancy and there are individuals who need a placement.

Comm. Mendez: Right.

Dr. Newell: The assistant superintendent, along with the principal, has an opportunity to go through the different resumes. Say you have three teachers and you only need two, one has to be moved someplace else. What we do in HRS is we actually bring the folder and we go into our system with the assistant superintendent and the principal for these different individuals. So you have a vacancy and they get to go through and almost do an audit to see what it is that these individuals have.

Comm. Mendez: I would like to know a little bit more detail about what kind of plan we will implement to have better customer service here at Delaware Avenue when it comes to your department.

Dr. Newell: We have been pushing a lot more on-phone time. I still get feedback that individuals will call and can't get through. So we have been pushing for individuals to

really be available to be on the phone. That has been a process that phones ring and we are really working with staff to say if the phones ring you have to pick it up. And I can tell you that there has been more response. It has been more responsive. For that individual who is frustrated they may not think that it has and we need to make sure that we do have excellent customer service, but we do have an improvement. But we know that we also need to make more - absolutely.

Comm. Mendez: Thank you.

Comm. Kerr: I just want to follow up on that. Dr. Newell, initially when an application is made for a particular job that has been posted in the district you said the system automatically triggers a response to the applicant stating that we have received your application. After the 10 days and the posting has been closed, if 15 individuals apply for the position and you have selected say two finalists, do you again send out a second response to the 13 indicating to them that they were not selected?

Dr. Newell: We don't from HRS. No.

Comm. Kerr: Should that be a part of the system? Because I've heard a lot of people say they've not heard anything and no response.

Comm. Irving: Dr. Newell, that's not a standard practice for the district?

Dr. Newell: Yes. When we used to have the system come to us and we send out, the principals would go through and they would either write a letter or send an e-mail. We would not send out something to say principal 'x' is not necessarily going to hire you. For example, when we have a general education position and there are 200 applicants and they only choose five to look at we would not turn around and send out 195 letters just saying thanks, but no thanks.

Comm. Irving: I have applied for faculty positions before and I normally I get responses. I used to get a letter that says you received them, but then if I wasn't selected in the round for an interview I got an e-mail that says, "Thank you for your application. You have not been..." I think that would also alleviate for folks who have made calls to the Board members. Clearly we're going to know that the position number has closed once you do the new hire. So in my opinion the new hire should then trigger the rest of the applications that have come to fruition to kick back a "thank you for coming, but we didn't accept you."

Comm. Simmons: Along those lines, if there is no letter that is sent saying that they weren't considered for a position, are those applications then kept for future positions? Are they still accessible by principals to look at for future positions?

Dr. Newell: Yes. There's also a feature on there for unsolicited resumes. So if I say I want to work in Paterson and there's no posting up there now but I am a science teacher, even though there's no science vacancy at the moment I can still submit my information. The principals have been trained that they should go in to the unsolicited and also into the area where their specific job posting is.

Comm. Irving: Very good. Thank you. Are there any further questions? Dr. Newell, in a few months you can just come back to us and just let us know if the suggestions and recommendations we made have made any headway. I certainly would appreciate it and I'm sure the Board would as well. Thank you.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have one item that I'd like to comment on. On Saturday, September 29, 2012 Irene Sterling of the Paterson Education Fund released a statement entitled "Reduce Suspensions to Improve Achievement and Graduation Rates." Maybe all of you saw the publication and it was on a letterhead from the Paterson Education Fund. The paper highlights a number of items. It notes the impact on how the use of out-of-school suspensions harms our children. It comments that this is a national problem and it is, meaning it exists across the nation in school districts. It's not just a problem in Paterson. Throughout the country poor and children of color are disproportionately harmed by out-of-school suspensions that limit their learning and reduce their commitment to lifelong learning resulting in dropouts and a life of dependency. That's also noted in this particular paper. It also notes that if we all get all of our children to read by grade three, for that to happen they need to be in school. I wanted to acknowledge this particular paper and note that it is something that I embrace and that I support. Indeed, establishing and maintaining healthy school cultures is one of our major goals. All of you are very much aware of the Paterson Effective Schools Initiative, which is the primary vehicle that we're implementing across our district to make sure that we have healthy school cultures and a healthy district office culture as well representing our district. I concur with the PEF's paper on this matter. Out-of-school suspensions are an item that requires immediate and highly impactful action. Our students cannot learn if they are not here. If they are not sitting in our classrooms they can't learn what our teachers are teaching. Needless to say, if you add to that an additional component, and we do have a plan in place that was recently completed to address this issue, out-of-school suspensions contribute to our absentee rate as well. I will also remind everyone that the district recently developed and is beginning implementation of a very comprehensive attendance initiative to get at the matter of attendance. From my vantage point these two go hand-in-hand. Indeed, addressing suspension issue is an essential strategy for improving student attendance. While I cannot allow students who are disruptive in our classrooms to remain in classrooms and disrupt teaching and learning, we can do something to significantly impact on their attendance. We can create alternatives for addressing the problem. There are ways of addressing discipline problems in a way that gets them out of the class or in some cases maybe keep them in class. But if they're creating an unsafe situation or taking away from learning then we may need to remove them from class temporarily, but not necessarily suspend them. In-school-suspension programs are good for that and there are other alternatives as well. In the coming days we will be convening, my staff will, and developing some strategies to be able to address that. Indeed, I'd like to engage the larger community in this effort as well starting with PEF and others since they've expressed an interest in this area. Actually, my plan is by the next meeting, which is two weeks from now, to report to the Board where we are in the development of a plan. By that time I hope to have a draft and begin to get input to help to institutionalize actions that we're taking to address this particular problem. That's my report.

Comm. Hodges: Dr. Evans, will your report contain some actual numbers in terms of the number of students that have received in-school suspensions?

Dr. Evans: Yes. I've already requested that data.

Comm. Hodges: So have we, but we've been unable to obtain it. That's why I'm asking.

Dr. Evans: My report will include that data.

Comm. Irving: Can you also make sure it's delineated between the k-12 and the high school. There has been a lot of anecdotal conversation about the rates of the k-12 population versus the high school population. We can talk about it then.

Dr. Evans: Sure.

PUBLIC COMMENTS

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

Ms. Linda Reid: Good evening Commissioners and Dr. Evans. It was wonderful to hear you speak about the letter that Irene wrote and just know that PEOC was a part of that rally that we had on Saturday and it's a part of that strategy. It is a nationwide problem and we need to find solutions not suspensions. On that note, the folders that you are getting now are the second part of the Breakfast After the Bell Campaign that we are currently continuing doing. This is the updated data from ACNJ who had their conference on Tuesday which we attended. Commissioner Cerf made a comment that was not pleasing in my ears. He mentioned that Newark was putting other districts to shame because they are doing 100% Breakfast After the Bell. The data is still astounding, but I do want to commend Dr. Evans for the initiative of the first school. I understand it started with School 8. I heard it was successful. I was a little disappointed that as a committee that has been spearheading this campaign that we were not invited to go and see the first rollout of how it's going to work, but that's okay. I will get there on my own. I just want to say that if we can do it at School 8 we should be able to do it district-wide. The data is there. Every excuse has been nailed to the cross as to why this cannot happen. I just want to say that we should be able to move Paterson from the 14th from the bottom of underachievers to at least the top 10 of achievers of districts that are doing this nationwide. I also want to congratulate Community Charter School for being number one in the top 20 districts that are providing breakfast to their students and being called champions for breakfast. I would like to see that district-wide. Whatever we can do as parents to help drive this agenda we're going to continue to come to this mike and just make it known that this is something that needs to be done. Not only will it help with the children learning, but I think it will also help with the suspension and the absenteeism because it all plays a part, it all ties together. Once again, I want to thank you for moving the agenda forward and the initiative of supplying breakfast at School 8.

Comm. Irving: Thank you, Ms. Reid, and thanks to PEOC for continuing to do what you all have done at least since I have been on the Board.

Ms. Margaret Padilla: Thank you for considering the new thing about suspension. That was what I was going to talk about. I hope to find out what's going on. Thank you.

Comm. Irving: We'll have a report for you at least at the next Board meeting. Dr. Evans expressed that as well.

Ms. Magda Ludena: Good evening, Dr. Evans, Commissioners, and the public present. I have a question. I heard the lady who made this position before. Hiring teachers has different steps. We start with an application. At HARP Academy Ms. Grassi told me and all the teachers that Ms. Rodriguez is coming back to the school. She resigned in 2010 and the teacher is going to the school telling the students that she's going to come back to the school. She didn't interview any teacher. She didn't receive any

application. At least the posting of that vacancy is not public. How is she going to hire if the Board of Education has steps to follow?

Dr. Evans: You're getting into a personnel matter and hiring procedure. If someone is violating procedure we need to know that. But the venue for doing that is to meet first with Dr. Newell and her staff and if I need to get involved then I can be pulled into it. So I would ask Dr. Newell if you would get contact information and follow up and then report back in terms of the outcome.

Comm. Irving: Ms. Ludena, just speak with Dr. Newell and let her know the information.

Ms. Ludena: Maybe it's in the autonomy of the principals. I don't know.

Comm. Irving: Which is why if you share with Dr. Newell she can have the information and we'll be able to follow up with you.

Ms. Ludena: Just yesterday the teacher was in the school talking to the students that she's coming back.

Dr. Evans: Again, we're getting into a discussion we should not be having in public.

Ms. Ludena: Thank you so much.

Comm. Irving: Dr. Newell will sit and chat with you. Thank you.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated September 27, 2012 in the grand sum of \$7,180,338.80 starting with vendor number 515 and ending with vendor number 3799162 to be approved for payment; and

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

Grand Sum: \$7,180,338.80

It was moved by Comm. Simmons, seconded by Comm. Mendez that Resolution No. 1 be adopted. On roll call all members voted as follows:

Comm. Cleaves: Yes, excluding anything with my name.

Comm. Guzman: Yes, and I abstain on myself.

Comm. Hodges: I abstain on anything regarding myself.

Comm. Kerr: Yes, with the exception of anything that has to do with me.

Comm. Martinez: Yes, and I abstain from anything pertaining to myself.

Comm. Mendez: Yes, and I'm abstaining from anything regarding me.

Comm. Simmons: Yes, and I abstain from myself.

Comm. Teague: Yes, and I abstain from anything that involves me.

Comm. Irving: Yes, and I abstain from anything involving myself.

The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Irving: Unfortunately, I've been out of town for the last seven days and with the passing of Ms. Harris and her funeral being Monday, Comm. Cleaves and I spoke and thought that it would be appropriate to hold off committee meetings to allow Board members the opportunity to go to the funeral. Curriculum is going to have our curriculum meeting next week on Tuesday. I already spoke with Joanne. In the interest of trying to get through this and getting everyone's questions asked, if there are members of the curriculum committee that have questions if you could hold on to those until Tuesday that would be great. It will allow the other Board members the opportunity to ask their questions. We can ask our questions next week Tuesday. If other Board members have questions, I'd rather entertain those now and maybe our questions can be answered by the folks who are here. But if we need to do follow-up we'll do so. With that said, if there are curriculum committee members who have individual questions and action items tonight before we leave please let Joanne know. I just gave her my list of folks I want to see. It will just make inviting folks to the meeting much easier and much better. Sound good? Tonight we have A-1 through A-37. I'm going to open up the floor for questions.

Ms. Joanne Riviello: I just wanted to tell you that with the exception of Ms. Quince most of the people in terms of the questions you specifically circled are here this evening.

Comm. Irving: Any questions on A-1 through A-37?

Comm. Hodges: I have several questions on A-1. What is SPDC?

Ms. Lori Kelly: I'm Lori Kelly, Director of Professional Development. How are you tonight? It's the School Professional Development Committee.

Comm. Hodges: How will you know when 100% of the teachers are appropriately trained before the students take the standardized test?

Ms. Kelly: I'm sorry. I didn't hear you.

Comm. Hodges: How will you know that 100% of the teachers are appropriately trained before the students take the standardized test? Because then you no longer know.

Ms. Kelly: I'm wondering what you're referring to.

Comm. Hodges: In A-1 essentially it states in this mishmash that one of the ways you're going to evaluate the success is to test the students. But my question is if a student is not felling well that day or didn't do any homework then that does not really tell you whether the teacher has appropriately taught the material. So the question is how are you going to make sure that the teachers have been developed appropriately before they get into the classroom? After they've left your professional development, how will you be able to say we've trained them appropriately and they can handle the material?

Ms. Kelly: There are actually two ways that the district has in place. One is the walk-through data that we have. The principals and the administrators in the school have an opportunity through the use of the McKrell I-Pad program to walk through the school and see whether or not the appropriate professional development strategies are in place. The school itself did the professional development plan at the school level. They submitted the plans to the district. The district went through all of the school plans and designed and developed the district professional development plan based on that. So a lot of the information we get as far as the data as to whether or not the implementation of the strategies that we gave the teachers is recognized through the walk-through data that the principal and the administrators do. That's one way. We also have the evaluation piece after the teachers leave the professional development session. One of the pieces on the evaluation form is how will you use this in your classroom. So we do ask them to reflect on that, but probably the most dynamic piece would be the walk-through data.

Comm. Hodges: Is there some sort of assessment vehicle after the training has taken place?

Ms. Kelly: Assessment vehicle for the children?

Comm. Hodges: For the teachers.

Ms. Kelly: Not necessarily. There is nothing in place that would assess other than the administrator in the building during the walk-through and determining whether or not the strategy was in place.

Comm. Hodges: That's a concern to me. It states that through the APQC you're going to be working on policies. That's a statement in there, among other things.

Dr. Evans: Probably professional development policies.

Comm. Hodges: Okay. So that doesn't necessarily have to come through the Board.

Dr. Evans: Policies, yes.

Comm. Hodges: So my question then is which policies were those and what would be the Board's involvement in those?

Dr. Evans: First of all, I'm not sure what you're reading. APQC needs to come and gauge staff in the review of processes and procedures for professional development, among other things, and then the policies that might need to be addressed will evolve from that. I couldn't tell you today what's going to evolve from that work.

Comm. Hodges: This is one of my major frustrations. There is no firm page number on any of these that I can actually refer you to unless you actually count them.

Ms. Kelly: That's a point well taken. I will make sure the next time I have the page numbers.

Comm. Hodges: That's throughout the entire thing. I wanted to point that out to you. The simple question was, do you have policies that are being looked at and is the policy committee being engaged? Right now you're saying no. Okay. Has the curriculum committee reviewed the focal point curriculum maps? I guess the answer is no. Critical thinking was mentioned as something that you're going after in some of these approaches. Where in all of this is that being addressed?

Dr. Evans: In the professional development?

Comm. Hodges: Right.

Ms. Kelly: I can speak to that. When you talk about 21st Century skills critical thinking is probably the first thing that they talk about. In terms of the implementation or the rollout of the Common Core, it speaks to 21st Century skills and especially speaks to critical thinking skills.

Comm. Hodges: Yes, but I want to know exactly what we're doing. The fact that they're there listed as being part of the curriculum doesn't mean it's being taught and being addressed, particularly since that seems to be a major issue that we have here in this district. So what I'm trying to find out is what in particular is being done to address what is obviously a major weakness in our school district in our teaching approaches.

Ms. Kelly: I absolutely agree and if you tell me where in this document you read that I can speak to exactly what you're talking about. I absolutely agree that the district is in need of critical thinking training for teachers so that students can acquire that skill. But until you tell me where it is in the document that's when I can tell you what I meant by that.

Comm. Hodges: I have to go through and mark this up. I had done it in the past, but I'll mark this up. It's actually mentioned in more than one place in this document.

Comm. Irving: Just so you know, I'm going to ask Ms. Kelly to come to the meeting on Tuesday. So if you want to join us once you mark that up...

Comm. Hodges: I can't do that.

Comm. Irving: Why not?

Comm. Hodges: Because you have four members.

Comm. Irving: That's true. Just submit whatever information you need and we will try to get that answer to you. Or if not, we'll just have the clarification.

Comm. Hodges: I'll submit that question to you as a concern. I am trying to rush. Critical thinking does occur here in several places and that is an enormous problem in this district as has been demonstrated by some of our test scores and the particular strands where we seem to struggle. So that's why I'm asking and I'm trying to find out what in particular is being done to address it.

Dr. Evans: Critical thinking is represented prominently in the new Common Core standards. The curricula that have been developed by us in math and we're working on English language arts – and meanwhile we're using the state model curriculum for English language arts – includes a heavy focus on critical thinking. An example of how this is playing itself out in our schools can best be illustrated through the work of the Institute for Learning out of the University of Pittsburgh. We just engaged the Department of Education in an extensive discussion with the IFL folk and our staff. It was a three-way conversation on how the units of study that have been developed and our teachers are being professionally developed in, how critical thinking is represented in it, and it is prominently represented in it. So they are embedding in their professional development with our teachers how to deliver a rigorous curriculum. One of the rigorous components is critical thinking. We can give you that material and you can see the curriculum, where rigor is represented, how they are actually delivering it to the teachers. Then the teachers are supposed to be delivering the curriculum that way following their model. But the IFL folk as well as others are in the classrooms observing to see if teachers are doing it and then giving them examples and modeling it. That's how it's playing itself out. So the starting point for the extended answer to this question is for me to provide you the packet of information that was the focus of the discussion that we had yesterday, including the IFL folk, the Department of Education, and our staff. It really does answer your question very directly.

Comm. Hodges: I'd definitely appreciate that. I'm not quite sure what A-2 is about.

Dr. Evans: Which one?

Comm. Hodges: Renaissance Learning.

Dr. Evans: Renaissance Learning administers STAR assessment. If I remember, we had two different activities going on this year and then we were cleaning up some work that they just did for us this summer. I need to read through it and determine which one it is.

Ms. Williams: This was eight additional schools.

Dr. Evans: That's this year, adding the new schools this year.

Comm. Hodges: If you read the 'whereas' you might want to change the wording substantially because it really doesn't get at what you're trying to say. I'm not going to dwell on it, but this is kind of confusing. It certainly was to me. On A-9, how was this supposed to work?

Comm. Irving: That's the mentoring program, right?

Comm. Hodges: Yes.

Comm. Irving: That's one of my questions.

Ms. Riviello: Dr. Evans, that's the one you put on.

Dr. Evans: I did? Ultimate Education Solutions, oh it's School 6. Now I do remember.

Comm. Irving: I hope so.

Dr. Evans: We have a number of partners in School 6 helping to professionally develop our teachers. I'd have to go back through my notes, but this was a mentoring program that one of the people on the advisory group suggested and we looked at it and thought it was good. But it's a mentoring program for the students.

Comm. Hodges: I know it's a mentoring program, but exactly what are the details? What are they going to be doing for all this money? What's the structure? What are they trying to teach? What are they offering? Who's doing it?

Dr. Evans: We'll need to get the people involved, probably Dr. Fulmore, to come in to review that one with you.

Comm. Irving: They've been invited to the curriculum committee as well. Hopefully, what we'll at least be able to do is have those answers given and then when the report is done to give it to Dr. Hodges so those questions can be answered and he'll have clarification before the Board meeting.

Comm. Hodges: On A-10, again critical thinking was the issue. I'll refer that to you as well for the curriculum committee. That's A-10. What constitutes civics on A-11? This is an extremely important question to me because I'm uncertain as to what we do to teach civics in this school district.

Mr. Nick Vancheri: Good evening everybody, Nick Vancheri, Social Studies Supervisor. I'll address the civics question first. Paterson is one of the rare districts that actually offer civics as a yearly course. So in eighth grade, for instance, when the students are taking their social studies required course they're taking civics and economics class. In terms of the course of the regular offerings k-7 and at the high school level the new social studies standards have civics, geography etc. tied into the scope of American History and World History. So we have a separate entity that's offered. At some of the high schools previously we've offered civics as a high school elective and it's intertwined into the social studies course at the k-12 level. So, for example, if you're in an American I or American II course, it's a primary element of the course. So in all eight grades it's civics and economics they're taught.

Comm. Hodges: What kinds of things are being taught in civics at the eighth grade level?

Mr. Vancheri: Right now at the beginning of the school year the first month along with tying in beautifully with the presidential elections and all other local elections that are going on they'll start out with the branches of government and they'll even go far back by saying what are the actual responsibilities of a citizen, whether it's voting, good decision-making, etc. So that goes all the way at the end of the year to analyzing the different democratic republics throughout history. So it breaks on from basic human responsibilities to things throughout history.

Comm. Hodges: Okay. I'll just leave it there. On A-12, what does cross-walking the curriculum mean?

Ms. Riviello: The curriculum itself is an introduction to marketing and marketing applications, and then the college level course would be Marketing Management 101. From my understanding, and please feel free to jump, Middlesex Community College will be working with the representatives from the BTMF Academy as well as our people at the district level to develop those courses. The students will attend the career college fair to become familiar with the marketing careers that are in there. Middlesex also has

a partnership of their own with Wharton Business School, so they've also extended that opportunity to our students as well through that partnership.

Comm. Hodges: My question was simply, what does cross-walking the curriculum mean?

Ms. Riviello: In terms of the curriculum that was in place with regard to these academies initially the curriculum for these three courses is a curriculum that, as I'm familiar, Middlesex Community College has put in place. So they're going to cross-walk what was written when the academies came into existence and what they had in place for marketing with the new criteria that Middlesex Community College has. They're going to cross-walk the two.

Comm. Hodges: You mean blend it?

Ms. Riviello: Yes, blend it and develop the curriculum.

Mr. Kyle Bronson: I'm Kyle Bronson, Director of the School of Business, Technology, Marketing & Finance. What is actually taking place is the marketing teachers at JFK/BTMF have collaborated with the directors at Middlesex County College and merged our curriculums, which were actually kind of reflective of one another already. They've essentially rewritten the curriculum and are now in Phase I of this program, the introduction of marketing course. Phase II would take place next year with our sophomore students going into Marketing I and then in their junior year moving into Marketing II. But they would rewrite the curriculum for Marketing I this coming school year. It would be rewritten and then Marketing I would be merged with the Middlesex County curriculum next school year to those students who are currently sophomores and next year would be juniors.

Comm. Hodges: Is this a two-year or four-year college?

Mr. Bronson: Middlesex County College is a two-year college.

Comm. Hodges: Will these credits for the one course be transferrable to anywhere else?

Mr. Bronson: Are you referring to the credits that the students receive at the high school level?

Comm. Hodges: No. There's going to be one course that they were supposed to receive college credit for. Will that be transferrable anywhere else?

Mr. Bronson: Right. That would probably be the structured leadership experience, which would transfer to a two-year or four-year institution of their choice upon graduation.

Comm. Hodges: Okay. So it's written in a way that people can get credit for it to go to Rutgers?

Mr. Bronson: Absolutely, as long as the institution they're moving into is willing to accept the credit.

Comm. Hodges: That is the question.

Mr. Bronson: It's at the discretion of the university or institution they want to transfer into.

Comm. Hodges: What constitutes an extended learning opportunity at this program?

Mr. Bronson: The students would be essentially in a cooperative educational program or opportunity where they would actually get experience in the marketing field in a business or program that the teachers would find and place that student in.

Comm. Hodges: Okay. Thank you very much. I'm in the home stretch. On A-13, is this the program in Newark or Lyndhurst?

Ms. Riviello: I think I wrote that down here.

Comm. Hodges: There's an environment program. There's one in Newark.

Ms. Riviello: Lyndhurst, yes.

Comm. Hodges: Where's Lyndhurst?

Ms. Riviello: Lyndhurst is right down Route 3 right near the Meadowlands in East Rutherford.

Comm. Hodges: This is different. What constitutes an extended learning...

Ms. Riviello: It offers hands-on educational programs that center on the topics. The learning activities include field experiences in life and physical science, the use of the technology, the lab equipment, the facilities, and experiences of that nature. From what I understand from our science people some of it includes scientific testing in terms of the environment. It could be testing water. It could be looking at insects that thrive in water under certain conditions and those kinds of things. It's examining those insects under a microscope and things of that nature.

Comm. Hodges: Okay. A-14 is one I'm really having trouble with, particularly at the high school level. I'm trying to understand what the value to that is for a high school student.

Ms. Riviello: It's only k-2.

Comm. Hodges: A-14?

Ms. Riviello: A-14 is k-2.

Comm. Hodges: My mistake. That makes sense then. I transposed the two. Never mind. On A-15, I actually love part of this idea, coming in to do research. However, the item that was talked about they're bringing in a professor-in-residence to actually conduct the research in the preschool area. There are some built-in biases that occur. What they want to do is ask preschool students which doll do you like, the dark-skinned doll, the light-skinned doll, or a doll that has Asian features. They want the child to say which one they want to play with and which one they like. The question is will they take the race of the teacher into account.

Ms. Riviello: I'm not certain of that one. I will definitely look into it and try to find you a response. I'm not familiar with that.

Comm. Hodges: Because what does tend to happen...

Ms. Riviello: A-15 is City Green. A-17 has been pulled.

Comm. Hodges: The number is wrong. It was pulled? Why was it pulled?

Comm. Irving: Probably for all the reasons you're asking.

Comm. Hodges: The other issue is there were some things in that. They went and checked the students to see when students wrote and they structured their classes based on changes. I thought that was excellent and needs to be looked at thoroughly because if they were able to find a period of the day when students were more likely to write than others and then they just enhance that so the students wrote more frequently all the time I think that we should be doing some things like that to change how we approach getting students to write in the preschool level. That's why I was very excited. I'm sorry you pulled that one. If we did that on a regular basis and if teachers began to go in and take a look at those, it's a way to enhance... I won't belabor the point, but you understand what I'm trying to say. Lastly, A-18, other than the services that these students are receiving now, how is the school benefitting from the professor-in-residence?

Ms. Riviello: I don't believe Dr. Cardillo has the pages numbered. But I will tell you the page that has the parent participation and the family math, the page right after that has her test scores with regard to the comparison of 2011-2012. Her fifth grade in language arts went up 15.4%, her sixth grade went up 7.9%, her eighth grade in language arts went up 6.8%, and then in mathematics grade five 9.0%, in grade six 4.5%, and in grade seven 4.2%.

Comm. Hodges: Is that just from the professor-in-residence?

Ms. Riviello: Her professor-in-residence does work closely. They work with that family math night. They work with the students in different projects that the students are involved in. As she stated at the Board meetings several times, when the World Language teachers were RIF'd, her professor-in-residence worked with her to build a World Language program that the professor-in-residence helped to initiate. She has an Italian program and her professor-in-residence had been at one time in her career a foreign language teacher teaching Italian. So she's partnered with her in that way as well as partnered with the college. So she is seeing growth. She's partnered with William Paterson on another grant as has School 2. It's working around the Falls and it's a STEM component for math, art and science. So I would say yes. In terms of the growth that she's seen, is it directly responsible? No. It's a partner in the work that she's done as the building leader and the training that has been provided to her staff.

Comm. Hodges: How exactly are we going to be able to capture some of those best practices is what I'm really concerned about, in order to turnkey them to the rest of the district? If that relationship is that powerful, and I have to take your word for it, then how do we use that to go other places and other schools, like our schools that are high-priority schools? What do we do to get those practices into those other buildings?

Ms. Riviello: I think if we're talking about professor-in-residence, certainly most of them come from William Paterson University. In the schools that have used those professors-in-residence and have had success, we need to ensure that if one of our underperforming schools, whether it's priority or focus, is going to invest their money in

a professor-in-residence we need to look at what their needs are and ensure that the college, which has been an outstanding partner in my opinion, if the principal is doing their due diligence in terms of what their needs are, William Paterson has been working very closely with them to provide that. If it's a new principal or a fairly new principal in one of those schools that are priority or focus, then certainly curriculum and instruction can help support that if that's how they're going to use their money. Mr. Vancheri does work closely with Dr. Cardillo, so he can share some other information.

Mr. Vancheri: In terms of how what School 7 did affected the rest of the district, that world area studies course developed out of Italian being offered at School 7 is actually available as an approved course for all schools at the middle school level to offer at grades 5, 6, 7, and 8 almost as an elective if the principal is able to fit it into their schedules. Again, School 7 used it because it was the ability of the professor-in-residence to teach Italian. But if there is a school in the district that really wants to concentrate on a large population in their community whatever particular area that they would like to study, if they are able to fit that course in, that can be offered at that school. So that's how it built from just one school using it for Italian to multiple options at whatever sites we have.

Comm. Hodges: My concern was you're giving me dramatic improvements and we have some schools that don't have those kinds of dramatic improvements. So what I'm saying is if this professor-in-residence is that remarkable and if we are to believe that most of these changes are due to these individuals then the schools that are having the most trouble should get that kind of attention, it would seem to me. Or we need some way to capture all that expertise and make sure those other students who are struggling get the opportunity to avail themselves of that. I'll leave that alone. On A-19, there is a session here. Will that be taped? There's going to be some sort of presentation given.

Ms. Riviello: I just wanted to see if the person who has A-19 is here. They are, so I'd rather have them come up to speak to that.

Ms. Vivian Gaines: Good evening.

Comm. Hodges: That session that is going to occur, there is going to be a presentation. Will the Dell training be taped?

Ms. Gaines: No, it will not be.

Comm. Hodges: They won't let you tape it? We didn't ask them or they won't allow us to do it?

Ms. Gaines: I did not ask that question. I assumed it would be regular professional development. We normally do not tape professional development.

Comm. Hodges: That's too bad.

Ms. Gaines: It is not to get certified. It is just to build capacity.

Comm. Hodges: That's right, which would be good to maintain that information some place. Can we have a list of all of the contracts that we have with universities? We've not received that yet.

Dr. Evans: We have it. We compiled it. I thought we gave it to you. That's our fault.

Comm. Hodges: No, we have not received that yet. It would be of interest to see what the variety is. Lastly, on A-21, on the CREEHS program, we don't have people who can do this work?

Comm. Irving: That was my question.

Dr. Evans: The answer is not in the way that I want it done. This is an outgrowth of the evaluation of special education programs that we commissioned. There is a particular model that I gave to Ms. Peron to use. It doesn't have to be exactly as the model is laid out, but it includes all of the essential elements and it requires a level of expertise as it relates to the continuum of services, the curriculum content, the processes and procedures, everything from beginning to end in relation to special education, including professional development. We still are in the process of re-staffing our special education unit here at the district office. But because of the level of sophistication that I wanted represented in that manual I actually advised Ms. Peron to get some assistance from one of the universities. Since Montclair actually did the evaluation and they knew it better than anyone they seemed like a good place to start. Ms. Peron may want to add to that.

Ms. Susana Peron: When we met with Montclair to discuss the findings and the recommendations, out of those recommendations we have to develop a procedural manual, not just for special education, but we want to include all our special programs. We want to include all the divisions that are in special programs and the work that goes into special education services, such as the INRS process, such as Section 504. So when we met with them our thinking behind this was that we collectively come together as a group. They are going to help us draft a manual. So we are bringing together special titles and staff members after work hours, not during the work day. We have too many things to do during the work day. We come together and they are going to facilitate these sessions with our staff members. They're going to conduct focus groups also to include all of the representative voices and all of the stakeholders that need to go into all of the procedures of special education services and special program department. So we do need the help. We do need the facilitation of an outside provider, which happens to be Montclair, who will include specialists in special education apart from the ones that we have and help us with law, code, procedural processes, and then the training and the professional development of it. So they're not just putting together this to type it. They're putting it together to bring code. They're bringing us together to talk about law, about what are the best practices that they can conduct and collect. As Dr. Evans said, we have a model that we want to achieve and they're bringing it together to draft it together with the department of guidance, department of special services, principals, teachers, parents, and other administrators in the district.

Comm. Irving: Just a reminder, for curriculum committee members if you can just let Joanne know tonight which questions you have questions for so we can actually have those people there it would be great. Case in point, I have not seen the action items because I haven't been in town for the last week. So I felt very unprepared to even ask some of the questions. Joanne, I appreciate you inviting folks, but I'm just not in the position personally to ask those questions. I certainly want to talk a little more about the professional development plan. Dr. Hodges kind of opened the door, but I think as a committee we need to talk about it more substantially. I do have some concerns especially when it came to QSAC as well.

Comm. Hodges: Have we started the review of the cycle yet in curriculum?

Comm. Irving: No, we have not started the new cycle.

Comm. Hodges: I'd just remind you that this has some significant QSAC implications. I don't know whether it's in curriculum or Board governance. It's one of the two.

Comm. Irving: Joanne?

Ms. Riviello: There's nothing in curriculum that is up as of yet in that five-year cycle. We did review it and I did everything with Annalesa since she was the Executive Director for C&I before I took over. Of course, language arts and math because of Common Core are brand new. So it's a first cycle just because they're brand new curriculums.

Comm. Hodges: They still have to be reviewed. That's the point.

Ms. Riviello: Yes.

Comm. Hodges: So the curriculum committee at least has to be able to say it has reviewed it in order to get credit.

Ms. Riviello: Yes.

Comm. Irving: The QSAC committee reviewed it. It was done through QSAC. If you'd like, the curriculum committee can certainly bring it up.

Comm. Hodges: No. That's fine. As long as you say you reviewed it.

Comm. Irving: I don't know what else to tell you. It was.

Comm. Kerr: If that's acceptable, then it's fine.

Comm. Hodges: As long as you can sign it off.

Fiscal

Comm. Kerr: We did not meet as scheduled so I'm just going to go right into it. If there are any questions on the fiscal resolutions, the floor is now open.

Comm. Irving: I just have a question on C-10 to C-15. These are all the contracts that we're awarding for bus services. Do we typically award these contracts two months into the school year? Clearly, the services are being provided. My question is, are these folks operating under a handshake agreement, a good faith agreement? Or are these contracts already in effect and we're getting them retroactively?

Dr. Evans: Some of both.

Comm. Irving: We're talking about in excess of almost \$11 million that's coming to us. I'm just trying to get a handle. These services are already being provided.

Ms. Daisy Ayala: C-10 has to do with the old vehicles that were auctioned.

Comm. Irving: I'm sorry. I mean C-11 to C-15.

Ms. Ayala: I'd have to look at the contract because we had various stuff going on at the beginning of the year. We had contracts which we had to modify. We had to stop doing the contract in order to get our students on the bus. So a lot of things went into play. In order to be more accurate in my response I'd like to respond tomorrow when I can give you the information contract by contract.

Comm. Irving: I think that's important. In addition to that, if you can just clarify is this standard practice. I just don't remember receiving bus contracts in the last two years I've been here this late in the school year and not receiving one, two, three, four, five...

Dr. Evans: I can respond to that.

Ms. Ayala: We also had overflow, which we had to get last minute busing.

Comm. Irving: I feel you, but five contracts? That might be one.

Dr. Evans: Part of it had to do with the timing of the movement of many of our classes. Let me digress and I'll be brief. One of the changes we made this summer was the relocation of many of our special needs students who were in special classes to schools closer to their homes, to schools in their neighborhoods. That activity took place over the summer and didn't come to fruition until August. As a result, the transportation needs weren't really clear until August. That means obviously then bus routes had to be bid and a number of things needed to happen and did not happen and could not happen before the August workshop and Board meetings. In the meantime, we did proceed and yet you're right. Kids are being transported. But this was the first opportunity after getting those things in place to get it on a Board agenda and get it to the Board. This is not the norm and you're absolutely right about that. It occurs much sooner than that typically because we don't have the kind of movement that we had this summer.

Comm. Irving: Dr. Evans, I certainly concur, but I'd be very interested to see from Ms. Peron how many of those kids we're talking about. That's a plausible answer if the volume justifies the explanation you just gave. With all due respect, I just don't feel comfortable with that explanation, not having those numbers. So Ms. Peron, can we get the amount of students that were sent back from their prior school to either the sending school now or the school within the sending area? Can we see those numbers? Just for the record, if we can receive that information for the number of kids who were sent from their present school to their sending school or wherever they were reshuffled it would be very helpful just to understand this. I appreciate you acknowledging this is not the norm.

Dr. Evans: There's one additional piece of information that you would also need to get a complete picture. You will notice that all of the items mention in and out-of-district. I signed hundreds of agreements during the month of August simultaneous to this move for youngsters who already have placements out of the district. There may have been a change in that placement, but then once I sign then transportation has to be provided. So that's another element as well, out-of-district students.

Comm. Cleaves: I see that we provide busing for students in and out of district with special needs. But what about students who go out of district who do not have special needs? Do we provide busing for those students?

Dr. Evans: You correct me if I'm wrong, Ms. Ayala. Unless there's some very unique circumstance that resulted in that, and that's rare, parents do. There are also inter-

district agreements, and those are unique and rare, that also come into the category of transportation. If there's more that needs to be said, Ms. Ayala, please.

Ms. Ayala: You pretty much hit it on the nail. The only exception is the out-of-district that we do where we pay aid in lieu for students in the district that go to charter school or private school.

Comm. Cleaves: Say that one more time.

Ms. Ayala: The only exception that we do provide is aid in lieu. For out-of-district or non-public school we provide aid in lieu and that's by regulation.

Comm. Cleaves: So if they go to a public school we wouldn't pay, but if they went to a private...

Ms. Ayala: For a private school we only pay aid in lieu if they meet the criteria, which is two and a half miles.

Comm. Kerr: That means for the parents who can take the child but the district will refund for the cost of transportation.

Comm. Cleaves: So the parents can get refunded.

Comm. Kerr: Yes.

Comm. Cleaves: What is the process? How would they know that they can get refunded for transportation costs?

Ms. Ayala: They'd have to come in and provide all the information to the transportation department and then the determination would be made that they qualify for aid in lieu.

Ms. Pollak: Aid in lieu is a set amount. You don't bring in your receipts and you get paid. It's a set amount.

Ms. Ayala: It's by regulation that it's set. It's \$884 a year.

Ms. Pollak: I think that Ms. Ayala will give you the detail on when these contracts were signed, but I think we have to keep in mind that there's going to be a difference between when the contracts were signed and maybe because of the scheduling of the September meetings and getting on the workshop meeting and then to the regular public Board meeting when they actually go before the Board agenda. If you don't make the September, then you go to October.

Comm. Hodges: Dr. Evans, have we decreased the number of bus routes at Kennedy High School?

Dr. Evans: Yes. Actually, a number of our high school students are taking public transportation. There are some cases, particularly where to take public transportation requires changes because there are some bus routes where there's no direct route. You have to go to another location, change buses, and go. In those cases we have put on very recently buses. We've contracted with buses to pick these youngsters up and take them directly to school.

Comm. Hodges: I was simply mentioning that because I received some concerns from parents at Kennedy High School in particular. There seems to be a problem with the buses being filled. They have to walk either to Wayne Avenue. I don't know the details now.

Dr. Evans: Ms. Shafer and I met with that very group of parents. Some of them assemble here in the morning and the bus picks them up and takes them directly to Kennedy.

Comm. Hodges: Okay.

Comm. Mendez: My question is about C-4, approve acceptance of funds from the State of New Jersey for School 9 and New Roberto Clemente to participate in the Fresh Fruit and Vegetable program during the 2012-2013 school year in the amount of \$103,700. Were School 9 and New Roberto Clemente the only two schools that met the criteria from USDA to qualify for this program? Are there any other schools that applied? If School 9 and New Roberto Clemente were the only two schools that applied for this program, I would like to know that information.

Ms. Ayala: I don't have the information at hand, but I will get it from Dave Bucchholtz.

Comm. Mendez: Obesity is a problem in the district and a lot of the complaints that the parents have is that our kids are eating too much bread during lunch and too much pizza. I would like to know if there is any other school that met those criteria to qualify for the grant.

Dr. Evans: There was a selection process. There are several entities working in partnership with this program and actually we were approached by them to pilot the program. But there was a process and we need to get that information to you.

Comm. Mendez: Please. Thank you.

Comm. Irving: Daisy, this question is going back to the busing issue. It just came to mind. We don't do busing for magnet schools, right?

Ms. Ayala: I don't think we do. I'm not 100% sure.

Comm. Irving: I'm sure we don't, but my question is why. Magnet schools are public schools. Am I correct? Yet, we don't bus our kids to magnet schools. I didn't even know this up until maybe about a month ago that we don't bus children who go to magnet schools, but the magnet schools are public schools. They're not independent schools. I'm just trying to understand exactly how that policy came to be. That policy just makes no sense. If the schools are public they may have a magnet designation, but those parents and kids should be allowed the same opportunities that every other kid who goes to a public school does.

Dr. Evans: There are some students in magnet schools that are bused. In fact, the Gifted youngsters that we have at School 28 are being bused. I've been in other magnet schools in the morning when kids are coming in and some of them are coming in by yellow bus. It hadn't come up as an issue for me to probe to find out the difference, but you raise a good question.

Comm. Irving: I just wanted to make it clear that children in magnet schools can have the opportunity to be bused to their school if they live and fall within the requirements of the 2.5 mile radius.

Ms. Ayala: I will get you that information.

Comm. Irving: There are some parents who do not believe that is the case and they've come to me personally.

Ms. Ayala: That is the case. However, I will send you the regulation tomorrow.

Comm. Irving: I can't wait to share this information with some of our parents.

Comm. Hodges: Which schools are being designated as magnet schools?

Comm. Irving: That's the other question. I think one of them was up the hill. I'll get the information for you. I think NSW was one. The parent I spoke to was from Norman S. Weir. The only reason she even brought it up was because she said she had reached out to central transportation and she got that information.

Ms. Ayala: I did speak to a parent but they live like 1.1 mile away from the school. They definitely did not qualify.

Comm. Irving: I'll find out the information for you as well, Daisy. I just think that miscommunication is just really important to clarify. I wasn't sure and I didn't know.

Comm. Hodges: These are magnet? I know that the people want to go to certain schools and Norman S. Weir happens to be one of them, but is that designated as a magnet school?

Dr. Evans: I consider it a magnet school. That depends on how you define it.

Comm. Hodges: Then I need to know.

Dr. Evans: Any school that has a district-wide draw can be considered a magnet.

Comm. Hodges: There are a lot of schools that have district-wide draws. Very simply, give me a list of what you're calling magnet schools.

Dr. Evans: Sure.

Comm. Kerr: That's for another area. Dr. Evans, regarding C-11 through C-15, these contracts for transportation, are these contracts already consummated?

Dr. Evans: When you say consummated, I'm not sure what you mean.

Comm. Kerr: Are they in effect?

Dr. Evans: Yes, the buses are running and picking up kids.

Comm. Kerr: These were just presented. You have already signed off on these.

Dr. Evans: The option was to let kids stay home or parents take them.

Comm. Kerr: No, Dr. Evans, please. Let me just finish with what I have to say. It's about process. If you had to do that we could have called a special meeting or emergency meeting. Why were we not just told that C-11 through C-15 have already been signed off on because of the fact that it was an emergency situation? Don't put it on here and have us come in here gawking over this thing. We can do a much better job with this.

Dr. Evans: I concur. We can do a much better job with this.

Comm. Kerr: On C-7, why was this revision necessary?

Mr. Chris Sapara-Grant: Good evening, Commissioners. The original ABM contract ended at the end of the year. We bid out the contract. There were some issues with the original contract so it needed to be rebid. The period of rebid was going to go beyond the July 1 period. So we asked for an extension for three months so that the project could be rebid. To do that we were only allowed a certain amount of increase in the contract so the new contract actually started October 1. This was for the bridge between the original contract, which ended June 30, to the new contract that started October 1.

Comm. Kerr: Thank you, Mr. Sapara-Grant. Dr. Evans, the fact that these contracts have already been done I don't think it is right for the Board to be voting on them after the fact. So I would move that these be taken off the agenda and the Board is not saddled with voting on these contracts. If there are no more questions, that ends my report.

Facilities

Comm. Mendez: The facilities committee met on September 17. Presiding was myself and members present were Comm. Cleaves and Comm. Hodges. Absent was Comm. Teague. Staff present was Mr. Sapara-Grant. We discussed different issues and I would like to start with School 18. At School 18 they're requesting a playground or matching funds for a playground. Mr. Sapara-Grant will provide the administration with information on an organization that helps with funds. They're requesting a school sign on Second Avenue and E. 18th due to the speeding and reckless driving in that area. They're also requesting a replacement of a "Drug-Free" sign. The school had this sign in the past and it was vandalized. It's my understanding that we have to go through the city for that. Also, Comm. Cleaves commented on the condition of the floors at School 13. She related that the school was refinished, the nails were replaced, and now the floors are buckling in some areas. School 15 is requesting further discussion on issues for this school and I would like to share with my colleagues the information that I received today. I received a call about School 15 and the situation is that at night there are a lot of individuals that get into the playground and the school area to do all kinds of illegal things. In the morning the parents and the students they see condoms and all kinds of things on the floor. Immediately they contact Mr. Sapara-Grant and he informed me that School 15 will be closed and there will be a fence. I guess that will help to alleviate the situation. But also parents are afraid to go at night to School 15 to participate in the different programs because it's too dark around the area. The trees are too big and there is no light in the area. On back-to-school night only 50% of the parents attend. Last week there was a mother of a child that was mugged and assaulted on the corner of Oak and Pennington Streets. She was coming out of School 15. I believe something has to be done in the area. Besides the fence there has to be some light outside because that area is not easy. Also, at PANTHER Academy work with the elevator and the planetarium is in progress. At Eastside High School we had a

discussion about the metal detectors that were purchased for the school safety plan in the past and the district never installed them. We can't locate them. That has been under discussion. The next topic was School 25. We received a quote from the company that will be doing the repairs to the fence at School 25, but we're still waiting on the quote for the landscaping and the other repairs that are necessary to bring the school to a normal condition. Also, at School 6 the window contract has a new deadline. Most likely we'll start the work in January 2013. At Kennedy High School we also had a discussion regarding the bidding of the fence and this was a collective bid to the district. I expressed my discontent with the process because they didn't inform the Commissioners prior to approving and doing the work and because it was a collective bid it was not individual work. So I think that was a misunderstanding that if we present an individual project it will be more clarity in the future. At School 28 the ornamental fence is still in fabrication and at School 4 as well. At HARP Academy the school reconstruction of three rooms on the lower level and computer labs are complete. School 16 and Marshall/Hazel have not changed. At School 5 the infiltration repair is in progress. At Bauerle Field we're moving forward with the repair to the concession stand with a deadline towards the end of this year. At Hinchliffe Stadium the National Trust for Historic Preservation met on 9/27/12. Further discussion of this meeting and results needed. I'm going to read some information that is not on the report here. A steering committee made up of representatives of the following organization met again on September 27 – Paterson Public Schools administration, Board Commissioners, the City of Paterson, Friends of Hinchliffe Stadium, National Trust of Historic Preservation, and the National Park Service. The committee discussed the status on the existing structure and they also discussed a visitor from Erin Cole on the status of the stadium and field and the initial stabilization scope. We are planning to meet in the next month with the Mayor and the Superintendent to go on an action plan. After that there will be a presentation to the Board about Hinchliffe Stadium. At International High School the center stairway will be closed and the rest of the work is in progress. On the recycling program, we are hiring a new staff and there is a pilot program at Kennedy High School at this time. There's no change at this time with the solar energy. That concludes my report. Facilities have D-1 and D-2. Are there any questions?

Comm. Hodges: Dr. Evans, I would just caution you to be mindful of the fact that one of the concerns of the Historic Preservation was that our past opposition may continue to what they want to do with that and just what that means I don't know. At the meeting I attended I did ask would that constrain us the same way as a local designation and their reply to me was it doesn't have teeth, but the people locally would determine whether or not you are in fact complying with the designation. I don't quite know what that means, but that's something that needs to be monitored very carefully because this Board voted that we did not want a local historic designation because what that does is it ties your hands. For instance, say someone wanted to come in and offer you major league baseball. They would come in, give you some money, but you need to widen the stadium so that the lines comport with what baseball normally uses. That may be a problem because it then causes you to alter the stadium. Local designation would not allow you to do that. So the Friends of Hinchliffe Stadium aren't very happy with that position that we've taken and I don't know whether this historic designation is a back way to institute that. So please you have to be mindful of that. The other thing is did the elevator get repaired?

Dr. Evans: I was going to ask Mr. Sapara-Grant if he would come and address two of the items that Comm. Mendez mentioned. One is the situation at School 15 because I know that there is relief on the way in terms of fencing and security. Mr. Sapara-Grant is not responsible for security, but the fence he is. Then he can speak to the issue at PANTHER Academy.

Mr. Sapara-Grant: At PANTHER Academy the elevator has been fixed. It's shut down tonight. They are going to change the software tomorrow morning. The software is corrupted, but it actually works. That is the short answer. You can see me at the back for the long answer. In other words, Dr. Hodges, you can proceed with your plans to use the area.

Comm. Hodges: What about the media center? When I went over there the principal was exorcised over the media center.

Mr. Sapara-Grant: The company is coming there tomorrow to clean and put the covers to the fixtures and then on Friday the school will go in, wax the floors, clean, and start putting the furniture back into the space. At School 15 we actually met with a vendor who is going to be involved in securing the property. We just got the quote the other day and we are putting a purchase order through for that purpose. There are a couple of things that are going to be happening at School 15. From the security end there's going to be the installation of additional cameras. The access to the school has changed from up the hill through the little door to the old former entrance between Bauerle Field and the main school itself. There are lights currently at the back of the bleachers and those are going to be reactivated so that there is going to be a lit corridor. Also, the thoroughfare from the high end of the school to the low end of the school is going to be closed with the new fencing so that the school itself is going to become secured with fencing. On the driveway end we're going to have a gate and there are areas of the fencing right now that do not exist. As part of that contract the whole school property is going to be secured. I know Captain Smith and his team is also working on some other security elements. There's going to be a security guard stationed in the press box at Bauerle Field so that there is going to be pretty much some visibility that would discourage any of the illicit activities.

Comm. Mendez: I know that we're waiting for a quote from a company that will work with School 25. Is that the same company that we're going to hire to do all the jobs in the district, including School 15 and all the schools? Because now we're using the main entrance of the building, but there are two trees there. During the day it's dark because the trees are too big and they have to be cut.

Mr. Sapara-Grant: We have solicited a quote from Absalom Tree Service. They have a state contract and they'll be doing a lot of tree removals at School 15 to give us a clean sight line. I walked with the principal and we're going to do that. But they're also going to be working at School 25, School 1, and JFK. So we're waiting for the quote which is long overdue. So I'll be calling them to find out what's going on and if they're not going to respond early enough we'll go to another state contractor.

Comm. Mendez: On the same topic, I'm just going to remind you of the idea that I spoke to you about at the last meeting. It was about a police officer with a scooter or motorcycle patrolling that area. Honestly, Paterson is not safe. There are some many issues happening in the city. We don't have enough police officers and I don't know what's going on at that level. But we cannot control the city side. I know that we can make changes in the school district in our area. I strongly recommend you to put that in place. Let's have one of the police officers that we have. Especially at 3:00 p.m. at dismissal let's have a police officer patrolling the area with a motorcycle or scooter. That's going to make parents feel more safety if we start implementing that, especially at School 15, New Roberto Clemente and Eastside High School, three big schools in the same location.

Dr. Evans: I'll follow up with Director Smith. That should already be in place. That was part of the plan that was developed so that earlier in the morning when we know that youngsters and parents would be travelling to the school on foot or otherwise and in the afternoon there is a window that we're to have security there. So there should be someone there, but let me follow up with Jim Smith to make sure that's happening.

Comm. Mendez: Okay. Thank you.

Comm. Hodges: Can we get an update on the oil situation at School 21?

Mr. Sapara-Grant: The company doing the work continues to do the research and taking samples. They've not given us anything currently that gives us any reason for concern. So we're still waiting to see some of the other results.

Comm. Hodges: Really? Are you talking concern in terms of the amount of oil or whatever petroleum product it is?

Mr. Sapara-Grant: They are still looking for the source, but they've put in some mitigation measures so that the petroleum odor does not stay in the building. It's going to be a process. It might be a process as long as six months depending on what they find and what they discover. If there needs to be any additional mitigation, then we will decide what we want to do then.

Comm. Hodges: That signage that is there now is inadequate because only if you go around to that side of the building – not if you go to the front of the building – on the fence at the side of the building where it's unlikely that a parent is going to walk.

Mr. Sapara-Grant: Parents were notified by letter. The sign is there by regulation.

Comm. Hodges: Okay.

Comm. Mendez: Are there any other questions? Thank you, Mr. Chair.

Policy

Comm. Simmons: The policy committee met yesterday. Board members in attendance were myself, Comm. Guzman, Comm. Teague, and Comm. Mendez. Staff member present was District General Counsel Lisa Pollak. As the report is lengthy, I will submit it for the record. Everyone does have a copy. We do have items E-1 and E-2. E-1 is resolutions for second reading and E-2 items for first reading. Are there any questions?

Comm. Hodges: Dr. Evans, I accidentally had occasion to drop by last night thinking that we had another meeting and something else was going to go on. I notice that you have asked to have the chess and the penmanship removed for further study.

Dr. Evans: I know that there was conversation also about the curriculum committee, but they need to be reviewed in a larger context before we move forward on them.

Comm. Hodges: Will they join the banking and the compendium programs in their relative exile? Or is there going to be an actual timeframe for this?

Comm. Irving: Dr. Hodges, I'll make sure that at least the conversation begins in curriculum for how the program will be implemented within the Common Core.

Dr. Evans: More than that. When we institute such requirements the first question is, how does it tie into the curriculum? There's a model curriculum that we have to follow that's framed by the state or our own that mirrors that. That's question number one. Is it consistent with what that model curriculum includes before we do anything else? If the answer is yes, then what is it that we're going to do that the model curriculum doesn't already require that we do?

Comm. Hodges: I will point out to you that it is a state law which describes it as an approved course, the chess anyway.

Dr. Evans: Anything in state law obviously we're going to do. No question about that.

Comm. Hodges: It's not prescribed, but it says it recognizes it. The law was passed and I also think the law is indicated there as part of the policy. I have no objections to it being studied. My objection is if it's being studied the same length as the compendium and the banking.

Dr. Evans: I understand where you're going.

Comm. Hodges: I know you do sir, but it's four years later and we still don't have the compendium. So I'm not looking to have that happen with these two.

Comm. Irving: What I'm interested in doing in the curriculum committee is actually having this conversation, Joanne, with the appropriate staff member. This is where I'd like to go as far as coinciding with the actual policy, but having someone present at the next workshop meeting how this can and will be implemented within the current curriculum.

Comm. Hodges: It has to get to the policy committee. It's not a policy yet.

Comm. Irving: I think we can be a little proactive in at least forecasting if this comes to fruition where it might fall. I hope you'd want to know that so we can begin to shape those conversations as it goes through the process.

Comm. Hodges: Penmanship is already been taught. It's just not being taught completely. We already have penmanship on the books. This is just an addendum that you're going to include script. My concern is I'm looking for a timeline. That's all I really want.

Comm. Irving: That's fair. Joanne, can we make sure especially in curriculum that we at least figure out where we're going with that? Thank you.

Comm. Simmons: Any other questions?

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: The personnel committee did not meet, but as you see Dr. Newell did present us with a presentation today. Personnel committee has just F-1, acknowledgment and review of the personnel recommendations that were submitted to us in our Board packet. Are there any questions? If you have any additional questions for Dr. Newell just please get them to her prior to our next meeting so that we can answer them for you.

Information Items

Comm. Irving: The QSAC committee has been meeting for those Board members who want to review the actual boxes for QSAC. They're now available for Board member review. I'll be going through them during the course of this week as we approach the next QSAC visit and I encourage other Board members to do so. At the actual Board meeting I'll have a full account for the meeting on where we are and where we've gotten to for the QSAC evaluation. Are there any questions?

Comm. Hodges: Dr. Evans, I believe in August we asked to have the RAC committee grace us with their August presence so that we have an idea of what they plan to do with our children in the school district. We have yet to hear an answer as to whether that will take place or a date.

Dr. Evans: I will get an answer for you tomorrow. I have a meeting that includes the RAC Executive Director. Quite frankly, up until this point, because we were busily working through some operational issues with the RACs, it was not a good opportunity or an opportune time or situation to have the meeting. But we've successfully worked through issues to where I'm more comfortable than I've been in a long time to have them come and meet with the Board in whatever format you want, if you want a presentation or if you want question and answer.

Comm. Irving: All of the above.

Dr. Evans: But we've just reached the point in terms of what the working relationship is going to be like and I'm actually feeling pretty good at this point. We've been working hard over the past couple of months to get to this point. The timing of your question is great, so I will ask him to arrange that and I'll need to know from the Board, and I can work through the President, in terms of the timing of that visit.

Comm. Irving: So by the time we meet tomorrow you'll be able to have a...

Dr. Evans: I'll have a projected time. Typically he's flexible enough to come on our schedule whenever we want him to.

Comm. Irving: I hope he will.

Comm. Hodges: The other issue is I've requested that a clear statement in writing be given to us regarding QSAC and our not needing to move forward with the governance portion and the reasons for that.

Dr. Evans: Okay.

Comm. Hodges: I'll just leave it there and I'll talk to you offline.

Comm. Irving: Dr. Evans, can we make that request to the state. I thought we had done so.

Dr. Evans: I actually made the request already and haven't gotten a response yet. I will re-ask.

Comm. Hodges: In writing because...

Comm. Irving: Yes. Can we get that statement asked in writing and copied to the Board? I'd feel a lot more comfortable knowing that at least the request has been out there and then we have the paper trail to do so. Once we're done with that, Cheryl, can you get that letter or that memo that Dr. Evans will submit to the State Department about the annexing of the governance piece and make sure that the Board receives a copy of it?

Comm. Hodges: Very specifically telling us, number one, that we do not need to prepare for governance and why we don't need to prepare for governance.

OTHER BUSINESS

Comm. Irving: Duly noted. Is there any other new business? I thank you all for expediting this. I know that the personnel committee is still going to meet. Am I correct, Comm. Cleaves?

Comm. Cleaves: Yes.

Comm. Irving: Monday we're off. Monday is a holiday. Tuesday will be the curriculum committee meeting. I assume, Comm. Cleaves, Tuesday will also be a personnel committee meeting. We have a retreat tomorrow evening. Just as a reminder to everyone else tomorrow we're talking about goal-setting. It will be here at 6:30.

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

The meeting was adjourned at 8:47 p.m.