

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

August 1, 2012 – 6:08 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. Jonathan Hodges
*Comm. Errol Kerr

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

Absent:

Comm. Wendy Guzman
Comm. Alex Mendez

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

Comm. Martinez 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
August 1, 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 want to welcome everyone this evening to our first official workshop of the oncoming school year. We are going to begin with Presentations and Communications. This presentation I actually asked Dr. Evans for after a very good and thorough curriculum meeting on Monday. I'm going to turn it over to Dr. Evans and then he'll bring up Ms. Riviello.

Dr. Evans: As Ms. Riviello is coming towards the microphone I'd like to take this opportunity to introduce to you Lisa Pollak our new General Counsel. You'll recall I

think it was in mid-July when we discussed last the reorganizational chart and the positions that were being replaced, filled, or otherwise addressed. I gave you a copy of some resumes of individuals that were coming on board and I gave you a copy of Ms. Pollak's resume. Hopefully you all reviewed it and have some sense of what her background is, but I want to formally welcome her to our district.

Ms. Lisa Pollak: Thank you and I'm happy to be here.

Comm. Irving: Ms. Pollak, as I said before, it is a pleasure to have you. Welcome to the school district and it's a lot better looking at you than Sid Sayovitz.

PRESENTATIONS AND COMMUNICATIONS

Mathematics Test Preparation II

Dr. Evans: In the curriculum meeting that Mr. President spoke to a minute ago JoAnne Riviello, our Chief Academic Officer, provided information regarding the math curriculum and some work that she and her staff has done recently. As a result you asked that she come and review that information with the Board. She's here tonight to do that.

Ms. JoAnne Riviello: Good evening everyone. One of the things that Mr. Irving asked me to share with the rest of the Board members is a plan that's in front of you for an HSPA and SAT prep course. You may recall mid-year this past school year Dr. Evans asked me to put a proposal together for math and most importantly what kind of interventions we could put in place for secondary. As I wrote that proposal and worked with the supervisors assigned to mathematics basically we developed the intervention piece using materials that we've all found successful over our years of teaching. What you'll see in that curriculum guide is just that. It's designed as a year course. The beginning of the course is designed strictly as HSPA preparation with 10-day units and an assessment attached to each unit. I don't know how familiar you are with the four clusters of HSPA, but the clusters are Number Sense which makes up 15% of the test; Geometry and Measurement which makes up 25% of the test; Patterns and Algebra makes up 30% of the test; and Data Analysis, Probability, and Discreet Math makes up another 30% of the test. The reason for this intervention is most of the questions on the HSPA are not directly aligned with the content that's taught in algebra and geometry. There are skills from algebra and geometry, but a lot of the other clusters are part of or a continuation of what went on in NJASK. So the curriculum guide in front of you is just that. Chris asked me to share a little bit about the intervention process that happened. As we did that month-long intervention process in addition to going over and reviewing content we spent a lot of time on what test prep looks like, sharing with the kids that there are three sections on the HSPA. Each section consists of ten multiple choice questions, two open-ended questions, and it's given over a 40-minute time period. So essentially they have two minutes per multiple choice question, ten minutes for each open-ended question, and as we worked within the invention we tested them depending on the site. I was at International and those kids have 80-minute blocks so I was able to get two assessments in each week. For other schools where it was a 40-minute block or an 80-minute block every other day the supervisors used their discretion in terms of that. But again, we focused primarily on strategies for HSPA. For HSPA there is no penalty for guessing. In terms of multiple choice strategy, statistically B and C answers come up more than A and D. Since there is no penalty for guessing we've stressed to the kids you want to make sure even if you're running out of time bubble something and decide ahead of time what you're going to bubble, B or C. On the open-ended questions we showed them in math you don't have to respond to an open-ended question in a sentence-like format. All you have to do is show your work, bullet it. We

really went over strategies with how to make a one response a two and how to make a two response a three, so on and so forth. Moving forward the next piece of this test prep curriculum is really going to be focused on SAT and ACT. Our students have to realize although questions on SAT and ACT in some cases are similar or almost exactly the same as a question that might appear on HSPA, they're scored entirely different. On SAT and ACT the first question is the easiest question on that section of the test and the questions get progressively harder. So students need to understand that on an SAT or ACT test you're not guessing. It's scored the number right minus a quarter of the number wrong. Technically when a student goes in to take the SAT they have no idea, and neither do we, what the format of the test is going to look like. You can have three literacy sections and two math sections, or four math sections and one literacy section. You really don't know walking in what you're going to get, so strategies are important. In this binder we did not make up the SAT questions that are in there. You will see they range from old assessments up to new assessment data. The new assessments are more the ones we made, but overall we feel that this curriculum will mirror what was done in that month that we were in the schools. Certainly we got a big bang in terms of our math scores this year. This will be a continuation. Teachers do have to receive professional development. Each teacher will receive that binder and as you open the binder each section is hand-written, your prerequisite skills that you need to go over, what the teacher has to teach for that particular unit, and then that assessment. So as I said, on the table there are three of them for your purview and they'll be available to you if you choose to come and see them on a more thorough basis. As I said, the one thing that we did this past spring is every tenth grader and ninth grader was given a placement test. The placement test mirrored what HSPA will look like exactly. It was given under timed conditions. It had three sections to it with 30 multiple choice questions in its entirety and six open-ended questions. Since we did it partially computerized the computerized multiple choice section was graded. On the computer we put in a spreadsheet for grade purposes and could do a spreadsheet to get the results. Then all of the open-ended questions were graded by my math team as well as all of the department chairs from the different high schools. The result of that is students that scored above a 75% range, 62% for actual test is passing on the HSPA. We chose to go a little higher because we know we get kids right on that cusp. So we used 75%. Students that were 75% or above do not necessarily have to take the HSPA course that's in combination with how they were doing with mathematics over the past two years. Anybody below a 75% if the schools could put this course in, and most of them had it anyway, they are going to register for the students for this eleventh grade test preparation course. As I said, the curriculum was well-received. I don't want to take the time. I know this is a lengthy meeting, but if you do have any questions and I can answer them briefly I will. Otherwise, feel free to contact me and I'll definitely respond to you whether by email or in person.

Comm. Irving: Thank you, JoAnne. Stick around because I do want to toss around a suggestion. The reason I asked Ms. Riviello to come this evening and present is because the Board action we got was late. It came on Monday. It was probably done over the weekend but we physically got it on Monday evening or afternoon. So I wasn't sure if Board members had enough time to digest it and ask questions. We certainly didn't at the workshop meeting. That's why I asked Ms. Riviello to come and speak tonight. The other piece I think is important about this program when you really look at the nuts and bolts of it this is really an SAT and HSPA prep program with the elements for supporting math. Clearly the proof is in the pudding with the students who were in the pilot who scored well because we taught our kids how to take these tests. We are finally, in my opinion, doing what other folks in other districts always do, which is teach their kids how to take tests. But with that said, Dr. Evans, I don't think we should stop here. I think there should be a very similar program that's modeled after the model

JoAnne did for literacy in English. It's incumbent upon us to work on putting that pilot together this year and then rolling it the year after. I'm saying all this because we spend a lot of money in this district on consultants up the wazoo. We have consultants sometimes I feel to teach people how to go to the bathroom. It's almost ridiculous at times the amount of consultants we have and that are imposed upon us. Here we have an in-house homegrown person – JoAnne, we had more time in curriculum – who use folks from this community, educators who have been here a while who know our kids, how they learn, and know how to teach our kids. They were able to create a very comprehensive program that I'm very excited is going to be implemented district-wide for all eleventh graders. I think the next step is if we're doing it with math we have to do it with English and literacy. I think that it's incumbent upon us as a Board to push that initiative because something like this came out of the idea and the brainchild of the committee of folks in the math department. There's no reason why this can't be replicated when we're talking about literacy and English. I think at this stage if we're able to do it here one thing I told JoAnne at the curriculum committee meeting is that sometimes it's bad to be good. I certainly want more now. I want to see a program for literacy that teaches our kids how to take the HSPA language and literacy test. Show that they at least have that mindset that after they're done with the HSPA they know what to expect from the SAT and the PSAT, but this to me is a starting point for that. I don't know if anyone has any questions, comments or feedback from Ms. Riviello. We know this is a submission in the curriculum section, but I'll entertain any questions for her now.

Comm. Martinez: I have not so much a question but a statement. As we talked about in the curriculum meeting this is a perfect model. The fact that you did such a good job is only going to cost you a little bit more work.

Ms. Riviello: It's okay. We're up for the challenge.

Comm. Martinez: As the President said, we'd like to see that more. I agree. I don't think we need to outsource anyone. We have our own in-house experts who actually have taught our students and know the needs of our students and the needs of the teachers as well. To combine that and put it together like this is perfect.

Ms. Riviello: If I could just add one thing, I'll speak for the math team. It really was a privilege to go out and do that. For me I taught about 90 kids over the course of a month. The principal decided where we were going to go. It wasn't our decision. The building I was in at International I did three 90-minute blocks back-to-back everyday and there were some students who were weak. I kind of knew they might not pass. But when the results came in what it says to me is of the 17 kids who didn't pass they passed with scores from 187 to 199. 200 is passing. So those kids with a little extra effort, whether it's a little more time or had this been designed a little bit earlier, they would have made it. Like I said, that's why I feel certain that with the training of the staff now because in most instances we went in and we were the lead and the staff teamed with us. So now the second piece of it is just to make sure that the staff can take this and run with it. It's written in a very user-friendly manner. You can see some of the pages are hand-written and that was done purposely. I didn't want it to look like this major shift of things. So I really do think that it's going to work well for us. As far as what was recommended, curriculum and instruction is up for the challenge. Thank you.

Comm. Hodges: I haven't seen that material yet. But while I celebrate this effort, and I certainly will embrace the concerns around literature, I'm equally as interested in having kids learn the first time around. I'm very anxious to see the work that's going to be done in that area, including the cycle that we haven't been doing in years, reviewing the

curriculum over the five-year cycle, which I haven't seen. So I'm kind of interested in seeing that plan rolled out. Obviously with our new reform plan there's going to be an emphasis on pre-k through 4 proficiency. So it's going to be extremely important to find a way to address that because I think the goal is 75% proficient each year. So that's the plan I'm very anxious to see.

Ms. Riviello: I can share with you in that regard that literacy is rolling out. Common core literacy rolls out this year k-12. The literacy people are working on that rollout. A good many teachers will receive professional development in August and then anybody that's remaining that didn't sign up for the August training will receive the professional development in the fall in September. We are working out that schedule with Dr. Evans. In terms of math, common core math rolled out k-1 and k-2. This fall they were all trained. The first two weeks in September every k-1 and k-2 teacher was trained and all principals and coaches were trained. Then 3-5 math and 9-12 math roll out next year. That's why the binder was ready and really the submission got past me because we were not only working on the rollout 3-5 and 9-12, but we were also working on the rollout of summer school. I really just forgot about doing the paperwork. There's no excuse for it. I did, and then all of a sudden it dawned on me that I didn't do this. But 3-5 was rolled out the last two weeks of June and 9-12 was rolled out the final week in June. That doesn't mean the teachers don't need more professional development. Of course we know they do and it needs to be ongoing. But in terms of what needed to be rolled out for mathematics it was and for language arts it will be.

Comm. Hodges: In addition to that, I was somewhat troubled after visiting schools during the summer program to see that there wasn't a uniform approach to teaching literacy. In addition to that, the absence of trained literacy coaches was somewhat disconcerting given the fact that we were supposed to be helping these kids progress to a certain point on the STARS. There weren't literacy coaches and I understand that there was some sort of problem with the haste in which we had to put the program together and getting the staff put in place. But it seems to me that if you're going to put that program in place that those things should have been in place. That's an absolute concern because it's this type of performance that causes us to be in the position that we're in. I understand that there was a short time frame in which to construct a course, but we trained 20 literacy coaches.

Ms. Riviello: Coaches or reading specialists?

Comm. Hodges: Reading specialists.

Comm. Irving: Another class I think just graduated.

Comm. Hodges: Absolutely. We didn't get the benefit of those skills with this group of students who were exposed to our program and I'm hoping that gets addressed in a significant manner.

Comm. Irving: Thank you, Ms. Riviello. I appreciate it and great work. Dr. Evans, I would like an answer about the possibilities of replicating this same type of model for literacy.

Dr. Evans: Yes. I thought Ms. Riviello addressed that. In fact, she's mobilizing the literacy team now around the common core work and it only leads to follow that a similar model that she described to you, particularly for those youngsters who are performing below proficient on NJASK, be put in place. At the elementary level that's more important than at the high school level. Our high school youngsters are performing at

much higher levels the first time they take HSPA. This initiative was designed for HSPA. In fact, if you look at the data that you have in front of you that's one of the comments that I was going to make under the Superintendent's report. 66% or 67% of our total student population taking HSPA for the first time and 80% of our general education students are performing at or above proficient the first time they take it. So there are fewer students there in need, meaning fewer students as a percent of the total student population in the eleventh grade taking HSPA for the first time that are performing below proficient. Math represented a greater need and that's why we chose math to intervene in initially. But to answer your question, yes we will.

Comm. Irving: Then I look forward towards the end of the school year to seeing a program implemented. Just because the need isn't as great doesn't mean the need doesn't exist. We want 100% of students passing HSPA and NJASK. Whatever mechanisms and tools we need to get there I think it's absolutely vital and important in order to do that.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: You have in the greenish folder in front of you Cycle 2 HSPA results. These are the final results. Until now they were preliminary and were subject to change. This is the final iteration and we provided that for you for your information. They did not change much. They still represent significant improvements, especially in math. You just heard JoAnne give you one of the reasons why we realized those improvements. The second item that I want to briefly mention is as you all know the Commissioner did recently sign approval of my next three-year contract. I'm going to make some extensive comments about that in the televised meeting in a couple of weeks. But I just want to take this opportunity and thank the Board for your support in helping the kinds of changes that we've made and the kinds of improvements that we're now realizing come about. It could not happen without the support of the Board. I also want to thank my staff, those folks who are always huddling in the back of the room there. They are responsible for much of this. They are the people out there making it happen. So a special thank you to them. Again, in the upcoming televised Board meeting I will have more extensive comments and thank you for both the Board and for my staff, as well as our teachers and others who've helped us to get to where we are.

Comm. Irving: Just as a point of information, I have asked the Superintendent for the Board to receive copies of the signed contract. I'm not sure if the Commissioner has done his due diligence in signing it, but once it is Dr. Evans has agreed to share with us a copy of the current contract and what it states. I just want to make sure we're all on the same page.

Dr. Evans: And for the record just as we are holding teachers and principals accountable for student performance so does the Commissioner hold me accountable for student performance. Those are among the measures to which I am held accountable. Actually, my first contract three years ago did the same thing. But the measures are different in that we're looking at things that we didn't necessarily look at three years ago.

Comm. Hodges: While it may be of interest to view his contract since we had no role in it, it might be of greater importance to make sure it gets into the hands of the County Superintendent.

Dr. Evans: The County Superintendent has it. I sent it to him myself. We should get QSAC points.

Comm. Hodges: I definitely want a letter saying he did receive it.

Comm. Irving: Cheryl, can we get that? Can we get some type of statement from Gilmartin indicating he did receive a copy of the contract? It has a bearing on QSAC and I want to make sure that we get the support we definitely need.

Comm. Hodges: Though I imagine that won't be a problem much longer since QSAC may not be here.

PUBLIC COMMENTS

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

Ms. Linda Reid: Good evening. First of all, I want to say congratulations Dr. Evans for your reappointment as Superintendent of Schools. I think it's important because our children need continuity and you bring that. I'm here to fuss a little bit because I'm still waiting for my answer. The last time I was here at the Board meeting I talked about the conditions of the heat at School 10. I still have not heard anything about that and school will be starting again in September. The conditions are still going to be the same if nothing has been done thus far. So I'm hoping that it was just an oversight that I didn't get a response to my request to find out what is going on over there. My second question is since School 10 had the SIG grant and it was an extended year I believe they had 15 additional days that they had to go to school. Was there an amendment to the attendance policy for those 15 days? What happens to those children that did not attend? I understand that with the social promotion and everything for the regular schools and your comment about School 10 being a SIG school and they were already going additional days something different would be done with them. But if they were children in jeopardy of not being socially promoted and they had to go the additional days it did not go to that nor did they go to the additional extended learning days. What's going to happen to those children? I understand if they're not tested out what's going to be put in place for them come September? Those are a couple of my questions.

Dr. Evans: I'm going to ask Mr. Aubrey Johnson to arrange to meet with you on the air conditioning question. There are answers to your question. You may not like the answers, but there are answers.

Ms. Reid: I just need answers so I know which way to go forward.

Dr. Evans: Then I'm going to ask him or JoAnne Riviello to see to it that Marguerite Sullivan meet with you on the issues that are associated with the extended year, whether it has to do with attendance and other kinds of things. Mr. Johnson should be a part of that as well. They can answer your questions.

Ms. Reid: Thank you.

Comm. Irving: Are those appropriate staff members here?

Dr. Evans: Mr. Johnson is sitting over there.

Councilman Andre Sayegh: Good evening, Andre Sayegh, 384 Trenton Avenue. First, congratulations are in order. Dr. Evans, I'm very encouraged that you'll be here for at least the next three years. We needed stability in this district. I believe we have it and I look forward to working with you. We can collaborate on matters that deal with both the city and our school system. That's a segue because I met with you this past Monday and I'm encouraged by our meeting because for quite some time we had to determine School 25's rightful owner as far as the field and the fence are concerned. After consulting with our Director of the Department of Public Works, Chris Coke, it is your responsibility. You are correct, Comm. Cleaves, but it's our city as well. So we're not abdicating responsibility on this matter. But when Chris Sapara-Grant did an assessment obviously you're serious about fixing the field and the fence. Comm. Martinez, as you know you've frequently worked out there. That's a gem. That's the closest thing we have to a campus here in Paterson as far as an elementary school is concerned. Dr. Hodges, you've advocated on our behalf as well. So I'm looking forward to this collaboration between the city and the schools so that clearly we can fix this fence and put up a "no trespassing" sign. It has attracted a rather nefarious element after hours and I understand that you're going to increase the level of security there so that the police department is aware of it as well. So I'm encouraged. A few weeks' time is what I was told the turnaround would be. We'll see some improvements there. I would also like to extend an invitation to every member of the School Board to School 9 on Friday at 12:00. We'll be distributing 150 book bags to the students at the school. So each and every one of you are invited, even Comm. Teague back there.

*Comm. Kerr enters the meeting at 6:40 p.m.

Dr. Evans: I need to share additional information. I think the Board may have just heard some information for the first time that we learned on Monday for the first time. We had been led to believe that that field area that is just south of School 25 but adjacent to it was owned by the city. We learned on Monday that we own it. It is our responsibility. So that's news to the Board because we've had discussions about School 25 and that field in the past.

Comm. Irving: Yes, we have.

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

Comm. Hodges: Before we go too far afoot, there are no numbers associated with the number of students who took these tests. Unfortunately, in this district that's an extremely important component because sometimes you are misled by the performance. I don't want the Board to get the wrong understanding of what these numbers mean. So it's extremely important in the future with this to give us the number of students who actually took the test versus the total universe that was possible.

Dr. Evans: We have the numbers. That information was requested recently. A comprehensive report including the numbers was recently developed so we'll make sure that you get that in the coming days.

Comm. Hodges: Thank you.

Comm. Irving: Cheryl, I'm going to look at you again to make sure we get that. You're my consummate follow-up. Can you make sure we get those numbers?

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills dated July 18, 2012 in the grand sum of \$1,045,937.31 starting with check number 176851 and ending with check number 176870 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: \$1,045,937.31

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

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Irving: Everyone should have their curriculum report at their table. I just disseminated it around the room. The curriculum committee met on Monday, July 30 for what was in my opinion a very productive and informative meeting. Staff members present you see attached. There are too many to name. Board members present were Comm. Cleaves, Comm. Kerr, and Comm. Martinez. Everyone was indeed present for the meeting. At the meeting we discussed the action items. In particular we had a very long discussion with regards to the mathematics test preparation plan that Ms. Riviello presented on when we first started this meeting. In preparation for this meeting that's when we asked Ms. Riviello to come and discuss. I've made my comments about the math test preparation guide and what I think should be done with it. We'll entertain any questions at this point. Everyone has the report in front of them. Are there any questions on curriculum? In an effort to provide more information for everyone what I've asked Ms. Williams to do is after the curriculum committee is done the minutes are emailed to the Board members within a day. So case in point, Board members got the questions and answers that the Board members asked I think Tuesday morning or afternoon some time. It's especially for curriculum because most times between curriculum and fiscal that's where the bulk of the conversation really happens because of the volume of action items. In your emails there are typically going to be questions and to alleviate overlap some of them may be answered by checking those emails just as a point of information for everyone. Ms. Williams, thank you for making sure that got to the Board members.

Comm. Hodges: On A-1 in curriculum, what exactly is this application for?

Ms. Riviello: There were three revisions. I can get it off my laptop. There were three revisions made to the SIG application and I can get exactly that in regard to what those three revisions were and the dollar amounts assigned to it. The other question you asked to the other night, Chris, I do have the answer to with regard to the funding piece. But if you want to know the revisions, I have to get it right off my laptop.

Comm. Irving: Can you go grab that?

Comm. Hodges: On A-2, is it 18 or 19 years for this grant? Is this a grant or a waiver?

Comm. Irving: The answer that's in the curriculum report is that it's a 1-year grant but they have the option for a renewal. That's wrong.

Comm. Hodges: It actually says both of them in there. I'm trying to get an understanding of what that actually means.

Comm. Irving: Ms. Riviello, do you have the answer?

Ms. Riviello: Yes, I do. It is right in the packet as well. Purchase Learning.com Technology Curriculum was revised to \$121,000. The compensation for principals for the 2012 summer school was \$107,650. The professional development for Focal Point for July and August was \$100,000. Those were revisions and changes of monies into the grant. There was just the reallocation of those three items.

Comm. Hodges: So this application is simply to reallocate the funding?

Ms. Riviello: Yes.

Comm. Hodges: What is an intervention teacher? That was mentioned in there.

Ms. Riviello: Each school asked for math intervention teachers and language arts intervention teachers.

Comm. Hodges: And they do what?

Ms. Riviello: Coaching and modeling of instruction.

Comm. Hodges: To the teacher?

Ms. Riviello: In the classroom with the teacher, assisting small groups.

Comm. Hodges: How's that different from a coach?

Ms. Riviello: In some ways it is similar. With regard to the new positions that will be coming for the SIG schools it will be probably quite similar because it is an intervention teacher doing interventions in order to improve whatever they have deemed or through their data have deemed what their deficiencies are.

Dr. Evans: Let me point out that the reference to coach is something that will be changing and other names for that position will be used. It was determined recently that is an unrecognized position.

Comm. Hodges: That was my question.

Dr. Evans: So a number of titles are surfacing such as intervention teachers, or teachers of this or that, which is unique to assisting or guiding or coaching teachers but we can't use the title coach. Dr. Newell will be reporting on that very soon.

Comm. Hodges: That's my question. Is this a recognized title by the state currently or is it soon to be?

Dr. Evans: "Teacher" is, but "coach" is not.

Comm. Hodges: How about “intervention teachers?”

Dr. Evans: If it's an “intervention teacher,” yes. If “teacher” is in the name, yes.

Comm. Hodges: Really?

Dr. Evans: But “teacher” is not in the name if it's “coach.”

Comm. Hodges: They are assisting teachers.

Dr. Evans: JoAnne was very accurate in her description of what they do. They either provide professional development for classroom teachers, or they model lessons, which is also a form of professional development. They will sometimes actually work with small groups of kids. If you have a class of 25 kids, and you have some students who are reading far below grade level and need some additional help an intervention teacher may work with them in a small group to help accelerate their achievement levels so that they hopefully will get to grade level in their level of functioning. But they do both. They provide activities, modeling, and professional development for the teacher and they also work with students directly.

Comm. Hodges: What qualifies them to provide this function for fellow teachers?

Dr. Evans: Their experience having done it and having taught for an extended period of time and having demonstrated proficiency not only in the content area but in adult education, teaching adults or modeling for adults. Or in some cases you can go and get a degree. In fact, for the specialist degree, Montclair State University involved how many of our teachers and ultimately they became specialists?

Ms. Riviello: The first round was 20 and I think this last round was 15.

Dr. Evans: So that's another way, either through experience or through additional training at the university level as reflected in degrees.

Comm. Irving: The way it reads is basically another set of hands to assist.

Ms. Riviello: Even if we go back to what was done at the high school I would have been in my role in that classroom the intervention teacher. Initially I went in with a prescribed plan based on my area of expertise in mathematics. But as the time progressed I was team teaching with a teacher who for whatever reason that principal felt needed assistance. Towards the end of that month or five six weeks we were there he did more, I did less, or we worked more collaboratively. But in the beginning he needed the modeling. By degree he has a math degree and he's certified to teach math k-12. But his experience and more importantly his experience in this case with HSPA he didn't have the depth of experience that myself or the supervisors have.

Dr. Evans: For each one of these positions there is a job description and we'll be happy to provide that.

Comm. Hodges: Of interest to me is whether or not the union recognizes this as something.

Dr. Evans: As long as we're satisfying the requirements of the state, and we are.

Comm. Hodges: So this is a state mandated position or created position?

Dr. Evans: No. The state identifies positions that are recognized and there are regulations that talk about positions such as principal and so on that are recognized positions. There are other positions. Teacher, for example, and maybe specialist is even there. Superintendent is certainly there. They talk about in general terms what the role functions for each one of those positions are. But that ultimately shapes then the detailed job descriptions that are prepared at the local level.

Comm. Hodges: Okay. I'm not fishing, Mr. President, but the concern is you've got contract negotiations and any little excuse to have a teacher who's not necessarily given extra qualifications putting them into the classroom to teach a teacher or in their minds monitoring their fellow teachers is abhorrent to them and they will react rather strongly and have in the past. That's why there's the issue.

Comm. Irving: I absolutely understand what you're saying.

Comm. Hodges: It can be a significant issue in September, as you may yet see. Did Mike Miles end his role here?

Dr. Evans: No.

Comm. Hodges: According to this contract, did he go to Houston?

Dr. Evans: Our contract is with Focal Point and Mike is one of the principals with them. We do have a contract with Focal Point.

Comm. Hodges: He was mentioned in the resolution, but he's not here anymore.

Dr. Evans: I talk with him on a very regular basis actually.

Comm. Hodges: How is this \$6 million being used for Whole School Reform?

Dr. Evans: I don't think Whole School Reform exists anymore.

Comm. Hodges: That's why I raised the question. That was in there and listed as an item for Whole School Reform. I said, "How is that possible when I didn't think it was here anymore?"

Ms. Riviello: Whole School Reform is not there as a model. If the phrase is there I think the phrase was used in probably the fact that they put "whole." But there is a reform of the school and of what's going on. So I think that is the reason why that wording was used and probably should have been worded a little bit differently. There's no Whole School Reform model.

Comm. Irving: Does anyone else have a question for A-1?

Comm. Hodges: On A-2, is it 18 or 19 years for this grant?

Comm. Irving: Good question. I think Anna Adams is the one who submitted this one. We'll have to get that answered.

Comm. Hodges: How many years? It says 18 and then 19. I don't know how it went, but the word nineteen is written and then in brackets it's 18 or vice versa. It's unclear.

Is this a grant or a waiver? Because it says both and I'm getting the impression this is some kind of waiver or component of this. I'm trying to find out why it doesn't that make it very clear in the application.

Dr. Evans: We're going to have to get you an answer to that, as President Irving mentioned.

Comm. Hodges: The application states that this was supposed to be returned to the CAP state office by June 29.

Ms. Riviello: I can answer the part you just asked about the waiver. The cost for that is a lot more expensive. They waived the cost and we only pay the \$1,500.

Comm. Hodges: Thank you very much.

Ms. Riviello: I'll double check with Ms. Adams, but I believe the 18 years is correct in my conversation with her. I'm pretty positive that it's 18 years.

Comm. Hodges: Thank you very much. Is this application supposed to be in their office June 29?

Ms. Riviello: I'm not sure of the date.

Comm. Irving: It says June. If that's the case then an untimely submission report needs to be added. That cover page needs to be added to this.

Ms. Riviello: Okay. I'll make sure that they get that.

Comm. Hodges: Dr. Evans, has this already been signed by you?

Dr. Evans: What's that?

Comm. Hodges: This resolution.

Dr. Evans: Yes, it has. I signed it on July 13.

Comm. Hodges: So this is simply...

Comm. Irving: For our information.

Ms. Riviello: Let me check that date too, just because this is my first time as the person in charge of curriculum. Let me also check the date and make sure it was not incorrect on there.

Comm. Irving: Any other questions for A-2? What about A-3?

Comm. Hodges: Is there a location for this facility? This is the medical clinic and this is of particular concern to me since what tends to happen here is we create a nurse's office where we aim to see more than one patient, but then you don't provide a place where they can give a confidential history if there is more than one patient. That can be problematic. Now you have a wide range of services here that you say you want to provide such as dental, medical, social service, possibly psych history is being taken. You can't do that in the same kind of environment that you have generally set up.

Dr. Evans: This is intent to apply and submit the application. So it may be even premature to make a commitment regarding a place and we're simply submitting the application for the funds that we may or may not get. It may be a bit premature.

Comm. Hodges: That doesn't change the question though.

Dr. Evans: We do not have a place.

Comm. Hodges: I didn't think so. Thank you.

Comm. Simmons: Any other questions for A-3? What about A-4?

Comm. Teague: Let me get the first swing at A-5.

Comm. Hodges: Feel free because I have plenty. What exactly is A-4 about?

Dr. Evans: NJCDC is the lead agency for the full service school engagement at School 5. They've been doing that now for as long as that has existed and this is continuing that. They've also gone a step further and applied for an additional grant themselves to support the work.

Comm. Hodges: What is a segmentation analysis?

Dr. Evans: I'm not sure what a segmentation analysis is.

Comm. Hodges: Where are these matching funds coming from for this program?

Dr. Evans: For the grant that they're applying for? We're not sure. Again, this is an application. This is the Memorandum of Understanding between the district and NJCDC to support their submitting the application for additional Promise Community dollars.

Comm. Hodges: Would we be on the hook for these matching funds?

Dr. Evans: Assuming we get the services that we want, yes. Our kids are the target for the services delivered in three schools.

Comm. Hodges: So the matching funds would come from us?

Dr. Evans: Not all of it, no, just part of it. Again, this is an application.

Comm. Hodges: Who's on the Promise Neighborhood Advisory Council?

Dr. Evans: That I'd have to get from NJCDC.

Comm. Hodges: Who's on the Community Advisory Board?

Dr. Evans: That I also would have to get from NJCDC.

Comm. Hodges: That's all I have for A-4.

Comm. Teague: On A-5, I'm trying to figure out if this is actually a plan to expand the Youth Build program itself.

Dr. Evans: No. Youth Build has been around for a while. Actually, in your folders there is information on Youth Build.

Comm. Teague: But what I know from talking to people is that usually there's only room for 25 students, which there should be 100 or 200 spots.

Comm. Irving: It is to expand it. In a conversation that we had in the curriculum meeting it was told to me that it's 25 spaces. That was the question I asked. We are getting or adding onto Youth Build 25 additional spaces of students who are coming from the Paterson Public Schools. The question I asked is, "How do we identify who those students are and who identifies who those students are?" I was told that Nicole Payne, who is our Director of Alternative Education, will be earmarking 25 students to participate in the Youth Build program. What has not been answered though yet is if those students are in that program, how does that correspond with their academic responsibilities. Is Youth Build going to supersede the academic portion? What I'm not familiar with is what kids get. I know kids get the trade piece out of Youth Build. But I don't know if they get a GED or high school diploma. Do they?

Dr. Evans: The description is in your packet and it does say they earn a GED.

Comm. Irving: So I assume students would then go to Youth Build instead of going through one of the alternative education programs.

Dr. Evans: Correct.

Comm. Irving: I still want to see from Ms. Payne exactly how she plans to identify those 25 students.

Comm. Teague: Has the Board ever toured that facility on Grand Street?

Comm. Irving: This is the first time we're getting involved in this project. The answer to that is no, but I would encourage us to. I've only heard of Youth Build and I'm familiar with the work they've done. But if we're committing a quarter of a million dollars to the program I really want to know exactly what we're paying for. What was clarified to me was that we're paying for 25 students to be a part of that program.

Dr. Evans: I printed this from their website and I know from personal experience. They actually build houses. They learn how to build houses, give them a trade. These are youngsters who are disengaged. Many of them have dropped out. It's a way of getting them back into the system and getting them a GED minimally. They could go on to get a diploma if they have the Carnegie units. But the target is for those who if nothing else happened would not be returning to school.

Comm. Cleaves: What's the difference in this program and Youth Corps?

Dr. Evans: Youth Corps is a service. Those youngsters do service projects in the community. Some of them work in our schools as tutors or in other ways in our schools. They go out into the community and they may assemble with other groups and pick up trash. Service projects are defined specifically for the Youth Corps group. It's a yearlong engagement for the Youth Corps. It's also a year long for this group as well, but they're in it to be able to get service credit and experiences that ultimately will contribute to them getting jobs. I think all of them may already have degrees. Someone needs to correct me if I'm wrong.

Comm. Cleaves: They have a graduation though.

Dr. Evans: From the program.

Comm. Cleaves: Right. At the end of their graduation they receive...

Dr. Evans: I don't know what they receive. I've attended the graduations myself. I know they get certificates and credit for completing the program. Some of them are actually employed.

Comm. Cleaves: They get academic structure there as well as opposed to the community service part?

Dr. Evans: I can't say what the structure is because that's an NJCDC program as well.

Comm. Cleaves: That one is also?

Dr. Evans: Yes. Actually, the Youth Corps is in several different places. The one that we work with is NJCDC. But I know a lot about it because they're actually in our schools tutoring our students.

Comm. Martinez: Point of clarification. Were you referring to the Youth Corps or the AmeriCorps Group?

Comm. Irving: Dr. Evans, I think you're referring to AmeriCorps.

Comm. Martinez: What I heard you describe sounded more like the AmeriCorps program.

Dr. Evans: Okay.

Comm. Irving: The Youth Corps program is a district-run program where kids do get credit.

Comm. Cleaves: So if we already have that program, then why do we need this program?

Comm. Irving: It's a good question. I guess it's the casting net factor, trying to catch as many kids as we can with many different aspects. Some kids are in the Youth Corps program that are working on job skills may not be the kids who want to build a house and hammer nails into a building and vice versa. I am familiar with the Youth Build program because Dwayne Roberts is one of the founders and teachers of it. He did that for a while and he and I had a long conversation about what they've done. The same skill set in Youth Corps is that they get skills but one is focused on the trade of carpentry and building homes and sheetrock. The other program you're speaking of is really job preparedness and trying to get kids to find a job maybe working in an office setting or potentially maybe doing something with their hands. But I think the bottom line is the scope is much more wide with the Youth Corps group as opposed to Youth Build. Youth Build is building houses, structures, and being able to create structure of a home. The other program is much more generic.

Comm. Hodges: How does this differ from what Silk City does?

Dr. Evans: I'm going to ask Ms. Shafer to respond to Silk City.

Comm. Irving: Silk City doesn't have a service learning component, does it?

Ms. Eileen Shafer: Good evening. Silk City has an adult school, Silk City Academy, a GED program, and Youth Corps. This program...

Comm. Hodges: This being Youth Build.

Ms. Shafer: Yes. With all the programs at Silk City you get diplomas, except the GED program. For Youth Build you get a GED. You have your academics half a day and then you go onsite to work the other half of the day. You get paid for doing that work and you learn a specific trade or more than one trade. All of our programs at Silk City except the academy are funded through grants. The adult school and Youth Corps are all funded through grants and this year some of the grants decreased. We only can enroll a certain amount of students in Youth Corps. So this gives us an opportunity to open up another different type of program for our students who are disengaged.

Comm. Hodges: Do the students at Youth Build qualify for either an apprenticeship or an actual job in the union?

Ms. Shafer: I don't know if it's in the union, but they do find them jobs after they complete the program.

Comm. Hodges: What is the percent of placement in jobs? Do we know that?

Ms. Shafer: We'll have to get that.

Comm. Kerr: How long does the program last?

Ms. Shafer: I think it goes until 12. It's an all year program. It's 10-year academic, but the students get to work throughout the summer.

Comm. Kerr: The reason for the question is that although we usually say it's just carpentry you don't usually learn carpentry and become a master of the trade in eight months. To be a master carpenter that you can actually ply that trade you have to spend years developing your skill. So eight months is really nothing.

Comm. Martinez: I agree with that assertion, but that holds true with a lot of other things. I graduated from school to become a teacher. I wasn't a master teacher. I'm still not a master teacher. It takes years to ply any trade to really become a master at it. But I think what they do is provide the basic foundational skills that you would need and then you take it from there.

Comm. Teague: That's why I mentioned before has the Board ever gone there and toured the facility. I go there almost every day and you will be amazed by what those young people do. You walk in there and you wouldn't believe that they did it. When they show you what they're working on it looks like the work of someone who's been doing it for 30 years. It would blow your mind. If we actually took a tour of that facility and see what the Youth Build students do you'd have a totally different perception of it.

Comm. Irving: They also have instructors and people who are teaching them and leading them to doing this I would assume. So I'm sure that level comes to be by having folks of quality giving them instruction. Are there any questions on A-6, A-7, or A-8?

Comm. Hodges: Mr. President, I may have some further questions on A-5, but I'll reserve them at this time. I am deeply concerned on a number of levels. This happens to be an organization that didn't see fit to include our past Board President on matters that concerned the students of this district. I am personally troubled by this growing association for that very reason amongst others. On A-6, what are 100 level classes? This pertains to Felician College.

Ms. Riviello: They're freshman level courses. Their 100 level course is a first year college course.

Comm. Hodges: There is a remedial level course and I'm trying to distinguish between the two. Once you enter college you can also have remedial courses. Is this course above that?

Ms. Riviello: This course is not a remedial course. For the remedial course you don't get college credit. This is a course that you get college credit.

Comm. Hodges: Hence my question then is what constitutes basic mathematics?

Ms. Riviello: There are courses in college that you do get credit for and it's a basic math course. It includes probably basic statistics, probability, a touch of algebra, and geometry. I'm trying to remember it from having taught it myself. There's also discrete math, which is fairly new. When I say fairly new it's the last 10 years in the area of math where you can solve a variety of real world problems whether it be algebraically or through number sense or any other technique that one develops that works. There are a lot of different ways to do that. It's not necessarily using algebra. It's using all kinds of patterns whether it be number patterns or visual patterns depending on the problem.

Comm. Hodges: Where can these students apply these credits?

Comm. Irving: They're college credits.

Comm. Hodges: Not necessarily. I'm sorry. Transferable. They are transferable?

Ms. Riviello: Yes. That was one of the questions I asked. It wasn't noted because I didn't ask it as a public comment. But I said would they be transferable and she said yes because they're regular 100 level courses.

Comm. Irving: They're taking a legitimate college course. Just as if they were freshmen in college they would get all the nuts and bolts and benefits of taking a college credit course. Am I correct?

Ms. Riviello: Yes.

Comm. Hodges: But this is different from the dual enrollment course. That's what I was trying to get at because those are not transferable to a broad number of places. So you have to be very careful. That's what I'm trying to nail down. This is particularly important to this. We passed a policy that calls for the guidance department to monitor to give us a breakdown of our graduation stats and then report that every year - where kids apply to school, where they got in, whether they were accepted, and try to monitor their progress through school. Of particular concern to me is that in this program they do a survey and what I'm trying to find out is how will the district, if at all, use that survey material to enhance what it's doing educationally. In other words, if the kids are not

successful, how do we tweak what we're doing in order to make more kids successful, which is why you keep those stats in the first place?

Dr. Evans: I'm not sure if JoAnne can answer that question. I see Ms. Peron who is now responsible for guidance, if she could come forward and assist with this question.

Ms. Susana Peron: Good evening Commissioners. Good evening everyone. Could you repeat your question, Dr. Hodges? I'm sorry.

Comm. Hodges: Essentially I think the Board passed a policy that required the guidance department to assemble end-of-year stats on where the students applied to college, where they were accepted, and try to track their progress over the course of years to see what kind of success they're having in school. This gives you an indication of how well you're preparing your students in order to be successful in school. That's one of the reasons why you do that. They're doing a survey as part of this course and I was wondering whether or not we were going to be capturing that data and how the district would be monitoring that data since the schools are already doing some of that. That's number one. Will we be monitoring these students as they make their way through this program?

Ms. Peron: I would have to get back to you. I don't know much about that program. This action was presented from the high school and it wasn't in collaboration with the guidance department. I know that Mr. Smith put together statistics and numbers in accordance with how many students applied to college, how many were accepted to four-year colleges and how many were accepted to two-year colleges. I don't have the stats. I don't have the names of where they applied. He didn't add that to the report, but I can have him do that for you. In terms of monitoring their progress while they're in college, I think that's what I captured from your question, I don't know if we have anything in place for that. I would have to get that information to you.

Comm. Hodges: Okay. I'm very anxious in having that policy fulfilled because it called for an annual report to the Board. It does give us some indications of things that we need to look at. It's also very helpful to the community to get a better understanding of how the students should be prepared for school when those stats are released. That's why the policy was drafted in the first place.

Dr. Evans: As Ms. Peron has mentioned there is a report that gives probably 75% of what you just asked for. What is not there is the specific names of the colleges and universities to which youngsters were accepted. That's the void we need to fill. I can tell you from experience a harder data set to assemble will be whether or not youngsters finished. It's anecdotal. They don't necessarily respond to questionnaires if we can locate them one to four years later. That's a problem. My experience tells me that less than 50% will respond to our queries on that one once they get into college. But still, the policy is the policy. So we're going to follow the policy and collect what we can. But in the meantime the report we have we'll get to you and Ms. Peron will get the remaining information from Mr. Smith.

Comm. Hodges: Part of the policy is that there be a yearly presentation so that the Board can ask those follow-up questions as to how we are progressing in that. One of the other benefits of doing that is that your guidance counselors are encouraged to reach out to individual colleges and develop a rapport with the colleges. Then they can get help and assistance in doing that, but as a by-product of that they can also aid students in getting into colleges. That's why we did that.

Ms. Peron: I can't speak to how many colleges Mr. Smith had, but he had actual days within the spring and the winter that he had on-site college admissions. He also prepared trips for students to attend some college open house activities. He has that information. We can also share that and bring that to you so that you can see the work that he did in terms of preparing students and taking to them about college. We are planning on doing a lot more of that. We want to have a week dedicated to that as you said and you mentioned in your other Board meeting. But in terms of monitoring their progress in school and in college, I don't know that there's anything in place to do that. I know that it's a private thing and we would have to survey and it would have to come from the students themselves.

Comm. Hodges: Or the colleges in terms of sheer numbers who's there after two years, which you can get from the college.

Ms. Peron: Okay. We can look at that, but in terms of individual monitoring I'm not sure.

Comm. Hodges: I'm not asking for their grades. Simply the number of students that come from your school district who are still in school after a year or two years, that you can get from the college.

Ms. Peron: I will definitely look into that.

Comm. Hodges: Particularly if you have a rapport with the college you can get that very quickly. They're anxious to give it to you because if you're doing well they want more of your students to come. If you're not doing well, then there's another problem.

Ms. Peron: Sure. We are beginning that rapport with colleges. I know that William Paterson was on-site. Montclair was on-site. Bloomfield College was on-site. Felician College was on-site as well. I know there were various other colleges. But as I said, I will bring that report to you.

Comm. Hodges: One last thing in that vein may surprise you. Yesterday I went to Morris County Community College heading to their planetarium. As I was walking on the campus we walked past sixth or seventh graders from Morris County on the college campus as part of their College for Kids program. When I got to the planetarium the director told us about an ongoing program that they have for their first through third graders to acclimate them to college life. So while I might have been happy with the sixth grade program now I'm even less happy because I understand that they're preparing their kids from first grade to imagine themselves on a college campus. They're already doing better than we are so now I'm really angry. So I'll be coming back to ask about what we're going to do about that very shortly.

Ms. Peron: Point taken.

Comm. Irving: I'm going to bring this to an end in about another 10 to 15 minutes. I want to go to A-9 to A-16.

Comm. Hodges: I still have one question about A-8.

Comm. Irving: No problem. That's what I want to get to. If anybody has like that question Dr. Hodges asked, that's a pretty substantive question. Let's do that now and any additional questions as far as clarification for maybe vernacular terminology we can

submit to Ms. Williams and get answers. From here to the end, I'll take another 10 or 15 minutes of questions.

Comm. Hodges: Mr. President, how would you suggest I get my other questions asked? This is workshop, sir.

Comm. Irving: Sure, but I'm not going to sit here for two hours and...

Comm. Hodges: This is workshop, which is the point.

Comm. Irving: I'm not going to sit here and have the Board members subjected to questions and clarifications about terminology and semantics. The question you asked Ms. Peron was a very substantive and valid question. I absolutely support you on that. But I don't think it's fair for everyone to sit here and have you ask what the word "and" means or what this term means. I think most folks who are sitting here listening to that are saying to themselves "come on." There are certain questions that beg valid answers and I know you have those. But there are some questions I'm just sitting here wondering to myself is that really a question that warrants being asked here. You can certainly get those answers beforehand or even after the meeting is over. That's why I'm asking since we've been on this for an hour if you have any substantive questions please ask them now because I will bring this conversation to an end in 15 minutes. You had a question on A-8.

Comm. Hodges: What I will do then is I will submit my questions to you ahead of time so you can tell me which ones are appropriate to ask during the meetings.

Comm. Irving: If you want my advice I'll give it to you.

Comm. Hodges: On A-8, how does the progress tracking system work? Is that an appropriate question, Mr. President?

Comm. Irving: That works for me.

Dr. Evans: This looks like a special education question.

Ms. Riviello: Yes, and I don't have the answer to that.

Dr. Evans: I'm not sure if Ms. Peron has it or not. A-8 is approval of the continuation in service from Scientific Learning Company Fast ForWord Literacy Program and it targets autistic students.

Ms. Peron: This is an online data system and a computerized program for our students at STARS.

Comm. Hodges: Keeps track of them how?

Ms. Peron: The progress of their activities that they're involved with. It has to do with different skills in literacy.

Comm. Hodges: Okay. There are 200 site licenses as part of this program. Can you use that over and over again? Or is it just for 200 kids?

Ms. Peron: No. You can use it over and over again.

Comm. Hodges: That's fine.

Comm. Irving: Any other questions on A-9 through A-62?

Comm. Hodges: On A-10, what is the research that recommends these methods? It says it was a research-based program.

Comm. Irving: Ms. Riviello?

Dr. Evans: Ms. Riviello may not be the person. Our anti-bullying coordinator may be the more appropriate person to respond to this one.

Comm. Irving: I can answer it quite firmly if you'd like, but I don't know if Ms. Riviello had any comments on it.

Ms. Riviello: Not really. I only know what Dr. Cardillo shared with me.

Comm. Irving: The researchers at Princeton I believe are basing their work off the Stan Olweus model. He is a researcher out of Norway, Sweden. He is in the bullying prevention world. That's what I do for a living. In the bullying prevention world he is like the godfather of bullying prevention. For folks who do bully prevention work the Olweus Model is the gold standard for training. Case in point, my company's model is based on a variation of Olweus. This program is based on a variation of Olweus. Olweus teaches or works with educators on how to use kids as positive peer models. When I spoke to Dr. Cardillo on Monday that's why she said she chose this program, because they use the positive peer model paradigm.

Comm. Hodges: Then what kinds of things are going to be done to capture this? That's part of the resolution and that seems to be part of the procedure. What kinds of things are going to be used to capture this program if it's indeed effective and turnkey it, not just to the staff at School 7, but throughout the district? I'd be really interested if it's effective.

Dr. Evans: We're going to have to have our Anti-bullying Coordinator, which is Alciner Jones, to connect with you and respond to your questions. Some of what you're asking she can put in writing, but it may be better for her to have a conversation with you.

Comm. Irving: But I also think she should reach out to Dr. Cardillo.

Dr. Evans: Correct.

Comm. Irving: This shouldn't be done in a vacuum. Ms. Jones may look at this model and say this may be something that we can do district-wide.

Comm. Hodges: I just don't want to pay for the whole thing over and over again.

Comm. Irving: It's free.

Dr. Evans: Yes, it's free.

Comm. Hodges: It's free now.

Comm. Kerr: The question is that it's free, but I'm sure that there will be parts of the program that could serve the entire district. Maybe we're just going to use School 7 as

a staging ground and then after that we can model it throughout the district. But we have an Anti-bullying Coordinator here and yet you have one school breaking away from whatever established ground rule there is and saying, "We want to have this program." My thing is that we should have a district-wide coordinated program that serves the entire district.

Comm. Irving: I absolutely agree with you. The only piece that I would just echo is the fact that we'd have to have a concerted effort on that program and I've yet to see that come from our Anti-bullying Coordinator. I know our staff has been trained but as far as a district-wide effort on harassment, intimidation, and bullying within our schools this Board hasn't been given a plan for how that happens.

Comm. Hodges: Mr. President, the reason why I asked about the research is because if in fact it is a research-based program that has a body of success that they can point to, then there's no reason why the district should not adopt it given the fact that we don't have anything else of that nature in place and it is so terribly important that this anti-bullying regimen be exported throughout all the schools. That's why I asked the question.

Comm. Cleaves: But I believe in the curriculum meeting Dr. Cardillo did say that they reached out to her to see if her school wanted to be a part of this test pilot. So it's not something that's probably ready to be flushed out into the whole district just yet. I'm sure she would keep that in mind once her school goes through this.

Comm. Kerr: But my point is that if you have someone who heads up the anti-bullying program they should not just reach out to Dr. Cardillo. She should have reached out to this person and have it so coordinated that it does not reflect just School 7. Use it in a pilot in a couple of schools then and make it a district-wide initiative, as opposed to just School 7. We cannot have the school identification in too many things here. We have to start working collectively together as a district. Everything should be done in a way that benefits the entire district, as opposed to "It's my school – School 15, or School 6, or School 2."

Ms. Riviello: If I could just add, Dr. Cardillo shared at the curriculum meeting how she obtained the information about this. Dr. Evans got it from the Commissioner of Education, shared it with all of the district administrators, and she happened to be one that pursued it. In her pursuit 60 schools, not necessarily all 60 in Paterson obviously, are participating. From the 60 the second phase of it, depending on your level of participation, 30 schools would be part of that.

Comm. Kerr: So is it our intention to implement it based on the pilot? Is that our thinking?

Ms. Riviello: No, I don't think so. But I think she was being proactive and also for a point of time during the school year the Anti-bullying Coordinator wasn't in place once Mr. McCollum transferred to his current position. So again, when Dr. Evans meets with the principals monthly for his own principals' meeting – most of us are not in attendance at that time – he shared this information from the Commissioner. Then she proactively reached out to get information. She is a 5-8 middle school with more than half of the children that come to her building are not from her neighborhood. So she has more unique challenges just based on the makeup of her school.

Comm. Irving: I think the important piece is the fact that Ms. Jones should be involved in this effort. I think that hasn't been identified. So I think that moving forward Alciner

Jones should be a part and know what's going on and be involved in this process so that she can see for herself how well this model works at School 7. To me, that's the point that maybe the Commissioner here is trying to make.

Ms. Riviello: I agree.

Comm. Kerr: I think that clears it up.

Ms Riviello: Certainly - will do.

Comm. Irving: Any further questions? If you have any questions that weren't answered tonight please submit them to Ms. Williams and we'll make sure we get the appropriate staff members. There are several. Tobi is not here and I know I have several questions for her. So when she comes back from vacation I'll need to get those. If Commissioners have any additional questions submit them to Ms. Williams and she will get them to us before the Board meeting. If you need any clarification we'll take some then.

Legal

Comm. Irving: There were no submissions and I know they did not have a meeting.

Fiscal

Comm. Kerr: We were supposed to have a fiscal committee meeting last night and none of my folks showed up. Comm. Martinez, where were you last night? I thought you were on the fiscal. Anyway, I invited Comm. Hodges and Comm. Teague and nobody wanted to be part of fiscal.

Comm. Hodges: I ask too many questions, Mr. Kerr.

Comm. Kerr: Anyway, last night I sat down with the interim BA and we went over a few things that I would like to see during the course of this year. I outlined to her that I would like to schedule some meetings with the heads of various departments that primarily deal with fiscal areas of the administration. So I will be going through our schedule and see if I can schedule some of that. I will be giving her some dates and then see if we can finalize those dates so we can talk with the heads of those departments. That was the extent of our discussion last night. Are there any questions regarding the resolutions that we have before us tonight, C-1 through C-33? Dr. Evans, I noticed that we've been doing much better in terms of putting out bids for services in the district. I was heartened and happy to see so many action items for bids. It's unlike what I'm accustomed to. I don't know if we are moving in a different direction.

Dr. Evans: We are.

Comm. Kerr: If we are let me say I welcome this new approach. It's very good. I spoke to Ms. Ayala on C-6. I looked at C-7, the emails regarding the termination of this contract. How long have we been having problems with this company?

Dr. Evans: I'm really not sure and I'm not sure if Ms. Ayala is aware as well. Mr. Sapara-Grant really is the expert and he's not here tonight. But he may have shared some information with Ms. Ayala. We will have to get that information from him.

Comm. Kerr: On C-5, how long will this contract be for?

Dr. Evans: All contracts of this type are one year. There's no assurance that we will even contract someone in this area. We use a lot of consultants from the area universities, particularly for management consultation. From Seton Hall there are a couple of consultants. From Rutgers there are a couple of consultants who work directly with either members of my staff or with principals whom we'd like for them to work with and provide some additional coaching. So this really is more of a generic RFP as it relates to some of those people before we contract with them to continue.

Comm. Kerr: So this is just to ask the Board's approval. If you need it, you need it. If you don't, you don't.

Dr. Evans: Correct. At this point in time, because of some other actions that we're looking at fiscally, we're not going to move on this right away and in the long run we may not move on it at all. There are a number of items that we've recently decided perhaps we should hold a while before we do anything with them.

Comm. Kerr: But you will still have it up for a vote in the regular meeting?

Dr. Evans: Maybe not. The comment I just made is as recent as this morning with some action that I've taken with regards to where we are fiscally and wanting to make sure that we're on target with our projections in terms of costs for our major projects.

Comm. Kerr: Are there any other questions?

Comm. Hodges: This actually refers to the bills list, but it's a fiscal area, which is why I saved it for here. Conner Strong, which is our insurance carrier, why are we using them?

Ms. Daisy Ayala: We went out for an RFP. We decided to go with a flat rate which was a lot cheaper and it saved us over \$100,000 going in that direction. They came in as the lowest bidder. Their proposal was the lowest and the services were pretty much the same across the board.

Comm. Hodges: So we actually went out and bid for that.

Ms. Ayala: That is correct.

Comm. Hodges: JP Holland Charter School, why are we paying them in the summertime? What are we paying them to do?

Dr. Evans: Which item are you referring to?

Comm. Hodges: This is also on the bills list.

Dr. Evans: Evidently they have some non-public students enrolled and if any money is going to them for us the charter funds flow. Much of the charter funds flow through us to them. It could be that. I'm not sure which it is. Ms. Ayala may know. Or if they have a summer program involving Title I students or special education students those funds flow through us as well. I'm not sure which. I need to see the actual item first.

Ms. Ayala: That is correct. The state gives us the funding and we pass it on to the charter schools.

Comm. Hodges: They can declare a program and as long as the state is willing to fund it the money just gets passed through?

Comm. Kerr: We're the bankers.

Ms. Ayala: Yes. If you want detail, we can get you the detail on that.

Dr. Evans: Just keep in mind - let's say a youngster is a Title I eligible student or an IDEA eligible student. The funds follow the kids wherever they are, but they flow through the district. They come to us and then go to the charter school.

Comm. Kerr: Any more questions? That ends my report, Mr. President.

Comm. Irving: I will make sure we clarify who's on the committee at the end of tonight because I don't want you being left in the lurch. I just want to make sure everyone is clear on where they are.

Dr. Evans: Is it the fiscal committee? I have the committee list with me.

Comm. Irving: I do, but I just want to make sure we all communicate that so everybody is on the same page. After we're done, I'll make sure I take care of that.

Facilities

Comm. Irving: Comm. Mendez isn't here and he has not had a facilities committee meeting yet.

Dr. Evans: Yes, he did.

Comm. Irving: There are no submissions for facilities anyhow, so I'll move on.

Policy

Comm. Simmons: Before you I passed out the draft resolution for uniforms, which just states the Board's position. I would like all Board members to review it and if you have any questions or changes before the regular meeting please submit those to me so that we can make any changes so we can move on from this uniform issue.

Comm. Irving: Everyone received it. I know Ms. Williams sent it via email and we all have the hard copy in front of us right now as well. I know one Board member had a change or comment. Just submit it and we'll make the adjustments and changes. I think everybody is in agreement that the language we talked about is here and I think Ms. Williams is helping to put this together and making sure we got this out. But I just want to be able to move past this very important but thorn that has been floating out there for us. I just want to make sure we pass it.

Comm. Kerr: If I submit something to you what will change? Is it the language of the resolution? It will not affect the stated position of the policy.

Comm. Simmons: Correct, just the language of the resolution.

Comm. Irving: I think we all agree the way the policy reads is fine. At the last meeting we were all in agreement that the Board should just state its' position on what we think the district and the schools should do in order for them to decide whether or not they

want to have uniforms. I'm glad you say that because I don't want to confuse folks as well.

Items Requiring Acknowledgement of Review and Comments

Personnel

Comm. Cleaves: We did meet on July 30. In attendance were myself and Comm. Martinez. Absent was Comm. Guzman and staff present was Dr. Newell. The committee reviewed the personnel recommendations by the Superintendent for the month of August 2012 as they appear in the Board packets that we received. There was a discussion concerning the status of the administrative transfers for New Roberto Clemente and School 15. In the packet there was a section in there that had some grievances that were brought against the district by several teachers and that has been settled and compensation has been dispensed to those particular teachers. The Board will be acknowledging receipt and review of these items at the regular meeting. The meeting adjourned at 6:45.

Comm. Martinez: I was approached by a teacher today and I was unable to answer the question. Maybe we can answer that right now. She was referring to students who were leaving her school and being transferred to another school. Do the teachers follow the students to that respective school? That was the question that was posed to me. I'm unsure.

Dr. Evans: What schools are we talking about?

Comm. Martinez: School 11.

Dr. Evans: School 11 youngsters were distributed between School 15 and New Roberto Clemente depending on their grade level, the younger kids at School 15 and the older kids at New Roberto Clemente. The teachers, depending on their certifications, were placed accordingly. They were asked where they wanted to go. They filled out a form asking which school they wished to be assigned to. Dr. Newell and her staff have already gone through those and depending on availability of positions in those schools will then distribute them accordingly.

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

OTHER BUSINESS

Comm. Hodges: I have a couple of items - one that you and I just talked about. I'm sorry the rest of the Board isn't here. It came to my attention that there was some possible involvement of political leaders in a personnel decision made by the Superintendent of Schools. This district has had substantial problems with that in the past where we've had people try to intervene or in some cases threaten the Superintendent of Schools in order to achieve what they wanted to achieve or get things done around personnel. What must be understood here is that the Superintendent is in a unique position. If he were the Superintendent of a regular Board he would be somewhat but not totally insulated from that practice because he would report to the Board as opposed to an outside entity. Because the Superintendent reports to the State of New Jersey he can be subject to political influence. That is a tremendous problem and this has happened in the past. Without going into too much detail, when it has happened in the past I have personally gone to the Attorney General of the State of New Jersey to complain about the possibility, and we've had incidents even before that.

So what the Board members need to understand is if you have a personal problem with one of Dr. Evans' personnel actions you are well within your right to go to Dr. Evans and say, "I'm concerned about this issue." You are well within your right to take two of your Board members with you and go to Dr. Evans and say, "I'm concerned about this issue." You are well within your right to ask the personnel committee to review the situation. You are well within your right to ask Dr. Evans or the Board President to convene a special meeting of the Board to discuss those issues. Unfortunately, in this recent incident none of those things took place. Somehow legislators or politicians were engaged in a process. I can't say whether they directly impacted on the personnel issue. I'm simply going to say that that's inappropriate if it were to get to that level where they are involving themselves in any kind of personnel matter. When I learned of it I heard that there was going to be a meeting involving some of these people and I made it clear to Dr. Evans that if that kind of activity were to take place I would file ethics charges. The Board's responsibility, particularly in a takeover district, is to protect not your friends. Quite frankly, I was in favor of the concern that the Board members had. Despite that, the chief responsibility is to protect the personnel process in the school district and we cannot under any circumstances allow it to be jeopardized even though we think that a wrong has occurred. I have questions as to whether or not that happened and that's a significant problem. If it's allowed to happen once it will happen again by other people and that's why I'm speaking about this. I spoke to the Board President about it and I told him I was going to bring this issue to the Board's attention so that this kind of situation does not happen again. In addition to this, I'm just going to say very briefly, Mr. President, this is a workshop. Part of the purpose of the workshop is to have your questions answered. It is not my job to come here and simply look over somebody's resolutions. It is my job, as I understand it, to impart what I think is important on the educational process here within the confines of the resolutions that are put forth. I cannot be told what I can and can't use as information in order to make my judgments of what I need to do to deliberate. This is supposed to be that forum for that, to spend whatever time we need. It's 8:00. We're not spending an extraordinary amount of time. All I'm saying to you is I think it's unfortunate that that was a possibility of our not getting all my questions. If you had all those questions and you could have answered all of them, then there would have been no need for me to ask them. But the questions that I'm asking weren't answered in your report. Some of them weren't asked and it's incumbent upon me to ask those questions, and I'm going to continue to do that. I don't think they were inappropriate. That's all I wanted to say. Oh, I have one last thing. One of the concerns that were mentioned during the discussions on the reform process was the intent of the State of New Jersey in pursuing the course that they were pursuing in terms of closing schools and potentially reopening them as charters. There was some skepticism that was entertained by this Board which in fact led not in some small measure to your voting for the reform package. This is a confidential note between the Broad Foundation and the Department of Education which expressly details what some of his plans were. You will note that closing schools and opening them to private organizations is precisely what he plans to do, plus the elimination of QSAC, and the so-called giving you nominal local control so that you are then losing the schools. By the way, you will have absolutely no say in the process. That's expressly noted in that document. I just wanted to bring that to your attention and make you aware of what you voted for.

Comm. Irving: Any other business? Comm. Kerr, if it's a response to what Dr. Hodges said, I think Comm. Martinez has something different.

Comm. Kerr: No, it's something completely different.

Comm. Martinez: I'm sure everybody has it on their radar already, but this Friday, August 3 at 10:00 the Great Falls Youth Corps and the Paterson Youth Corps is going to be convening on the Third Annual Cleanup Event at the Great Falls and the area surrounding the Great Falls. Any of the Commissioners or anyone in the audience who is able to attend this Friday at 10:00, I would urge you to do so. We're there from 10:00 to 2:00 if you can stay that duration of the time. That would be wonderful. If you can stay for a little bit, that's even better. We welcome you there. Thank you.

Comm. Kerr: I just need to congratulate Dr. Evans on the renewal of his contract. I truly believe that it was important that your contract was renewed. We don't see eye-to-eye on every point, but I do agree that you make some tough decisions and you did some new things in the district. I'm very happy that your contract was renewed and we will have you here for at least another three years to work with us. I'm looking forward to the next three years. I hope we can still continue to do some new things. There might be instances when we still don't see eye-to-eye, but it's not personal. It never will be personal. It's about development of the district and what we put out there as education for our kids. So my commitment is to give you 100% support and don't let my criticism on any point be seen or felt as if it's personal. It never will be. So again, congratulations and I'm looking forward to the next three years.

Comm. Irving: I just want to take a moment to congratulate the Board because I think over this term and even the term when Ms. Taylor was president and T.J. was president that the Board has stayed united in our continued support for Dr. Evans. I do believe that had a significant influence on the Commissioner and his view on Dr. Evans. He asked me specifically when he and I met what I thought about the job that Dr. Evans is doing. I said specifically I think he deserves the right to follow through and finish what he started. I think that the Board needs to be commended for the efforts that we took in drafting resolutions to support Dr. Evans as well. This is a victory, not just for Dr. Evans, but for us and our community to really see where this continues to move to. I think that as you mentioned, Comm. Kerr, the Board deserves a pat on the back for the effort that we have done as well. It's not just this group, but the groups that have come in the past as well. Are there any further comments?

Comm. Teague: On August 25 there is going to be a parent workshop. I think I did get some flyers out to you. It's going to be at...(end of tape) (Beginning of new tape)...the Education Law Center and there is also going to be a gentleman there from a parental advocacy group out of Newark. If we can get at least two or three Board members to show up on that day, if it's just to be in the audience or to have words or whatever the case may be, it would show a little more unity amongst the Board to the public. There are going to be a lot of parents there. There's going to be a closed session because a lot of the parents expressed to me that they would like privacy with this. There are a lot of things that they want to discuss, but they really don't want it broadcasted. So I'm going to get a thorough drafting of what this is going to be and I'm going to make sure everyone receives it before the end of the week. I'm going to email it to Cheryl.

Comm. Irving: Just make sure you share it with the Board at the regular meeting as well.

Comm. Martinez: I think that's a great initiative and I think it's very much in keeping with what Dr. Hodges had also requested that whenever any types of these events are to occur that we have complete participation of Board members on a united front. Thank you.

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

The meeting was adjourned at 8:15 p.m.