

1 MISSOURI DEPARTMENT OF ELEMENTARY
2 AND SECONDARY EDUCATION
3 205 JEFFERSON STREET, SUITE 5
4 JEFFERSON CITY, MISSOURI 65102
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7 TRANSCRIPT OF PROCEEDINGS
8
9 NORMANDY SCHOOLS COLLABORATIVE PUBLIC HEARING
10 LUCAS CROSSING ELEMENTARY COMPLEX
11 7837 NATURAL BRIDGE ROAD
12 ST. LOUIS, MISSOURI 63121
13
14 PUBLIC COMMENTS
15 NOVEMBER 14, 2016
16 [Commencing at 6:30 p.m.]
17
18
19
20
21
22 Reported by:
23 Patsy A. Hertweck, C. R.
24 Midwest Litigation Services
25

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1 P U B L I C C O M M E N T S

2 [NOVEMBER 14, 2016]

3 INDIVIDUAL COMMENT: If you are there
4 Monday through Thursday, every Monday through Thursday, and
5 on time, and delivering those lessons, they love that, and
6 they love the lessons and they respond. The consistency,
7 things that they can count on, is what drives the children.

8 Now, like Ms. [unintelligible] said, there's
9 room for volunteers, someone that they can count on.
10 Everything that happens that's really good there's somebody
11 who cares a lot about behind it. There's always somebody
12 who cares. You can see. Dr. Peterson cares. Dr. Peterson
13 cares.

14 So when you get growth, it comes from those who
15 care and giving those kids that consistency that they need.
16 That's what we need, folks.

17 Thank you for your time.

18 INDIVIDUAL COMMENT: Good evening,
19 everyone. My name is Janie Redding. I am the social worker
20 with the Board [unintelligible] at Normandy High School.

21 I just want to say thank you all for coming
22 out. I heard a lot of different comments about academic
23 achievement and parent engagement, but I also want to kind
24 of touch on the social and emotional well-being of our kids.

25 We know that they are resilient. We know that

1 there is a lot of trauma. Not just in this district but
2 everywhere. And so I just want to actually express my
3 gratitude toward the staff because that rapport, that
4 relationship that we have with the kids, they too are going
5 through a lot, and it's hard to -- just to focus on the
6 academic pic evaluate, trying to turn in homework with all
7 those things that they have that's going on at home.

8 And so my part that I do is that I address that
9 social and emotional challenge. That destabilizes not only
10 the school but also in the home and the community because we
11 know that they thrive better when it's all made stable. So
12 if you can continue to address those social and emotional
13 issues because they are there and that, you know, the kids
14 really do confide in you. Don't turn a blind ear -- don't
15 turn a deaf ear to it. Definitely address it, and I'm here.
16 We're all attuned, and that I just want to make sure that
17 that is addressed as well.

18 So thank you.

19 INDIVIDUAL COMMENT: Good evening.
20 My name is Eric Gunther. I'm a teacher at the high school.
21 I just wanted to spend a real quick moment talking to you
22 about one class that I teach, the AP U. S. history class.

23 And I started teaching this class last year.
24 I'm really excited about it. I just want to share with you
25 the fact that this -- if you don't know what AP is, it's a

1 They're even coming up with stuff that I didn't think of
2 before. I breathe history, and they're telling me things
3 that I hadn't thought, just some similarities between past
4 and recent events.

5 And so it just makes me very excited to see
6 that, when I see that happen, and I'm just very hopeful for
7 what we got going forward.

8 And again, I'm going to pick on Duwana one more
9 time, because Duwana is a wonderful example of one of our A
10 students and very bright.

11 [APPLAUSE]

12 She's one certainly very, very much capable students doing
13 well on that exam and getting that college credit. So I'm
14 really excited about that. So good job for them.

15 [APPLAUSE]

16 INDIVIDUAL COMMENT: Good evening.
17 I'm a parent of actually a community of Normandy. Also a
18 Girl Scout leader with the school district.

19 I'd just like to make a comment this evening.
20 Looking at the economic that led to students I guess that's
21 transferred out of the school district. The reason why I'm
22 here this evening because I am located next to Watson
23 Elementary School, and it does show that [unintelligible]
24 this evening.

25 So my question is how are we reaching the 611

1 students' parents that is transferred out of the district
2 for them to be at this meeting tonight to show the progress
3 of what's going on in the district to maybe make them back
4 into the district to show what, you know, you guys are doing
5 and how you are moving forward, because right now the show
6 of hands of parents who are still in the district, four or
7 five, and that's a small number of 611 students that's
8 transferred out.

9 SUPERINTENDENT PETERSON: The current
10 numbers again is 619. Your question of how do we reach to
11 them, we did send information out to the entire community,
12 but your point is a valid one.

13 Two years ago I was meeting with small groups
14 of parents who had transferred, and I have not done that
15 this year. So I'm making a note now to do that particular
16 outreach to that set of parents, but I have not done it this
17 year. You are correct. But that means as I think about
18 this information sharing it within the small groups we had
19 when I first came aboard just to let them know.

20 Candidly for many of the parents we talked to
21 they pretty much decided, you know what, I can go to Ladue,
22 I can go to Clayton, and the district can pay. And we
23 talked to them. We invite them on tours, and in some cases
24 when we take them on a tour, they're [unintelligible]. What
25 you have seen is inadequate. I need to do a better outreach

1 to those particular parents, and even actually start tonight
2 with tonight's statements.

3 So thank you for that suggestion.

4 [APPLAUSE]

5 INDIVIDUAL COMMENT: Good evening.

6 My name's Bill Tobben. I am the JAG specialist at Normandy
7 High School, and I'm -- people probably wonder that means.
8 JAG is a program called Jobs for America's Graduates.

9 JAG went to employers 36 years ago in Delaware
10 and said what do our kids need to know, what do these kids
11 need to know to have an opportunity to come in and have a
12 career at your company? And those people responded, and JAG
13 put together a curriculum, and now we teach job skills, life
14 skills. JAG nationwide are 33 states have 94 percent
15 graduation rate.

16 So we work with kids that, A, graduate from
17 high school, and then B, you have to be employable once they
18 graduate or after they -- or get into college or get into
19 the military or have them go into a career, as opposed to
20 finding out somebody's taking applications and go fill out a
21 job; to identify what they have interest and aptitudes in,
22 and then go and follow that career path to a career with a
23 major company.

24 Just got back from Washington, D. C. the other
25 day. Took four kids to Student Leadership Academy. There

1 were a thousand kids at the Alexandria Mark Hilton in
 2 Alexandria, Virginia. The kids worked from 7:30 until
 3 midnight just inundated with information and workshops and
 4 got to meet other kids. My kids really enjoyed it. Our
 5 kids really had a good time, and they really performed well.
 6 They represented Normandy High School well.

7 I just want to let you know a little bit about
 8 the program. If you have access to employer, Express Grips,
 9 Anheuser, any kind of employer that you think our kids would
 10 be interested in working for or they would be interested in
 11 having our kids come there to internships, job shadows,
 12 whatever, please get in touch with us at Normandy High
 13 School, and we -- we are looking for those kinds of
 14 opportunities for our kids.

15 Thank you.

16 [APPLAUSE]

17 INDIVIDUAL COMMENT: Thank you.
 18 Superintendent Pearson.

19 SUPERINTENDENT PEARSON: Yes, sir.

20 INDIVIDUAL COMMENT: Many in this
 21 audience may remember at the last public hearing and each
 22 one for the last year, I've asked for what happened to the
 23 [unintelligible] half million dollars? I was told I would
 24 get a report. I haven't. And please make sure I know what
 25 account it went into. You know, McNichols is gone now.

1 Hope he didn't take that with him.

2 I've also asked for the reading report for the
3 Silvan Learning consultants. There was a preliminary
4 report, there was a progress report, and there was a final
5 report. Still not received. I thought I would not
6 embarrass the District by filing a -- to the Attorney
7 General, Freedom of Information Act in which they will then
8 follow up. But I've not done that.

9 Now, on the reading tests, how many of our
10 children last year did not score at the third grade, half
11 year level or below?

12 SUPERINTENDENT PEARSON: Would you
13 repeat the question again. I'm writing it down.

14 INDIVIDUAL COMMENT: Margie, what is
15 that SD 619, the reading standard? And that reading
16 standard says if -- I think it's at fourth grade or above,
17 if a child is reading only at the third grade, six month
18 level, then the child needs to be tested again next year.
19 If he still has not reach the 3 1/2 level by the end of the
20 fourth grade, he is to be tested again at the fifth and
21 sixth grade level and be held back from further promotion
22 within the school district.

23 Now, I don't think Normandy has been doing
24 that. I don't know if DESE has been enforcing that. There
25 may be technicalities of the law with which I'm not

1 familiar.

2 DESE reported -- maybe they have to report it
3 to JEGB or you, Dr. Pearson, on the results, but they told
4 us several years ago when the transfer law went into effect,
5 they would give us a report at how well on the APR or the
6 math tests, those students who transferred out of the
7 district did and compare that to students who are still
8 here.

9 We haven't had that report or [inaudible].
10 This member of the community has not heard you talk about
11 [inaudible], you have not [inaudible]. Many of the parents
12 [inaudible].

13 INDIVIDUAL COMMENT: It's been a long
14 road for us. We've struggled a lot, and we have ridden a
15 very negative wave to get to this point. So we're going to
16 take a moment this evening in this light in this time,
17 especially for those of us who have been to endure all of
18 this, and we're going to celebrate what we have been able to
19 accomplish.

20 [APPLAUSE]

21 And along [inaudible] I have and those -- I
22 have two students who are now working in this district, and
23 I just want to say we can talk about everything from A to Z,
24 but we got to recognize what we have done right. Just like
25 the teachers, we have to recognize the students for doing

1 what they're told, you're wondering what we're doing at the
2 high school to help reading levels and what are they doing.
3 Critical thinking skills are at an all-time high at the high
4 school with the AP history class, with the AP inaudible]
5 class. That's how you engage the high school student at
6 this late stage in their lives.

7 So it is not going to be a magic stick that's
8 going to solve it, but we're moving in the right direction.
9 I don't think that we should end on this day with anything
10 negative.

11 [APPLAUSE]

12 STAFF: Okay. On that note, we are
13 going to transition into our group activity.

14 [GROUP ACTIVITY SESSION]

15 GROUP ONE REPORT: Good evening. I'm
16 Officer Ash. I'm with the North County Police Cooperative.
17 I'm also the Normandy High School SRO.

18 [APPLAUSE]

19 Thank you. And tonight our topic was college
20 career readiness, and our basic report was preparation and
21 practice for the ACT. We think that if we start more
22 practice in the eighth grade -- that's start at the eighth
23 grade kids -- then that'll help us build up our numbers and
24 our scores.

25 We're not saying that it'll count, because it

1 won't count until later when they actually it in the
2 eleventh grade. But the thing is, the sooner the start, we
3 do give them like maybe a certificate or something to show,
4 hey, you did it and you can pass it. That will help them to
5 continue to do better.

6 With that, we want more volunteers to help with
7 the ACT practice, and with the volunteers, there'll be
8 internships for people to come in to assist with reading and
9 to break up into individual groups to help the kids get into
10 reading habits and comprehend them and get them ready to
11 study and focus on educational books and everything that
12 they should be getting ready for in the future. Which would
13 help with the [unintelligible], with the internships to get
14 jobs and graduate and going past high school to go into
15 college, the military and to their different careers.

16 I don't think I missed anything.

17 STAFF: Thank you. Which table would
18 like to go next? Oh, here you go.

19 GROUP TWO REPORT: Good evening. Our
20 table -- well, I'm Tina Cart Scott, and our table, our focus
21 was parent engagement, how to get parents more involved.
22 And what we talked about at our table, we talked about
23 initiatives for parents.

24 If we -- sometimes what they do is parents
25 often say that they don't know what we want, and so if we

1 ask them, it depends on -- if we call them up and ask them
2 to come and do things for us, that they will come.

3 We also have asked parents what they need or
4 what they want. If we are offering things that parents
5 really want to hear about, for instance, if we talk about if
6 we had something that went out and said we were talking
7 about energy assistance tonight, this room would be filled.
8 So we have to ask our parents what they need. If we offer
9 what they need, they will come.

10 What we also said is that parents come with
11 their children are involved. If you go to any musical
12 program, if you -- the holidays are coming up. At every
13 school that you go to, it's wall-to-wall standing room only.
14 So if the children are involved, the parents will come.

15 We also said that the parents say that they
16 really don't know what we need. Oh, lack of communication.
17 And the question was how are we communicating with parents.
18 And we talked about we got a parent here who discussed that
19 each time their particular student is missing an assignment,
20 they get a text message. When the student is absent, they
21 get a text message.

22 We also said that we often get school reach
23 calls and when that phone rings and we look and we see that
24 it's school reach, we just hit ignore or we hang up. Most
25 parents don't listen to those school reach calls, and I'm

1 just going to tell you I'm one of those. I look at it
2 sometimes, and I say oh, that's school reach again, and I
3 just hit that button and I hang up. I'm just being honest.

4 This is my parent hat. But what we talked
5 about was what we said was that parents, everybody texts.
6 I'm not going to a voice mail, but I will read a text
7 message, and we do have that technology with school reach.
8 Why aren't we using it?

9 Okay. So we need to send text messages out
10 because people do read those, and they will respond to text
11 messages.

12 And we talked about also that there are
13 teachers who have their -- there's a free site that teachers
14 are using to communicate with parents to remind, but you
15 know, why should they have to do that when we have the
16 technology will do it for them. If there's something extra
17 to put on somebody, they're not going to do it. But if it's
18 something that automatically goes out, it will happen.

19 So those are the kinds of things we talked
20 about getting -- as far as getting parents engaged.

21 [APPLAUSE]

22 GROUP THREE REPORT: Good evening
23 again. I'm Eric Gunther from the high school again.

24 We had a graduate rate and how to make a
25 positive impact on the graduation rate, and so there were

1 four points that we came up with.

2 The first point was to continue with dual
3 credit in like AP kind of classes. The thinking is that if
4 the students understand and know that they have the
5 opportunity to get college credit while they're still in
6 high school, that may be a motivating factor for them to
7 work harder and to graduate.

8 Right now we have expanded like the number of
9 AP classes that we had from last year, and it would be nice
10 to see that continue to happen and reach even into some of
11 the electives as well.

12 The second point we talked about was what we
13 call the consisting learning path to build on students'
14 strengths. So adding more elected classes at the high
15 school to kind of really get at what students are interested
16 in or what kind of careers they might see themselves in,
17 adding extra curricular activities outside the school day.
18 Again, in that same vein, what students are interested in.

19 For instances, as far as I understand -- Dr.
20 Mitchell, correct me if I'm wrong -- at the moment, like the
21 high school doesn't have any kind of like shop or metal work
22 class or anything like that, which would be really nice if
23 we could bring something like that back because I think some
24 of our students are really, really great with their hands.
25 They're very creative, and then they could really make some

1 parent involvement. Can I please show a hands of how many
2 parents are involved in their kids' life. That's good.

3 How many of you support your kids in whatever
4 they do, like Mom -- they say, Mom, I may not want to go to
5 college, but I do want to work? Would you support it? As
6 long as they're bringing money in the house. Okay. So we
7 have to get our kids involved with school or whatever
8 they're doing, just support them.

9 A study hall for our school, I meant to
10 mention. Anybody talked about this in the student council?

11 RESPONSE: We're not there yet.

12 GROUP FOUR REPORT: We're not there.

13 RESPONSE: 2020 is when get it.

14 GROUP FOUR REPORT: Okay. We think
15 there's a study hall basically pursuant to come home late
16 after working because Mom's been at work all day, students
17 who -- what else? What else?

18 Yeah, and that extra push like they can turn
19 their finals in on time and they just -- the extra study
20 hall, the extra time for them. They're pushed. They're
21 pushed.

22 And more motivation to students. We need more
23 motivation in kids coming to school like, oh, I can't do it,
24 and it's not my day. Oh, I don't feel like it or I don't
25 feel like reading this book. I don't feel like going

1 [unintelligible]. I don't like looking at this class. So
2 we just need the motivation to where students will be all
3 I'm going to come to school. I'm going to do my work. I'm
4 going to get an A.

5 So that was how people [unintelligible].

6 [APPLAUSE]

7 GROUP FIVE REPORT: Good evening. I
8 am Pamela Holland, the principal at Washington, and our
9 topic was attendance. And some of the ideas that we came up
10 with, first we talked about some of the obstacles.

11 And some of the obstacles included ensuring
12 that students get up in enough time to prepare and arrive.
13 When they don't they miss the bus. The parents are
14 contacted. There are parent meetings. Some of the
15 priorities are students need alarms. Everyone has a Smart
16 phone, so students have to take some responsibility and use
17 those Smart phones and set alarms.

18 Some of the things that bring students to
19 school are a sense of belonging, socialization. We thought
20 that there were some challenges with students as they became
21 older, they became more independent. And so getting them to
22 school became an obstacle.

23 To offset that and relying on technology, if
24 you are physically unable to come to school, how about
25 Facetiming or Skyping in to class so that you could still

1 receive the instruction.

2 Communication is a critical piece where
3 students or families who have transportation issues.
4 Communicating to the [unintelligible] family engagement
5 liaison, connecting families, maybe doing some carpooling,
6 et cetera, et cetera.

7 Transportation, maybe we could reach out to our
8 neighborhood churches, and they could support those families
9 who have transportation issues. And again we talked about
10 maximizing our family engagement with liaisons.

11 Thank you.

12 GROUP SIX REPORT: All right. How's
13 everybody doing. All right.

14 My group was pretty active. We got two sheets,
15 but we -- amen. My name is Reverend LaBarney Mitchell. I'm
16 pastor at Pine Lawn Glen Echo Baptist Church. As the
17 clergy, I already have the form, but it was so nice that you
18 all elected to send me a letter personally. So I say why
19 not come. I'm glad I did. It was informative.

20 Our topic was how can we get the Normandy
21 Collaborative to focus and emphasize on our students towards
22 college and get them career ready.

23 Now, I also wanted to comment on we spoke about
24 the parents. We felt that it was very -- we believe every
25 parent loves their children just as much as we do. And if

1 they could, they would meet, but sometimes life is life.
2 There are survival issues. When you're caught up with
3 bills, utilities, transportation, and I don't know anybody
4 here that's got too much money, the money is always short.

5 It's not that parents don't love their kids.
6 We got other things like just pure survival that stops you
7 from doing things that you want to do with your kids. So we
8 talked about that maybe we could do mom and dads, like I
9 said, energy or maybe some of our parents maybe they want a
10 better job. They can't get it. Maybe we can get behind
11 them and give them some kind of work skills for the whole
12 family. I say if you give them something that they're
13 interested in, they'll show up in force, and we hope that
14 through that they hook up with you and then we get behind
15 them. We do believe the parents are the kids.

16 Now we -- they spoke of the JAG program. We
17 were -- that is a great program. Now, we know this -- we
18 say go look around, you might get with companies and stuff
19 like that to join the JAG program. We believe that's a good
20 idea. We want to go further.

21 We already know that when they go to the JAG
22 program, they're already asking the workers -- or the
23 companies what do they need in a worker. We want to go a
24 step further. We need -- we believe that they need to get
25 some internships where they can actually go to

1 [unintelligible] and do a job, work there, do some there and
2 get the feel as to what's going on. We think that would be
3 more beneficial.

4 We believe they said something about the
5 communication, the career program that get our students
6 getting ready to go to college. That we need to start
7 the -- we need to start in the eighth. We don't need the
8 high school. We need to start in elementary talking about
9 college. Amen? Amen. A lot of times we think they're too
10 young to know what they should, but I mean, anytime they can
11 pick up [unintelligible] when they're five to seven years
12 old. They're not too young to tell them about college and
13 talk about careers.

14 We said that again, somebody mentioned the
15 mentor program. We believe that's a good idea. We're
16 thinking for some of them to have extra time, to come in at
17 night for the mentor program to be assigned so they can
18 bounce ideas against with a career fairs. Somebody said,
19 you know, we don't have career fairs the way we used to have
20 career fairs.

21 They don't come? Well, maybe at school they
22 need to get together on that and they can put a better
23 emphasis on that, bringing people here that are interested
24 in our kids and showing our kids what's out there and what's
25 available. And we were talking about somebody mentioned

1 something like you mentioned the working with irons --
2 people that -- industrial arts. People that come to the job
3 fairs that bring some -- putting up displays or something
4 like that for hands-on. So they can actually see what's
5 going on and maybe feel they can touch and whatever like
6 than just come or one of the representatives with some
7 papers.

8 Now, with that, somebody had mentioned
9 something about what kind of job programs will we have to
10 have, and we said science needs to be -- we could set up a
11 grant set for science, and I think that's a good to
12 accomplish where they get credit for that grant.

13 Now, what kind of jobs today are we JAG are we.
14 Are our kids in JAG, are they ready to go to Monsanto or
15 work for jobs of the future. If not, that's something we
16 need to be working on.

17 We said connect with technical schools like
18 Raven and so forth to again come into like these job fairs
19 so our kids can get some hands-on. And I guess also after
20 school. We believe our kids -- again, we said mechanics and
21 stuff like that. We need to get something for our kids to
22 get involved in after school. We know they get that
23 structure in school, but I tell you the thing when that bell
24 ring and they go home, what do they do there? What happens
25 when they leave school and by the time they get to your

1 house tonight? What's going on? We need to have something
2 more structured. Something for them to do after school.

3 We believe that -- again, we already said that.
4 All right. Amen.

5 SUPERINTENDENT PEARSON: The energy
6 in this room is always amazing to me. Thank you so much. I
7 know life is busy. So I know this was a sacrifice to you to
8 come out. So thank you for being here tonight. Thank you
9 for staying. We're actually, I guess, 15 minutes ahead of
10 the schedule, which is awesome. But again it was rich and
11 full of information.

12 We have this information. I can't wait to see
13 what comes out of this year because 7.5 points came out of
14 last year. So I can't wait to see what we do with this
15 year.

16 [APPLAUSE]

17 I'm not even going to say it except to say
18 thank you. Any closing thought for me, even in the
19 leadership team? Anybody want to share any closing
20 thoughts? [None]

21 Otherwise, it's been a great evening. Thank
22 you for your passion, and let's get this done.

23 [Thereupon, the proceedings concluded
24 at 7:43 p.m.]

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CERTIFICATE OF REPORTER

I, PATSY A. HERTWECK, Professional Court Reporter and Notary Public within and for the State of Missouri, before whom the foregoing proceeding was taken, do hereby swear that the aforementioned was held at the time and in the place previously described.

IN WITNESS WHEREOF, I have hereunto set my hand.

Patsy A. Hertweck, Court Reporter
Notary Public, State of Missouri

My Commission Expires:
August 26, 2018

NORMANDY SCHOOLS PUBLIC HEARING 11/14/2016 -

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