

BOARD OF EDUCATION  
(Official)

December 2, 2010  
Elizabeth, New Jersey

A special meeting of the Board of Education was called on December 2, 2010 at 7:00 p.m., in the Multi Purpose Room, Donald Stewart Center for Early Childhood Education, 544 Pennsylvania Avenue, Elizabeth, New Jersey.

Board President Carlos Trujillo presented the following statement at 7:40 p.m.

“Ladies and Gentlemen, good evening. This is a special meeting of the Board of Education. Pursuant to New Jersey Statutes and the rules adopted by the Board of Education, notice of this meeting was sent to The Star Ledger and Cablevision of Elizabeth on Wednesday, November 24, 2010. In addition, this notice is posted on the Bulletin Board in the lobby of 500 North Broad Street, and pursuant to this act, a copy has been filed with the City Clerk of Elizabeth.”

“I wish to extend a warm welcome to everyone present to this December 2, 2010 meeting of the Board of Education. We are here to govern, provide management oversight, and make policy for the district. The Superintendent manages the district. This is a meeting of the Board in public, not a meeting of the public.”

“This meeting is being recorded and will become part of the Elizabeth Board of Education permanent record. In order that the recording will adequately reflect the proceedings, please refrain from talking while others are speaking. I also ask that you silence the sound on your electronic devices. Since it is legally mandated that these proceedings be accurately recorded, I may have to ask for order periodically should noise begin to interfere with our recording capabilities. I am pleased that you have taken time this evening to join us. Thank you for your interest in the Elizabeth Public Schools.”

“There will be a public portion for citizens to address the Board. Participants for the public portion must sign in one hour prior to the advertised start of the meeting so that they may have the opportunity to speak. The sign-in sheet states the name, address, telephone number and reason that the person wants to comment, whether it is an agenda item or a general education comment.”

Present: Mrs. Castillo-Ospina, Messrs. Donoso, González, Mrs. Munn, Messrs. Nazco, Perreira, Trujillo – 7

Absent: Pastor Burgos, Mr. DaSilva – 2

Superintendent of Schools Pablo Muñoz, School Business Administrator/Board Secretary Harold E. Kennedy, Jr., Assistant Superintendent for Schools Jennifer Barrett, Assistant Superintendent for Family and Community Outreach Jerome Dunn, Assistant Superintendent for Schools Aida Garcia, Assistant Board Secretary Donald Goncalves, Executive Director of Human Resources/Labor Attorney Karen Murray, and members of the public were in attendance.

Mrs. Munn gave the invocation.  
Pledge of Allegiance  
National Anthem  
Pledge of Ethics  
Core Beliefs and Commitments

Mr. Trujillo presented the following public participation statement.

“At this time, the microphones are open for public comment to those who have signed in prior to this session. I shall call individuals to the microphones based on the order of the sign-in. Each statement made by a participant shall be limited to three minutes in duration. The total time of public comment shall be limited to sixty minutes. No individual is able to yield their time to another individual. All statements shall be directed to the presiding officer; no participant may address or question Board members individually. The following rules for public participants shall apply: time limits will be strictly enforced, no personal attacks on individuals, no vulgar or indecent language, a person may address the Board no more than once during a single meeting, speakers should refrain from naming individuals, and comments or questions posed during public participation will not be debated. As a reminder, this is a meeting of the Board in public, not a meeting of the public.”

Since there were no citizens to address the Board, Mr. Trujillo declared this portion of the public meeting closed.

Mr. Trujillo introduced Tracy Crosby, Director of Early Childhood Education, who presented the governance team management oversight workshop on Teaching and Learning: Managed Instruction - Early Childhood Education.

Mrs. Crosby, Director of Early Childhood Education, stated that tonight she will present how our effective district leaders and excellent instructional and support staff work together to implement the district's Theory of Action: Managed Instruction and provide a high quality preschool program to the students and families of Elizabeth. Mrs. Crosby stated that the presentation will be an overview of the preschool budget, registration process, the seven components of the Theory of Action: Managed Instruction as they relate to the Early Childhood Program, and the last part will give the Early Childhood master teachers an opportunity to present a lesson in language arts and mathematics as they demonstrate how the Theory of Action: Managed Instruction comes to life in our preschool program.

Mr. Trujillo excused himself from the meeting at 7:55 p.m.

Mrs. Crosby thanked the Board members and administrators for this opportunity to present our Theory of Action: Managed Instruction - Early Childhood Education. Mrs. Crosby stated our vision that the Elizabeth Public Schools will be one of the best school systems in the State of New Jersey, the mission that the Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care, and that we will have 90% or more of our students proficient on state assessments by June 30, 2011. Mrs. Crosby quoted Gordon MacInnis, Former Deputy Commissioner of Education, in his book *In Plain Sight*, “This is a story that concentrates on children from age 3 through third grade, this shows that poor isolated districts like Elizabeth...can sustain dramatic improvements in literacy of young students and continue those gains into middle grades. This progress is something that has not been demonstrated on such a wide scale elsewhere.”

Mrs. Crosby stated that our district has a robust policy on the Theory of Action and this is attributed to our Superintendent's selection to participate in The Broad Academy and to the Board members' participation in Reform Governance<sup>®</sup> in Action. Mrs. Crosby stated that the Board's policy making and its impact on our organization is what is being presented tonight.

Mrs. Crosby explained the organizational chart for the Division of Early Childhood Education and stated that the success of the Early Childhood Program begins with the strong leadership of the Superintendent, Assistant Superintendent, Director, Supervisor, and Principals and is supported by the Division of Early Childhood team members including the master teachers, classroom teachers, child development associates (CDAs), learning disability teacher consultants (LDTTC), community parent involvement specialist (CPIS), social workers, accountant, and secretaries and introduced the staff present. Mrs. Crosby stated that as Director she monitors the

implementation of the program at the community provider sites and the in-district preschool classrooms. Mrs. Crosby explained the roles and responsibilities of the division staff including master teachers, social workers, LDTCs, CPIS, supervisor, and director and stated that there is one director, one supervisor, eight LDTCs, 9 social workers, one CPIS, 3 Early Childhood Principals, 234 preschool teachers, and 234 CDAs who work in 179 in-district classrooms, 42 private provider classrooms, and 13 Head Start classrooms. Mrs. Crosby stated that there are 15 master teachers and 23 relief teachers for art, music, and physical education.

Mrs. Crosby stated that the 2010-2011 approved budget is \$53,439,528. and the per pupil amount is \$14,052. which is based on the NJDOE contribution and does not account for the full amount spent for Early Childhood. Mrs. Crosby stated that since 2005 the pre-kindergarten enrollment has increased 36% to a total of 3,510 students for 2010-2011. Mrs. Crosby explained the budget details for staff salaries, benefits, medical supplies, maintenance services, rentals, transportation, field trip admissions and transportation, recruitment and outreach, travel reimbursement, supplies and materials, technology, and office supplies and equipment. Mrs. Crosby stated that the district contribution is \$1,241,696. for lunch assistants, the medical van and driver, and funding for an additional month for preschool intervention staff.

Mrs. Crosby explained the preschool registration and placement procedures and that the preschool lottery registration begins every year between February and March. Mrs. Crosby explained the options for three year old children including Frances C. Smith Early Childhood Center School No. 50, Donald Stewart Early Childhood Center School No. 51, Dr. Martin Luther King, Jr. Early Childhood Center School No. 52, Dr. Albert Einstein Academy School No. 29, Ronald Reagan Academy School No. 30, Providers/Home School (School Nos. 21, 27, and 28). Mrs. Crosby stated that the four year old options include Home School, Extended Program (School Nos. 1 and 2 provide before and after care and a summer program) and Dr. Orlando Edreira Academy School No. 26. Mrs. Crosby stated that students are randomly selected through a computerized lottery system, that the students who are not chosen for a lottery school are selected for their second or third choice school and placed on a waiting list for the lottery school. Mrs. Crosby stated that after the preschool registration process for the lottery closes in March students can continue to register throughout the school year for neighborhood or provider sites. Mrs. Crosby stated that there are currently 176 students on the preschool waiting list and the students are contacted as seats become available. Mrs. Crosby stated that the preschool choices include the magnet schools Dr. Orlando Edreira School No. 26, Dr. Albert Einstein Academy School No. 29, Ronald Reagan Academy School No. 30, Frances C. Smith Early Childhood Center School No. 50, Donald Stewart Early Childhood Center School No. 51, and Dr. Martin Luther King, Jr. Early Childhood Center School No. 52. Mrs. Crosby stated that the PreK-8 schools include George Washington School No. 1, Winfield Scott School No. 2, Mabel G. Holmes School No. 5, Toussaint L’ouverture-Marquis de Lafayette School No. 6, Terence C. Reilly School No. 7, Elmora School No. 12, Madison-Monroe School No. 16, Woodrow Wilson School No. 19, Victor Mravlag School No. 21 @ 31, Nicholas M. Butler School No. 23, Dr. Antonia Pantoja School No. 27 and Juan Pablo Duarte-José Julián Martí School No. 28. Mrs. Crosby stated that we contract with 7 community providers to service 3 year old students including Proceed I & II, New Hope, Elizabethport Presbyterian, Wonder World, Egenolf, and Jefferson Park, and that Head Start services 3 and 4 year old students.

Mrs. Crosby stated that the successful implementation of our Theory of Action: Managed Instruction is a result of the strong leadership of the district Board of Education in collaboration with our Superintendent. Mrs. Crosby stated that the characteristics of high performing leaders at all levels of the organization include professional integrity, a shared vision, effective management and people skills, a broad knowledge base, and a student customer focus. Mrs. Crosby stated that these are the characteristics that make our program such a success.

Mrs. Crosby stated that the first component of the managed instruction is curriculum. Mrs. Crosby quoted the Theory of Action: Managed Instruction, “Elizabeth Public Schools must have a district curriculum that covers preschool, every subject for every grade in elementary school and every course in middle and high school, that it must be coherent, aligned, and detailed down to individual lesson plans, teaching materials, and sample assessments, all of which must be available to teachers for easy and timely access.” Mrs. Crosby stated that the curriculum provides

smooth transitions from home to school and an environment for the children to explore and discover, think and question, communicate and create, and enjoy the process of learning, that it encourages children to develop positive relationships, acceptable behaviors and a sense of responsibility and that it encourages and assists parents in being partners in their children's education. Mrs. Crosby stated that since the implementation of managed instruction materials are identified at the district level and are based on classroom assessment results to ensure rigorous implementation of the curriculum in all subject areas and required curriculum components that focus on literacy and numeracy as identified at the district level and are implemented in all preschool classrooms. Mrs. Crosby stated that the curriculum resources include NJ Preschool Teaching and Learning Standards, High Scope Key Developmental Indicators, curriculum books, manipulative supplies, lesson plans, student performance assessments, classroom assessments, interventions, and ongoing professional development. Mrs. Crosby stated that the NJ Preschool Standards curriculum includes social and emotional development, language arts literacy, social studies, family and life skills, visual and performing arts, mathematics, world languages, health, safety, and physical education, and science technology. Mrs. Crosby explained that the High Scope Framework is a researched based educational philosophy based on the idea that young children should be actively engaged in their own learning, that children in a High Scope classroom learn by doing and often work with hands-on materials or carrying out projects of their own choosing. Mrs. Crosby stated that High Scope encourages teachers and parents to work together to support the children's emotional, intellectual, social, and physical skills and abilities. Mrs. Crosby explained the central principles of High Scope and the key developmental indicators including language, literacy, communication, social and emotional development, physical development, health, well being, and arts and sciences. Mrs. Crosby explained the dual language program that offers students a chance to acquire a second language through meaningful interaction with English and Spanish speaking peers and teachers and enables native Spanish speakers to maintain and reinforce their heritage, language, and culture. Mrs. Crosby stated that the Scholastic Early Childhood Program began implementation during the 2008-2009 school year and serves as a supplement to the High Scope curriculum, that it addresses the need for a high quality literacy program in both English and Spanish, creates a home-school connection by providing both English and Spanish speaking families with an opportunity to become actively involved in their child's learning, and it develops academic skills with a focus on literacy and numeracy including oral language and vocabulary, print awareness and writing, alphabetic principle and letter knowledge, enjoyment and knowledge of books and reading, and mathematical skills and concepts. Mrs. Crosby explained the daily schedule, materials, and lesson plans and stated that the classroom environment includes learning centers for library and writing, math, science, small toys and blocks, kitchen area and dramatic play, and sand and water tables. Mrs. Crosby stated that the professional development for teachers and child development associates is based on classroom assessment results focusing on literacy and mathematics, that it is provided in the areas of curriculum implementation, inclusion strategies, and working with English Language Learners (ELL) and that the master teachers serve as coaches and mentors to provide ongoing, job embedded professional development. Mrs. Crosby stated that the accountability in this area includes an ongoing evaluation of the curriculum implementation including observations and walkthroughs, continued partnership with a High Scope curriculum trainer, classroom assessments focusing on the environment and implementation of literacy and math across the curriculum and that assessments drive professional development needs to ensure rigorous implementation of the curriculum. Mrs. Crosby stated that the preschool curriculum sets a clear expectation for students and teachers, is aligned to the state standards, implemented in all preschool classrooms district wide, provides consistency between schools and individual classrooms and is monitored and supported at the district level.

Mrs. Crosby stated that the second component of managed instruction is assessment and quoted the Theory of Action, "Periodic formative and summative assessments of student achievement must be conducted, and the results must be disaggregated by classroom, subject, ethnicity, gender, poverty level, teacher or in any other way useful to drive continuous improvement." Mrs. Crosby stated that the assessments used for early childhood include the Early Learning Scale (ELS) which is ongoing throughout the school year, the mid-term progress

report and the end of marking period progress report that is aligned to the district grading policy. Mrs. Crosby stated that the Early Childhood Environmental Rating Scale (ECERS-R) was 4.62 for 2002-2003 on a scale of 1-7 and in 2009-2010 the overall average score increased to 5.67. Mrs. Crosby explained that the Supports for Early Literacy Assessment (SELA) is another environmental rating scale and that in 2002-2003 the overall score earned was 2.83 on a scale of 1-5 and in 2009-2010 the score increased to 4.24. Mrs. Crosby stated that the Preschool Classroom Mathematics Inventory rates the preschool classroom environment with a focus on mathematics and in 2003-2004 the overall average score was 2.61 on a scale of 1-5 and the score increased in 2009-2010 to 3.43.

Mrs. Crosby stated that intervention is another component of managed instruction and quoted the Theory of Action, "Interventions by child, by teacher, by subject, and by school must be carefully calibrated, appropriate, and timely." Mrs. Crosby stated that learning strategies help teachers individualize instruction and make accommodations for students with specific learning difficulties, and that the Early Screening Inventory – Revised (ESI-R) is a screening tool for new 3 and 4 year old students that evaluates the child's development in the areas of fine/gross motor, language development, visual/hand eye coordination. Mrs. Crosby stated that the Preschool Intervention and Referral Team (PIRT) is a process that includes referral for assistance (RFA), student observation, PIRT meeting for team and parents, intervention plan, documentation and monitoring over several weeks and possible referrals to the child study team if PIRT interventions are unsuccessful. Mrs. Crosby stated that interventions improved or corrected learning difficulty for 180 preschool students with no need for child study team referrals and 48 students were referred to the child study team from the PIRT. Mrs. Crosby stated that there is accountability with the interventions with a follow up questionnaire/meeting after several weeks of intervention and ask if the interventions have the desired effect, if the parents and teacher find the interventions in line with their beliefs and expectations and if the parents and teacher find the interventions relatively easy to use and maintain.

Mrs. Crosby stated that professional development is another component and quoted the Theory of Action, "Elizabeth Public Schools must put into place a comprehensive professional development system that centers on the curriculum and effective ways to teach it, based on the best evidence-based research, that this system may include curriculum coaches in the schools, daily monitoring including observation of teaching, and just-in-time professional development to support teachers in the classroom." Mrs. Crosby stated that prior to managed instruction there was a one size fits all for professional development that didn't focus on individualized needs resulting from classroom assessments. Mrs. Crosby stated that since managed instruction the master teachers analyze classroom assessments to identify areas of strength and weakness for all teachers, that the classroom assessment results drive professional development for all teaching staff, that professional development is offered at half-day in-service training sessions, lunch time, after school and Saturday training sessions to address areas in need of improvement. Mrs. Crosby stated that professional development for the 2010-2011 school year will focus on the areas in need of improvement based on assessment results. Mrs. Crosby stated that there is accountability with pre-assessment observation and training to address areas of concerns regarding ECERS-R, SELA, and PCMI, that there is an annual reliability training on student assessment, ongoing professional development to review classroom data and address assessment results, and that master teachers serve as coaches and mentors and provide ongoing professional development through the use of the reflective cycle.

Mrs. Crosby stated that human resources is another component and quoted the Theory of Action, "To teach this curriculum, Elizabeth Public Schools must maintain a workforce of effective instructional leaders and teachers. Human resource policies, structures, and practices must support this objective." Mrs. Crosby stated that human resources hires preschool certified staff and ensures a ratio of 2 adults to 15 students, preschool-grade 3 certification (P-3), and child development associates. Mrs. Crosby stated that there is a mentor program for new teachers, ongoing professional development provided by a mentor/master teacher, professional development plans, and accountability through formal and informal observations/evaluations.

Mrs. Crosby stated that the student information system is another component and quoted the Theory of Action, "This will require the establishment of a comprehensive student

information system.” Mrs. Crosby stated that PowerSchool is a centralized system for registering new preschool students and that it monitors student enrollment and attendance. Mrs. Crosby stated that there is accountability with using the data to create student reports including registration and placement waiting lists, projections for kindergarten enrollment, and bilingual eligibility and special education.

Mrs. Crosby stated that the last component is accountability and quoted the Theory of Action, “Elizabeth Public Schools must put into place an accountability system that holds people responsible for meeting standards, changing behaviors, and delivering excellent results. The accountability system, for school and other functional units, must identify important performance indicators, measure performance using these indicators, collect and distribute performance data, and apply predetermined consequences for achieving predefined outcomes.” Mrs. Crosby stated that the Self Assessment and Validation System (SAVS) is used to conduct self assessments in program planning and administration, curriculum and classroom practices, professional development, program and child evaluation, community collaboration, and support services. Mrs. Crosby stated that the NJDOE Division of Early Childhood Education conducts a validation meeting to evaluate the district’s early childhood program, that the 2009-2010 results include that the centralized registration is successful, the opening of additional preschool classrooms for the 2010-2011 school year will help to serve students on the waiting list, the ECERS-R scores are above 5 which is the NJDOE recommended target, that inclusion professional development has been planned for the 2010-2011 school year, that all lunch assistants have been trained in best practices, the professional development based on the ECERS-R results has been effective in achieving higher scores, and the district will continue to focus on language, literacy and mathematics for the 2010-2011 school year. Mrs. Crosby stated that the results of the preschool program survey for teachers, child development associates, division support staff, and parents are used for continuous improvement of program and services, helps to design professional development for instructional staff, support staff, and administrators, and helps design parent workshops based on topics of interest. Mrs. Crosby stated that accountability requires focus on student learning and outcomes, provides tools for evaluating programs, interventions, and personnel, ensures consistency and alignment of curriculum implementation district wide, raises the level of expectations and desired achievement results and allows administrators to make decisions based on student and classroom data.

Mrs. Crosby stated that the master teachers will present a walkthrough of an actual lesson in the areas of language arts and mathematics to get a closer look at how the managed instruction is implemented each day in the early childhood classrooms and participate in a hands on math lesson which will help to better understand the preschool program from both the teacher and child perspective. Mrs. Crosby introduced master teachers Linda Ferreira, Robyn Katz, and Barbara Zamora who presented a walkthrough of a lesson in language arts and literacy.

Miss Zamora explained how the NJ Preschool Teaching and Learning Standards and the High Scope Key Developmental Indicators are incorporated into the lesson plans. Miss Zamora explained a sample lesson plan and indicated the standards and indicators used in the lesson. Miss Ferreira explained a sample lesson plan for “We’re Going on a Lion Hunt” by David Axtell, including the curricular materials, effective “read aloud” planning, the picture walk, reading the story, the re-read of the story, sample questions for each day using Bloom’s Taxonomy, the graphic organizer using timelines and Venn Diagrams, and sample bulletin boards. Miss Katz explained the sample lesson plan as it applies to differentiated instruction for read aloud, assessment using the Early Learning Scale, the ELS score sheet, ELS class summary, ELS analysis, analysis graphs, progress reports, and Supports for Early Literacy Assessment (SELA).

Mrs. Crosby introduced master teachers Lawrence Roodenburg and Robyn Azriel who presented a walkthrough of mathematics.

Mr. Roodenburg explained how the NJ Preschool Teaching and Learning Standards and the High Scope Key Developmental Indicators for mathematics, science, and technology are incorporated into the lesson plans. Mr. Roodenburg explained the alignment of the NJ Preschool Teaching and Learning Standards with the High Scope Preschool Key Developmental Indicators. Mr. Roodenburg explained a sample lesson plan and indicated the standards and indicators used in the lesson, the ELL strategies, and inclusion strategies. Mr. Roodenburg explained a sample

lesson plan for “The Ants Go Marching!” author unknown, including curricular materials, higher order questions on patterns and measurements, ELS math and science, sample math graphs, and Preschool Classroom Mathematics Inventory (PCMI). Mrs. Azriel demonstrated a sample hands on lesson, Ants on a Log, with Board members and administrators, by giving each Board member and administrator a material kit including 3 different length pieces of celery sticks, cream cheese, yellow and black raisins, dried cranberries and a plastic knife. Mrs. Azriel gave directions and asked questions to illustrate how the children learn in the classroom and explained the use of the standards and indicators, the ELL strategies and inclusion strategies.

Mrs. Crosby stated that the staff illustrated and emphasized managed instruction because our theory of action helps to create a standards aligned system that places student achievement at the center of everything we do. Mrs. Crosby stated that this focus puts us on the path to achieving 90% proficiency in all of our students by June 30, 2011. Mrs. Crosby thanked the Board of Education members for their support and commitment to our early childhood education program and asked if there were any questions.

Mrs. Munn thanked Mrs. Crosby for the presentation and asked the Board members if there were any questions.

Mr. Nazco thanked Mrs. Crosby for the very thorough presentation and stated that his three children attended the preschool program, that he knows the effect on children, that the biggest benefit, other than learning, is that they are inspired to continue to learn and they look forward to going to school every day, and as they get older they still have the zeal to learn. Mr. Nazco stated that there are 176 students on the waiting list and asked if that number is after the three schools, St. Adalbert’s, St. Hedwig’s and Blessed Sacrament have opened.

Mrs. Crosby stated that at this time there are 176 students on the waiting list, that in the next few weeks we anticipate opening 7 additional classrooms at St. Hedwig’s which will be School No. 5 Annex B, so that 105 children will be placed and there will 71 on the waiting list.

Mr. Nazco asked if the district share of \$1.2 million includes the three new facilities.

Mrs. Crosby responded that the whole budget, \$54 million, includes all the classrooms that we projected to open for this year.

Mr. Nazco stated that this is a tremendous opportunity for the children of Elizabeth that were on the waiting list, and if you look at the percentage of our budget, our total expenditure, we have opened 3 new PreK schools and it is costing the Board not even 2% of the budget that is from the New Jersey Department of Education. Mr. Nazco stated that this is a great benefit for the taxpayers of City of Elizabeth.

Mr. Nazco asked if the lessons in the classrooms in the Dual Language Program continue moving forward, that if the two weeks they are in English they are working on one set of lessons and then do they move forward with the lesson plans in Spanish or is it just a review of the previous lesson.

Mrs. Crosby explained that the Dual Language Program is offered in the Early Childhood Centers School Nos. 50, 51, and 52, that there is an English teacher and a Spanish teacher, that each teacher has 15 students which they stay with for two full weeks, that the Spanish teacher conducts all instruction in Spanish and the English teacher conducts all instruction in English, that after two weeks they switch, the teachers do all of their planning together, that they will be teaching the same concept and skills but may be using different materials based on the children’s interest. Mrs. Crosby stated that as the master teacher mentioned the lesson is based on the children’s interest, that for example, the teachers may be teaching classification and sorting and in the Spanish classroom the children were interested in the leaves, but in the English classroom they would be teaching the same classification and sorting skills but those children were interested in transportation, that the teachers would be teaching the same skills in the English and Spanish classroom, and that after two weeks the teachers would meet again and discuss what is the next skill to teach. Mrs. Crosby stated that it is not a repetition of the instruction that the children received and that the teachers work very closely to ensure that the instruction continues.

Mr. Nazco asked if we have any data that shows how the children in the Dual Language classrooms perform on the ECERS-R as compared to other children and is there any benefit to the Dual Language program.

Mrs. Crosby explained that all of our classrooms are assessed using the ECERS-R, SELA, and PCMI which are the classroom assessments and that the top three schools on the assessments were School Nos. 50, 51, and 52. Mrs. Crosby stated that the NJDOE classroom assessment target score is 5 and our target score is 6 and the three Dual Language Program sites scored above 6.

Mr. Nazco stated that is a tremendous benefit to those children to learn a second language and it shows that they are performing higher than the other schools and that maybe we need to look at expanding the program possibly into higher grades if it is something that we can continue to make sure our children are ahead of the curve.

Mr. González congratulated Mrs. Crosby on the great presentation and stated that he was impressed with the planning for the lessons, assessments, observations, and evaluations of each child and that it takes a lot of work and dedication and that he gives tremendous credit to the whole staff for the incredible work. Mr. González stated that he is very pleased that the new PreK classrooms opened and there are only 71 children on the waiting list and hopefully we can decrease that number because the children are receiving an incredible foundation and are the future politicians, teachers, corporate CEOs, and presidents. Mr. González asked if the ECERS-R, SELA, and PMI are State mandated.

Mrs. Crosby stated that the State Department of Early Childhood Education does mandate that all former Abbott districts use these assessments.

Mr. González stated that there were 48 student interventions which is a pretty low number for over 3,000 students and that it is commendable that we are able to take care of the students before they enter kindergarten. Mr. González stated that as we see these children progressing then we will see less and less issues and that we have already seen in the scores that the children that have been through the prekindergarten program and are now in the fifth and sixth grade are doing very well. Mr. González congratulated the staff of the Early Childhood Program for the work they do every day.

Mrs. Castillo-Ospina stated that she enjoyed the presentation and the inclusion of special education students with the strategies, accommodations, and verifications, that the multi-sensory approach in the lesson plans match to the preschool curriculum standards, and that the number of learning disability teacher consultants is tremendous for the children that need to be serviced. Mrs. Castillo-Ospina thanked Mrs. Crosby for an excellent presentation that showed how everything is tied to managed instruction.

Mr. Donoso thanked Mr. Nazco for asking about the Dual Language Program and asked Mrs. Crosby what would make a three year old eligible for bilingual.

Mrs. Crosby stated that we have a Dual Language Program so that it is not that the three year old is bilingual eligible, that School Nos. 50, 51, and 52 are lottery schools which offer the Dual Language Program, so that if the children are chosen for that lottery school then they enter into the Dual Language Program.

Mr. Donoso stated that he understands the classic definition of bilingual curriculum and asked if it is now being called dual language and that it specifically says bilingual eligibility and asked for an explanation.

Mrs. Crosby explained that PowerSchool is the student information system which is used to pull information, that we test students at the end of the four year old program before they enter kindergarten and all of the student scores are entered on a spreadsheet. Mrs. Crosby stated that all the names of the children going into kindergarten are pulled from PowerSchool and then we identify which children will need kindergarten bilingual services. Mrs. Crosby explained that PowerSchool helps us to generate reports that we can share with the kindergarten teachers.

Mr. Donoso asked if the four year old children who will need bilingual kindergarten services are career bilingual education students for the tenure of their schooling.

Mrs. Crosby stated that the four year old students take the test in the Spring and if they are considered bilingual eligible then they go into a bilingual kindergarten and then throughout their school years the students will be continued to be tested to determine when they exit the bilingual program.

Mr. Donoso asked about ESL.

Mrs. Crosby explained that the process is the same, that the ESL teacher would come in to an English classroom and give support to the child during the English instruction.

Mr. Perreira stated that it was a great presentation, that a lot of his questions have been answered, and that he loved how the Board members were included in the lesson plan to demonstrate how the teachers interact with the children and present the studies in a hands-on format. Mr. Perreira commended the staff for the great job they are doing and to continue because it is making a difference for the district as these children progress through the programs and grade levels.

Mrs. Crosby stated that the test the four year old students take in the Spring is called the Pre IPT and that determines their bilingual eligibility.

Mr. Donoso asked if the State sets the standard.

Mrs. Crosby responded that the State Department sets the standard.

Mrs. Munn asked if the 13 Head Start classrooms are the same as the early childhood.

Mrs. Crosby stated that Head Start is one of our providers.

Mrs. Munn stated that there are 42 private provider classrooms and 13 Head Start classrooms.

Mrs. Crosby explained that Head Start is federally funded program just categorized differently.

Mrs. Munn asked for an explanation of home school.

Mrs. Crosby stated that home school is the neighborhood school.

Mrs. Munn stated that she was impressed with the Venn Diagram and that it is very good for early childhood education.

Mrs. Crosby stated that the use of the Venn Diagram started with the implementation of managed instruction and that all of our classrooms are required to do the literacy organizers and math graphs.

Mrs. Munn thanked Mrs. Crosby, master teachers, and the entire staff for their time and effort to put together this excellent presentation.

Mr. Muñoz thanked Mrs. Crosby and the early childhood team members for the wonderful presentation, that it shows the quality of the set up and the depth of the presentation and why you are probably the best early childhood program in the State of New Jersey, if not America. Mr. Muñoz congratulated Mrs. Crosby and commented that her leadership is greatly appreciated.

On a motion by Mr. Nazco, seconded by Mr. Perreira, the meeting was adjourned at 9:55 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Castillo-Ospina, Messrs. Donoso, González, Mrs. Munn, Messrs. Nazco, Perreira – 6

Negative: None

Harold E. Kennedy, Jr.  
School Business Administrator/Board Secretary