

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

August 22, 2012 – 6:42 p.m.
School No. 6

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. Corey Teague

Absent:

Comm. Kenneth Simmons, Vice President

Comm. Irving: I want to welcome first our parents and community members to this meeting this evening. Thank you all so much for taking the time out of your schedules to be here. I want to thank our committee members who are here as well as the district staff. Tonight's meeting is done with the purpose of informing the entire community on the progress as a district and as a school we need to make in order to make sure that our kids learn and continue to know and grow and continue to move forward. So we are proud to give that information. Just so everyone knows what's going to happen this evening, we're going to begin the meeting formally and then the Board is going to go into executive session first to speak to the Superintendent about what these changes are. After about half an hour or so we're going to come right back out and then share with you folks - the community and the individuals who were invited this evening - about where we're moving to and what we want to do.

Comm. Cleaves read the Open Public Meetings Act:

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

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

**Special Meeting
August 22, 2012 at 6:30 p.m.
School No. 6
137 Carroll Street
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'm going to ask Dr. Evans to deliver the opening remarks. While he's doing that, I just need the Board members to convene behind me for two seconds because I see we want to shove some things around. Dr. Evans, we're going to call a brief three-minute recess. Because the public is here we're thinking about doing the executive session for the Board after the meeting is over and give the public the opportunity to be here. It's kind of warm in here and we want folks to be able to get in and out. Let's just take three seconds, meet in the back, and figure out how we want to do this.

It was moved by Comm. Kerr, seconded by Comm. Hodges that the Board takes a three-minute recess. On roll call all members voted in the affirmative. The motion carried.

The Board took recess at 6:45 p.m.

RECONVENE

The Board reconvened the meeting at 6:47 p.m.

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

Comm. Irving: Just as a point of information, we're going to deviate from the agenda a little bit. Comm. Kerr and Comm. Hodges brought up two very valid points. The Board is scheduled to go into executive session which we will do either before or after the meeting. But what we're going to do in the interest of being respectful for your time and why you came to be here is actually have the presentation of the plan now for you to give the parents and the public the opportunity to provide feedback to the Superintendent. Then when we are done with that process, the question and answer session, then the Board will go into executive session. It's a little warm in here, so we're going to make sure we get folks in and out as best as we can. Does that sound good?

PRESENTATION OF THE SCHOOL NO. 6 IMPROVEMENT PLAN

Dr. Evans: Let me begin by thanking everyone for being here tonight. The plan that we have developed for School 6 is one that we think is going to address many of the issues that the community, the school, the Board, district-wide that we faced and chief among them is improving student achievement. My goal in the next few minutes, and I shall endeavor to be very brief, is to provide two to three minutes of background information and then get into the specifics of the plan, talking about what it is that the plan entails, and mention some of the partners that will be involved in helping to make it happen. I want to accomplish that in 10 minutes or less. You have a copy of the plan. For those of you who came in and didn't come over to this table there is a copy or copies on that table. Everything that I'm going to mention specific to the specific items included in the plan are represented in that document. In fact, there's more represented in that document than I have on the PowerPoint. I would invite you please to take a look at it throughout the evening. Take it home. Read it. If you have questions call myself or one of the individuals that I'm going to introduce in just a few minutes as we move forward. I do want to introduce a couple of people, actually more than a couple of people, some of whom were directly involved in developing this plan. Others have been involved in either collecting information or supporting the development of it and will definitely be involved in the implementation of it. First of all, I want to start with Mr.

Aubrey Johnson. Aubrey Johnson is the Assistant Superintendent for Administration responsible for School 6. The principal reports directly to Mr. Johnson. I want to introduce Susana Peron, Assistant Superintendent for Early Childhood and Special Programs. She too has been directly involved in the development of this plan. Joanne Riviello, Chief Academic Officer, who also has been involved in the development of it. All of these individuals will be involved in the implementation of it as well. Then three other individuals who are on our cabinet are Ms. Lisa Pollak, who is our new General Counsel, Ms. Jacqueline Jones, who is our Chief of Staff, and then Ms. Terry Corallo, who is our Executive Director for Information Services. These are individuals who are on our cabinet. I also want to introduce Marguerite Sullivan, who is our Director for NCLB or federal programs and that includes activities underway here at School 6. Anne Marie Urgovitch works with Marguerite on NCLB as well. I saw Kemper McDowell, Director for our Family and Community Engagement unit. He is also a vital component of this plan, not only in its development but in its implementation as well. I also want to introduce the individual who is the new principal for School 6, Ms. Alciner Jones, and I'll say a few more words about her as we move forward as well. Again, I really appreciate you all being here. I want to also give a special thank you for Councilman McDaniel for being here - we really appreciate it. Reverend Clayton, thank you very much. Reverend Clayton was one of the individuals who also advised the development of this plan and is certainly an integral part of making it happen. Again, I'm going to very briefly use this PowerPoint as my guide to frame my comments. This you know is our School Board. Most of them are here tonight and are a part of this activity and will be the group going into executive session. My primary objectives are to provide a very brief background of the issues, challenges, and successes in some cases that we've experienced here at School 6, to very briefly review the plan that you have in writing in your hand, and then to respond to any questions or comments from the parents of students who are assigned to School 6 for the coming year. Everybody sees this all the time. This is a snapshot of what our district looks like demographically in terms of special programs and total numbers of students. I include that only as a basis for comparing School 6's population. Last year it enrolled 405 students and we expect about that number this year as well. We do not have a pre-k program here. We have 47 special education students, which is about 12%. We have 20 LEP, limited English proficient, students and that represents about 5%. We have 94% or 380 of the students receiving free and reduced lunch. Historically the school has been faced or confronted with numerous challenges from student achievement issues to staffing issues, staff turnover. A lot of that driven by the district has been very high at both the teacher level, as well as the leadership or principal level. Morale is an issue that we have been confronted with and are working to address. School culture, low expectations for the students, and family and community engagement - getting parents connected and involved in the school in substantive ways. The facility itself has also been an issue. It still is. There are some issues we are dealing with the SDA, School Development Authority, as it relates to this building that we're also continuing to work on. So the challenges have been great and many and this is a snapshot of what most of them are. But this, in my opinion, represents the greatest challenge. These are the preliminary New Jersey ASK scores and what you see there is a pattern of low student achievement or declining student achievement when you compare 2011 to 2012. I know the color is not apparent here, but most of those areas that I wanted to highlight are in color. For grades 4, 5, 6, and 7 English language arts is either low performance on New Jersey ASK or declining performance on New Jersey ASK. I want to highlight, for example, grade four. Two and six tenths percent of the students in grade 4 perform at or proficient on the most recent New Jersey ASK and that's a problem. That's a huge problem. You see that trend represented in some of the other figures. When you look at math you see similar trends. That's a major problem. In some ways you can say it's an artifact of some of the other things that were listed on the previous page. But it is

indeed the greatest challenge we face, improving student achievement, and that's what our plan is designed to do. The plan obviously is consistent with our Bright Futures Strategic Plan that everyone knows and our vision and mission is to prepare kids for college. We don't apologize for that. We want every kid to go to college.

*Comm. Guzman enters the meeting at 7:00 p.m.

Dr. Evans: If they choose not to, I don't want it to be because the Paterson Public Schools didn't prepare them. You know what our four priorities are. You've heard me talk about those over and over again. The newest item that establishes or is a part of the context or background in which we must work involves the waiver that the Department of Education acquired recently from the US Department of Education, a waiver to many of the provisions in No Child Left Behind. The waiver allows for the creation of priority and focus schools. Priority schools are schools that are among the lowest 5% of schools on New Jersey ASK or HSPA in the State of New Jersey. You see the schools listed as a part of that group. Focus schools are schools that have achievement gaps in performance or low graduation rates. I'll repeat that, the schools that are on the focus group list. You see them listed there. They're 18 of them. They have significant gaps in achievement between one subgroup in the school and another subgroup in the school or graduation rates in the case of the high schools is a problem. This is important because these are schools in which we must intervene in a very impactful way to significantly improve student achievement. The greatest focus this year is on priority schools. We are focusing on focus schools, but not to the same level of impact as we are for focus schools. I'll explain some of the differences in how we're impacting this year. Some of the things we're doing this year in priority schools will occur in many of the focus schools next year. These objectives drive what we do and they are all consistent with our strategic plan, building healthy school cultures so that the parents feel welcome in every school and students feel a part of the school. They feel welcomed, that there is a caring adult for every child who has any kind of issue or need. To redesign our critical processes and procedures – you won't find a high-performing school or school district in this nation that does not have well-defined procedures and processes that are followed consistently. Revise teacher and administrator evaluation systems – that's a big one. The biggest change there really includes the evaluation of student achievement data in evaluating teacher performance. We're implementing the Common Core Standards. There is a new State Common Core Standards. 46 states in the nation bought into a common set of expectations that drive our curriculum. Every district in the State of New Jersey is supposed to fully implement it within the next one to two years. Obviously that's a priority for us as well. Strengthen our assessment system – we are using a system that gives us data in ways that we have not received it in the past so teachers have more meaningful information on which to plan and teach. We're implementing high impact academic interventions, things that target the lowest performing students and may do what we call double-dosing, double the amount of English language arts they get so they can learn to read faster, double the amount of math they get so they can learn to numerate faster. There are other kinds of strategies as well that fall into that category. Then build capacity across the board at every level in the organization - teachers, principals, and district office staff. These are the components of the plan and this is what you see in that left-hand column on the plan itself that you have a copy of. New leadership in the school, including new principal, new vice principals, and we're going to add something that the district hasn't had for quite some time, a dean of students to help with the discipline as well. There are some other supports for the leadership team that I will mention as we move through the plan. Ensure quality teachers in every classroom. We're going through a teacher selection process right now. Ms. Jones is working with human resources to fill some critical vacancies so we can improve the teacher quality. Strengthen the instructional

program. You may have heard about the Innovation Zone. The Innovation Zone is a strategy that uses data-driven instruction looking at data in some very different kinds of ways to identify strengths and weaknesses and some implications for learning styles as well and then using that to design lessons specifically to address those. That's what the Innovation Zone does. It does a lot more than that and it has an instructional model that frames specific practices that teachers have to use as they teach the students. The Institute for Learning and the Principles for Learning is that model and is the institution that's doing that. The Institute for Learning is at the University of Pittsburgh in Pennsylvania. The interim assessments I mentioned involve collecting regular data to see where our kids are and adjust our teaching on a regular basis throughout the year. Academic interventions are those that I alluded to earlier. For kids who need some extra help provide some extra help in math or English language arts if they need it. Obviously the data needs someone to help our teachers and our administrators to know how to use it. So having a data coach to be able to work with the entire staff to understand that data and use it and provide professional development to help them to do that, to provide a math and language arts coach to do the same in those two areas, to provide support for the teachers to help ensure that our teachers are teaching to the best of their ability to make sure our kids are learning to their potential. So that's three individuals right there that are in the school now assigned to it. We've had coaches in the past, but their duties have not been as well-defined as they are for these. There's one other I'll mention in just a few minutes. Early literacy program – Paterson Reads is working with us district-wide. The goal is to have every kid reading by grade three. We'd actually like for them to read much sooner than that, but we're starting out with kids already in the second grade or first grade who can't read. So the goal right now is every kid reading by grade three, but a heavy focus on literacy. If we get our kids on grade level in the early grades then their chances for success are much greater as they move through the upper grades. Review and revise student teacher schedules – we've done that already. A lot of work has gone into making sure that the schedules are done right, that we know what the teachers are teaching and the teachers know what they're supposed to teach when they're supposed to teach it, classes are balanced. All of those things have occurred and between now and then as new students register adjustments will obviously have to be made. Insure that the Common Core is implemented. As I mentioned earlier, the Common Core Standards so we are teaching what we're supposed to teach. Professional development and coaching for the teachers – I mentioned two of the coaches earlier. There will be some additional work by individuals with the Institute for Learning also providing coaching for both the principal and the teachers. Coaching for the administrators - we are securing the services of a leadership coach. We will have in-district leadership coaches, but we're hiring an additional one to spend most of their time in the school working with Ms. Jones and her staff to make sure that they're getting what they need, that they're on point with everything that's happening, that teachers are getting the support they need, and those kinds of things. Again, it's a part of our capacity building. Professional development on the Effective Schools model – that is the design that gets into healthy school cultures. Healthy school cultures we've alluded to earlier in one of the previous slides as one of our major goals. But we've appointed a climate and culture coach. That is also one of the coaches that's required as a part of the new system that created the priority and focus schools. So that's the fourth coach I alluded to earlier. Professional development on the Effective Schools mode, which is designed to improve the culture and climate in the school, as well as home visits by staff is part of the strategy. Character education and social skills – sometimes our kids need some instruction on how they should carry themselves in social situations whether it's informal with their peers or whether it's in more formal situations. That's what character education is designed to do, to teach them those skills. So that's going to be a part of what we do here. That includes study skills, Dr. Hodges, so that they are able to know how to study and when to study. A

functional PTA – the school has had a PTA but it's had some problems taking legs and moving as it could to support the school, so helping in that particular area. Creating a school advisory committee – there are a number of community folk who have been working with us and advising the development of this particular plan and I've invited some of them to participate on it. There are others in the community who may wish to participate on the schools advisory council. Full Service Community Schools is something we started implementing a couple of years ago and by that we mean collocating on the school campus health services, social services, recreation services, some of the essential services that our families need. Rather than them having to go somewhere else to get them locate them here so that the community surrounding the school and is served by the school can benefit from those services. Then modifications to the security plan – one of the things that we heard loud and clear from the community and from folk who came to share with us their thoughts was that we needed to make some changes in terms of security in this building. Those changes have been made. In addition, those changes include expanding beyond the doors and across the street and down the street, but there are limits. We're getting some external help from some groups that will actually be a part of providing that level of support. I mentioned the Innovation Zone and I'm not going to go through this in a great deal of detail. But this slide actually includes all of the major descriptors of the Innovation Zone. There are 24 schools involved in it this year. This is more about the University of Pittsburgh and the Institute for Learning and what they do and the assessment system that we are using in the school, the Effective Schools model and the components of it, and the administrator evaluation system as well for both teachers and administrators. Again, I come back to my favorite quote by Ron Edmonds: "We can whenever and wherever we choose successfully teach all children whose schooling is of interest to us." That includes the children in School 6. We already know more than we need to be able to do that. We know what good teaching looks like. We know it and there's no excuse for it not happening in this school. Whether or not we do it will finally come to depend on how we feel about the fact that we haven't so far. We have to make it happen. We have to make it happen. This plan will make it happen. So at this point I will stop.

PUBLIC COMMENTS

Comm. Irving: Thank you, Dr. Evans. What I'd like to do is if there are questions from members of the community or parents if we could just form one straight line behind the podium then you can address your question. Dr. Evans will have the answers for you and we'll try to give you as much information as possible. In typical Board format we normally ask the folks to introduce themselves and then we will give you three minutes if you have a question or comment to do so, and if it's shorter great. We'll try to get you a very good response.

Ms. Alice Green: Good afternoon. My name is Alice Green and I'm a parent. I'm listening to your plan. Are you really going to stick to your plan? Some of these faces that I see out here were here at the school last year. Like I had said to the new vice principal, are we going to see your face again? Because you all come in and don't ever come back and I'm not scared to say it. You make many a plans, but you don't come in and you don't do what you're supposed to do. The kids are going to be here September 6 and I'm going to see what happens. If it falls I'm coming to you and I'm going to tell you, you just were a liar.

Dr. Evans: If I may respond, I was in this school at least 12 times last year. I didn't see you any of the times I was here, but I was here. I'm the first to say that our presence needs to be greater. It really needs to be greater. We need to be here more than we were. But some of us were here and working to make some changes. To implement

this plan requires that more staff from the district office, including myself, be here. If you look at that document that you have that includes not only the items that are represented in this PowerPoint, you will see individuals listed in the subsequent columns who are a part of implementing each one of those. That includes assistant superintendents, directors, and supervisors. We will be here.

Ms. Green: Are you sure about that?

Dr. Evans: Absolutely.

Ms. Green: Are they going to have books?

Dr. Evans: Yes.

Ms. Green: They're definitely going to have books, not a ditto sheet?

Dr. Evans: Correct. They will.

Ms. Green: So when my daughter comes home with her homework I don't have to say I can't help you because I have a ditto sheet. Then when I walk up in here that's all I see in the office, the teacher running 50 copies all day long.

Dr. Evans: Understood.

Comm. Irving: Ma'am, please also don't forget the Board members are here to support you as well. If you're not getting that please reach out to us so that we can make sure we hold the Superintendent and his folks accountable. If it's not happening we need you to definitely let us know. We will make sure that we stay through the course of this. Every Board member here is accessible and willing to reach out. Many of us check Facebook and I'm happy to give you my personal phone number before you leave to make sure that you have a direct connection to us as we're moving forward.

Ms. Green: Because they had a program last year in April. We did special invitations for the high dogs in here and none of them came. The kids were hurt. Nobody showed up that night, nobody from 90. So they want the kids to do this and do that, but they don't show them any respect so that's how they feel.

Comm. Irving: That's fair. You're absolutely right. Thank you so much for your comments.

Mr. Quincy Battis: Good evening, Quincy Battis. Good evening Dr. Evans and School Board. Let me begin by sharing first that I'm not here to criticize but I am here to criticize at the same time. I'm not impressed with the amount of parents here tonight. So Dr. Evans, with your office maybe you can have a stronger community outreach presence. Maybe you can call them five to seven days prior and then a 48-hour notice. You're dealing with the Fourth Ward and I don't mean to belittle where I was raised and brought up. But you're going to have to do a stronger outreach component here regarding School 6. Regarding the whole RAC system that's going to be implemented here in School 6 in September, I'm not hearing intervention. There's a lack of parenting skills. Some of your parents are not going to come into this building. They're not going to be polished. They're not going to be astute. It's not going to be a gray area. It's going to be black and white. It is what it is. Intervention, recommendation, social workers, you may need some SAC counselors for your parents. Please duly note these things that are crippling and affecting the Fourth Ward - Governor Street, 12th Avenue,

Rosa Parks, highly populated with other sicknesses and diseases I will not go into. As far as intervention goes, I hear a lot of intervention for the students. The principals are going to have a coach. Hopefully there will be intervention for the parents and the students, and supplemental services or whatever you have to do to increase the test scores. You're worse now in your report that's coming out regarding School 6 and its' test scores. I'm not going to go into personnel matters because I know you're going to tell me that you're not at liberty to discuss personnel matters with me. But I thought I read somewhere where for School 6 to have a turnaround principal, I could be wrong and I stand to be corrected regarding 3-5 years of experience as a principal. Correct me if I'm wrong, not taking away from what you're appointing here, Ms. Jones, is there a 3-5 years of experience as a principal requirement? I thought I read that under the RACs, speaking of policy. Will he answer me?

Dr. Evans: I am. You mentioned a couple of things I want to respond to. You mentioned the social worker. There is a social worker assigned to the school. That part has been taken care of. As far as the experience of the principal, the RAC system recommends 3-5 years, but that's not a hard fast requirement. We were looking for the very best person we could find and we think we found that person. But that's a soft requirement, not a hard requirement from the Department of Education.

Mr. Charles Wilson: Charles Wilson, good afternoon. That innovation thing looked very good. I have seen it many times. This is the third transformation that I'm going through with this school. My issue is will the teachers in this school be fully staffed in September? Before you answer that, we came to the same thing last year. My son didn't have a teacher until November. The principal didn't come until after school started. They had somebody here and they transferred that principal somewhere else. Kids cannot do that transformation so many times. That's my one issue. The second issue is the kids in this school do not have enough books. I wrote notes to you, Dr. Evans. I wrote notes to everybody about my son not coming home with books. When I wrote the teacher a note she said we only have enough to teach that class. That's a problem. That's an issue. It's been an issue for six years here. When we solve those problems, then we can solve the other problems. Another thing is the only reason I heard about this meeting is because I happened to come and see who the new principal is and I see a sign out the door saying we're going to talk about the new program at School 6. Nobody gave us a phone call to parents in the neighborhood. Nobody said anything. That's poor on whoever was supposed to have done that, but if I don't know something how can attend something? I live in the neighborhood. So will we have the teachers in place September 6?

Dr. Evans: Yes. There are a few vacancies that are being interviewed for right now. Assuming the people that we're interviewing are qualified people that we want, then yes. If not, we have to start over. We're not taking just anybody who walks in. We're looking for teachers with specific skill sets. I think the School has about 50-55 staff. We're about 90% staffed at this point, but the other positions are scheduled to be interviewed within the next few days before school starts. If they are the right people they will be here on the first day.

Mr. Wilson: Another thing, are we getting people that want to be here? I'm finding out people don't want to be here so they come in the first day and then they take off for the rest of the year and then retire. Then the kids have a substitute teacher for the rest of the year. That's not fair to the students. Then you expect them to have expectations but we as parents, Board of Education members, superintendent, assistant superintendent, principals and all, we have to take accountability for some of this stuff. It's been happening over and over. I got sent to School 6. I'm only going to go the first

day and I'm not going to back. I'm getting a doctor's note. That needs to stop. We need people that are going to be here that want to be here and that are going to help our kids.

Dr. Evans: We agree with you. In fact, one of the criteria for the administrators as well as the teachers, is you have to convince us that you want to be here. I need to tell you there are some teachers who won't be here next year because they didn't clearly communicate to us and we sensed very strongly based on their behavior last year and things that we got from some of them when we talked to them they really didn't want to be here. So we helped them not to be here. That is part of the criteria. You asked about books. We will pay close attention to the principal's budgets. What folk don't realize is each principal's budget that they have control over includes books. Principals are to work with the teachers, assess the number of books, and get them. If they don't have enough, then let us know. So what we'll need to do is make sure that Ms. Jones has an appropriate amount of money to be able to buy the books. But they are purchased here at the school level.

Mr. Wilson: Yes, because I noticed last year. I was here many times. I come here all the time and I noticed most of the teachers only had teaching materials to teach that one class. When the next class came in, that class had to use the same books that first class used because they didn't have the resources to teach the kids. When I asked for a book to come home I had to get books somewhere else for my son to learn. I had to pull resources from another school district for him to get his stuff for education. So we need to really look at that and make sure every student has a book because this school hasn't had books in a while.

Comm. Irving: I just want to acknowledge folks that came in. Tobi Knehr will be in charge of Full Service Community School operations. I also want to acknowledge another elected official who is the chairperson of the education committee on the City Council, Councilman Kenneth McDaniel is here. Thank you for coming. I know it's not a City Council event, but we appreciate your support.

Pastor Kenneth Clayton: Just very briefly, I've been a part of the meetings that helped put some of this stuff together so I'm aware of what's going on. But the parents that have spoken prior to me have both expressed what we talked about in some of those meetings, a sense of hopelessness and apathy. I really believe that you need to take the onus that some of that sense of hopelessness is the direct result of what the School Board has not done. For the last several years, even if it has not been intentional, there has been a plan put in place that has sought to bring the demise of School 6 from the arts thing, which was doomed from the beginning, and then everything that happened last year. The parents and the people of the community feel that the district doesn't care about School 6. They want to close it and they want it to fail. I think what you need to understand is that beyond what you put on paper there is a renewed sense and renewed commitment from our community to hold you accountable, whether that's coming to your office everyday or calling Chris or whoever every day. The children in the community deserve and demand a school that's going to educate them. You need to understand even the meeting tonight I spoke to a young lady and I don't remember her name. She said to me that there was a robo-call placed last night. To call people last night and then parents got the call today is a sign that you don't respect or care for the community that you're coming into. I'm sure there would have been more people here had you done a better job of canvassing or connecting to the people. Even though I was on the committee, I was reminded about the meeting this afternoon by Kemper McDowell and Quincy Battis' Facebook message. If you want to make School 6 work it can work and it can educate. But you have to do a better job investing yourself and

your resources in the school. Personally, I'm a neighbor to School 6. St. Luke has had a relationship to School 6 prior to my coming for the last 15 years that I've been here and I'm really going to do a better job this year of saying to you what's not being done and making sure the principal knows what I'm not pleased with. If we don't do it as a community concerted effort then what we're saying is that we want it to fail. That may be the desire of our Governor, but we can change the desire by what we do if we do a better job.

*Comm. Martinez entered the meeting at 7:23

Comm. Irving: Any other questions for the Superintendent? We're going to move in a second to public comments and after public comments I'm going to allow the Board the opportunity to address the public. I'm sure some of you guys want to say something to the parents before we go into executive session. We'll just do the three minute model and allow each Board member the opportunity to respond to the parents. Then we'll move to go into executive session.

Comm. Hodges: Mr. President, in addition to the three minute comments, I actually have some questions for the Superintendent based in his presentation and it actually would be helpful for the parents to consider.

Comm. Irving: If no one has any objections to that we can certainly add a Q&A with the Superintendent publicly because we are going to do that also in executive session. We'll take some questions for the Superintendent publicly and then to a point we'll then adjourn to go into executive session. If we could, let's do public comments now and then we'll have Board members questions. Then we'll actually move into executive session. If we're going to do the three-minute piece, I might as well just have you guys ask your questions and keep moving.

Comm. Hodges: Are you saying you want a motion to close the public portion?

Comm. Irving: No, we need to go into it. Ms. Grier, you are the only person who has not spoken yet and you are on the public portion. Do you want to just come up now?

Ms. Nancy Grier: Basically my question was answered. How did you engage the community about this meeting? If I hadn't saw Quincy's Facebook page I would not have known about this meeting. I am the county committee woman in this district and my partner who's a county committee person didn't know anything about it. I know it was going out to parents, but my concern is the community didn't know about it and I would hope in the future that you can inform more of the community leaders. Councilwoman Cotton didn't even know about it.

Comm. Irving: She did know.

Ms. Grier: I called her and she asked me to come.

Comm. Irving: I spoke to Ms. Cotton and she suggested that Councilman McDaniel come.

Ms. Grier: She told me she didn't know anything about it. Maybe I talked to her before then. But I'm more concerned about the community being informed.

Dr. Evans: If I may, there were phone calls and I'm not sure exactly when they were made. There were phone calls made to the homes of every child who is registered to

attend school next year. Part of what I heard was that those phone calls may have been made late, which is an issue. That's an issue we need to address. We're required to put notices of Board meetings in the newspaper and I would ask Ms. Williams, when did that ad go into the paper?

Ms. Williams: On August 10.

Dr. Evans: The ad went to the newspaper advertising this meeting.

Comm. Irving: To Ms. Grier's point, I think that knowing the type of people we all are folks get information ahead of time and other things happen. We need to do a much better job and make sure we're covering all bases. One of the things we didn't do was send a letter or a flyer to the homes either.

Ms. Grier: We have some block associations and neighborhood groups in this area. We would be more than willing to help you out in terms of getting the information out.

Dr. Evans: Thank you.

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

QUESTION AND ANSWER SESSION

Comm. Irving: By a show of hands, who has questions? I'm wondering if I need to go down the line for folks who have specific questions. I know Dr. Hodges definitely has some. I know I have some. Is there anyone else?

Comm. Hodges: Are we doing comments first or questions?

Comm. Irving: It's up to you guys. We can do the comments. Let's do the questions first and then we'll end the meeting with comments.

Comm. Hodges: Dr. Evans, I want to thank you for that presentation. My questions in part pertain to that. What are the qualifications for the dean of students?

Dr. Evans: They have to have administrative certification, to be an administrator in the state. At the school level typically that's the principalship or supervisor position. That level is considered a supervisory level. Vice principals and supervisors are the same level, so supervisor certification and higher.

Comm. Hodges: Okay. The data math and ELL coaches, do they serve one school each?

Dr. Evans: They are fulltime to the school.

Comm. Hodges: So you're going to have one of those...

Dr. Evans: And in this case the culture person is fulltime to this school. That's not the case in every school, but it is for this one.

Comm. Hodges: What about the other priority schools?

Dr. Evans: Most of them have a fulltime. Six schools do. I'd like to ask Ms. Sullivan if she'd answer. The question was for the culture position. All of the priority schools have a fulltime English language arts and math. The district has the option of sharing between two schools a data coach and a culture coach. I'm not sure which schools. I know what it is in the school, but Ms. Sullivan may be able to answer the question regarding which priority schools have a shared data coach and culture coach.

Comm. Irving: I just want Dr. Hodges to clarify that because I don't know if that is what he was asking.

Comm. Hodges: That is what I'm asking. I'm trying to find out how many people in total we're going to have performing these functions.

Dr. Evans: Across all of the schools?

Comm. Hodges: Across all of the schools.

Ms. Marguerite Sullivan: Across the priority schools?

Comm. Hodges: The priority schools first and then I'm going to ask about the focus schools after that.

Ms. Sullivan: The requirement that the RAC is providing us, all priority schools, which we have six, all will have a fulltime literacy leader. They also have a fulltime math leader. We've also been informed that a minimum of a data coach and a climate culture coach which could be a .5 for both buildings. We are looking at providing all our priority schools the literacy leader and the math leader. At this time we may perhaps only be looking at two buildings sharing a climate culture. That determination will probably be made because we have a meeting tomorrow afternoon. So at this point all buildings will share a fulltime literacy math data and climate culture, expect for two buildings. There may be a .5 share.

Comm. Hodges: You're saying individually all of them will have these three people - data, math, and literacy.

Ms. Sullivan: Yes. They will all have three positions fulltime. I'm sorry. Why don't I go through the schools for you? We're looking at School 4, School 6, School 10, School 13, School 15, New Roberto Clemente, and also School 28. Those schools are all slated for a literacy, math, data, and climate. Of those seven schools we're looking at two of them perhaps sharing a climate culture .5 each. After tomorrow's meeting we probably will be able to determine if they all get all four positions or two schools may have to share. We're looking at the populations of those schools. That's what the difference would be. If not, our intention is to provide them with four fulltime positions.

Comm. Irving: Do you have a follow-up to that, Commissioner?

Comm. Kerr: Yes. With regards to the number that we are looking at, I don't know how many. Will we be drawing people presently in the system? Or the new people that will fill these positions will they be new people coming from the outside?

Ms. Sullivan: The postings are prepared. They're upstairs in HR. The requirements are quite stringent. We're looking at perhaps for the climate culture positions it would be preferred that that person has a social worker psychologist background. For the other positions in literacy and math we are looking for a master's in reading or math

depending upon the content. As far as hiring, we always look within our district first. But those postings are going out and they will be made out to the public also.

Comm. Kerr: So what is the number we're looking at in terms of those that we will be hiring as new hires?

Dr. Evans: We don't know that yet.

Comm. Kerr: What's our budget?

Ms. Sullivan: Out of Title I there's a 30% set aside that's strictly focused for priority and focus schools. Those positions are funded directly from the 30% set aside.

Comm. Kerr: But that doesn't help me because I don't know what is set aside. I need to know from your perspective, what's the money that is set aside.

Ms. Sullivan: 30% set aside is \$4.8 million.

Comm. Kerr: So it's 30% that is set aside.

Ms. Sullivan: Also, we're also working with the RAC because those funds are focused on interventions for priority and focus schools.

Comm. Hodges: Did you say money is going to the RAC?

Ms. Sullivan: No. It's not going to the RAC. That goes strictly to our schools.

Comm. Hodges: Thank you.

Ms. Sullivan: Very welcome. No need to worry.

Ms. Green: (Comments were made from the audience and were not heard on tape)

Ms. Sullivan: We are not looking at School 6 to be sharing. School 6 will get four fulltime positions strictly for this building.

Ms. Green: (Comments were made from the audience and were not heard on tape)

Ms. Sullivan: No. These positions come under the new waiver. There is a requirement.

Comm. Irving: The law says we have to and if we don't do it we'll be breaking the law.

Ms. Sullivan: It is compliance. We must do that. It is a district decision about putting a .5 climate culture. We could do that at School 6. We choose not to. Dr. Evans' wish and desire is that we have four fulltime positions in this building and we will.

Comm. Mendez: Good afternoon parents and staff. Dr. Evans, my question is regarding the Full Service Community School model. Are we going to start with this plan in the beginning of the school year? Are we going to have this type of service like parent education, recreational services, and physical, social and mental health services for the community? Do we have that plan ready to start in September? Or is it something we're going to implement throughout the year?

Dr. Evans: It's a great question. It takes time to create a Full Service Community School. The first thing we've got to do is get a community partner to serve as the leader for the particular school and coordinating activities among the various services. While I'm talking I'd like for Ms. Knehr to come to the microphone as well. Then engage our community partners, whether it's with the health department, recreation, or social services, to obviously dispatch people to be here to serve those populations consistent with agreements that we work out with them. So we have to get a lead partner and then connect with the other agencies. The lead partner will be in the lead with us in doing that to get agreements for them to come in to provide those services. Remember, this is a very new plan and so we can't just say that's going to happen instantly. There are a lot of negotiations that take place that Ms. Knehr will lead so if you would comment.

Comm. Irving: Tobi, if you could share with the parents the types of services that we might be able to expect when the Full Service Community School is in operation.

Ms. Tobi Knehr: To begin with, the first thing we do, along with finding a local partner from the community to work with us, we do a very intensive needs assessment where we meet with the people here in the community. We talk with merchants, local family organizations, community organizations, neighborhood partnerships, and the church. All of those people come in and explain what they would like to see, what would make this a place they would be proud of. And then we strategically with our lead agency partner work to make those things happen. We do it at an educational level so that all of the students in here are receiving the very best education. We do it at the community level where all of the agencies are meeting the needs of the people of the community. We make sure that we're serving adult education needs. We make sure that we're serving the needs of the teachers and the staff of the school. We also address issues of health. So the goal is to make this a Full Service Community School, which would mean that we would be incorporating a school-based health center here so that this community would be served by a health center. We also look at ways we can incorporate out-of-school activities, whether they be recreational as well as educational, making sure that the extended day activities parallel and incorporate what is happening in the regular school day. We do that with our content supervisors working to help integrate curriculum so that everything meshes. It's a triangle and in the middle of the triangle is the student. So you have the community, the parents, and the school with everything focusing on the student. The goal of Full Service Community Schools is to make sure that when a child is in a classroom every barrier to education has been removed, whether that be a community issue or a health issue. Whatever that is, we've taken it and we've made sure that it's satisfied.

Comm. Mendez: In closing, I want the parents to pay special attention to this program because I do know all the benefits this type of program gives to the community. Let's promote this program. I would like to see the parents demanding a Full Service Community School model in place at School 6. Not 50%, but 100%. It's all for the benefit of you for the parents, the community, and the children. Thank you.

Ms. Knehr: I want to stress very quickly the things that we've been able to do at School 5 are there because the community of School 5 said that that's what they wanted. They have a very strong calling for adult education for ESL. We're now going to be moving those folks into a citizenship program. We're taking those people who have asked for it to be able to go into a GED program. That's because that's what they have asked for. The folks at Dr. Frank Napier have asked for GED and job placement. Those are specific to them. I can't tell you what I would do here because it's not about me. You all, everybody here, tells us what we need here and it's our job to respond to you. So I want to be very careful about saying what we'll bring.

Comm. Teague: My question is for Director McDowell. The question is directly related to the lack of the communication piece with the parents being made aware with the changes taking place in the school. There were some parents here today who said they were not informed about this particular meeting and there are other various meetings and different things that take place within the district that the parents are just not made aware of. I'm wondering if that particular department is responsible for connecting to the parents.

Comm. Irving: Just as future reference for the Board members, we have to direct the question to the Superintendent and then he will instruct or invite whoever he deems possible to come forward. The question is noted, Dr. Evans.

Dr. Evans: Mr. McDowell and Ms. Corallo may be able to help answer that question as well.

Mr. Kemper McDowell: I believe there was an attempt made to alert the parents as to the meeting. I know we had our community advisory meet around some of the issues. But as it was stated earlier, there are a lot of areas that we need to improve upon, one of the areas being two-way communication between the school and parents. We'll be working hard to ensure that when there are important activities or information sessions at the school that there is a rainbow of methods we use to get the attentive parent and those that may not be turned on to the channel at that time to make sure everyone gets an opportunity to be well informed in time. So that's something that we will be working together with the communications department and the principal to try to improve upon that. Also, when we meet in committee if you'd like to we can make you aware of our methods and we'll make sure there's something you don't know that we don't know towards improving that process.

Ms. Terry Corallo: Just to answer your question directly, Mr. Teague, as the Superintendent indicated there is a law that we have to advertise this. So it is advertised in the paper. It was on the district's website. It was on the cable TV station and what we affectionately call ConnectEd message, but now is a parent link message because we've changed systems also went out. In fairness, the parent link message did go out late. However, I think one of the challenges is when I heard from that gentleman who spoke and I did go visit him personally. I think one of our challenges is our data in place and that as people change phone numbers they do not keep those phone numbers up-to-date in our systems. So we may not have current phone numbers in the system and that's why I'm guessing he did not receive the call. But absolutely we need to do a better job in communicating and I will take responsibility if there was anything else that we should have done that we were not able to do. But we did try to run all of the communication vehicles at my disposal.

Dr. Evans: I think it bears repeating it was in the newspaper, on our TV channel, on the website, and direct calls were made to homes.

Ms. Corallo: Exactly.

Mr. Battis: We're talking about Fourth Ward. I'm normally not abrupt in any meeting, sir. Elected officials don't even read legal notices. Let's be very clear. I read them and I inform them. They don't even know it's there. Number two, Ms. Jones, respectfully so, maybe she can implement a Facebook page. I can tell you right now with the 80% of the residents that I know that live in the Fourth Ward where we lived since 1970 I guarantee you the parents have a Facebook page that, Ms. Jones, if you don't have one

I would suggest that you get one. We're going to become friends if you're going to be here. With that being said, that still does not justify the communication that Ms. Terry gave to this community. I'm talking Fourth Ward so I'm being biased. You're going to have to hold hands right about now during the transition that's going on in this school where I graduated. You may have to hold hands. So I'm not going to justify that she did outreach. Legal notices in the Fourth Ward are not acceptable if Johnny got killed there by the paper. So if the phone numbers are not working or whatever the loophole or whatever is broken that needs to be fixed, respectfully so, I may sound passionate but I'm not yelling. However, implement a School 6 Facebook page for your parents and let them know there will be none of that language on there. It's solely for the education of their students here.

Comm. Irving: I think everyone here acknowledges the fact that we did just enough, but as we see with the plan just enough isn't enough. We have to go above and beyond to make sure. I suggest, Comm. Teague that you share any suggestions or ideas you have with Mr. McDowell. Although in fairness to Mr. McDowell, the directive wasn't necessarily given to his department to advertise this meeting to the parents as well. I'm trying to be fair. So when you called him up here he was not necessarily in the respective loop in the responsibility to bring parents to this.

Comm. Cleaves: Dr. Evans, going back to number eight under your school improvement plan, the Full Service Community School, everyone here pretty much has been talking about the communication and the lack of or the miscommunication that we get. In your presentation you included Full Service Community School as part of your improvement for School 6. I've learned if you want people to know something you put it in writing. If you don't want them to know it, you don't put it in writing. Someone is going to pick up this packet and they are going to see number eight, Full Service Community School, and think that September 6 when School 6 opens that it is going to be a Full Service Community School because it's a part of your presentation. So if you could give a timeline as to when you think that number eight will be implemented here at School 6 it will save on confusion once folks walk out that door and someone else that was not a part of this meeting receives this packet.

Dr. Evans: The public didn't receive this PowerPoint packet. They received this two-page item and item eight, the timeline, is written there with the anticipated start date for some level of service being 10/1/12. It's included on this piece that parents have in their hands.

Comm. Cleaves: Don't mean somebody won't get this.

Comm. Mendez: For me data is everything and Dr. Evans I think we can correct this issue with a phone number. Over 90% of the parents that have children in the school system have an emergency phone number. I also understand that we're changing numbers constantly. But what we can do is start in the beginning of the school year taking new numbers across the district. Every parent can give their new number or any emergency number. It could be one or two numbers and we're going to start replacing the data that we have. I believe it might be a couple of years and some of those numbers are not working. Replace those numbers with the new cell phone that we have to have better communication. We could do that easily and we have the personnel for that.

Comm. Kerr: Dr. Evans, you mentioned in your presentation that we are about 90% in terms of filling the administrative faculty roster for this school. Can you tell me some

more on the likely positions that are not yet filled? If they are not filled by September 6, how will it affect your operation in September?

Dr. Evans: I can't tell you which positions are vacant. I only know the number and I know that interviewing is taking place right now. The numbers may have even changed since yesterday when I talked to Dr. Newell about where we were. That's where the 90% came and she indicated every position was being interviewed at this point in time. The second part of your question was, what are we going to do if they are all not filled? I'm anticipating that they all will, but if they aren't then we're going to have to have a qualified adult in that classroom and obviously get a certified teacher there as quickly as we can. That's not our goal. Our goal is to have there a certified teacher fulltime on September 4.

Comm. Kerr: Let me rephrase part of the question. I suppose there are some specialized areas that are still not filled. Can you tell me what those specialized areas are?

Dr. Evans: I really can't.

Comm. Kerr: Regarding the RACs, Mr. Battis when he was here mentioned that in September the RAC system is supposed to go in effect in the school. Is that true?

Dr. Evans: I'm sorry. Would you repeat that?

Comm. Kerr: He said something about the RAC system would be in effect here in September.

Dr. Evans: It's in effect now. The requirements are in effect now.

Comm. Kerr: Let me ask you another question because the RACs are here. I know that the RACs are not yet funded by the Assembly. If they are not funded by the Assembly, how can they be effectively in place and they are not funded by the state?

Dr. Evans: That's a question I can't answer. All I know is we're required to have those positions in place as well as other things that are required for priority and focus schools. Meetings have already started. Actually, there was one meeting yesterday with part of the RAC team and another one scheduled for tomorrow. So activity is already underway.

Comm. Kerr: So we don't try to get the information because it's not legal. They are not funded. It did not pass the Assembly. It's still held up, but yet they are in effect. And then we are acquiescing to their demands. I don't really get it. What are the drivers of this?

Dr. Evans: It is a requirement of the Department of Education that the activities that are taking place now take place. We or no school system in the state can be exempted from that.

Comm. Kerr: So they are being funded by the Title I funds because they get the waiver from the federal government. So the Governor is using that money circumventing the state apparatus and putting pressure on the local districts to do their bidding.

Dr. Evans: Are you asking me?

Comm. Kerr: Exactly.

Dr. Evans: I can't answer that question. All I know is there is a requirement that has been imposed for every school that's receiving federal dollars. That is the focus of priority and focus schools and the requirements are already in place and we are required to have in place at the beginning of this year those services. Like I said, meetings have already begun with leadership and some of the team members for the RAC team assigned to our school district. As a school district we can't say no to something we're required to do by the Department of Education.

Comm. Kerr: Is there an established statute for the RACs? I need to know because this is a crawl and peg takeover. Our parents have to understand Paterson and the schools here this is our patrimony and we are sitting here under the leadership of a State Superintendent and under the directive of the Department of Education and we're doing exactly what they are asking us to without even questioning one single thing. That's a problem. We are losing our patrimony because of that.

Comm. Hodges: Parents, can you hear me? The reason Mr. Kerr is asking that question is because some of us believe that there is an intent on the part of the State Department of Education to come in here and close your schools. They want to give you extraordinarily high standards to reach, which we all agree with, but then take away the tools that you have in which to reach those standards. Part of those tools is money. That's the concern that we're getting at.

Comm. Irving: In all fairness, that's some members.

Comm. Hodges: That's why I said it's some of our beliefs. I will also say that belief is also shared by the Education Law Center, who's been around a long time fighting for poor kids. Part of your answer, Mr. Kerr, is that the Broad Foundation gave the Department of Education something in excess of \$1.5 million as a grant and they're in support of this process. You can draw your own conclusions. I'll continue with the RACs. Dr. Evans, I would like the district to invite the RACs to meet with the Board so that we can better understand the collaborative measures that they claim they wish to employ.

Dr. Evans: I will extend that invitation.

Comm. Hodges: I would insist that they attend if they're reluctant to do so. I asked earlier about the number of people. We're looking at something in excess 20 new positions, I'm assuming. What concerns me is that we're cutting 25% of the administrative staff. So I'm trying to figure out where we're going to get the money to pay for these new positions because there's only so many dollars in our budget and what I'm being told in part is that some of that money is going to come out of our Title I money. This means some of the other functions that Title I is supposed to be directed to, are going to be displaced by this process. Is that a fair understanding?

Dr. Evans: I don't know if I'd say that's a fair statement. If you want to talk about the 25% there's an article that I'm going to send you that was published in a recent edition of the Journal for the American Association of School Administrators, which is the national parent organization for administrators at all levels. They have subgroups, but it publishes a journal that includes many of these issues. This article addresses a strategy that many districts are using. It is building capacity at the school level and it's clear that as capacity builds at the school level there is a lessened need for having a large number of folk at the district office because you've built capacity among principals

and vice principals and teacher leaders in the schools to do the work that traditional arrangements required that supervisors at district offices do, which is the strategy.

Comm. Hodges: That makes total sense to me once you've demonstrated that capacity has been built and that has not occurred, which is my concern. Until it does that capacity is still needed, but I'll move on. We can talk about that later. The study skills, is that a formal curriculum in place now or is that still being developed?

Dr. Evans: It's not in place now. There are programs that we'll be searching for that has it built in. There are really expansive and character education programs that include a lot of different components that you can pick and choose or implement in its entirety and many of them include study skills. That's what we're going to be looking at. We have not brought the packages in yet.

Comm. Hodges: Would you speak to the infrequently mentioned expectation guides – this is one of those great opportunities to do so – and the end of social promotion. I think those are two messages that really should reverberate in any kind of public forum with parents.

Dr. Evans: I'd like for Mr. McDowell to speak to the expectation guides since it was his staff that actually did a lot of work on that late last year and ultimately got out to parents. While he's coming forward, I'll speak to the summer program. Late last winter or early spring we made the decision to require that youngsters who had not demonstrated sufficient growth during the 2011-2012 school year to attend a summer program to make up at least part of the difference and that promotion would be dependent on their coming and their growing in the summer program. The new assessments system that I alluded to earlier, the STAR assessment, the data collected through that was what we looked at to make those determinations in terms of which students would come. Ultimately I believe we had about 2,100 students who needed that level of intervention. I think there were about 1,700 to 1,800 that actually came. Now the testing is either complete or almost complete and obviously we're thrilled with the growth we're seeing. Some kids grew more than we thought they would as reflected on the STAR assessment. They did a pre-test and post-test so we could see how much growth. But that went exceptionally well and very soon we'll have some hard figures in terms of which kids will not be promoted. We suspect in terms of promotion 75% to 80% will be promoted, unless the data changes because some kids are still taking the test. That means that 20% to 25% may not.

Comm. Hodges: I'm talking about moving forward as district policy making sure that parents understand that the requirements have to be met or your child will not be promoted.

Dr. Evans: That's a point the Board made very clear to me last spring. Yes, we're doing that.

Comm. Hodges: Tonight. The whole point was to let people know that it's extremely important for them to ensure that their children are maintaining grade level expectations because if they don't there will be significant consequences.

Dr. Evans: Absolutely. And there is something in their handbook that they're going to get the first day of school, Mr. Johnson, which says that. There's a letter from me to parents basically saying that, but the parents here tonight need to know that we're holding to those expectations. Students have to demonstrate growth before they can be

promoted from one grade to another, and that's specific to English language arts and mathematics.

Comm. Irving: Mr. McDowell, can you just briefly let the Board know about expectation guides?

Mr. McDowell: Sure. I guess about two years ago the Board, Dr. Hodges, and then Commissioner T.J. Best put forth an initiative to create a document that would alert parents as to what their child really needed to know at each grade level and each content area in order to successfully move on to the next level or what they need to learn at a particular level. So we met with our curriculum and instruction folk, the supervisors and our folk and we put together a document in four languages that says to parents at what grade level based on what content what items kids should know in order to get really what they need to get out of that particular grade. Those items are called power standards. There are a lot of items that a child should know, for example, in third grade science. But we picked out the 12 or 13 most important items which are termed power standards and we wanted to convey to parents that when your child goes through third grade science they should know at least these 10 things and they could help monitor their child's progress in a better fashion. Those documents were translated into English, Spanish, Bengali, and Arabic, and they now reside on our website where you can click and download a PDF per grade level. The district was in conversation several months ago about how we should disseminate further beyond the presence on the website to parents, maybe giving them something in their hand, having something available at the school-based Parent Resource Center, or the office so that parents can grab that. We were talking a couple of months ago as to what the most opportune time to do that. It was determined that either at the end of the school year in preparation for your next grade movement or in the beginning of the school year in preparation for the class you're going into. So I think we're going to have some conversation – judging from Dr. Hodges' look he's giving me – as to what's the consensus around when we can get those into parents' hands and the best way to do it. In any event, we can print those out, we can reproduce them, we can make them available in a number of ways, or whatever is the pleasure of the Superintendent and the Board.

Comm. Irving: Comm. Cleaves, can you make sure that's an agenda item for your family and community engagement committee meeting next week, the dissemination of those guides and when they go out? Whatever recommendations you have you can bring back to the Board. Thank you, Mr. McDowell.

Dr. Evans: Mr. President, there was a suggestion that we further expand on the answer to the question regarding a start date for the Full Service Community Schools. I referenced the October 1 date that's on the document. That's the day we expect to get started. By then we will at least have a community partner, but all of the services won't be in place as of October. Perhaps Ms. Knehr can further expand on that.

Mr. McDowell: Just to let the Board know, we're providing a fulltime parent coordinator for each of the priority schools. Actually, it translates into a four-day week, which I consider full time, and a one day at the central office rotation.

Comm. Teague: Can we get a list of those particular coordinators?

Dr. Evans: Yes, we'll get them to you.

Ms. Knehr: Thank you for allowing me to explain this. We should expect this process to take the full year and then we will be opening ourselves fully next year as a community

school and be able to engage the various pieces. You need to take your time with this and it needs to become integrated with the very fabric of the school and its community. To do that, we will be having meetings with the staff, the students, the parents, and the community members. Every student will be completing an online survey. We will have focus groups of the students where they talk about what they need, what keeps them from having the best day of their lives every day at school. We then will have focus groups with parents and with the community members. Then we disaggregate all of this data and we work with our lead agency partner to identify the ways we can meet these needs. Everything that's listed becomes a to-do list. Not any one of them gets thrown out. It's just a matter of what you can do first. So everything is there. It's a matter of when to get it done, how to get it done, and most effectively to get it done. I will not rush this. This will be something that we do very methodically so that it is woven into the fabric of the school. Studies have been done that when you just do this to somebody it does not work and that is not what we want to do.

Comm. Irving: Comm. Kerr, do you have any quick feedback?

Comm. Kerr: Dr. Evans, you just mentioned the October date. From what I'm hearing from Tobi there's...

Dr. Evans: By October 1 we should have a community partner. That's the beginning.

Comm. Kerr: How do we go identifying and selecting a community partner for the community school?

Ms. Knehr: We've put a request for proposal out to the public, almost like doing a job applicant search. You ask for various community agencies to submit their proposal for how they would serve in this capacity with this community.

Comm. Kerr: Can one entity partner with more than one school?

Ms. Knehr: That hasn't happened yet.

Comm. Kerr: I know it has not happened, but what about the thinking? Do we process that? Are we thinking about it?

Ms. Knehr: I think if it's a solid proposal that has the meat to back it up we should consider all opportunities. But that's the point of having a review process so that we can all review what would best work for this community.

Comm. Kerr: Do we have a policy on that, Dr. Evans?

Dr. Evans: It's a matter of capacity. If they have the capacity and the track record to deliver then certainly we will seriously entertain their proposal.

Comm. Kerr: So that means there's no need for a policy. I would recommend that the Board put together a policy regarding community partners. I think it's very important. You don't want any one entity coming in and creating a little monopoly of your system. I do business and I was told that if you are a company you don't want a client representing more than 30% of your business.

Comm. Irving: Duly noted, Commissioner.

Comm. Kerr: So it's very important that we diversify and get as many community partners as we possibly can.

Comm. Irving: I'm going to make a recommendation. I'll take a note of this and give it to Comm. Simmons for the next policy committee for discussion. We're going to do Board comments. In the interest of the fact that we're going to be going into closed session I'm just going to give everybody two minutes. So whatever comments you have do them in two minutes and then we will move to go into executive session, although we've discussed a great deal here. So hopefully executive session shouldn't be that exhaustive.

BOARD COMMENTS

Comm. Cleaves: To the parents that are here this evening, I thank you for coming out. I am Comm. Cleaves. I was elected here in the City of Paterson to help facilitate the education and making sure that our children get the best that is out there. I am here. I'm willing. I'm ready. Any time that you call on me I make myself available. So to the parent that said that she sent notifications to us to attend something here at School 6, I did not receive it or I would have been here. I just want to let you know that Comm. Cleaves is here ready and willing to work with each and every one of you along with the staff here at School 6.

Comm. Guzman: I also want to thank the parents that are here this evening because as a mother I understand that we as mothers, parents, and fathers want to make sure that our children receive the education that they deserve. So I want each and every one of you to commit yourselves starting from today, if you haven't already done so, to also be leaders and pioneers to other parents in this school that are not involved. In order for our parents to get involved it's like hearing it from other parents and knowing the actual importance. Education begins at home and if we don't do it ourselves with our children we cannot expect anybody else to do it. So I really want to thank you for being here tonight. I know this auditorium should have been filled with parents, but we need to begin one way or another. It starts from today. It starts with you. It starts with us. It starts with communication between teachers, parents, principals, administration, and everyone as a whole. We want what's best for our children. So thank you for being here. I'm Comm. Guzman. I'm available for anything that I may be of help. Like our Board President mentioned, if you can't get in touch with someone we are available. Our numbers are completely public. You elected us to this office. You have the right to give us a call whenever you need us. Thank you.

Comm. Hodges: I'm not going to thank you for being here. They're your children. I'm glad that you're here, but I'm going to tell you it's extremely important that you fight for your child's education and insist that this district gives you the best tools that you can, gives you the best teachers, and provide the strongest possible curriculum. When that falls short, then you need to scream as loud as you can because this is your one chance to educate your children. You have to both demand it of us and of them and quite frankly of yourselves. Ladies and gentleman, you have not been getting it from any of us - from the district, from the school, from your children. If that continues the state, in my humble opinion, will come in here and close your school, take your school building, and give it to some other entity to run. That may or may not benefit your children. So I'm encouraging you make sure that your children are performing at the best that they can and that they understand that this is hard work and that they have to deliver educationally for themselves. If you join us and partner with us doing all that you can we're going to work to make sure that we do all that we can. Thank you very much.

Comm. Kerr: Let me welcome the parents that are here this evening. It's always a good thing to see parents turning out. I'm a little bit disappointed this evening that more parents did not show up. However, if one parent showed up here tonight it would make our meeting worthwhile. It's very important that we take seriously our commitment to our kids and the process of educating them. For too long we see the school system just as a factory for employment. We really do not focus on the end product that comes through the mills and this is my concern. I believe that all our kids have the capacity to learn. Where the problem lies is the support systems that we put in place to make sure that our kids get the quality education that they deserve. I personally am a little bit disappointed this evening in the communication aspect of our meeting this evening. I believe it wasn't handled well. I notice in Dr. Evans' presentation part of it talks about staff going out and getting in touch with parents or guardians or whomever. I think that's a good thing because I remember clearly that I proposed that years ago and it wasn't followed up. Parent/teacher associations are nothing new. We've been talking about that for god knows how long and we have not yet been able to say to this district - yes I have an active functioning parent/teacher association in every school in this district. That's a shame. We can do better and we must do better. This is a document and it does not mean anything without actively putting the things that are written here in place. If we don't use human beings to execute this, things will remain the same next year, the year after, and the year after. So Dr. Evans, I thank you for your presentation, but let me say this. I am going to be watching, I'm going to be calling, and I'm going to be pushing to make sure that whatever you have here is effectively executed. Thank you, sir.

Comm. Martinez: Good evening. It seems to me that the theme of this evening and overall has been due to a lack of communication or a breakdown of communication. First of all, on our behalf I'd like to take ownership of that and say that we need to do a much better job of getting information to you all in a more timely fashion and we have a lot of improving to do. To that point, I think Quincy hit it on the head. We have to take into consideration the community that we're dealing with and perhaps something that you guys can all help do is word of mouth. Talk to your neighbors. If you're around town, talk to them, engage them, and get them involved. This is your school. This is your community. I would ask that you all take more of an active role. Spread the word. Facebook pages, these are all effective ways. If the phone calls aren't working or the TV channels aren't working, word of mouth is something that can be very effective. Quincy, I would love for that follow-up to take place via Facebook. The other thing that I just want to comment on, and it's just going to require some patience, when it comes to community schools this is something that can be a dramatic help to not only the academic improvement of the students here, but the quality of life. In my experience you cannot separate a person's individual needs from their academic needs. In other words, if a student is not eating or sleeping well or their personal life is in disarray, you can't expect that student to come into a classroom, flip a switch, and start working and learning efficiently. So you have to see to it that those students' personal needs are being tended to as well and that affects their academic needs. So be vigilant about this. It's going to take some time for community schools to actually be implemented, but some of the improvements that I've seen, such as at School 5, have directly affected academic output as well. So again, keep the pressure on the folks in this school. Keep the pressure on us as a district to make sure that community schools and a lot of these endeavors are being followed through on. It's going to benefit us in a lot of different ways. Thank you.

Comm. Mendez: Parents, thank you. I would like to thank you so very much for being here this evening. As you see, we're making major changes at School 6 and across the district. But we need you parents involved and we need you there demanding a high

education. Not asking, demanding. This program is going to work, but it's going to depend on you as a parent and how involved you are in this program. I believe that you as a parent when we have the right information we can be the best advocates for our children, but we have to be there. I'm also going to apologize for the lack of communication. I believe that we have to do a better job on that and definitely we have to correct that. So thank you so very much for being here. I have my three children in Paterson Public Schools. I believe in the system. We're making a lot of great changes, but we need to the community and the parents to tell us what's going on in the building. We as Commissioners were elected by the community, but we need you the community to let us know via Facebook or phone calls what's going on in the schools. Ultimately, it's going to be the leadership in the building that's going to make the difference. It's the leadership in the building, once again, but you have to be behind watching for your children's education. Thank you very much and have a very good night.

Comm. Teague: I just want to thank the parents for coming out tonight. My name is Comm. Teague. Just speaking as a parent, I do think that we need to have a follow-up meeting in the same location a month from now. In this next 30-day period there needs to be a push, a drive in the community to get the word out about the meeting. Even if we have to take that mobile unit, put some speakers on the top, play some music, draw the people to the truck, hand them the flyers and let them know that we're having another meeting at School 6. This is a situation that's important. You're talking about people's lives and the lives of these children and I think we need to step it up. I go out every day communicating with people, knocking on doors, meeting people on the streets and all of the parents have the same issue. Things will take place and they will be alerted after the fact and they won't even have an opportunity to find out what's going on. We all have to take a part in that responsibility and blame. But what I'm saying is that we need to have another meeting and another session just like this. We need to step up the approach as far as reaching the parents because I was born and raised in the Fourth Ward and we know that we have to go the extra mile when it comes to this particular ward. It's not enough just to throw something in the newspaper or throw it on the TV. A lot of folks don't have cable right now. They're watching DVDs. A lot of people don't have Facebook. If they do they have to wait to go to the library and it's not enough time from them to really see what's happening. We're public servants first and foremost. So we're going to have to use all of our power and everything that we have in us to make sure that the community understands what's going on, especially a meeting like this. That's my commitment to you – that I'm going to go above and beyond to make sure you know what's going on from now on.

Comm. Irving: The cool part about going last is I get to say, "Everybody else said everything I was going to say." The only thing I would just add is that we're all preaching to the choir right now. You folks are the people who wanted to be here. You chose to be here even if you heard it at the last minute, two minutes ago, or last week. You made the choice to be here. But now we need the choir to go out and sing and to let folks know when the next meeting occurs. I think honestly you should not involve us but involve your school principal and the leadership here respectfully that you all get to know your principal and the folks who will be here that you have the opportunity to do that so that she can share with you her vision, what she's doing, and how she's going to transform the school. But if things don't happen the way the plan is your job as parents is to vote us out and our job as Board members is to get on the Superintendent's case. If we don't do right by you, then we have to pay the consequences. Bottom line! I'm going to share with you my phone number just in case anybody wants to write it down. I did pass it around. I want it to go around, but if you don't have it it's (973) 348-5002. If you have any questions, comments, or concerns these Board members are highly

accessible. I think that's one of the greatest pieces about this Board. So I thank you for coming this evening.

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

It was moved by Comm. Mendez, seconded by Comm. Guzman that the Board goes into executive session immediately following the meeting. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 8:31 p.m.