

**MINUTES OF THE PATERSON BOARD OF EDUCATION
BOARD RETREAT**

July 15, 2019 – 5:05 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools
Ms. Susana Peron, Deputy Superintendent
Robert Murray, Esq., General Counsel

*Comm. Emanuel Capers
Comm. Jonathan Hodges
*Comm. Manuel Martinez
Comm. Eddy Olivares

*Comm. Joel Ramirez
*Comm. Nakima Redmon, Vice President
Comm. Robinson Rondon
Comm. Kenneth Simmons

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

Comm. Rondon 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:

**Board Retreat
July 15, 2019 at 5:00 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. Castillo: In the interest of time, I'm going to hand it right over to Ms. Shafer and Mr. Rojas, so we can leave here at a decent time.

INSIGHT PRESENTATION

Ms. Shafer: I'm going to ask Luis to give us a quick presentation on Insight and where we are. I also want to talk a minute about the article last week in regards to special education and all the additional services that we are providing so that we can catch up. We're doing a great job. It is costing quite a bit of money. Unfortunately, in 2016 we ran into a problem with one of our vendors. Therefore, we owed children some support

services. Those support services are also reflected in Insight and that's why I'm bringing it up now. I'm just going to hand it over to Luis to go over the contract with Insight and where we are.

Mr. Luis Rojas: Before you for approval today is the remaining Board resolution so that we can pay the bill for June for Insight for last year. It seems like this is year two that I stand before you and ask for a 20% increase as allotted by law to pay our bills. I need to give you a quick history, and I promise just a few minutes, as to why this problem stands and why I come to you every so often asking for this 20%. It's not that Luis can't manage our money.

*Comm. Martinez enters the meeting at 5:09 p.m.

Mr. Rojas: The problem started with the initial contact with Insight. When we initially bid out the contract it was for bid spec per employee per unit. The maximum contract allowable was \$6.9 million and some change. The problem is that it's 20% off that first number and I can't change that number because that's what the initial contract was for. In order to change that number, we would have to go back out to bid. Let's put that to the side. The initial \$6.9 million was as a result of a conversation that we had with the business administrator at the time, Daisy Ayala. When we initially bid this contract, even though we believed that it would have been more money that we would have needed initially for Insight, that's all that we had in the budget at the time. We gave them a contract for that amount of money. That gave us a ceiling of where we could be even though we projected in the summer around \$9 million needed in order to satisfy the needs of the district. That's really what the handcuffs are and why I come to you every so often asking for more money to pay Insight. If we bring this back in-house, the cost drivers are still going to be the same because it's the amount of substitutes that we use. Not only that, I would say to you that we probably are going to have higher costs because now we need staffing. The department of substitutes is a pretty big office and it manages all the schools in the district as well as taking in phone calls from principals. It's a full-time job even training these substitutes when they first come on board. We give them PD. It's a full-time role that this function would entail. You would need at least three worker bees and one supervisor individual to manage the phone calls that come in and the interactions between principals and schools and some of the conflicts that they have with substitutes on a daily basis and some of the issues that we have with DYFS as a result of some of our substitutes. You would need a higher-level type of authority. I could get involved, but honestly, I have other things that would take up my time. We would need someone in order to run that. Not only that, you're going to have to take on the cost of some of the taxes that we currently don't pay as far as FICA and some of the other things. We would have to manage this in-house to make sure that substitutes don't pass a threshold where now we would have to enroll them in pension and offer them health benefits. Keeping them as contractors is the most cost-effective way to do business, to be honest with you. It's just that I need to get the budget to a level that's realistic so that I don't come to you every couple of months asking for more money because we've exceeded our threshold. That is why we are here and why you have a Board resolution before you for your approval.

Comm. Castillo: Are there any questions?

Comm. Hodges: How do you know it's more cost-effective as it is?

Mr. Rojas: It's more cost effective than it was at the point than when we had it in-house. I would have to have the person now and our cost drivers are still there as far as the substitutes that we're going to use. The number of substitutes does not go away. It's

the use of the substitutes on a per diem basis plus all those other drivers that I mentioned.

Comm. Hodges: I'm talking about rebidding. We can open up the whole level again and we can then plan appropriately and put the appropriate numbers in place. We wouldn't have to be going through this 20% increase year after year.

Mr. Rojas: I follow the direction of the Board and your suggestions.

Comm. Castillo: I think when we had the conversation that obviously comes up. The resolution is for services rendered.

*Comm. Redmon enters the meeting at 5:14 p.m.

Mr. Rojas: It's for services rendered last school year.

Comm. Castillo: What we have to do now is go out and rebid, which is what you're getting into that notion of, going back out and preparing a new bid with the correct amount that will be effective to the school district and makes more sense. We run into this issue with this contract and other contracts because that's just how the previous BA operated. That's another conversation - how many other contracts do we have that we would be in the same situation with?

Mr. Rojas: At that point I would recommend to the Board a high ceiling, meaning \$10 or \$11 million as a threshold that you would allow the district to go to that builds in a little buffer, but not to an exceed amount. The not-to-exceed amount right now is \$6.9 million. That's where the problem is. It doesn't mean that we're going to spend \$11 million. I want to be clear on that. We have a not-to-exceed number our budget is still our budget. If we have a budget of \$9 million, that's still our budget. But it gives us a window of a few hundred thousand dollars to a million not to come before the Board at some point and ask for an additional increase. There are always going to be different factors throughout our school year. I would recommend when we get to a point where we have to go out and issue another contract that we get enough of a buffer so that you would allow the district to give a contract at a certain dollar amount but also allow for an increase so that we don't have to come and ask the Board for an increase of 20% over and over. But that's later on down the line.

Comm. Olivares: When the last time that this increase was approved?

*Comm. Ramirez enters the meeting at 5:16 p.m.

Mr. Rojas: Last year was last year's amount. This year is going to be the first time we're going to vote on it.

Comm. Olivares: Right around a year ago.

Mr. Rojas: Yes.

Comm. Simmons: The language in the resolution speaks of the original contract amount being \$6.9 million. Is this increase based on the \$6.9 million or the \$8.1 million?

Mr. Rojas: It's based on the \$8.1 million, the current budget for this school year.

Comm. Simmons: Is the \$8.1 million the new contract that we just approved?

Mr. Rojas: No. The \$8.1 million is what we had in our budget or what was approved for the last school year.

Comm. Simmons: Is the \$8.1 million in the contract?

Mr. Rojas: No. We've exceeded the contract.

Comm. Simmons: If the approval is based on 20% of the contract, I'm a little confused as to why it's \$8.1 million and not \$6.9 million. Why aren't we approving 20% on \$6.9 million?

Mr. Rojas: Because we've already exceeded \$6.9 million and we're exceeding the \$8.1 million. That is the essence of the problem why I said the problem is in the original contract. We gave such a low number that it was not a realistic number to even offer a contract at. We knew right off the bat we were somewhere in the \$8.5 to \$9 million range.

Comm. Simmons: This question is for the business administrator. If you hire me and my contract is a certain amount and we have a contract that you get paid this specific amount, why are we going over? Why are they allowed to exceed?

Mr. Richard Matthews: They are technically allowed to go up 20% off the original \$6.9 million, which brings it to the \$8.2 million.

Comm. Redmon: I'm sorry, but there should be a mechanism between personnel and finance where when we're trending over an original contract amount the BA should have come back to personnel to let the committee know that we're now exceeding this amount and we need to budget for a different amount. It shouldn't be that we're voting on something that has happened and is past. That's a problem. It should have been a mechanism for the district to report that prior to us doing this. I get that we're trending higher. I understand why we're trending higher and I understand why we're doing what we're doing. It is a problem that the mechanism is not being put. What if we get audited by the State? We have to remember ownership is on the Board. It's not a State issue. We have to take ownership in our part. There should be an internal mechanism where our BA or finance office should say we're close to our 20% mark. We need to know what's going on. Or we need to budget that as far as \$8.1 million where it should have been. If we went over the 20% then we could say we know why we went over. Or it should have been brought back to the Board last year. I remember you saying that it tended to trend higher than the \$6.9 million that we budgeted for. But it should have been brought back to the Board to either increase the number of the original contract from the \$6.9 million to maybe the \$8.2 million. Then the Board would realize what was actually going on instead of us keep coming back month after month to keep asking for additional money. That was just my point of view. I'm sorry.

Comm. Hodges: Why are we going over? Is the usage increasing?

*Comm. Capers enters the meeting at 5:21 p.m.

Mr. Rojas: A lot of it is special education compliance. The majority of the over-budgeting that is shooting things through the roof is the special education compliance piece. That's 50% of my budget. It's really pushing it through the roof. The daily substitute usage that we all recognize what we use substitutes for, absences and

vacancies, that is very low to the extent that we would be within the \$6.9 million. The special education compliance piece of the Insight is what's shooting us through the roof.

Comm. Hodges: Why not rebid at this point?

Mr. Rojas: To follow back with what Comm. Redmon said, we would have to rebid in order to change the contract. We can't change the contract. We are tied in to that \$6.9 million contract. The Board would not be able to offer a new contract unless we go out to rebid.

Ms. Shafer: We had a conversation. We are going to go out to rebid.

Comm. Redmon: This is where I ask, where is the internal mechanism? I'm bringing it back to ownership of the administration. Where is the internal mechanism so that we can find out when we can know? It's not just with Insight. It could be other things that we're budgeting for. I'm going to bring this up with litigation. We understand that litigation is at \$400,000. We know it should be a little bit higher because we know we tend to go over the \$400,000 and we then have to ask for additional funds each time we go out for litigation. The real number should be \$800,000 and we know not to exceed that. We know we're working with those real numbers and we should not have to keep coming back. It should be something internal. We may need to change the language of the way our bidding process goes out or the way that our actual resolution is reading. The way the resolution is reading we're under-budgeting ourselves and then we're back at the table again. It needs to be an internal thing going on to change our actual language.

Comm. Simmons: What is the reason? It seems like we purposefully under budget.

Mr. Rojas: The short answer is that at the time we were just underfunded. We short ourselves out and we hope to find money later on as it becomes available and as we figure things out throughout the school year. Initially when we do a budget the reality is there's so much in the savings account to go around. Everybody will get a little piece to get us through three-quarters of the year. That's just the way it is. Sad to say, but it is.

Comm. Hodges: As I understood, we chose them because of the numbers that they gave us. Now we've been called back to the table twice, which meant that the original bid of somebody else would have been more appropriate.

Mr. Rojas: With all due respect, I don't think that's true. I would say that whether you have Insight, One Source, or whatever company that would have come here it's the way we use substitutes, the amount of substitutes that we use, and the current contract that we allotted. Whatever company you bring in here, whether it's \$95 per diem, you're only talking pennies to the extent that all the bids came within a few dollars. You're not talking millions of dollars and change. You're talking just a few per diem dollars per day. If we moved Insight and we brought Source for Teachers in, we would still be at the same problem. You would not have one single issue different. We still provided a contract that was 'x' in the beginning and we're going to go over budget regardless.

Comm. Castillo: I think the conversation needs to turn into bringing it back to the administration. Clearly we are where we are with substitutes. Whether we like it or not, this is where we are. It's what can the administration do to better manage the substitutes or find out if there's some type of corrective action that we can do among the district. What is actually creating this? We know special education is a big-ticket item. We also need to see it. I think it may be a little easier if we see it, as opposed to

bringing it back in-house. What does that look like? I know you've given the numbers in the past, but the budget cycle blends in. I think now, especially where we are with going out to bid, what does it look like in-house and what does it look like with any company? This company is doing their job. We need substitutes and they're providing substitutes. We can't be upset for them doing what we've asked them to do. The issue becomes what we're doing in the district to fix that problem, if we can at all. I think that's the deeper conversation that we need to have. Madam Superintendent, BA, and personnel office what can we do to change it? What can we do to better it next year? Is there anything that we can do on our part? Is there training? Whatever it is we can do to make sure we have the needed substitutes. Obviously, teachers have their time off. They get sick. It's part of life. What else can we do to support the staff and the teachers so that maybe they don't have to miss time out? I also agree with the internal mechanism. We have this issue. Mr. Rojas, you've been saying that we've had this issue for a while. I know we've heard it various times at meetings as well. We have the issue and at some point we're going to fix it. We're here again. When do we make changes, not to this contract, but to any other contract that has the same issue? I don't want to be here in a few months with another vendor that might be in the same predicament as we are. It's not the vendor's fault. They provided the services. They need to get paid. If we have this money to spend, if I have \$100 in my account, I can't plan to spend \$200. I understand the need, but what can I do to make sure that if I have \$100, I don't max out of my \$100? This is where we have to go into. I know we have some difficulty in this area. It's getting into that groove of better planning for everything.

Comm. Martinez: Without speaking on behalf of the Board, I would imagine that we all share the same sentiment. The concern here is that when this came to us last time it set a not-so-good precedent. We approve contracts and then folks come back to us saying they need more to keep the terms of the contract. The precedent here is that we have to be very careful. If the biggest cost driver that we have identified so far is the special education department, I would suggest that we work backwards. Let's try to forecast out how many hours of services we still owe and try to put a number to that and then work backwards. If not, we're essentially trying to hit a target that's constantly moving. We can't pin this number down without first doing that forecasting, identifying that number, and filling in backwards. If not, this number is going to continue to fluctuate all over the place. Maybe that's an approach we take. Find that number and just work backwards. That would be my suggestion.

Comm. Olivares: Just to piggyback on something that Dr. Hodges asked, just for clarity, is there a value in rebidding, going out and getting another company? It seems as if it's almost impossible to get a permanent fix on this thing because of all these variants. Do I read that correctly?

Mr. Rojas: Maybe. From the beginning my estimate and budget amount, my projection of what we're going to need with the trends that we had prior when we had it in-house, were going to be somewhere around \$9 million. When you initially set a contract for \$6.7 or \$6.9 million, right off the bat I knew it was a bad number. I had a discussion with the BA at the time, but that's all we had in our budget. While the contract could have still been \$9 million, my budget and my contract are two different things. We could have issued a contract for \$9 million at the time and you would have never seen me in two years. My budget is only going to allow me to spend 'x' or if we find it through the BA or some other means working with the business office to get me a few extra hundred thousand or a million. But the threshold in the contract is \$9 million and that's what the problem is. The problem is that the initial contract was so low that the 20% over is not even going to get me to what I actually need for the district.

Comm. Olivares: The question still remains, is it your opinion that we are better off rebidding the contract? What do you personally feel?

Mr. Rojas: I don't have a stake in the game. I don't care if it's Insight or whatever these other companies are. I would say to you that whoever we get in here the most important thing that we need more than anything is they have to be big enough to support this district. We have somewhere in the neighborhood of 400 absences a day. That's a pretty big company. You have to have the amount of absences to fill our needs. There are a couple of factors and customer service is number two. There's a problem with substitutes for whatever reason. Principals get the immediate attention to get those needs satisfied. Get them another substitute. Get a substitute out. This was not working. Whatever it is, customer service has to be a big factor.

Comm. Olivares: At the time we chose this company what was the main reason for us choosing them? Were they the cheapest?

Mr. Rojas: They weren't the cheapest. There were three companies that submitted bids and they were the middle one. The cheapest company wasn't able to properly meet our needs. They were a little bit smaller. Honestly, it was the interview process. We interviewed every single company that came in with their CEO and their finance people and they met with us. At the end of the day, the deciding factor was what you can provide us and the customer service aspect of it. The dollars are the dollars. That's easy. Right now Insight has four members that are dedicated to Paterson alone. They send a supervisor to us and three worker bees. Anybody who comes in and wants to sign up to be a substitute in Paterson, they deal with Insight and they are right in my office. They have office space. On top of all the dollars, they provide four individuals at no extra cost to the district to meet our staffing needs. There were some other factors like that.

Comm. Redmon: I still didn't get an answer on what I requested. What will be the internal mechanism for the business and the personnel departments to get together to come let us know when we're trending a little bit higher or what we have to adjust? I'm charging that between our BA sitting here and our head of personnel. We need to know what is going to be the mechanism. By state statute we have to go out to bid because we're over 20% what the legal contract is. We don't have any option to go back out to bid. I still want to hear something as far as suggestions to the Board because we're going to have this problem during our budget season. We don't have the funds but we need to know where we're spending. I think I told the Superintendent this earlier. Most Board members would like to see the rundown of how we're spending each line item. It's not specified. We have the money sitting there, but we don't have the individual line items going down so we can say we're spending this amount of money consistently each month. That should be broken down to us in another fashion, personnel and general. If you're asking us to hire 15 people and their PC numbers are attached to this particular line item, we should know right off the bat that we have the money to hire these people. We shouldn't have to ask the BA where this money is coming from. It should be specified to us where the money is coming from. What line item and what department it's coming from? We can say we can fill this position. That's not clear to us at this particular time. I think that it's not just an overall issue. It's just because those were practices of the BA that was previous before us. We also have to start changing things. The Board now has the ownership to know what's actually out there. We can't blame the State anymore. We don't have those internal factors. I understand what the BA did previously. She made it where it was her baby and you had to come back and

ask for her. We can't do that anymore. There needs to be some kind of internal mechanism.

Ms. Shafer: The mechanism should be, let's say it's personnel or a substitute line, Luis would then come to the fiscal committee to present it. Let's say it was instruction and program and it's a program they were trying to do. Eric would then come to say we want to do this math program. We're either short money or we don't have the money. Before anything happens, come to the fiscal committee. The personnel committee and instruction and program would know about their tuitions, but they would need to come to fiscal so that it can be reviewed with the fiscal committee as well what the issue is so we're not in this position again. More importantly, we have to go out to bid because right now the bottom line is anything above \$6 million is over the contract. We have to go out. We already know we're close to \$9 million.

Mr. Rojas: We're over \$9 million.

Comm. Castillo: I just want us to be mindful of the time. Clearly, there were ways that things were done in the past that don't necessarily meet our needs now. We have to look at the way the contracts or the bids were sent out. It may not necessarily work in the best way for us so we have to make those changes that come into the space that we are. I think as Comm. Redmon said, communication among the departments of what is going on for the committee and for the Board. The Board needs to know if we're looking for money, why are we looking for money and where are we looking. We don't want to take out one item to then have to figure out where to get it there. We just want to make sure that we avoid something like that that was done a little fuzzy from the beginning. I know you were asking for more money to begin with and it wasn't there. Those are the conversations that we need to start having so that we become aware. We are where we are. These were the services rendered. We have to pay our bills, but it's what we do moving forward, whether going out to bid or having that conversation for the future so we're not back here.

Comm. Hodges: This increase is due primarily to special education?

Mr. Rojas: No. Overall, the highest cost driver to the budget is special education compliance. I can break down how much it's costing me for just daily substitutes versus vacancies versus special education compliance. I can break down the bill to that extent. Overall, the 20% is just the bill that comes in on a monthly basis. We're spending close to \$900,000 a month on substitute services.

Mr. Matthews: Can I just mention quickly something that Luis and I have been kicking around and we're not done with yet? We look at this all the time. We meet as two departments to look at the numbers and we have these conversations. I'll talk more about it at the next fiscal meeting. One of the things that Luis and I kicked around and has been going on in different fashions was trying to incentivize the principals to keep this number down. Get the principals to buy into what we're trying to do and come up with an incentive program where they are incentivized to keep their numbers and stay within the budget. It's something that he's briefly mentioned to Grace and there wasn't a whole lot of pushback, but this is a shift in terms of the mindset of how principals operate their buildings. We need to come up with a compensation plan to incentivize them to be able to come within budget. We've tried to turn off the faucet a couple of times in different categories.

Comm. Redmon: It was met with pushback. By the same token, even if it was met with pushback, we still have to control our buildings as the administration. We gave our

principals too much leeway. Even though it's their buildings and we understand, they have too much leeway. We need to bring back the purse strings. We need to pull it back. You guys have the internal mechanism to do that. We can't keep allowing our principals to dictate how our buildings are being run. I understand how the internal mechanism was pulled back. I think in personnel when we first took over and Insight first came in, we found out that some substitutes were there as permanent substitutes because principals just wanted certain things. We understood that in terms of mechanisms. When we first started changing it over, we saw how some of those buildings were but you have to pull that back. You're giving these principals autonomy to do what they want to do with these buildings and that should not be the precedent. The administration should say this is what we're going to do and this is what you have to follow. If you don't follow, then you fall outside your budget.

Mr. Rojas: We have put internal controls throughout the two years and there have been some internal mechanisms that have slowed down the spending where they need approvals for certain things. Obviously, if a teacher is out today they call their absence into AESOP, and AESOP pushes it into Insight so that they can get a substitute. You don't need approval, but for testing and special things outside of the normal absences, such as field trips and things of that nature, we've put in major restrictions where it has to go through a few approval processes up to and including the assistant superintendent who oversees the building saying they know of that field trip. You need three teachers? No. You can do that with two.

Comm. Redmon: Again, we're now changing the culture in this district. For so long things went by the wayside. Now we have to make sure that they understand that there is a new culture. Some people might not like what's going on, but as a Board member if you want me to vote on something honestly, I have to know that we did all things possible to make sure that we made changes. We can't keep saying this is what the culture was and we're going to keep allowing this. We have to make sure that we change the culture in order to adapt to what's facing us now.

Mr. Rojas: My honest opinion as I deal with this on a daily basis is that the number of substitutes that this district uses is justified.

Comm. Redmon: I get it because we're a huge district. Sitting as the personnel chair, I asked for you to ensure that we got a monthly report on the fill rate. When I looked at the fill rate, we were trending at 98%. This is for September and October. We have to allow for those. Then it also trended high again in April and May. I saw where we did the justifications and I asked for that data so that I could make sure I could check to see what it was. We were getting that monthly report that these fill rates were that way so I can see the justification. The State statute with special education is what blew our numbers out. We weren't ready for that.

Mr. Rojas: Correct.

Comm. Redmon: We understood that, but we have to change the culture of the principals to make sure that they're now meeting the guidelines for what the Board and administration is suggesting.

Mr. Rojas: I understand.

Comm. Hodges: How do we know that's happening? You may know it, but the whole Board needs to have an understanding that's taking place.

Comm. Redmon: The committee was getting monthly reports. I'll report back to the full Board.

Comm. Castillo: But the full Board was getting monthly reports.

Comm. Redmon: It stopped. In the beginning, the full Board was getting all the reports and then it actually stopped and went back to committee. We'll suggest that it go back to the full Board.

Mr. Rojas: I can do that on a monthly basis starting in September.

Comm. Castillo: Thank you, Mr. Rojas. We'll continue to have that conversation, especially in finance.

RESOLUTIONS FOR A VOTE:

Comm. Castillo: I'm pulling Item No. 4 because we didn't have a thorough conversation in committee. We didn't have it in governance either. Before it comes to the Board, we want to make sure we review and have a chance to look at it. For any Board members who have any questions we will report back. We will try to schedule a finance or governance committee within the next week or so, so that everyone has the minutes and the information prior to any action or updates.

Resolution No. 1

Whereas, the Paterson Public School approves payment for the list of checks for the month of June in the grand sum of \$4,224,193.14 beginning with check number 218197 and ending with check number 218486 and

Whereas, the Paterson Public School approves payment for the list of checks for the month of July in the grand sum of \$12,254,548.72 beginning with check number 218487 and ending with check number 218539 and

Whereas, that the Superintendent be authorized to process invoices for July with Board confirmation at the August meeting.

Therefore, Be It Resolved, that each claim or demand has been fully itemized, verified and has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self

- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

Resolution No. 2

Whereas, The State District Superintendent recommends the appointment, salary adjustments, transfers, supports the Brighter Futures Strategic Plan for 2014-2019 which amongst its strategies goals is Priority I – Effective Academic Programs – Goal 1 – Increase Student Achievement; and

Whereas, The Board of the Paterson Public School District has reviewed the recommendation of the State District Superintendent; and

Whereas, The Board of the Paterson Board of Education has made comments as appropriate; and

Whereas, The Board of the Paterson Board of Education communicated its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, personnel in compliance with contractual and/or statutory requirements.

Now Therefore Be It Resolved, The Board of the Paterson Board of Education accepts the personnel recommendations of the District Superintendent adopted in the July 15, 2019 Board meeting.

July 2019

PERSONNEL

F.1 Motion to take action on personnel matters, as listed below; and appoint and submit to the County Superintendent applications for emergent hiring and the applicant's attestation that he/she has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A:6-7.1 et. Seq., N.J.S.A. 18A:39-17 et. seq., or N.J.S.A. 18A:6-4.13 et. seq. for those employees listed below:

(All appointments are contingent upon receipt of proper teaching certification and all salary placements are pending receipt of college transcripts verifying degree status and letter stating years of service in other districts).

A. POSITION CONTROL ABOLISH/CREATE

B. SUSPENSIONS- N/A

C. RESIGNATION/

D. RETIREMENT

E. TERMINATIONS

To terminate **Daniel Abuabasa** effective immediately (July 8,2019) due to not completing his coursework required for his TOSD certification.

F. NON-RENEWAL

G-1. LEAVES OF ABSENCE

G-2. LEAVES OF ABSENCE (RETURN TO ACTIVE STATUS)

H. APPOINTMENT / I. TRANSFER

Last Name	First Name	School/Location	Title	Salary	Reason	
Reid	Jasmine	Transportation Department	Transportation Liaison	\$39,000.00	filling vacancy	
McKinney	Gina	JFK- ACT (.26), BTMF (.25), STEM (.25) and SET (.24)	Supervisor of Guidance	\$86,901	transfer	
Morrison	Doris	Family and Community Engagement	Part Time Clerical Worker	no change	extension of assignment	
Munge-Njuguna	Emily	NJDOE	Governmental Leave	n/a	on loan to NJDOE	
Ramos	Edgar	School #12	District Security Guard	no change	Recall from RIF	

Adair	Curtis	New Roberto Clemente	Teacher Grade 8 Math	\$65,105	cert issuance- retro for 1 month	
Rodriguez	Darlenis	Various Locations	Substitute Secretary	\$110 per diem	new hire	
Jimenez	Cynthia	Central Registration	Part Time Clerical Worker	\$17.00/hr.	new hire	
Dawud	Tisan	Panther Academy	Workplace Learning Coordinator	\$85,000.00	new appointment	Effective 7/16/2019
Smith	Derwin	Dr. Frank Napier	Principal	Prin B – MA Step 9 \$126,079 + \$9,100 longevity	Filling a Vacancy	Effective 7/16/19
Young	Antoinette	School #25	Principal	Prin C – MA+30 Step 9 \$131,237 + \$9,1000 longevity	Filling a Vacancy	Effective 7/16/19
Correa	Nancy	School #16	Principal	Prin C – MA+30 Step 5 \$115,307 + \$4,500 longevity	Filling a Vacancy	Effective 7/16/19
Badawy	Nahed	Dr. Hani Awadallah	Principal	Prin C – MA+30 Step 2 \$101,150 + \$700 longevity	Filling a Vacancy	Effective 7/16/19
Kincherlow	Lakisha	Panther Academy	Supervisor of Science	PAA - BMA+30; Step 13 \$110,201 + \$3,200 longevity	Replacing Sarah Sterling-Laldee	Effective 8/5/19

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A

NAME	POSITION	LOCATION	DISCUSSION
Arnett-Gary, Doris Polgar, David	Staff Members	Central Office	To Hire: 2 Teachers for the P-Tech Curriculum Development. Dates: April 1, 2019 – June 30, 2019 Rate of pay: \$35/HR Not to Exceed: \$1,400.00 Funding Source: 20.432.100.100.650.053.0000.002
Saleem, Dr. Hafiz Katz, Jessica	Staff Members	Eastside High School &	To Appoint: 2 Teachers, one at each site, Eastside HS Campus and JFK High School Campus for the 2019 Summer School Program. Program is

		JFK High School	for 57 hours from 8:00am – 12:45pm for only 12 days. Dates: 7/08/2019 – 08/14/2019 Rate of pay: \$35/HR Not to Exceed: \$3,990.00 Funding Source: 20.231.100.101.653.057.0000.001
Del Orbe, Willy Landowski, Mary	Nurses	Eastside High School & JFK High School	To Appoint: 2 Nurses, one at each site, Eastside High School Campus and JFK High School Campus for the 2019 Summer School Program. Program is for 133 hours from 8:00am- 12:45pm (4.75 HRS) Monday to Friday. Dates: 7/08/2019 - 8/14/2019 Rate of: \$35/HR Not to Exceed: \$9,310.00 Funding Source: 20.231.200.100.653.057.0000.001

NAME	POSITION	LOCATION	DISCUSSION
Osbourne, William DeFreese, Ayanna	Teachers	Eastside High School &	To Appoint: 2 Lead Teachers, one at each site, Eastside High School Campus and JFK High School Campus for the 2019 Summer School Program. Total program is 178 hours. Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$40/HR Not to Exceed: \$5,210.00 Funding Source: 20.231.200.100.653.057.0000.001
Baello, Robert Zimmer, Eileen Johnson, Daniel Debell, Rosemary		JFK High School	To Appoint: 32 Teachers at Eastside HS Campus and JFK High School Campus for 2019 Summer School Program. 12:45pm Monday – Friday Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$35/HR Not to Exceed: \$5,210.00 Funding Source: 20.231.200.100.653.057.0000.001
Lebeda, Charles Emery, Nicole Guit, Jeffrey Vazquez, Julia Estime, Carlo	Staff Members	Eastside Don Bosco High School	To Appoint: 26 employees to work as one-on-one tutors for 2019 Summer School Program. Total program is 128 hours. Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$18/HR Not to Exceed: \$1,48,960.00 Funding Source: 20.231.200.100.653.057.0000.001
Lopez-Matias, Reyna Khalil, Onal Alfaro, Charite Bendezu, Lily Campos, Yilma Campos, Laura Sullivan, Charly Small, Devere Dennigan, Steven Genteno, Laura Medley, Brenda Carrera, Daniel Rodriguez, Stella Gomez, Antonio Fletcher, Gail Scott, Douglas Collazo, Maria Jackson, Tom Lavarez, Yaritza Goldson, Jordan Cennel, Clarence Chowhan, Mary	Staff Members Staff Members	JFK, Eastside. Rosa Parks HS, International HS, Star High School Panther, & STARS Academy High School	To Appoint: 26 employees to work as one-on-one tutors for 2019 Summer School Program. Total program is 63 hours. Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$10/hr Not to Exceed: \$2,205.00 Funding Source: 20.231.200.100.653.057.0000.001
Aanonsen, Lisa Hamad, Abdel Porino, Gloria (Standby/TBD) James, DeLane Garcia, Joseph Johnson, Kathleen Weissman, Kathleen Guerra, Ronny James, Christopher	Teachers	Eastside High School &	To Appoint: 2 Teachers, one at each site, Eastside High School Campus and JFK High School Campus for the 2019 Summer School Program. Total program is 128 hours. Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$35/HR Not to Exceed: \$4,480.00 Funding Source: 20.231.200.100.653.057.0000.001
Roman, Lavinia Davis, Halverie Perez, Kristian Abdelaziz, Eyad Gurrieri, David Fabian, Daisy	Guidance Counselor	JFK High School Academy	To Appoint: 1 Guidance Counselor for The Academy of Earth & Space Science for August 2019 Dates: 7/1/2019 – 8/16/2019 Rate of pay: \$35/HR Not to Exceed: \$1,700.00 Funding Source: 15.000.218.104.054.053.000.000
Ferlanti, Mark Lyde, Ray Patterson, Romal			To Appoint: 2 Guidance Counselors, one at each site, Eastside High School Campus and JFK High School Campus for the 2019 Summer School Program. Total program is 60 hours. Dates: 7/01/2019 – 8/16/2019 Rate of pay: \$35/HR Not to Exceed: \$4,200.00 Funding Source: 20.231.200.100.653.057.0000.001
Bostick, Vernita Thompson, Jarius	Guidance Counselors	Eastside High School & JFK High School	To Appoint: 2 Guidance Counselors, one at each site, Eastside High School Campus and JFK High School Campus for the 2019 Summer School Program. Total program is 60 hours. Dates: 7/01/2019 – 8/16/2019 Rate of pay: \$35/HR Not to Exceed: \$4,200.00 Funding Source: 20.231.200.100.653.057.0000.001

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Wagner, Tania Eiken, Susanne Sub: Vizcaino, Katherine	Staff Members	School # 24	To Hire: 2 Teachers as the Teachers for the Scheduler Stipend. To be able to create the schedules for School 24 and Fine Performing Arts School. Monday through Friday total of 101 hours not to exceed 6 hrs a day. Dates: 07/01/2019-08/31/2019 Rate of pay: \$35/HR Not to Exceed: \$3,550.00 Funding Source: 15.000.218.104.024.053.0000.000
Dunbar, Chirelle Shire, Davi Nelson, Theresa Migley, Jerome Garcia, Severino, Rivers, Jennie Briggs, Latesha Calamita, Marilyn Doick, Gina Sawicki, Stella	Staff Members	Special Education	To Continue: Employment for six (6) Group Leaders at the 21 st Century Community Center Program for up to and not to exceed seven (7) hours per week. Dates: July 8, 2019 - August 31, 2019 Rate of pay: 9% of Base Salary Not to Exceed: \$15,000.00 Rate of pay: \$14/HR Not to Exceed: \$58,053 Funding Source: 20.474.100.100.815.088.0000.001
Dunbar, Chirelle Shire, Davi Nelson, Theresa Migley, Jerome Garcia, Severino, Rivers, Jennie Briggs, Latesha Calamita, Marilyn Doick, Gina Sawicki, Stella	Staff Members	FSCS	To Continue: Employment for six (6) Group Leaders at the 21 st Century Community Center Program for up to and not to exceed one hundred forty-four (144) hours for four (4) Group Leaders and one hundred nine (109) hours for two (2) Group Leaders. Dates: July 8, 2019 - August 31, 2019 Rate of pay: \$14/HR Not to Exceed: \$8,064 Funding Source: 2A.474.100.100.815.088.0000.001

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
James, Shaunta May, Kristen	Staff Members	JFK-ACT	To Hire: 2 Guidance Counselors to work summer guidance counselor hours in Act – not to exceed 150 hours (75 per counselor). Dates: 07/01/2019-08/30/2019 Rate of pay: \$35/HR Not to Exceed: \$5,250.00

			Funding Source: 15.000.218.104.307.053.0000.000
Funicello, Frank Brown, Patricia	Staff Members	JFK-STEM	To Hire: 2 Guidance Counselors to work summer guidance counselor hours in the STEM Academy – not to exceed 120 hours (40 hours per counselor). Dates: 07/01/2019-08/30/2019 Rate of pay: \$35/HR Not to Exceed: \$4,200.00 Funding Source: 15.000.218.104.304.000.0000.000
Ram, Abigail	Staff Member	JFK/BTMF	To Hire: 1 Guidance Counselor to work summer Guidance Counselor hours at School of Business, Technology, Marketing, and Finance not to exceed 75 hours. Dates: 07/01/2019-08/31/2019 Rate of pay: \$35/HR Not to Exceed: \$2,625.00 Funding Source: 15.000.218.104.306.053.000.0000

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Jordan, Tanya	Staff Member	JFK/BTMF	To Hire: 1 Guidance Counselor to work summer Guidance Counselor hours at School of Business, Technology, Marketing, and Finance not to exceed 75 hours. Dates: 07/01/2019-08/31/2019 Rate of pay: \$35/HR Not to Exceed: \$2,625.00 Funding Source: 15.000.218.104.306.053.000.0000
Brown, Shantee M. Moyette-Wright, Melissa	Staff Members	HARP	To Hire: 2 Guidance Counselors for summer guidance positions at HARP Academy for a total of 60 hours each not to exceed 120 hours. Dates: 07/02/2019 – 08/31/2019 Rate of pay: \$35/HR Not to Exceed: \$4,200 total. Funding Source: 15.000.218.104.053.053.0000.000
Emery, Samantha Dransfield, Fran	Staff	MLK, STARS,	To Hire: 6 Leads for the ESY 2019 Summer Program at MLK, STARS,

Lydner, Kaara Cotton, Candice Adams, Philomena Harrell-Simmons, Tammy	Members	Don Bosco Academy, PS #2, and PS# 28	Don Bosco Academy, PS #2, and PS# 28. 8:00 a.m. – 1:00 p.m. Dates: 07/08/2019 – 08/02/2019 Rate of pay: \$40/HR Not to Exceed: \$25,920.00 Funding Source: 11.422.100.101.749.053.0000.000
Lella, Linda Franco, Joanne Gruppuso, Sue	Staff Members	MLK, STARS, Don Bosco Academy, PS #2, and PS# 28	To Hire: 3 Nurses for ESY 2019 at MLK, STARS, Don Bosco Academy, PS #2, and PS# 28. 8:15 a.m.–1:00 p.m. Dates: 07/08/2019 – 08/08/2019 Rate of pay: Not to Exceed: \$6,487.00 total Funding Source: 11.422.213.110.749.053.0000.000

J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Lugo, Carmen Collado, Ana H. Warren, Wanda Lagos, Maria Verdina, Nicole Tapia, Griseli Florentino, Agripina DeCoba, Martha McPherson, LaToya Moran, Dolores Rodriguez, Margarita Howard, Debbie Acevedo, Angelina Pierson, Yakemia Medina, Jackelyn Torres, Nayibe Cox, Cynthia Simms, Tayaisa McPherson, Sonia Belfield, Evelyn Jenkins, Cynthia Brito, Rosa Dett, Esther Ortiz, Josephine Class, Janet Roque, Silvia Collazo, Eva Gamble, Elaine Atker, Kazi Abreu, Indiana	Staff Members	Various Schools	To Hire: District employees to work as Site Supervisors during the 2019 Summer Food Service Program. Site Supervisors are required to serve meals and perform POS duties and are scheduled to work Monday through Friday, 5-6 hours per day. Dates: 07/08/2019 -08/23/2019 Rate of pay: \$10/HR Not to Exceed: \$75,000.00 Funding Source: 20.60.910.310.110.310.059.0000.000

<p>Blue, Gwendolyn Valdez, Marjorie Collado, Ana L. Zuloga, Fiorella Colquicocha, Ana Ramirez, Rosa Calatayud, Evelyn DelSardo, Emma McDaniel, Sonji Abuhamdeh, Zahiah Watson, Maricia Bandala, Alba Rosario, Alba McPherson, Danielle Tavarez, Brenda Wel, Dinorah Taylor, Robin Lopez, Maria Moretti, Maria Vasquez, Deyanara Emery, Nicole Vazquez, Julia Lopez-Matias, Reyna Altidor, Charite Ramos, Vilma Figueroa, Gladys DeFenza, Stacy Medley, Brenda Rodriguez, Stella Fletcher, Gail Collazo, Maria Tavarez, Yaritza Fennell, Clarence Hamad, Abdel</p>			
<p>Romano, Fiordaliza McCauley, Carolyn Collucci, Aileen</p>	<p>Staff Members</p>	<p>Special Education</p>	<p>To Hire: 3 Speech therapists for summer evaluations in July and August not to exceed 20 hours per therapist. Dates: July and August 2019 Rate of pay: Not to Exceed: \$29,500.00 Funding Source: 11.000.216.100.749.053.0000.000</p>
<p>Aylleen Acevedo Shaun Douglas Jamie Fitzgerald Krista Penkalski Kimberly Speller Shay Brown-Crandol Bernadine Battle Kathleen Weissmann</p>	<p>Staff Members</p>	<p>MLK, STARS, Don Bosco Academy, PS # 2 and PS # 28</p>	<p>To Hire: Teachers and substitute teachers for the ESY 2019 Summer Program at MLK, STARS, Don Bosco Academy, PS # 2 and PS # 28 8:15am-1:00pm Dates: 07/08/2019 – 08/02/2019 Rate of pay: \$35/HR Not to Exceed: \$282,625.00</p>

<p>Jamil Beach Angel Barber Tatyana Goldenburg Elizabeth Pollizotti Jessica Suell Jacqueline Ebanks Gerald Napoleone Sydney Scriannio Setal Ghodiwala Cynthia Lightly Tayron Glover Lois Powell Jean Waddell Trudy Ann-Lawerence Caitlin Bryne Chantanette Hill Amanda Zabransky Samira Hadi Clevens Robinson Zina Van Rensalier Jennifer Stone Gregory Barbo Hyujin Park Dyann Simone Christopher Taylor Thomas Dahab Lindsay Lawless Kaitlyn Scorsune Manny Chipelo Ariel Plaza Grisela Pervizi Isabel Molina Linda Gearin Veronica Ricigliano Catherine Wendland Dwayne Omar Shakia McKinney Cinthia Velasco-Rosado Sharifa Tyrell Josefa Polanco Nicole Deegan Thaddeus Chestnut Kristina Petillo Rosemary Matar Natalie Naranjo Amirah Faradin Gary Palamone Whitney Luen Lisa Toscano Jean Caraccio Wesley Kline</p>			<p>Funding Source: 11.422.100.101.749.053.0000.000</p>
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<p> KellyAnn Charles Milena Rosas Todd Harris Steve Womack Deborah Burton Tracy Pearson Angela Fraser Lester Simon Kaitlyn Cockcroft Nicolette D'Antuano Alva Fogle Joseph Williams Rhonda Sumter Ebenezer Tetteh Ester Ferraro Claudia Pakovics Mary Kardashinetz Melissa Motola Jacqueline Ondimu Carla Malatesta Tonya Jordan Sandra Nunez Mauricio Espinoza Jarius Thompson Jade Attieh Angie Diaz Marie Dias </p> <p> SUBSTITUTE TEACHERS Marcus Hammond Rachel DeGraw Reggie Hall Maria Zizza Wynter Willis Felicia Adams-High Felesha Beckford Ronald Jackson Wanda Boines Lisa DeLeon-Smith Helen Hickmon Ronald Jackson Jarel Lowery Madelynn Walker Peter Wood Shante Clark-Williams Tiaheshia Dublin Jessica Mooring </p>			
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J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Aida Garcia Alexandra Sams Alsa Batista Beatrice Zappata Belitza Lopez- Callegari Cathy Thompson Charles Wilson III Crystal Mobley Daniel Hillman Dannay Pena Erica Escobar Idelisa Valdez Jacquelyn Gomez Jakeya Zaman Janet Reed Jarrod Rogers Karen Mack Lawrence Smith Lenor Dominquez Marlon Brown Jesmin Sarwar Micheal Young Naadirha Faradin Pamela Williams- Young Paula Fonder Rashaun Gerald Roman Agama Tenet Frierson Tesha Addison Vanessa Fernandez Yvonne Gonzalez Melissa Verula William English Steve Brown Ruth Cardona Farhana Aziz Santiago Ortiz Andres Gonzalez Soheir hashem Ca'Kia Davis Alicia Stewart Helene Anderson Letitia Simon Chris Renner Corinne Baker	Staff Members	MLK, STARS, Don Bosco Academy, PS # 2 and PS # 28	To Hire: Aides and substitute teachers for the ESY 2019 Summer Program at MLK, STARS, Don Bosco Academy, PS # 2 and PS # 28 8:15am-1:00pm Dates: 07/08/2019 – 08/02/2019 Rate of pay: \$25/HR Not to Exceed: \$427,500.00 Funding Source: 11.422.100.106.749.053.0000.000

Jennifer Quinones (PA) Sandra Melendy Vincent Hunter Sonia Montalvo Fatima Renner Pauline Warren LaShawn Cheatom Mitchell Waddell Jebarr Spencer Vanessa Castillo Bernard Williams Andre McCollum II Sara McClam Tony Murphy Edgar Ruiz Monique Sutura Keith Kelley Radhia Abada Janice Tolbert Alvin Bush Micheal Migliorino Joe Deodato Rosemary Hargrove Aracelis Rodriguez Frank Toledo Nasima Chourdury Kathleen Moore Anna Abreu Edwin Rios Junie Rivera Umama Chowdhury (Insight) Quashon Samuels Luz Guerrero Marianela Rodriguez Elridge Waker Anica Scott (PA) Alba Batista Robert Harrell Quado Meyers Troy Smikle (PA) Nicole Nealy (PA) Aracelis Duran Hephte Ramirez (PA) Grace Vicioso (PA) Amanda Soto Bertrudis Salabo (Insight) (PA) Tiffany Peoples (PA) Afaf Ershid			
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<p>Garam Katib LaDonna Smith (PA) Najat Orchid (PA) Nadine Martinez Ursala Amro Daisy Flood Ian Dean Stephanie Ramirez Nathalee Fairmon Sandra Aguirre Arleen Mosley Elizabeth Aviles Devon Burges Yanelis Fabian Beverly Thomas Lornea Undiano Belkys Espinal Tanya-Lee Brown Ezekiel Oguje Carmen Correa Mycheel Stubbs Skakara Porter Hala Basuf Ilesha Kinchen Aimy Apaza LuAnn Cifelli Alnasari Hind (Insight) Lana Bachkhaz Joanni Campusano Nicolas Fiumara Louvienia Bevard- McComb Rosalyne Walton Ikera Williams Darlyn Smith Felicia Ross (Insight) Surelys Aloj Juana Figueroa Alfonso Dunn Joseph Bashkanji Gary Leprotto Shirley Alvarez Nazneen Choudhury Magadila Millet Aida Hernandez Peatrice Smith Migdalia Santana Susana De La Oz Jaden Pinkett Jacqueline Osmak</p>			
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<p> Darien VanRansilier Lucy Pratt Nekwevah Artis Ruth Velazquez Eliane Green Chris Albuquerque Sharrieff Bugg Alvero Merino Marcus Moses Rhonda Thompson Carolyn Olivero Mriam Velez Mark Tait Kendrick Nelson Marinella Carbajal Daryl Washington Rose Baldwin Janet Thomas Waleska Medrano Ovid Armstrong Carmelita Chestnut Justyna Ristovski (Inspight) Wedad Elias Santa Espinal Blendia Hardy Rafia Mohammad Carmen Jimenez Latoya Balmer Norma Gonzalez Denise Brown Jose Brito Tonetta Townsend Lamar Miller Vonward Alford SUBSTITUTE IA/PA Yesenia Acosta Soris Baez Vernard Belvin Ambia Chowdhury Yolanda Dock Sonia Duncan Edgar Harrold Hoda Eid Jenell Best Ateatha Johnson Heidi Freeman Frank Toledo Matesha Satchwell </p>			
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J. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Garcia, Daniel	Guidance Counselor	Great Falls Academy/Silk City	To Hire: 1 School counselor for Great Falls Academy/Silk City Academy. 75 hours. Dates: 07/01/2019-08/31/2019 Rate of pay: \$35/HR Not to Exceed: \$2,000.00 Funding Source: 11.140.100.101.703.056.0000.000
Sheikh, Fatema S.	Teacher	Don Bosco	To Hire: 1 Part-time Teacher for the Great Falls Summer STEAM Program Curriculum Development for grades 6-8. Curriculum and instruction will be at Don Bosco Technology. Dates: 7/01/2019 – 8/02/2019 Rate of pay: \$35/HR Not to Exceed: \$5,075.00 Funding Source: <u>20.231.100.101.653.053.3050.001</u>
Douglas, Desirae Cruz, Edgar	2 Guidance Counselors	JFK/SET	To Hire: 2 Guidance Counselors to work summer guidance counselor hours in the SET Academy. Not to exceed 150 hours (75 hours per counselor) Dates: 7/01/2019 – 8/30/2019 Rate of pay: \$35/HR Not to Exceed: \$5,250.00 Funding Source: 15.000.218.104.305.053

K. MISCELLANEOUS

To compensate **Sarah S. Laldee** a monthly stipend of \$750.00 to be the Program Director for the P-TECH grant that was awarded to Paterson Public Schools on November 27, 2018. The stipend will be from July 1, 2019 to July 31, 2019. Not to exceed: \$750.00
Funding Source: 20.432.200.100.650.053.0000.002

Action is requested to stipend **Robin Daniels** (Substitute) for bus monitor assignments for PS# 20. **Funding Source:** 20.250.200.110.655.053.0000.001

To compensate one (1) Special Education Teacher for the School No. 25 Summer LitCamp Program (Grades K-2) as follows: **Falilat Fatiregun** #8607. Rate of \$35.00 per hour for 5 hours each day, Monday – Friday for 18 days from July 8, 2019 – July 31, 2019. Not to exceed: \$3,150.00 **Funding Source:** 20.238.100.101.653.057.1025.001

To compensate the following six (6) Teachers for School # 25 Summer LitCamp Program (Grades K-2). Rate of \$35.00 per hour for 5 hours each day, Monday – Friday for 18 days from July 8, 2019 – July 31, 2019. Not to exceed: \$18,900.00.

Funding Source: 20.238.100.101.653.057.1025.001

1. **Aracelis Cruz #9950**
2. **Janice Doemer #6169**
3. **Tayron Glover #5986**
4. **Mitchel Grant #9070**
5. **Ineam Hamman #8306**
6. **Sharon Kochis #4947**

To compensate one (1) Lead Teacher for the School No. 25 Summer LitCamp Program (Grades K-2) as follows: **Anel Hernandez** - #3960. Rate of \$40.00 per hour for 5 hours each day, Monday – Friday for 18 days from July 8, 2019 – July 31, 2019. Not to exceed \$3,600.00.

Funding Source: 20.238.200.100.653.057.1025.001

To compensate two (2) Instructional Assistants for the School No. 25 Summer LitCamp Program (Grades K-2) as follows: **Hayzer Cabral** - #8246 ; **Merita Babamusta** - #6199 Rate of \$25.00 per hour for 5 hours each day, Monday – Friday for 18 days from July 8, 2019 – July 31, 2019. Not to exceed: \$4,500.00

Funding Source: 20.238.200.100.653.057.1025.001

To compensate the following teachers (6 teachers for 4.5 hours for 18 days at \$35.00/hr = \$2,835.00 per teacher) and one (1) lead teacher (5 hours for 18 days at \$40.00 / hr = \$3,600.00). Dates: July 8th through July 31, 2019.

Teachers: Cathy Rosa, Jenna Reiser, Jhilda Tatis, Christine Napolitano, Catherine Torres, and Patricia Keppler

Lead: Magaly Williams **Substitute Lead:** Ramona Garcia

Funding Source: 20.238.100.101.653.057.1015.001 – **Not to exceed:** \$18,312.00

Funding Source: 20.238.200.100.653.057.1015.001 – **Not to exceed:** \$3,875.00

MISCELLANEOUS (CONT.)

To pay an hourly stipend for **Alyssa Marrero** to participate in SIG extended Day from May 2019 – June 2019 for up to and not to exceed the hours and rates below. Additional funds not needed – staff replacing previously approved staff member.

- Extended Learning 45 hours x \$40/hour = \$1,800
Funding Source: 20.455.100.101.653.053.0000.001
- Professional Development: 8 hours x \$40/hour = \$320
Funding Source: 20.455.200.100.653.053.0000.001
- Saturday PLC: 8 hours x \$34/hour = \$272
Funding Source: 20.455.200.100.653.053.0000.001

1. **Kathryn Bracy**
2. **Maria Brown**
3. **Chivonne Bryant**
4. **Marianne Ferrandino**
5. **Joseph Gagnon**
6. **Nicola LaFlesh**
7. **Hannah Morello**
8. **Tamara Robinson**

Rate of \$35.00 per hour for 3 hours each day, Monday-Friday for 20 days from July 8, 2019 – August 2, 2019. (8 Teachers x 3 hours x 20 days x \$35.00 = \$16,800.00). Not to exceed: \$16,800.00 **Funding Source:** 20.238.100.101.653.057.1027.001

MISCELLANEOUS (CONT.)

To compensate one (1) Lead Teacher for the School No. 27 Summer Program SIA (ESSA) Grades 2-5 Literacy as follows:

- **Ryan Kelly** (Lead)
- **Nicki Kelly** (Substitute Lead)

Rate of \$40.00 per hour for 4 hours each day, Monday-Friday for 20 days from July 8, 2019 – August 2, 2019. (1 Lead Teacher x 4 hours x 20 days x \$40.00 = \$3,200.00) Not to exceed: \$3,200.00 **Funding Source:** 20.238.200.100.653.057.1027.001

To pay an hourly stipend to eight (8) certified teachers for the 21st Century Community Learning Center Program effective immediately through June 30, 2019 for up to and not to exceed seven (7) hours per certified teacher at \$35/hour. Not to exceed: \$1,960.
8 Certified Teachers x 7 hours x \$35/hr = \$1,960 (\$245 per certified teacher)
Funding Source: 20.474.100.101.815.053.0000.001

1.Christina Arena	2. Dwayne Beckford	3. Monique Cannon	4. William Conlee
5. Shante Clark-Williams	6. Mary Jo Faggiani	7. Karen Lipari	8. Magdeline Ortiz

To pay an hourly stipend to one (1) site supervisor: **Rocio Fernandez** for the 21st Century Community Learning Center Program at MLK effective July 8, 2019 – August 31, 2019 for up to and not to exceed three hundred fifty (350) hours at \$40/hr. Not to exceed: \$14,000.
Funding Source: 2A.474.200.100.815.053.000.0001

To pay an hourly stipend to eight (8) certified teachers for the 21st Century Community Learning Center Program effective July 8, 2019 through August 31, 2019 for up to and not to exceed one hundred forty-five (145) hours per certified teacher at \$35/hour.
8 Certified Teachers x 145 hours x \$35/hr = \$40,600 (\$5,075 per certified teacher)
Not to exceed: \$40,600 **Funding Source:** 2A.474.100.100.815.053.0000.001

1.Christina Arena	2. Dwayne Beckford	3. Monique Cannon	4. William Conlee
5. Shante Clark-Williams	6. Mary Jo Faggiani	7. Karen Lipari	8. Magdeline Ortiz

MISCELLANEOUS (CONT.)

To pay an hourly stipend to two (2) site supervisors: **LaToya McCoy & Elaine Levendusky**, for the 21st Century Community Learning Center Program at MLK effective July 8, 2019 – August 31, 2019 for up to and not to exceed one hundred seventy-five (175) hours per site supervisors at \$40/hr. Not to exceed: \$14,000

2 Site Supervisors x 175 hours x \$40/hr = \$14,000 (\$7,000 per supervisor)

Funding Source: 2A.474.200.100.815.053.000.0001

To provide stipends for the 2019-2020 Elementary Summer School Remediation Program, to hire: Four (4) Nurses x \$35 per hour up to and not to exceed 7.25 hours per day for 23 days for a cost of \$23,345.00 (See below list). The program will occur from July 1, 2019 through August 2, 2019. Hours are from 7:45 a.m. to 3:00 p.m. from Monday to Friday.

Location: Various Locations. Not to exceed: \$23,345.00

Funding Source: 20.231.200.100.653.057.000.001

1. Dryden-Reaves, Denise	2. Gruppuso, Susan	3. Rojas, Namy	4. Tomaschek, Kathleen
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To provide a monthly stipend of \$500.00 to **Shannon Malone** for additional duties supervising twenty-seven (27) schools in the district from grades K-12 starting July 1, 2019 through June 30, 2020. Not to exceed: \$6,000

Funding Source: 11.000.230.100.700.053

To provide a monthly stipend of \$500.00 to **Clarissa Adams** for additional duties supervising twenty-seven (27) schools in the district from grades K-12 starting July 1, 2019 through June 30, 2020. Not to exceed: \$6,000

Funding Source: 11.000.230.100.700.053

To provide a monthly stipend of \$500.00 to **Nicole Brown** for additional responsibilities in Social Studies, Art, Music, Drama, Dance and Language Arts in Grades K-12 starting July 1, 2019 through June 30, 2020. Not to exceed: \$6,000

Funding Source: 11.000.230.100.700.053

To provide a monthly stipend of \$850.00 to **Nicole Payne** for completion of additional duties of the Director of Culture, Climate and Traditional Programs, including all HIB responsibilities starting July 1, 2019 through June 30, 2020. Not to exceed: \$10,200

Funding Source: 11.000.230.100.700.053

To provide stipends for the 2019-2020 Elementary Summer School Remediation Program, to hire: Ten (10) Lead teachers x \$40 per hour up to and not to exceed 100 hours per Lead Teacher for a cost of \$40,000.00 (See below list). The program will occur from July to August 2019, not to exceed the allocated 100 hours per Lead Teacher.

Location: Various locations. Not to exceed: \$40,000.00.

Funding Source: 20.231.200.100.653.057.0000.001

1. Vogel, Melissa	2. Olsen, Nicole	3. Kennedy, Jasmine	4. Ruth, Sheila	5. Bacchus, Sham
6. Miller, Leon C.	7. Acevedo, Edwyn	8. Roman, Kenneth	9. Dransfield- Horn, Frances	10. Ventura, Jorge

MISCELLANEOUS (CONT.)

To pay an hourly stipend for Administrators and staff to participate in SFLS’s School Improvement Grant Extended Year July 1-3, July 8-11, and August 26-29 for up to and not to exceed the hours and rates below. Not to exceed: \$145,451.00.

- **Administration:** 1 Principal x 79.5 hours x \$46/hour = \$3,657.00
Funding Source: 2A.455.200.103.653.053.0000.001
- **Administration:** 2 Vice Principals x 79.5 hours x \$46/hour = \$7,314.00
Funding Source: 2A.455.200.102.653.053.0000.001
- **Teacher (July Only):** 45 Teachers x 42 hours x \$40/hour = \$75,600.00
Funding Source: 2A.455.100.101.653.053.0000.001
- **Teacher (August Only):** 46 Teachers x 32 hours x \$40/hour = \$58,880.00

Funding Source: 2A.455.200.100.653.053.0000.001

	Last Name	First Name	Position	Hourly Rate	Account Number JULY	Account Number AUGUST
	ADMINISTRATORS					
1	McCollum	Andre	Principal	\$46/hr	2A.455.200.103.653.053.0000.001	N/A
2	Brown	Althea	Vice Principal	\$46/hr	2A.455.200.102.653.053.0000.001	
3	Somoza	Peter	Vice Principal	\$46/hr	2A.455.200.102.653.053.0000.001	

	Last Name	First Name	Position	Hourly Rate	Account Number JULY	Account Number AUGUST
	TEACHERS					
1	Alexander	Marquetta	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
2	Allen-Munk	Tanya	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
3	Benicaso	Helen	Teacher Gr. 6-8 ELA	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
4	Best	William	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
5	Bethea	Penny	Teacher Gr. 6-8 ELA	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
6	Butcher	Dorian	Teacher Grade 3	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
7	Campanarro	Andrew	Teacher Grade 5	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
8	Carrera	Natasha	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
9	Dahab	Thomas	Teacher Sped	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
10	Dietz	Rebecca	Teacher Grade 1	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
11	Douglas	Shawn	Intervention	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
12	Gajadhar	Judy	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
13	Harris	Kelly	Teacher Sped	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
14	Holmes	Nickeya	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
15	Irizarry	Aida	Teacher Sped	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
16	Jackson	Joi	Teacher Dance	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
17	Jagad	Krutika	Teacher Speech	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
18	Johnson	Kareen	Teacher Grade 6	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
19	Jones	Lance	Teacher Coordinator	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
20	Jones	Etta	Teacher Grade 5	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
21	Kennedy	Jasmine	Teacher Grade 3	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
22	Kose	Kubra	Teacher	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
23	Lachapel	Jose	Teacher Instruct Mentor	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001
24	Lupo	Stefanie	Teacher Sped Autism	\$40/hr	2A.455.100.101.653.0 53.0000.001	2A.455.200.100.653.05 3.0000.001

25	Maier	Kimberlee	Teacher Phys Ed/Health	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
26	Mayo	Lattisha	Social Worker	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
27	Noble	Aqila	Teacher Psychologist	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
28	Obelle	Victoria	Nurse	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
29	Ogunmakinwa-Brown	Kareen	Teacher Grade 4	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
30	Panzerallannuzzi	Megan	Teacher Grade 1	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
31	Rivera - Plaza	Ariele	Teacher	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
32	Pogon	Sandy	Teacher	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
33	Presley	Anthony	ISS Teacher	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
34	Quince	Kelvin	Teacher Music	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
35	Royster-Goodman	Frederick	Teacher LDTC	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
36	Ruffin	Kym	Teacher Grade 6	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
37	Salha	Abdel Hamid	Teacher ESL	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
38	Schiffrin	Jennifer	Teacher	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
39	Smith	Georgette	LDTC	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
40	Turner	Sharhonda	Teacher Kindergarten	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
41	Ventura	Sandra	Teacher Guidance	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
42	Vitello	Jessica	Teacher Sped Autism	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
43	Wanzer	Michelle	Teacher Grade 6	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
44	Welnitz	Kamila	Teacher Kindergarten	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
45	Williams	Rachel	Teacher Grade K	\$40/hr	2A.455.100.101.653.053.0000.001	2A.455.200.100.653.053.0000.001
	August PD Only					
46	Green	Jamie	Teacher Art	\$40/hr	N/A	2A.455.200.100.653.053.0000.001

MISCELLANEOUS (CONT.)

Action is requested for **Basima Itani** to receive as per contract for National Honor Society stipend of \$1,592.00 for the 2018-2019 school year for the Academy for Business, Technology, Finance & Marketing at the John F. Kennedy Educational Complex. Not to exceed: \$1,592.00.
Funding Source: 15.421.100.101.306.053

Action is requested for **Tim Kelly** to receive as per contract for FBLA stipend of \$1,592.00 for the 2018-2019 school year for the Academy for Business, Technology, Finance & Marketing at the John F. Kennedy Educational Complex. Not to exceed: \$1,592.00. **Funding Source:** 154.211.001.01.306.053

Action is requested for **Cindy Cooney** to receive as per contract for FBLA stipend of \$1,592.00 for the 2018-2019 school year for the Academy for Business, Technology, Finance & Marketing at the John F. Kennedy Educational Complex. Not to exceed: \$1,592.00. **Funding Source:** 154.211.001.01.306.053

Action is requested for **Lisa Aanonsen** to receive as per contract for FBLA stipend of \$1,592.00 for the 2018-2019 school year for the Academy for Business, Technology, Finance & Marketing at the John F. Kennedy Educational Complex. Not to exceed: \$1,592.00. **Funding Source:** 154.211.001.01.306.053

To compensate the following teacher: **Cindy Cooney** to work Perkins-Funded Mandatory Summer Curriculum Training for Logistics. 1 teacher for up to 80 hours at \$35/hour = \$2,800. Program date(s): July 1, 2019 through June 30, 2020. Not to exceed: \$2,800.
Funding Source: 20.378.100.101.830.053.0000.001

To compensate the following teacher(s): **Martine Grant & Gorki Marcelo** to work Perkins-Funded After School CTE End of Program Assessment Tutoring. (2 teachers for up to 10 hours of after school instruction) at \$35.00/hr = \$750 total (\$350 per teacher). Not to exceed: \$750 in total (\$350 per teacher)
Funding Source: 20.378.100.101.830.053.0000.001

To compensate the following teacher: **Andrew Del Conte** (GMA) to work Perkins-Funded Mandatory Summer Curriculum Training for Engineering Program. Program Dates: July 1, 2019 through June 30, 2020. 1 teacher for up to 80 hours at \$35/hour = \$2,800. Not to exceed: \$2,800. **Funding Source:** 20.378.100.101.830.053.0000.001

To pay an hourly stipend to two (2) site supervisors: **LaToya McCoy & Elaine Levendusky**, for the 21st Century Community Learning Center Program at MLK effective immediately – June 30, 2019 for up to and not to exceed nine (9) hours per site supervisors at \$40/hr. Not to exceed: \$720
2 Site Supervisors x 9 hours x \$40/hr = \$720 (\$360 per supervisor)
Funding Source: 2A.474.200.100.815.053.000.0001

MISCELLANEOUS (CONT.)

To pay an hourly stipend to two (2) site supervisors for the 21st Century Community Learning Center Program at MLK effective Immediately – June 30, 2019 for up to and not to exceed eighteen (18) hours per site supervisors at \$40/hr. Not to exceed: \$720

1 Site Supervisors x 18 hours x \$40/hr = \$720

Rocio Fernandez

Substitute: Fiorita Cotto

Funding Source: 20.474.200.100.815.053.000.0001

To update the hourly contractual rate as of Jan. 1, 2019 from \$34 to \$35 per hour for the previously approved PTF# 19-1072 for Special Olympics Teacher Coach. This PTF is an increase of \$1.00 per hour over the previously approved PTF. This PTF will only show an increase of \$50.00 over the previously approved amount of \$1,700.

2 coaches x 25 hours = 50 hours x \$1.00 = \$50

Ralph Galizia & Carla Malatesta

Total value of this PTF and previous approved PTF 19-1072 not to exceed \$1,750.

Funding Source: 18.15.401.100.100.060.038.0000.000 – Not to exceed: \$50.00

To update the hourly contractual rate as of Jan. 1, 2019 from \$24 to \$25 for the previously approved PTF# 19-1071 for Special Olympics IA/PA Coaches. This PTF is an increase of \$1.00 per hour over the previously approved PTF. This PTF will only show an increase of \$50.00 over the previously approved amount of \$1,200.

2 coaches x 25 hours EA.= 50 hours x \$1.00 = \$50

HIRE: Richard Basilicato & Aracelis Rodriguez

Total value of this PTF and previous approved PTF not to exceed \$1,250.

Funding Source: 15.401.100.100.060.038.0000.000 – Not to exceed: \$50.00

To pay the following teachers for packing up their classrooms. The district is removing preschool classrooms from the TCU's at School #1. Teachers will be given 5 hours from June 24 – 28, 2019. \$35 x 5 hours x 2 teachers = \$350.00.

Melissa Gentiluomo & Megan Meyer

Funding Source: 16.20.218.100.101.705.053.0000.002

To compensate **Nina Jones** to chaperone students at the National History Day National Competition held at the University of Maryland, College Park June 9-13, 2019.

1 Teacher x 5 days x \$100 per day = \$500.00. Not to Exceed: \$500.00

Funding Source: 11.190.100.800.835.000.0000.000

To stipend staff : **Waleska Medrano** for bus monitor assignment for Dale Ave., for student JP 5217321. ESY Only-19 days. From July 8, 2019 to August 2, 2019.

Not to exceed: \$2,375.00. **Funding Source:** 11.422.100.106.749.053

MISCELLANEOUS (CONT.)

To disburse stipends to the following staff members for Mental Health training Professional Development on 6/22/2019. Please see below list. Not to exceed: \$4,400

Funding Source: 20.250.200.110.655.839.0000.001

	Last Name	First Name	Title	Rate	Total
1	Anshien-Setless	Marilyn	Teacher	35 x 8.00 = 280	\$280
2	Guzman-Carrington	Ramona	Teacher	35 x 8.00 = 280	\$280
3	Cheski	Irene	Guidance Counselor	35 x 8.00 = 280	\$280
4	Omar	Rana	Teacher	35 x 8.00 = 280	\$280
5	Dublin	Tiaheshia	Teacher	35 x 8.00 = 280	\$280
6	Sauchelli	Mindy	Teacher	35 x 8.00 = 280	\$280
7	Didyk	Christine	Teacher	35 x 8.00 = 280	\$280
8	Albert	Louise	Teacher	35 x 8.00 = 280	\$280
9	Lavergne	Clara	Teacher	35 x 8.00 = 280	\$280
10	Pincus	Donna	Teacher	35 x 8.00 = 280	\$280
11	Dilone	Cinthia	Teacher	35 x 8.00 = 280	\$280
12	Casabona	Annette	Nurse	35 x 8.00 = 280	\$280
13	Montesino	Lizalda	Teacher	35 x 8.00 = 280	\$280
14	Bendezu	Martha Lily	Teacher	35 x 8.00 = 280	\$280
15	Alvarez	Lynda	Teacher	35 x 8.00 = 280	\$280
16	Morris	Darlene	Parent Coordinator	25 x 8.00 = 200	\$200
TOTAL					\$4,400.00

MISCELLANEOUS (CONT.)

To disburse stipends to the following staff members for Mental Health Training Professional Development on June 15, 2019. Please see below list:

Not to exceed: \$3,800.00. **Funding Source:** 20.250.200.110.655.839.0000.001

	Last Name	First Name	Title	Rate	Total
1	Simon	Leticia	IA	25 x 8.00 = 200	\$200
2	Deegan	Nicole	Teacher	35 x 8.00 = 280	\$280
3	Rumley	Lori	Guidance Counselor	35 x 8.00 = 280	\$280
4	Ajimobi	Deborah	Social Worker	35 x 8.00 = 280	\$280
5	Jones	Karen	Security	25 x 8.00 = 200	\$200
6	Simmons	Yolanda	Parent Coordinator	35 x 8.00 = 280	\$280
7	Jones	Lular Ann	Teacher	35 x 8.00 = 280	\$280
8	Woods	Jennifer	Vice Principal	35 x 8.00 = 280	\$280
9	Barrientos	Delia	Teacher	35 x 8.00 = 280	\$280
10	White	Tanya	Teacher	35 x 8.00 = 280	\$280
11	Cangelosi	Lisa	Speech	35 x 8.00 = 280	\$280
12	Stewart	Jean	Speech	35 x 8.00 = 280	\$280
13	Harden-Brown	Petula	Vice Principal	35 x 8.00 = 280	\$280
14	Stewart	Alicia	IA	25 x 8.00 = 200	\$200

15	Owens	Willie	Security	25 x 8.00 = 200	\$200
16	Gutierre	Yolanda	Security - Agency	-	\$0
17	Gerald	Shavar	Security – Agency	-	\$0
18	Maysonet	Genesis	Young Adult	-	\$0
19	Santiago	Erika	Parent	-	\$0
20	Soto	Raquel	Advocate	-	\$0
TOTAL					\$3,800.00

MISCELLANEOUS (CONT.)

To pay an hourly stipend for NRC’s Extended School Year July 1-3, July 8-12, July 15-18 and August 26-30 for up to and not to exceed the hours and rates below:

Total not to exceed: \$253,024.00

Administrators: 2 Vice Principles x 114.5 hours x \$46/hour = \$10,534.00

Funding Source: 2A.456.200.102.653.053.0000.001

Teachers: 54 Teachers x 106 hours x \$40/hour = \$228,960.00

Funding Source: 2A.456.100.101.653.053.0000.001

Instructional Assistants: 4 IAs x 106 hours x \$30/hour = \$12,720.00

Funding Source: 2A.456.100.106.653.053.0000.001

Secretaries: 2 Secretaries x 13.5 hours x \$30/hour = \$810.00

Funding Source: 2A.456.200.100.653.053.0000.001

NRC Extended Year 2019						
	Last Name	First Name	Position @ NRC	Hourly Rate	Summer Extended Year Account Number	Maximum Hours
Administrators						
1	Francisco	Maria	Vice Principal	\$46/hr	20.456.200.102.653.053.0000.001	114.5 Hours
2	Krankel	Daniel	Vice Principal	\$46/hr	20.456.200.102.653.053.0000.001	114.5 Hours
Secretaries						
1	Rose Marie	Tomasini	Secretary	\$30/hr	20.456.200.100.653.053.0000.001	13.5 Hours
2	Yohanna	Bencosme	Secretary	\$30/hr	20.456.200.100.653.053.0000.001	13.5 Hours
Instructional Assistants						
1	Buie	Jemarl	Instructional Aide	\$30/hr	2A.456.100.106.653.053.0000.001	106 Hours
2	Muhammad	Dawud	Instructional Aide	\$30/hr	2A.456.100.106.653.053.0000.002	106 Hours
3	Pucheta	Yesenia	Instructional Aide	\$30/hr	2A.456.100.106.653.053.0000.001	106 Hours
4	Soto	Janet	Instructional Aide	\$30/hr	2A.456.100.106.653.053.0000.001	106 Hours
Teachers						
1	Abaza	Zainah	Teacher Science	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
2	Afanador	Marisol	Teacher Psychologist	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
3	Aramayo	Monica	Teacher Art	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
4	Baldwin	Howard	Teacher Technology	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours

5	Bonadonna	Russell	Teacher Phys Ed/Health	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
6	Bristol	Douglas	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
7	Brown	Jeffrey	Teacher Gr. 6-8 Soc. Std.	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
8	Caiazza	Luisa	Teacher ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
9	Camacho	Camilo	Teacher	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
10	Cappello	Natalia	Teacher Gr. 6-8 Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
11	Collins-McCoy	Naiasia	Teacher ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
12	Depasquale	Darcia	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
13	Drakeford	Raven	Teacher Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
14	Dubjel	Olinka	Teacher Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
15	Duran-Gencarelli	Melissa	Teacher Gr. 6-8 ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
16	Haghighatjou	Faidim	Teacher PE	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
17	Flores	Marlon	Teacher Gr. 6-8 Soc. Std.	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
18	Flores	Zara	Teacher World Language	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
19	Fusco	Thomas	Teacher Gr. 6-8 Soc. Std.	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
20	Hart	Patrick	Teacher	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
21	Hinds	Marva	Teacher Guidance	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
22	Kent	Kelli	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
23	LaGala	Tina	Nurse	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
24	Lake	Paul	Teacher Gr. 6-8 Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
25	Lanza	Josephine	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
26	Learn	Alyssa	Teacher Gr. 6-8 Science	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
27	Mangarelli	Anthony	Teacher SPED	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
28	Martinez	Miosotty	Teacher World Language	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
29	Mastropaolo	Jessica	Teacher Gr. 6-8 ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
30	McGee	Caitlin	Climate & Culture	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
31	Mikardos	Marianthi	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
32	Muscoto	Anthony	Teacher Speech	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
33	Munem	Mayra	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
34	Paragallo	Eric	Teacher ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
35	Pereira	Rosemarie	Teacher Gr. 6-8 Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
36	Perez	Magaly	Teacher LDTC	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
37	Pizaro	Ilia	Teacher BIL	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
38	Pritchard	Shaliza	Teacher Gr. 6-8 Math	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
39	Ramos	Ruben	Teacher Gr. 6-8 Soc. Std.	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
40	Reyes	Amy	Teacher Gr. 6-8 ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
41	Rivera	Sandralis	Teacher ESL	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
42	Robinson	Tiffany	Teacher Reading Specialist	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
43	Rodriguez	Maggie	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
44	Rodriguez	Sonaly	Teacher BIL/ESL	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
45	Rodwell	Kevin	Teacher Gr. 6-8 ELA	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours

46	Rosario-Acosta	Karina	Teacher ESL	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
47	Ruhle	Kathleen	Teacher Sped	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
48	Segovia	Marlon	Teacher Science	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
49	Selino	Janette	Teacher Technology	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
50	Shikman	Saulius	Teacher Phys Ed/Health	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
51	Smallheer	Joseph	Teacher Math Intervention	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
52	Webb	Nathan	Teacher Music	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
53	Williams	Elaine	Teacher Intervention	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours
54	Wozniak	Victoria	Teacher Social Worker	\$40/hr	2A.456.100.101.653.053.0000.001	106 Hours

MISCELLANEOUS (CONT.)

Effective July 1, 2019 there will be a minimum wage increase at the rate of \$10.00 per hour. Effective January 1st, 2020 there will be a minimum wage increase at the rate of \$11.00 per hour.

The Provisional Teacher Program requires that all Novice teachers under a CE- Certificate of Eligibility or CEAS – Certificate of Eligibility with Advance Standing be assigned a mentor while working under this certificate. The below list of mentors have completed all requirements necessary to obtain payments.

Novice Teacher		Mentor to be paid:	Amount to be Paid:	Account #
Jaquel	Nieves	Elis Francisco / XXX-XX-3888	\$550	11.120.100.101.690.110
Raquel	Ford	Lauren Schwerin / XXX-XX-1232	\$550.00	11.130.100.101.690.110
Wendy	Rosales	Lauren Schwerin / XXX-XX-1232	\$550	11.130.100.101.690.110
Jennie	Ulerio	Magdeline Ortiz / XXX-XX-7828	\$1,000	11.120.100.101.690.110
Kimberly	Recinos	Faith Ann Hodges / XXX-XX-6601	\$550	11.120.100.101.690.110
Sara	Cicccone	Gloria Hunt / XXX-XX-9813	\$550	11.130.100.101.690.110
Zakir	Miah	Sarai Molina / XXX-XX-6269	\$550	11.140.100.101.690.110
Gina	Denaples	Maureen Errity / XXX-XX-8689	\$550	11.120.100.101.690.110
Andrew	Campanaro	Jasmine Kennedy / XXX-XX-1732	\$550	11.130.100.101.690.110
Kristen	Shedlock	Nicole Olsen / XXX-XX-7071	\$550	11.120.100.101.690.110
Rosemary	Almanzar	Tanya Scott / XXX-XX-7319	\$550	11.130.100.101.690.110
Nicole	Marino	Joanna Norton / XXX-XX-2646	\$550	11.130.100.101.690.110
Nashonda	Pearson	Cindy Vancheri / XXX-XX-0808	\$550	11.120.100.101.690.110
Michael	Competiello	Rosemary Matar / XXX-XX-5405	\$550	11.130.100.101.690.110
Daniela	Colella	Anna Verrone / XXX-XX-6824	\$550	11.120.100.101.690.110
Ariella	Testa	Adriana Quinones / XXX-XX-7441	\$550	11.120.100.101.690.110

Megan	Ponte	Elizabeth Schimming / XXX-XX-3736	\$366.66	11.130.100.101.690.110
Thomas	Anderson	Gavin Jones / XXX-XX-6660	\$550	11.130.100.101.690.110
Ashley	Reyna	Letha Stay / XXX-XX-0078	\$550	11.130.100.101.690.110
Angela	Annaguey	Connie Lozada / XXX-XX-0599	\$550	11.140.100.101.690.110
Natalie	Chaux	Jade Visco-Attieh/ XXX-XX-0029	\$550	11.130.100.101.690.110
Vianca	Chirino	Tammy Sloan / XXX-XX-4168	\$550	11.120.100.101.690.110
Carolina	Colon-Rodriguez	Nicole Echeverry / XXX-XX-6486	\$550	11.130.100.101.690.110
Sigifredo	Cruz	Karen Dorian / XXX-XX-8606	\$550	11.130.100.101.690.110
Natalia	Cruz-Santa	Alyson Petrullo/ XXX-XX-6592	\$1,000	11.120.100.101.690.110
Alexa	Derose	Heidi Patchell / XXX-XX-3662	\$550	11.130.100.101.690.110
Amirah	Faradin	Ashona Smiley / XXX-XX-4058	\$550	11.120.100.101.690.110
Jessica	Feliciano	Anibal Cintron / XXX-XX-9501	\$550	11.130.100.101.690.110
Michael	Gold	Ralph Gioia / XXX-XX-5608	\$550	11.140.100.101.690.110
Zynab	Hamdeh	Olga Sakac / XXX-XX-5882	\$550	11.120.100.101.690.110
Tasneem	Husein	Vicki McKiernan/ XXX-XX-0022	\$550	11.130.100.101.690.110
Kareen	Johnson	Etta Jones /XXX-XX-5179	\$550	11.130.100.101.690.110
Anthony	Josso	Candice Cummings / XXX-XX-0407	\$550	11.130.100.101.690.110
Taylor	Kendra	Jennifer Pallotta / XXX-XX-4466	\$550	11.140.100.101.690.110
Florenca	Kolldani	Emmanuella Hiliare/ XXX-XX-0850	\$550	11.140.100.101.690.110
Morgan	Lazar	Julie Lorman /XXX-XX-3769	\$550	11.130.100.101.690.110
Rachel	Williams	Sharhonda Turner /XXX-XX-0471	\$550	11.130.100.101.690.110
Caitlin	Wilson	Ashley Crater/ XXX-XX-2099	\$550	11.140.100.101.690.110
Nazra	Zeidan	Martha Cruz / XXX-XX-5129	\$550	11.120.100.101.690.110
Ajnadeen	Hameid	Maria Castaneda / XXX-XX-7823	\$1,000	11.130.100.101.690.110
Liliana	Grullon	Carol Jonas / XXX-XX-6777	\$550	11.140.100.101.690.110
Nanette	Younan	Lauren Garcia / XXX-XX-5465	\$1,000	11.130.100.101.690.110
Katherine	Sanchez	Rose Greco / XXX-XX-4913	\$1,000	11.130.100.101.690.110
Jeremey	Rabanales	Kimberlee Maier / XXX-XX-9826	\$1,000	11.130.100.101.690.110
Frank	Pignataro	Shirley Finley / XXX-XX-7381	\$550	11.130.100.101.690.110
Katelynn	Kilcommons	Guglielmo Lami / XXX-XX-9415	\$1,000	11.130.100.101.690.110
Fidel	Rounds	Dana Ruddy / XXX-XX-4141	\$1,000	11.130.100.101.690.110
Louisa	Tambone	Jayne Barry / XXX-XX-5442	\$1,000	11.130.100.101.690.110

Gisela	Reyes	Anel Hernandez /XXX-XX-3960	\$1,000	11.120.100.101.690.110
Francisco	Gonzalez	Jacqueline Ondimu / XXX-XX-9317	\$1,000	11.130.100.101.690.110
Zainah	Abaza	Caitlin McGee / XXX-XX-3118	\$1,000	11.130.100.101.690.110
Melissa	Harris	Ruth Windish / XXX-XX-2120	\$550	11.120.100.101.690.110
Carly	Tennant	Nicole Jimenez /XXX-XX-2806	\$550	11.130.100.101.690.110
Lisa	Brooks	Danielle Trokan/ XXX-XX-3058	\$866.66	11.130.100.101.690.110
Victoria	Perry	Shante Clark-Williams / XXX-XX-6881	\$550	11.120.100.101.690.110
Hillary	Teichman	Shelia Ruth / XXX-XX-9569	\$550	11.130.100.101.690.110
Kaitlin	Renshaw	Jade Visco Attieh /XXX-XX-0029	\$550	11.130.100.101.690.110
John	Demeski	Jennifer Doherty/ XXX-XX-9735	\$550	11.130.100.101.690.110
Sanian	Bailey	Julie Powell /XXX-XX-9793	\$550	11.120.100.101.690.110
Andrew	Del Conte	Steven King / XXX-XX-9865	\$1,000	11.140.100.101.690.110
Tania	Flete	Rosalie LaDuca-Smith / XXX-XX-3910	\$1,000	11.120.100.101.690.110
Jonathan	Schmitt	Maryan Al-Houssein / XXX-XX-8218	\$550	11.130.100.101.690.110
Kelsey	Mckeon	Jenesis Ramirez / XXX-XX-5706	\$348.33	11.130.100.101.690.110
Caitlin	Stanich	Natasha Carrera / XXX-XX-6541	\$550	11.130.100.101.690.110
Dana	Lang	Rachael Lardiere / XXX-XX-5945	\$550	11.130.100.101.690.110
Nicola	Harmond	Millie Brooks / XXX-XX-3694	\$550	11.130.100.101.690.110
Luisa	Caiazza	Kathleen Ruhle / XXX-XX-3487	\$550	11.130.100.101.690.110
Suzanna	Mladenovic	Jennifer Garofalo / XXX-XX-1575	\$550	11.130.100.101.690.110
Brian	Capriola	Julie Lorman / XXX-XX-3769	\$1,000	11.130.100.101.690.110
Jennifer	Haschak	Gregory Westley / XXX-XX-0680	\$183	11.140.100.101.690.110
Rosalyn	Bedoya	Magalys Williams / XXX-XX-7111	\$550	11.130.100.101.690.110
Justin	Avedissian	Keyna Hearn / XXX-XX-1224	\$550	11.130.100.101.690.110
Jessica	Tetro	Sydney Sciarrino / XXX-XX-4197	\$550	11.130.100.101.690.110
Amanda	Zabransky	Christina Norman / XXX-XX-3467	\$550	11.120.100.101.690.110
Gladys	Flores	Maribel Cardona / XXX-XX-7814	\$550	11.130.100.101.690.110
Sanjay	Desai	Gloria Dorino / XXX-XX-4980	\$1,000	11.140.100.101.690.110
Katherine	Won	Yoland Blue-Gaskin / XXX-XX-7093	\$1,000	11.120.100.101.690.110
Suzy	Rimoh	Patricia Keppler / XXX-XX-0177	\$550	11.130.100.101.690.110
Samantha	Kelly	Tamara Robinson / XXX-XX-6241	\$550	11.130.100.101.690.110
Nicole	Hickey	Emma Stoball / XXX-XX-6333	\$293.33	11.130.100.101.690.110
Sharifa	Tyrell	Ashona Smiley / XXX-XX-4058	\$1,000	11.130.100.101.690.110

Casey	Casperino	Grisell Gonzalez/ XXX-XX-6405	\$550	11.120.100.101.690.110
Bayley	Hickey	Robert Butler / XXX-XX-8080	\$110	11.130.100.101.690.110

MISCELLANEOUS (CONT.)

To reclassify PC # 915 from Secretary Specialist to Confidential Secretary.

To revise PTF# 20-031 to replace **Carlos Hernandez** with **Rima Bandeli** as summer High School Guidance Counselor for the School of Government and Public Administration.

Effective Date: July 3 – August 31, 2019. \$35/HR Not to exceed: \$5,250.00.

Funding Source #: 15.000.218.104.062.053.0000.000

To compensate **Kimberly Liskay-Fedo** as the certified Teacher Coordinator of Scheduling at EHS Complex, Great Falls and Silk City 2000 for the summer months of July, August, and September 2019 as follows:

For July 2019 at 10% of her 2018-2019 School Salary. To be paid on the 15th and the last day of August as per sidebar agreement of 20 contractual days.

In addition, for August and September, Ms. Liskay-Fedowill be paid at the rate of \$35/Hour to work before and after his contractual hours. Hours can be worked on weekdays, weekday evenings, weekends and holidays. Not to exceed 50 hours. Not to exceed: \$1,750.00. **Funding Source #** 11.000.218.104.656.053

To transfer the responsibility of Custodian of Records for the District from Luis M. Rojas Jr., Assistant Superintendent to Boris Zaydel, District Legal Attorney, effective July 16, 2019.

MISCELLANEOUS (CONT.)

To compensate Teachers for Cafeteria Lunch Coverage in accordance with the current PEA contract for the 2018/2019 school year. Please see below list for details.

RECEIVED IN HR	INITIATOR	LOCATION	EMPLOYEE NAME	EFFECTIVE DATE	AMOUNT ELIGIBLE	Account	Abse nces	Deduction Rate \$11.11 Per Day	TOTAL AMOUNT
7/16/2018	Zatiti Moody	Great Falls Academy	Rahmann Brown	9/1/2018	\$333	11.140.100.101.703.056	23.5	\$261.09	\$72.25
7/16/2018	Zatiti Moody	Great Falls Academy	Rakim Hill	9/1/2018	\$333	11.140.100.101.703.056	10	\$111.10	\$233.31
7/16/2018	Zatiti Moody	Great Falls Academy	Brian Veal	9/1/2018	\$333	11.140.100.101.703.056	29	\$322.19	\$11.14
12/19/2018	Zatiti Moody	Great Falls Academy	Donald Whitaker	12/1/2018	\$333	15-140-100-101-054-056	10.5	\$116.66	\$216.68
12/19/2018	Zatiti Moody	Great Falls Academy	Michael Johnson	3/15/2019	\$333	15-140-100-101-054-056	15.5	\$172.21	\$161.13
7/11/2018	Monica Florez	Martin Luther King	LaToya McCoy	9/1/2018	\$2,000	15.130.100.101.030.056	23.5	\$261.09	\$1,738.92
7/11/2018	Monica Florez	Martin Luther King	Christine Arena	9/1/2018	\$2,000	15.130.100.101.030.056	14	\$155.54	\$1,844.46
7/16/2018	Zatiti Moody	Great Falls Academy	LaQuan Hargrove	9/1/2018	\$333	11.140.100.101.703.056	1	\$11.11	\$22.22

7/16/2018	Annette Romaniello	School #5	Daniel Ring	9/1/2018	\$2,000	15.120.100.101.005.056	32.5	\$361.08	\$1,638.93
7/16/2018	Annette Romaniello	School #5	Adela Joyce	9/1/2018	\$2,000	15.120.100.101.005.056	19	\$211.09	\$1,788.91
7/16/2018	Annette Romaniello	School #5	Dilenia Smith	9/1/2018	\$2,000	15.120.100.101.005.056	43.5	\$483.29	\$1,516.72
7/25/2018	Annette Romaniello	School #5	Jessica Mooring	9/1/2018	\$2,000	15.120.100.101.005.056	19.5	\$216.65	\$1,783.36
7/16/2018	Boblyn Dobbs	School #6	Louis Colli	9/1/2018	\$0	15.120.100.101.006.056	N/A	\$0.00	\$0.00
7/16/2018	Boblyn Dobbs	School #6	Lance Jones	9/1/2018	\$2,000	15.120.100.101.006.056	21.5	\$238.87	\$1,761.14
7/16/2018	Olga Reyes	School #16	Edward Bodnar	9/1/2018	\$2,000	15.120.100.101.309.056	9.5	\$105.55	\$1,894.46
7/16/2018	Olga Reyes	School #16	Kara Leslie	9/1/2018	\$2,000	15.120.100.101.309.056	28.5	\$316.64	\$1,683.37
7/16/2018	Olga Reyes	School #16	Saul Gondelman	9/1/2018	\$2,000	15.120.100.101.309.056	28	\$311.08	\$1,688.92
7/16/2018	Olga Reyes	School #16	Cynthia Velasco-Rosado	9/1/2018	\$2,000	15.120.100.101.309.056	17	\$188.87	\$1,811.13
7/16/2018	Olga Reyes	School #16	Mohamed Niwash	9/1/2018	\$2,000	15.120.100.101.309.056	20	\$222.20	\$1,777.80
7/16/2018	Olga Reyes	School #16	Kathleen Weissman (sub)	9/1/2018	\$305	15.120.100.101.309.056	27.5 days of Cover age		\$305.53
7/16/2018	Olga Reyes	School #16	Melany Reyes (Sub)	9/1/2018	\$0	15.120.100.101.309.056	N/A	\$0.00	\$0.00
7/12/2018	Frank Puglise	School #27	Marianne Ferrandino	9/1/2018	\$2,000	15-120-100-101-027-056	38.5	\$427.74	\$1,572.27
7/12/2018	Frank Puglise	School #27	Tara Patula	9/1/2018	\$2,000	15-120-100-101-027-056	23.5	\$261.09	\$1,738.92
7/12/2018	Antoinette Young	School #25	Damon Wright	9/1/2018	\$2,000	15-120-100-101-025-056	17	\$188.87	\$1,811.13
7/12/2018	Antoinette Young	School #25	Randell White (sub)	9/1/2018		15-120-100-101-025-056	17 days of Cover age		\$188.87
7/12/2018	Antoinette Young	School #25	Marcus Hammond (sub)	9/1/2018	\$0	15-120-100-101-025-056	N/A	\$0.00	\$0.00
7/20/2018	Virginia Galizia	Alexander Hamilton	Janet Reed	9/1/2018	\$2,000	15-120-100-101-036-056	0	\$0.00	\$2,000.00
7/20/2018	Virginia Galizia	Alexander Hamilton	Cathy Thompson	9/1/2018	\$0	15-120-100-101-036-056	N/A	\$0.00	\$0.00
7/20/2018	Virginia Galizia	Alexander Hamilton	Jenine Norris	9/1/2018	\$0	15-120-100-101-036-056	N/A	\$0.00	\$0.00
7/20/2018	Virginia Galizia	Alexander Hamilton	Monique Sutera	9/1/2018	\$0	15-120-100-101-036-056	N/A	\$0.00	\$0.00
7/25/2018	Joanne Riviello	School #21	Wilson DeDios	9/1/2018	\$2,000	15-120-100-101-021-056	12.5	\$138.88	\$1,861.13
7/25/2018	Joanne Riviello	School #21	Albina Lala	9/1/2018	\$2,000	15-120-100-101-021-056	15	\$166.65	\$1,833.35
7/25/2018	Joanne Riviello	School #21	Yusef Haddad	9/1/2018	\$2,000	15-120-100-101-021-056	16.5	\$183.32	\$1,816.69
7/26/2018	Carlos Ortiz	Newcomers at NRC	Luis Palacios	9/1/2018	\$2,000	15-120-100-101-011-056	5	\$55.55	\$1,944.45

7/26/2018	Carlos Ortiz	Newcomers at NRC	Victor Alemany	9/1/2018	\$2,000	15-120-100-101-011-056	16.5	\$183.32	\$1,816.69
8/17/2018	Grace Giglio	Norman S. Weir	Felix Gil	9/1/2018	\$2,000	15-120-100-101-075-056	9.5	\$105.55	\$1,894.46
8/17/2018	Grace Giglio	Norman S. Weir	Gina De Sino (sub)	9/1/2018	\$53	15-120-100-101-075-056	4.75 days of Cover age		\$52.77
8/17/2018	Grace Giglio	Norman S. Weir	Stephen Trongone (sub)	9/1/2018	\$53	15-120-100-101-075-056	4.75 days of Cover age		\$52.77
8/28/2018	Lourdes Rodriguez	Roberto Clemente	Florencio Moran	9/1/2018	\$2,000	15-120-100-101-034-056	43	\$477.73	\$1,522.27
8/29/2018	Andre McCollum	School #6	Lisa Deleon Smith	9/1/2018	\$2,000	15-120-100-101-006-056	14.5	\$161.10	\$1,838.91
9/4/2018	Deyanira Cartagena	School #18	Ronald Barone	9/1/2018	\$2,000	15-120-100-101-018-056	11.5	\$127.77	\$1,872.24
9/4/2018	Deyanira Cartagena	School #18	Raymond Rivera-Rojas	9/1/2018	\$2,000	15-120-100-101-018-056	15	\$166.65	\$1,833.35
9/5/2018	Christine Johnson	Dr. Hani Awadallah	Connie Baker	9/1/2018	\$2,000	15-120-100-101-313-056	22.5	\$249.98	\$1,750.03
9/5/2018	Christine Johnson	Dr. Hani Awadallah	Anna Caraballo	9/1/2018	\$1,000	15-120-100-101-313-056	22.5	\$249.98	\$1,750.03
9/5/2018	Christine Johnson	Dr. Hani Awadallah	Ursula Amaro	9/1/2018	\$1,000	15-120-100-101-313-056	5	\$55.55	\$1,944.45
9/5/2018	Christine Johnson	Dr. Hani Awadallah	Suzanna Mladenovic	9/1/2018	\$2,000	15-120-100-101-313-056	4.5	\$50.00	\$1,950.01
9/12/2018	Courtney Glover	School #26	Emma Stoball	9/1/2018	\$2,000	15-130-100-101-026-056	7	\$77.77	\$1,922.23
9/12/2018	Courtney Glover	School #26	Grace Alcalde	9/1/2018	\$2,000	15-130-100-101-026-056	22.5	\$249.98	\$1,750.03
9/12/2018	Nancy Castro	School #28	Jayson LaVorne	9/1/2018	\$0	15-120-100-101-028-056	N/A	\$0.00	\$0.00
9/12/2018	Nancy Castro	School #28	Edwin Rios	9/1/2018	\$1,000	15-120-100-101-028-056	12	\$133.32	\$1,866.68
9/13/2018	Cecilia O'Toole	Don Bosco	Maria Elana Colon	9/1/2018	\$2,000	15-130-100-101-068-056	31	\$344.41	\$1,655.59
9/13/2018	Cecilia O'Toole	Don Bosco	Patricia Kaminski	9/1/2018	\$2,000	15-130-100-101-068-056	18	\$199.98	\$1,800.02
9/13/2018	Ramona Garcia	School #15	Christine Napolitano	9/1/2018	\$2,000	15-120-100-101-015-056	11	\$122.21	\$1,877.79
9/13/2018	Ramona Garcia	School #15	Judy Walsh	9/1/2018	\$2,000	15-120-100-101-015-056	24	\$266.64	\$1,733.36
9/13/2018	Ramona Garcia	School #15	Migdalia Norona	9/1/2018	\$2,000	15-120-100-101-015-056	12	\$133.32	\$1,866.68
9/17/2018	Derrick Hoff	Edward Kilpatrick	Anna Veronne	9/1/2018	\$0			\$0.00	\$2,000.00
9/20/2018	Jorge Osoria	JFK-BTMF	James Hargrove	9/1/2018	\$2,000	15-140-100-101-306-056	20	\$222.20	\$1,777.80
9/20/2018	Boblyn Dobbs	School #12	Anissa Martin-Conyers	9/1/2018	\$2,000	15-130-100-101-012-056	4.5	\$50.00	\$1,950.01
9/26/2018	Charla Holder	Panther Academy	Solaadeen Williams	9/1/2018	\$2,000	15-140-100-101-054-056	20	\$222.20	\$1,777.80

9/26/2018	Charla Holder	Panther Academy	Lori Puleo	9/1/2018	\$2,000	15-140-100-101-054-056	23	\$255.53	\$1,744.47
9/27/2018	Hector Montes	New Roberto Clemente	Janette Selino	9/1/2018	\$2,000	15-130-100-101-316-056	41.5	\$461.07	\$1,538.94
10/9/2018	Lolita Vaughan	School #10	Shaheed Lewis	9/1/2018	\$2,000	15-120-100-101-010-056	13	\$144.43	\$1,855.57
6/5/2019	Kelli White	HARP	Edwin Camacho	9/1/2018	\$2,000	15-140-100-101-054-056	2.5	\$27.78	\$1,972.23
6/5/2019	Kelli White	HARP	Eileen Opromollo	9/1/2018	\$2,000	15-140-100-101-054-056	15	\$166.65	\$1,833.35

MISCELLANEOUS (CONT.)

To compensate **William Graulich** a monthly stipend of \$500.00 to be the Program Director for the P-TECH grant that was awarded to Paterson Public Schools on November 27, 2018. The stipend will be from August 1, 2019 to June 30, 2020. Not to exceed: \$500.00 **Funding Source:** 20.432.200.100.650.053.0000.002

To pay an hourly stipend for Administrators and staff to participate in SFLS'S School Improvement Grant Extended Year July 1-3, July 8-11 for up to and not to exceed the hours and rates below.

42 hours X \$46/Hour = \$1,932.00 Not to exceed: \$1,932.00

*Additional funds not needed Supervisor replacing Administrator, **Peter Samosa.**

Funding Source: 2A.455.200.102.653.053.0000.001

To amend PTF # 19-1864 for the ELA & Math Targeted Intervention teachers of the Great Falls Summer STEAM Program Curriculum Development for grades 6-8. (Posting # 6736) Curriculum & Instruction location at Don Bosco Technology \$ School #2.

Effective Dates: From 7/01/2019 – 8/02/2019

Remove **Florenca Koldani** from PTF# 19-1864. Increase hours of **Nicole Slota** to 90 hours.

1 Teacher X 90 Hours X \$35/HR = \$3,150.00 Not to exceed: \$3,150.00.

Funding Source: 20.231.100.101.653.053.3050.001

To pay an hourly stipend for NRC's Extended School Year July 1-3, July 8-12, July 15-18 and August 26-30 for up to and not to exceed the hours and rates below.

Steven Rodriguez

114.5 hours X \$46/Hour = \$5,267.00

Funding Source: 2A.456.200.103.653.053.0000.001

To pay an hourly stipend for NRC's Extended School Year July 1-3, July 8-12, July 15-18 and August 26-30 for up to and not to exceed the hours and rates below.

Ismari Harris

106 hours X \$40/Hour = \$4,240.00

Funding Source: 2A.456.200.103.653.053.0000.001

To compensate **Murdina Hansen** (EHS/SOIT) to work Perkins-Funded SOIT After School CTE End of Program Assessment Tutoring. Posting # 6727.

Program Dates: May 1, 2019-June 30, 2019 Not to exceed; \$350.00

1 Teacher for up to 10 hours of after school instruction at \$35/HR = \$350.00

Funding Source: 20.378.100.101.830.053.0000.001

MISCELLANEOUS (CONT.)

To amend action 20-254 to provide stipends for only ninety-four (94) teachers for the 2019-2020 Elementary Summer School Remediation Program for various locations (see below list). The program will occur from July 8 to July 31, 2019. Hours are from 7:45am to 12:15pm from Monday to Friday. Location: Various Locations

94 Teachers x \$35 an hour for 4.5 hours a day, Monday to Friday from 7:45 a.m. to 12:15 p.m. x 18 days = \$266,490.00. Up to and Not to exceed: \$266,490.00

Funding Source: 20.231.100.101.653.057.0000.001

Albanese-Benevento, Katherine	Don Bosco	Teacher Special Ed Resource
Amarante, Katherine	School # 8	Teacher Grade 3 - 4 Bilingual
Ames, Bessie	School # 10	Teacher Grade 3
Amil, Maria	School # 18	Teacher Bilingual /ESL
Anderson, Mary	RC	Teacher Grade 3
Anderson, William	School # 12	Teacher ESL
Anton, Lauren	School # 13	Teacher Grade 3
Arik, Umit	EHS/ HSP	Teacher English
Arroyo, Jennifer	School # 3	Teacher Grade 4
Ashley, Steven	School # 20	Teacher Grade 4
Avella, Herlan	EHS/GOPA	Teacher Business Education
Balaban, Gokhan	Don Bosco	Teacher ESL
Barreto, Belen	School # 11	Teacher Grade 5 Bilingual
Battista, Dan	School # 29	Teacher Phys Ed/Health
Battle, Bernadine	School # 19	Teacher Special Ed Resource
Bauch, Lisa	School # 1	Teacher Grade 1
Bauernschmidt, Deidre	School # 5	Teacher Kindergarten
Beckford, Felesha	School # 26	Teacher 6-8 Land Arts
Berger, Nicole	Newcomers/NRC	Teacher Bilingual ESL
Bodnar, Edward	School # 16	Teacher Special Ed Resouce
Boines, Wanda	School # 4	Teacher Special Ed Resouce
Brooks, Millie	School # 26	Teacher ESL

Brown, Maria	School # 19	Teacher Grade 2
Burgess, Marquette	JFK	Teacher Coordinator
Callegari, Regina	School # 3	Teacher Bilingual
Campanaro, Chelsea	School # 25	Teacher Grade 7 - 8 Social Studies
Campo, Bertha	School # 10	Teacher Grade 2 Bilingual
Campo, Julia	School # 9	Teacher Grade 2
Campo, Laura	Rosa Parks	Teacher World Lang
Campos, Vanessa	School # 16	Teacher Art
Carcich, Natasha	School # 16	Teacher Grade 3
Carnero, Aleisy	School # 3	Teacher Grade 5
Chapman, Jody	School # 9	Teacher Special Ed Resource
Charles, KellyAnn	School # 21	Teacher Special Ed
Chavis-Ferrer, Lauren	School # 2	Teacher Grade 3
Cintron, Anibal	School # 8	Teacher Grade 7 Math
Clark-Williams, Shante	School # 24	Teacher Kindergarten
Cole, Tonia	School # 1	Teacher Grade 1
Conlee, William	MLK	Teacher Grade 8 Math
Cordova, Evelyn	RC	Teacher Special Ed Resource
Cotton, Candice	JFK/STEM	Teacher Mentor of Climate and Culture
Cox, Dwayne	School # 10	Teacher Grade 4
Crawford, Constance	School # 24	Teacher Special Ed Resource
Cruz, Aracelis	School # 25	Teacher Special Ed Resource
Cusack, Amanda	Dale Ave	Teacher Kindergarten
Dahab, Thomas	School # 6/APA	Teacher Special Ed Resource
Davis-Pierre, Sharon	School # 12	Teacher Kindergarten
De Dios, Melanie	MLK	Teacher ESL
DeFillipo, Dawn	School # 24	Teacher Kindergarten
DeGraw, Rachel	MLK	Teacher Special

		Ed Resource
Del Arca, Cecilia	School # 16	Teacher Bilingual Grade K-1
Dias, Marie	EHS/ HSP	Teacher Special Ed LLD
Doerner, Janice	School # 25	Teacher Grade 1
DORINO, GLORIA	Silk City	Teacher Math
Dublin, Tiaheshia	School # 28	Teacher Kindergarten
Dudsak, Marc	School # 24	Teacher Grade 6 Math
Duran, Diane	School # 9	Teacher Special Ed Resource
DWYER, ERIN	Dale Ave	Teacher Special Ed Resource
Eatman, Kenneth	School # 10	Teacher 7 - 8 Math
Ebanks, Jacqueline	EHS/GOPA	Teacher Special Ed Resource
Ehlermann, Samantha	School # 9	Teacher Special Ed Resource
Elabed-Tolosa, Sara	School # 9	Teacher Bilingual/ESL
Elson, Jeri Ann	School # 29	Teacher Art
Errity, Maureen	AHA	Teacher Grade 3
Faggiani, MaryJo	School # 24	Teacher Grade 6 Math
Faradin, Amirah	School # 16	Teacher Special Ed Resource
Farrell, Christopher	School # 25	Teacher Grade 7 Lang Arts
Fatiregun, Falilat	School # 25	Teacher Special Ed LLD
Ferraro, Esther	School # 10	Teacher Special Ed Resource
Ferraro, Ruth	School # 27	Teacher Grade 3
Foerch, Christina	School # 18	Teacher Special Ed Resource
Fontanez, Fabiola	School # 8	Teacher Grade 6 - 8 Bilingual/ESL
Francis, Rosa	School # 21	Teacher Kindergarten Bilingual/ESL
Franklin, Todd	School # 21	Teacher Grade 6 Math
Fullam, Jaime	School # 24	Teacher Grade 8 Math
Fulmore, Anita	EWK	Teacher Special

		Ed Resource
Gagliardo, Lisa	AHA	Teacher Grade 3
Gagnon, Joseph	School # 27	Teacher Special Ed Resource
Galitz, Bairis	School # 13	Teacher Grade 3
Galizia, Ralph	STARS	Teacher Phys Ed/Health
Giarrusso, Colleen	HANI	Teacher Grade 4
Glover, Tayron	School # 25	Teacher Special Ed Resource
Goldenberg, Tatyana	MLK	Teacher PreSchool Special Ed
Goldfond, Alyssa	School # 5	Teacher Kindergarten
Grabowski, Barbara	School # 27	Teacher Grade 6 Math
Grant, Mitchel	School # 25	Teacher PreSchool
Greenwald, Gwen	School # 6/APA	Teacher Coordinator
Grevesen, Michele	School # 4	Teacher Grade 6 ELA/Science
Guevara, Jessica	School # 5	Teacher Grade 5
Gurrieri, David	INTER'L	Teacher Phys Ed/Health
Hall, Reggie	JFK/BTMF	Teacher Special Ed MD
Hammam, Ineam	School # 25	Teacher Grade 3
Hearns, Kenya	School # 10	Teacher Phys/Ed Health
Herbert, Jannelle	School # 18	Teacher Grade 2
Heyaime, Carmen	School # 14	Teacher Kindergarten
Hickmon, Helen	EHS/GOPA	Teacher Reading Recovery
Hill, Chantanette	School # 10	Teacher Special Ed Resource
Hill, Tororris	School # 29	Teacher Technology
Hindi, Moe	NSW	Teacher Technology
Hoxha, Fitore		
James, Christopher	JFK/ACT	Teacher Social Studies
Jatovsky, Marcy	School # 27	Teacher Music
Javier, Mery	RC	Teacher Grade 1

		Bilingual
Johnson, Kathleen	JFK/SET	Teacher English
Johnston, Maxine	School # 1	Teacher Special Ed Resource
Joyce, Adela	School # 5	Teacher ESL
Karsian, Keith	School # 8	Teacher Grade 2
Katz, Jessica	JFK/SET	Teacher English
Kearney, Cassandra	Urban	Teacher Grade 1
Keller, Kathleen	School # 3	Teacher Special Ed
Kennedy, Jasmine	School # 6/APA	Teacher Grade 5
Knox, Terrance	School # 12	Teacher Grade 6 Lang Arts
Kochis, Sharon	School # 6/APA	Teacher Grade 5
Kopic, Rosa	School # 18	Teacher Grade 7 - 8 Math
Krisak, Mary	School # 12	Teacher Grade 4
Lachapel, Jose	School # 6/APA	Teacher Mentor
Langston, Peter	School # 20	Teacher Grade 6 & 7 Math
Lazar, Morgan		
Ledgard, Mary	School # 8	Teacher Grade 3
Leslie, Kara	School # 16	Teacher Grade 5
Lindsey, Christopher	School # 4	Teacher Grade 4
Lippman, Dejanee	School # 8	Teacher Grade 8 Math
Lisowski, Adele	Urban	Teacher Kindergarten
Lobosco, Nicole	MLK	Teacher Grade 5
Lynch, Patsy	School # 4	Teacher Bilingual/ESL
Marcelin-Belfils, Patricia	School # 25	Teacher Grade 2
Marren, Maryann	School # 12	Teacher Grade 2
Marte, Jane	School # 18	Teacher Grade 8 Lang Arts
Matar, Rosemary	School # 8	Teacher Special Ed Resource
Mathlib, Afia	School # 20	Teacher Special Ed BD
Mattocks, Jahmeelah	School # 10	Teacher Grade 2
Mazokh, Narina	School # 25	Teacher Grade 5 - Math
McMillan, Myesha	School # 3	Teacher Grade 2
Mezle, Frank	EHS/GOPA	Teacher Special Ed LLD

Mills, Greta	School # 26	Teacher Grade 5
Minadeo, Gretchen	School # 9	Teacher Grade 6 - Math
Mitchell, Dennis	School # 18	Teacher Grade 6 -7 Lang Arts
Molina, Isabel	STARS	Teacher World Lang
Moncrieffe, Sophia	School # 28	Teacher Grade 1
Mooring, Jessica	School # 5	Teacher Grade 1
Morillo , Betsaida	School # 21	Teacher Grade 4 Bilingual
Morillo, Cristina	School # 9	Teacher PreSchool
Mustafa, Ayman	HANI	Teacher ESL
Napoleone, Gerald	JFK/ACT	Teacher Special Ed Resource
Narvaez, Claudia	School # 18	Teacher Grade 5 - 8 Bilingual
Navarro, Neicy	School # 21	Teacher Grade 5 Bilingual
Neffke, Caitlin	EHS/INFO	Teacher Special Ed Resource
Niwash, Mohammad	School # 16	Teacher Grade 7 - 8 Social Studies
Nix, Nicole	Don Bosco	Teacher Grade 7 - Math
Norman, Christina	School # 3	Teacher Special Ed Resource
O'Blige, Connie	School # 4	Teacher Grade 7 - 8 Math
O'Hare, Jennifer	School # 29	Teacher Kindergarten
Olsen, Brian	School # 28	Teacher Phys/Ed Health
Ondimu, Jacqueline	School # 5	Teacher Intervention/ESL
Ortiz, Magdeline	School # 24	Teacher Grade 3 Bilingual
Osback, Laura	School # 16	Teacher Grade 2
OTERO, MIGUEL	Newcomers/NRC	Teacher Bilingual
Palacio, Luis	Newcomers/NRC	Teacher Special Ed Resource
Perez, Esther	School # 5	Teacher Kindergarten
Perry, Victoria	School # 24	Teacher Grade 1
Pervizi, Grisela	School # 4	Teacher Special Ed Resource

Pizarro, Ilia	NRC	Teacher Grade 6 -8 LAL Bilingual
Plaza, Jeanette	Newcomers/NRC	Teacher ESL
Powell, Lois	School # 4	Teacher Special Ed LLD
Profita, Angela	School # 16	Teacher Kindergarten
Prosinski, Debra	School # 4	Teacher Special Ed LLD
Queen, Talena	MLK	Teacher Grade 5
Rackoff, Allison	HANI	Teacher Grade 3
Radunovic, Natalija	AHA	Teacher Technology
Randolph-Hammond, Andrea	HANI	Teacher Grade 3
Rey, Jennifer	School # 18	Teacher Grade 2
Robinson Johnson, Hattie	School # 21	Teacher Grade 1
Robinson, Tamara	School # 27	Teacher Grade 5
Rojas, Kelly	RC	Teacher Grade 2 Bilingual
Rojas, Maria	School # 8	Teacher Grade 1 & 2 Bilingual
Roman, Maribel	School # 20	Teacher Special Ed Autism
Romanelli, Marlane	School # 15	Teacher Grade 5
Rosa, Cathy	School # 21	Teacher Kindergarten
Rosales, Wendy	School # 21	Teacher Grade 6 -8 Math Bilingual
Rothenberg, Amy	RC	Teaxcher Art
Royster, Jennifer	School # 9	Teacher Kindergarten
Russomanno, Danielle	School # 18	Teacher Grade 8 Math
Ruth, Sheila	School # 13	Teacher
Sampson, Bryant	School # 4	Teacher Grade 6 -8 Math
Santos, Crystal	School # 5	Teacher Grade 3
Scavone, Michele	AHA	Teacher Grade 2
Schwerin, Lauren	School # 21	Teacher Grade 6 -8 Math
Sciarrino, Sydney	School # 20	Teacher Special Ed BD
Scott, Anisha	ELC	Teacher PreSchool
Seaborn, Lindsay	School # 8	Teacher Grade 1
Selimgir, Nargis	School # 5	Teacher

		Bilingual
Shah, Sahil	School # 6/APA	Teacher Special Ed Resource
Shanahan, Marta	School # 3	Teacher Grade 4
Siddiqi, Saira	School # 24	Teacher Grade 4
Simoneau, Carrie	School # 9	Teacher Grade 6 Science
Simpson, Siobhan	School # 21	Teacher Guidance Counselor
Singh, Tillie	Urban	Teacher Grade 4
Singletery, Raegan	JFK/BTMF	Teacher Special Ed Resource
Sladden, Kelly	School # 5	Teacher Grade 5
Sloan, Tammy	School # 21	Teacher Kindergarten
Small, Devere	JFK/SET	Teacher ESL
Smith, Dilenia	School # 5	Teacher Kindergarten
Smith, Jacqueline	JFK/BTMF	Teacher Career Development
Sotelo, America	RC	Teacher Grade 5 Bilingual
Spence, Damali	School # 10	Teacher Grade 1
Sterling, Katelyn	School # 3	Teacher Special Ed Resource
Stoball, Emma	School # 26	Teacher Grade 4
Suell, Jessica	School # 24	Teacher Special Ed Resource
Sumter, Rhonda	Rosa Parks	Teacher Special Ed Resource
Taylor, Erin	School # 28	Teacher Grade 4 G & T
Thomas, Zellie	School # 16	Teacher Grade 3
Thompson, Rhonda	School # 26	Teacher Grade 6-8 Social Studies
Toomey, Chris	HARP	Teacher Social Studies
Van Horn, Robert	School # 3	Teacher Grade 6-8 Lang Arts
Van Rensalier, Zina	School # 10	Teacher Special Ed Resource
Vazquez, Alina	School # 16	Teacher Bilingual
Velasco-Rosado, Cinthya	School # 16	Teacher Special Ed Resource
Verano, Julio	School # 15	Teacher ESL

Verile, Kevin	EHS/GOPA	Teacher Special Ed Cog Mild
Vickers, Brian	NSW	Teacher Phys Ed/Swim
Vizcaino, Kathryn	School # 24	Teacher ESL
Vogel, Melissa	School # 12	Teacher Phys Ed/Health
Waddell, Jean	School # 15	Teacher Special Ed Resource
Walker, Madelynn	School # 19	Teacher Grade 4
Walker, Mariko	School # 18	Teacher Grade 5-6 Social Studies
Watson, Lisa	School # 14	Teacher Grade 1
Weissman, Kathleen	School # 16	Teacher Special Ed Resource
White-Curry, Tanya	School # 18	Teacher Grade 5 Lang Arts
Williams, Bernadette	School # 4	Teacher Grade 6 Math/Science
Williams, Joseph	MLK	Teacher Special Ed
Williams, Rachel	School # 6/APA	Teacher Kindergarten
Williams, Sheree	School # 10	Teacher Grade 2
Wimberly, Kimberlynn	School # 14	Teacher Grade 2
Windish, Ruth	School # 3	Teacher Special Ed Resource
Wood, Peter	Don Bosco	Teacher Special Ed Resource
Zizza, Maria	School # 20	Teacher Mentor of Climate and Culture

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County

- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

Resolution No. 3

PURPOSE: Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to renew the contract for Substitute Staffing Services, RFP-425-18 for the 2018-2019 school year(s).

Whereas, at the board of education meeting of August 15, 2017 resolution number 5 was approved by the board, awarding a contract for Substitute Staffing Services to Insight Workforce Solutions, LLC for the 2017-2018 school year(s); and

Whereas, the District Administration has deemed the services from Insight Workforce Solutions, LLC to be “effective and efficient” as required for renewal under 18A:18A-42; and

Whereas, the District has found the need to modify its original concept for using per diem substitutes and has expanded their role to fill aide positions, fill existing vacancies, back-fill teachers so that State testing can occur, as well as other needs; and

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 4: Increase administrative and staff capacity; now

Therefore, Be It Resolved, the District approves a 20% increase (maximum allowed by law) to the original contract \$8,100,000, RFP-425-18 to Insight Workforce Solutions, LLC for the 2018-2019 School Year.

Be It Further Resolved, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this bid have complied with all Affirmative Action requirements; and

(Not to Exceed amount \$9,720,000)

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Olivares who voted no. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon
• Self

Comm. Simmons
• Self
• Family

Resolution No. 4 was pulled.

Resolution No. 5

Department of Special Education Programs
Starlight Homecare Agency, Inc.

Whereas, the District's priority is effective academic programs under the 2014-2019 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and

Whereas, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

Whereas, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

Whereas, the State District Superintendent has determined that the District is in need of instructional services for a student in accordance with the student's Individualized Education Program; and

Whereas, Starlight Homecare Agency, Inc. represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

Now, Therefore, Be It Resolved, that the District approve agreements to provide reimbursement to Starlight Homecare Agency, Inc. for a total cost not to exceed \$9,576.00 during the 2019-2020 school year.

July 1, 2019 – August 2, 2019 (ESY ONLY 19 days)

Don Bosco, PS#2 or MLK

\$252.00 per diem x 19 days = \$4,788.00 x 2 nurses = \$9,576.00

(If an LPN is not available then an RN will be substituted at a rate of \$56 per hour)

It was moved by Comm. Martinez, seconded by Comm. Simmons that Resolution No. 5 be adopted.

Comm. Hodges: Did it say the staff declined?

Ms. Cheryl Coy: One of the nurses that were offered the positions had to decline because she had emergency knee surgery. The other one is getting more money from ?

Comm. Hodges: So we went through these people?

Ms. Coy: We have to have enough nurses on staff.

Comm. Capers: This is only for the summer?

Ms. Coy: Just for the summer.

On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

Resolution No. 6

Department of Special Education Programs Bayada Home Health Care

Whereas, the District's priority is effective academic programs under the 2014-2019 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and

Whereas, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

Whereas, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

Whereas, the State District Superintendent has determined that the District is in need of instructional services for a student in accordance with the student's Individualized Education Program; and

Whereas, Bayada Home Health Care represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

Now, Therefore, Be It Resolved, that the District approve agreements to provide reimbursement to Bayada Home Health Care for a total cost not to exceed \$4,446.00 during the 2019-2020 school year.

July 8, 2019 – August 2, 2019 (ESY ONLY 19 days)

Don Bosco, PS#2 or MLK

\$52.00 hr. x 4.5 hrs. = \$234.00 x 19 days = \$4,446.00

(If an LPN is not available then an RN will be substituted at a rate of \$53 per hour)

It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 6 be adopted.

Comm. Hodges: Why do we have two different ones?

Ms. Coy: There are three nurses. One company provided two, and the other company provided one.

Comm. Capers: How big are these companies?

Mr. Matthews: Bayada is pretty big.

Ms. Shafer: They can't be in the school alone. They can be in the school with another school nurse.

Comm. Capers: And this is just for the summer too?

Ms. Coy: Yes.

On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

Resolution No. 7

Whereas, a letter was sent to Dr. Lamont Repollet Commissioner of Education on June 10, 2019 requesting additional funding; and

Whereas, the Paterson Public Schools 2018-2019 school year ended with a reduction in force of 234 staff members of whom 166 are teachers, 23 are Vice Principals and 29 are Supervisors; and

Whereas, an analysis of district personnel records, published on northjersey.com on May 11, 2019, concluded that the district had lost 1,600 employees during the past ten years due to a lack of state support under a different administration; and

Whereas, state granted the district an additional \$20 million in state aid for the 2018-2019 school year, the funds went directly into the classrooms as listed below:

- The district hired new music and art teachers. Elementary school art and music programs were reinstated after having been cut as a result of the state takeover in 1991. These programs returned with such revitalization that the Arts ED NJ nonprofit organization recognized Paterson Public Schools as a Renaissance District in March.
- The district hired media specialists; each of the district's school media centers (previously called school libraries) had a certified educator to assist students with research projects.
- The district hired more specialists giving students greater access to reading specialists, behaviorists, interventionists and other professionals to help them achieve academic success.

Whereas, due to the cuts in the 2019-2020 budget and the resulting layoffs, the district can no longer provide art and music education in every elementary school. Media centers' resources will sit unutilized by students; and

Whereas, the budget cuts leave no opportunity to address pressing facilities problems such as nonfunctioning science labs and buildings that are more than 100 years old; and

Whereas, with the reduction in force of 234 staff members of whom 166 are teachers means that fewer school administrators will absorb more school building responsibilities including discipline, responding to families, maintaining a safe and healthy environment in their schools, and improving teaching and learning.

Be it Resolved, the Paterson Public Schools will apply for emergency aid in the amount of \$24,662,000 with the reasons mentioned in this resolution.

It was moved by Comm. Martinez, seconded by Comm. Simmons that Resolution No. 7 be adopted.

Comm. Castillo: This is just to apply for the Emergency Aid to get more funding from the state. This is the Superintendent's approval to submit the application.

Comm. Capers: Is there a fee?

Comm. Hodges: If this fails, what's the next phase? We authorized to give you a range of possibilities. I'm just wondering what the next step is here if this doesn't go through. It doesn't appear it's going to.

Ms. Shafer: The only thing left is to sue the State of New Jersey. There was some additional money in the Governor's budget, but it was taken out. His agenda failed. This is the last resort. We're on the fast track. It's due August 9. I plan on submitting it, if not the end of this week, the end of next week.

Comm. Olivares: How soon will we know if it failed?

Ms. Shafer: That's why I want to submit it quickly. It goes through a very thorough review in every department in the DOE. It will give them additional time to look at it to see if we need to submit more documentation. They have already said they have questions along with documentation. We should just know and be ready with that. That's why I'm pushing to get it in early. It's my understanding the sooner you get it in the sooner they look at it. They're not going to wait until August 9 and then decide to look at all of them.

Comm. Olivares: We don't have any idea how long?

Ms. Shafer: There's no timeline. The other reason we need to send it in is because we're losing some really good people every day. Those people that we RIF'd are looking for jobs because they need a job and every day we're losing more and more good people that we gave professional development to and spent a lot of money on, including 29 supervisors, 23 vice principals, and 162 teachers.

On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Rondon
• Self

Comm. Simmons
• Self
• Family

PUBLIC COMMENTS

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

Ms. Karen Brown: Good evening, Karen Brown. I am a Board member and secretary at the Paterson Education Fund. I walked in during the discussion with regards to contracts and the internal mechanisms to prevent that from happening in the future. I just have two questions. Do you have in any of your contracts any provisions that would require the vendor to notify the district when they meet a certain percentage of that amount? For example, I am a borough attorney and I award outside counsel contracts. In my contracts, I require that they notify me when they reach 80% of their contract amount so that we can have a discussion as to how much work is left, how much more money they might need, or if they're on track to exceed that amount. The second question is what role does your purchasing department play in terms of when they process the monthly invoices? When they pay the monthly invoices, do they look at how much has been paid and compare it to how much is left on the contract? That's another thing that I do. When we process our monthly invoices, I look at how much has been spent and compare it to what's left in the contract. Again, that may give you some forecast and you might be able to prepare to address the issue before it actually goes over the threshold. Those are my questions.

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

Mr. Matthews: Thanks for the questions. We look at this on a monthly basis. We don't really wait for it to get above a certain threshold. We track it every one-tenth interval to see where it's tracking year-to-date. In the September/October timeframe we're looking at these with the 20% number. The purchasing department and myself work together along with Luis. We go through this periodically and have our own little internal updates. If we see that we're trending above those numbers, we try to come up with different ways to be able to reduce the spending. We are looking at it on a monthly basis together and individual departments. We see the trend and we try to come up with ways to get it down. But it's very difficult you keep the numbers down, especially being that we started with a \$6.9 million award and that number was much too low from the start. It didn't give us an opportunity to keep our spending below going over the 20% threshold. We started out with a bad number of \$6.9 million. We do watch it monthly.

Comm. Hodges: Are those concerns transmitted to the Board?

Mr. Matthews: I don't have those minutes in front of me, but we did bring this up in a meeting to talk about where we were as far as our spend for the year. I don't remember the exact meeting. We haven't brought it to the entire Board.

Comm. Redmon: It wasn't brought to finance.

Mr. Matthews: I'm talking about last year. This year we didn't have a meeting over Insight.

Comm. Redmon: What did we do internally to make sure that you catch those problems? The way that I'm hearing it, it was presented to the Board on a monthly basis.

Mr. Matthews: No. We track it monthly.

Comm. Redmon: It's internal. According to Dr. Hodges' question, how would the Board know that it's being tracked monthly?

Ms. Shafer: When any of our contracts are tracked monthly and when we see that we're getting to 75% and 80% of the spending during the school year, then that person from that area is going to come to the fiscal committee. Then it's going to be in the minutes of the fiscal committee that goes out to the entire Board.

Comm. Castillo: Comm. Redmon and I had a conversation with the Superintendent because of this. We need to be better informed of what's going on financially. I think there's a point, especially during the budget season, when everyone is focused on the budget. Everyone is looking at it and all of a sudden there's this huge drop-off, which is usually when the trouble comes. There are things that are not budgeted for and all of a sudden we're looking for money. It's not necessarily because it's the best way to go, but because it's worked like that for so long. That's the culture that we're trying to change. We put out fires constantly. What can we do to avoid those problems or if we're in a situation make sure that we have enough time to find the best-case scenario? Obviously, there are emergencies that happen and that's a different story, but nine times out of ten a lot of the issues can be avoided or find other possibilities not for us to find out last minute that the dollars have to go somewhere. That's what we're trying to avoid, that communication and that oversight. We don't want to be involved in the day-to-day. It's to make sure there's that oversight and communication amongst the departments, which sometimes it feels like there. It might not be but because we're not privy to a lot of these conversations or even know the mechanisms that are put into place, I don't need to know what happens every day, but at least if x, y, and z happens, these are the steps that we take to mitigate, help it, or stop it from occurring again. I think that's what this Board is asking for. We're looking for those mechanisms and ideas. We're in this problem, what do we do? It's not everyone just scrambling. I think that's what we want to see and the culture that we're trying to change into.

Comm. Simmons: I don't think I heard an answer to her first question. Is there something in the vendor contract?

Mr. Matthews: That was a very good thing that I noted that is not in that contract. It's been noted that we should have that put into future contracts. We do watch it monthly, but the language should be in there.

Mr. Rojas: It's not in that contract specifically, but the supervisor from Insight is in my office. All I have to do is walk 20 feet. I get these reports from him. I get status reports whenever I ask for them. They're provided to the personnel committee on a monthly basis. That's just the fill rate. I do know what we spend monthly. I sign these bills every month, so I know exactly what we're paying. There is communication between

the vendor and myself. It's unfortunate that I know what we're spending and there's no way to hold it back.

Mr. Murray: There are two different issues here. One is the issue of financial management, which you're addressing by way of the committee and making certain that it comes through the fiscal committee. Part of the way some folks were no longer employed by Paterson in the business office they tried to control funding and spending by lowballing the number. That would then be a way where you would come back. That was something that was popularized by a fellow by the name of Mark Kramer. It also was continued by someone else. That's the fiscal. You're on the road to have the kind of review you want. The second part is the legal part. With respect to the legal part, in your documents that all the vendors get from the purchasing office it states that under no circumstances should a vendor expect to be paid one penny more than the maximum set forth in the contract. Let me say this – under a different general counsel you didn't put maxes in all of your contracts. You now have maxes in all of your contracts and every vendor is told that they may not expect to be paid, whether they perform services or provide goods, a penny more than what the maximum is. There could come a time where you have to make a decision because you need substitutes or whatever. As far as what you have to pay, you have to pay maximum until it's done. You do have the ability to change it retroactively as circumstances require. If a vendor were to sue, they would have a serious problem with the law on that point. It's a euphemistic term, but it's what the State Supreme Court said in a decision going back at least 50 years. The vendor becomes a volunteer and volunteers get nothing. You don't want to get into that kind of a position because for good business relationships if you have a good vendor that's consistently low, you're going to work with the vendor. As far as the current contracts, you don't have to pay a penny more than the maximum.

Comm. Redmon: This is just a suggestion to the BA. Since we already know this has happened with Insight, maybe all our contracts should be reviewed to make sure that the language is changed from this point forward. It doesn't allow us to be back in this position two or three months from now.

Mr. Murray: Exactly. It's also important the changes that you have mentioned, Madam President has mentioned, Mr. Rojas has mentioned, and the Superintendent has mentioned. You should get a regular report so that you can see the spend rate. This is not a legal side, so please excuse me for maybe intruding. You want to have a spend rate so that almost on a monthly basis you can see how much gas is left in the tank and can you get further on it. You really don't want to get into a position where people are working in good faith, providing the services, you need the quality vendors and you don't pay them. That creates other problems. Legally you may be protected, but the management is better.

Comm. Castillo: I do want to be mindful of our time. We do have this training. I do want to have this conversation in committee and again during the next Board meeting. I want to make sure that we do put these steps in place. This is a great conversation, but we want to make sure that we come in and say what the plan of action is. Whether it's in the governance or finance committee, or both, we can have these conversations to see what processes and steps are going to be put in place. Then we can bring it to the Board for any further discussion. At least we can have a map that we're working on so we can make sure that what everyone wants to see is included somewhere somehow. The administration knows what the expectation is, but also the Board knows what they're looking at. Then we can make tweaks and changes as we go along. At least we can set something up so that starting in September it can start slowly and then we can move from there. I do want us to have this conversation with Mr. Murray and Mr.

Matthews in our committee meeting. We can have Mr. Matthews come into governance and we can have this conversation together so we come back to the Board and we can make changes.

Comm. Redmon: You've summed it up. I was going to ask about a timeline.

Comm. Castillo: I was getting there. I was talking to Mr. Matthews. We're setting up committee meetings this week.

UPDATE ON "WEST SIDE STORY" FILM PRODUCTION

Mr. Paul Brubaker: Hi everybody. For those of you who don't know me, I'm Paul Brubaker. I work with all the TV and film productions coming to Paterson. The worst kept secret of the summer has been that Steven Spielberg and 20th Century Fox is coming to town to film West Side Story. Sets have already been built in the area between Center City Mall and City Hall. They're scheduled to come to our neighborhood around City Hall for filming on August 19-21. That will be a huge dance number on Ellison Street. They actually pushed the schedule up a week. We were expecting them to come and film before. When they push it up seven days it coincides with HARP Academy's freshman orientation. We can't move the freshman orientation because the whole point of having that is to get them acquainted with the building. We simply could not reschedule it. We have our leadership institute the following week. We can't do it the week before. The film production team basically said that's fine and they would work around that. The reality is that our freshman orientation is going on at the same time while the movie is being filmed outside. We were in a similar situation in December with NBC. There won't be any buses coming to HARP Academy that day. Parents will need to discharge their children or walk with their children at a certain designated point somewhere in the vicinity of Colt and Market Street. It may not be right at that corner. It might be a little bit before. The city police department is going to be helping us escort the children to the front door and things like that. The good news is that it's really just managing folks showing up between 8:30 and 9:00 in the morning and seeing them out of the building from 12:00 noon to 12:30. It's a four-hour window. The film production company will be working there from 6:00 a.m. until sunset. That is all.

Comm. Capers: Thank you for that. I understand that a lot of film productions are coming in. Are there any opportunities for our kids to be a part of what's going on?

Mr. Brubaker: I love that question. It's a conversation that we've been having frequently. As a matter of fact, NBC reached out to us months ago saying that they needed folks who are ready to go to work right now. They asked us to see if we could host an institute that could actually give them boot camp for being a production assistant. The problem is that you can't have any designs of going to college. You can't have any obligations for school, period. It's almost like you're working as a "fill in the bank." You always want to work in movies and this is a good opportunity. That opportunity did come to us.

Comm. Capers: I'm talking in terms of anybody using our buildings for internship. It should be mandatory that our students should be a part of it.

Mr. Brubaker: One thing that I think would be a great thing to do is to have a meeting with the Board members, the appropriate administrators, and the State Film Commission to actually make that opportunity happen. These folks are regular

customers of the City of Paterson. I can't think of one production that has come since they started filming in December that hasn't involved Paterson Public Schools.

Comm. Capers: It would be amazing for our students, like from Rosa Parks, to work with Steven Spielberg. I don't want our kids to miss out on opportunities that are right at their front doors. We're doing our kids an injustice if we don't.

Comm. Castillo: At some point West Side Story was interested in casting students from Rosa Parks High School. I don't know where in the world it fell, but we do have to have a conversation with the State, the Film Commission, as well as the city. The city is at the forefront of all this. They've really been using the outside of HARP. We've had some lunches there, but they haven't been filming inside of our schools. I think we need to take a step up and go there. We're not asking you. We're telling you. We want to make sure that though the city is getting revenue, the property owners are as well. Though the films have used the facades or HARP Academy and they have made their payments, we want to make sure that our kids are a part of it as well whether it be technology, engineering, acting, or dancing. There are so many moving parts to a film. I would want the Superintendent or the Deputy to attend to one of these meetings and have that conversation.

Comm. Capers: The money is good, but the opportunity for our kids is even better.

Comm. Hodges: Kennedy has a TV studio. What are they doing in terms of promoting our students and pushing our kids into the production aspect? I'd like a report on what's happening with that.

Mr. Brubaker: I've had those conversations with Principal Thompson. We had a number of students from Rosa Parks and SET Academy go up to Montclair State for a weeklong symposium on media. They actually worked with my former colleagues on the award-winning photographs on the firefighters at Ground Zero. He's put together a summer institute that gets them acquainted in a crash course with TV and radio production. They walk out with spots recorded. They did a field trip to WABC in New York for a day for those students at SET that have that kind of ability. One of the reasons this happened was the Pepsi and soccer league. I think there's a tremendous amount of opportunity. It's just a matter of coordination. I offer my services to do that.

Comm. Hodges: There's a yearly film festival which we don't compete in. I'm trying to find out what is being promoted at the school in terms of film production with our equipment for our students. I'd like to know what areas are being pursued in the future for our students down the line.

Mr. Brubaker: With the authorization of the people I answer to I'd like to pursue those answers.

*Comm. Capers leaves the meeting at 6:15 p.m.

ETHICS TRAINING FOR BOARD AND CABINET MEMBERS WITH NJSBA

Ms. Kathleen Helewa: Thanks for having me. I just want to check to make sure everybody has a packet. If you do not, I have plenty. By way of introduction, in case you're not familiar with me, I'm Kathy Helewa. I'm the Field Service Representative from New Jersey School Boards Association. We're not regulatory. We're a support association for school boards based out of Trenton. I work in Passaic County. I had the

distinct pleasure of helping to facilitate recent strategic plans. It's really wonderful to be back in Paterson, to get your ethics training out of the way for the year, and also to engage in a goal-setting conversation. Not that one is more important than the other, but your packet on ethics is very comprehensive. I don't see the need to read it through to you or anything like that. As Board members you are required to know what the School Ethics Act says and to comport with it. We have interpretive materials in your folder. I find them very useful and you are required by QSAC to have a discussion surrounding school ethics at least once a year. If you go into your folders, on the right side in front of that purple paper there is a page that is acknowledgment of receipt. If the Commissioners could sign that because it applies to Commissioners, I can collect them and give them to Cheryl so she'll have proof that you engaged in this conversation this year. That being said, on the left-hand side of your folder is the School Ethics Act in its entirety. All of the legalese, letters, and laws are all right in here. It is a law that was passed in 1994. It is applicable to the school board members and school administrators. This is good to know. It is dry and not exactly instinctive. We have materials that help you walk through it and a whole slide show which I'm not going to go through in the interest of time. I enjoy coming out to boards and talking about ethics and also answering questions on the Ethics Act even after I'm done with the training. Just give me a call and I'm happy to help you navigate through it. This is about holding the confidence of the people that you serve. In all honesty, the School Ethics Act is a board member's best friend. You have to learn it. It's not instinctive. It's not something that's easy to learn or quite clear, but we're here to support you as your association. I am not an attorney and you will always hear me say at the end of any question that you give me on the Ethics Act your best bet is to contact your board attorney because some of these issues are very fact sensitive. Your board attorney knows your board better than I do and they are a great resource. They really are the penultimate resource on the School Ethics Act. The ultimate resource on the School Ethics Act, the body that makes sure that we are in compliance is the Ethics Commission. They have several pages on the Department of Education's website and virtually all of their work goes up there. We have information on the Commission in your packets. What you do need to know about the Commission is that they not only look at your conduct, but also if you see here in red, which is why I have this slide up here, if you create a justifiable impression with your actions that you are in violation of the School Ethics, the Commission has the ability to say that you are in violation. You do need to be real careful with all of this. The Commission does its work by hearing ethics complaints. Those are all on the website, no matter what the outcome of the complaints are. Every detail of those complaints is on their website. Also, they issue advisory opinions. If the majority of the Commissioners on the School Ethics Commission decide that the advisory opinion that the Board has asked for would assist other boards, they put that on the website also. An advisory opinion is simply advice about conduct that you're about to be engaged in or that you're currently engaged in. You just want to make sure it comports with the School Ethics Act. If your Board attorney is still not clear, you can ask the School Ethics Commission. It's a matter of writing them a letter. Their address is on the website. After they meet, they will discuss what you've asked for and send you an opinion. It may be on their website if the majority of the Commissioners vote to make that public. If it is, it's sanitized. There are no identifying details on there because it has a broad reach. It's broadly applicable. They don't want to put it in there as if only Cape May can benefit from that. It's just something interesting for you to know about. I'm also wondering if you have any questions on the School Ethics Commission or anything like that. If you do, by all means let me know. I have in your packets the Code of Ethics, which is a significant portion of the School Ethics Act. This one with a nice border comes directly from the School Ethics Act. What may be more useful for you is the saffron colored page, which is like the dos and don'ts. We interpret each of the subsections. Generally, when you're hit with an ethics complaint – and this is for board

commissioners only – this is what your ethics complaints are typically based on, one of the subsections from A to J. What you're looking to make sure you're in comportment with is all on the saffron page. Make sure that you're following all laws and regulations of the State of New Jersey and also the policy of your board. Not to bend the rules or ask anyone to bend the rules for you or your family. Number two is the most important one, to make your decisions based on the educational welfare of all children. I know taxpayers are a big concern, but you are Commissioners of the board of education and your decisions need to be based on what's in the best interest of all children. You do need to confine your actions. This is what a Board of Education Commissioner does. This is your job description – policy-making, planning, and appraisal. That is what a Commissioner does. If you stray outside of those lines, you may very well be in violation of the School Ethics Act. That dovetails very beautifully into the next subsection. You do not run the schools. I'm sure you've heard this from New Jersey School Boards before. That is easier said than done. Sometimes that requires some interpretation. Don't be shy. Ask before you do. I know that your service is very important to all of you. You need to keep that safe. That's really a big one to look at. Also understand that when you speak, you're not speaking for the Board unless you are following policy. I don't know your policy offhand, but you have the authority to speak for the Board to the media or outside entities that the Board has agreed upon. Your own personal opinions should not be put forward to this community or any other stakeholder group as that of the Board of Education unless the Board of Education has agreed on that. You can preface it with 'my opinion is' and that's perfectly fine, but you do not act as the Board of Education. You only have authority in a public meeting of a quorum or more and when you're voting on agenda items. That is where your authority lies. When you walk away from the dais, you have no more authority than the person who is going to help me when I go to the market after I leave here. This is where your authority is, only as a group. That's very important to keep in mind. That's pretty much what you need to do. You need to base your decisions on goals and policies of the Board, and not to be influenced by outside interest groups or something that does not fall within your purview. You do need to keep the community informed, but matters that are discussed in executive session need to stay in executive session. Confidentiality is often breached. Why don't I read it right from the yellow sheet? Don't discuss confidential matters with anyone. That pretty much says it all. That is Subsection G on your lighter one here. When you go through their decisions on their website, if you ever have that kind of time, you will notice a lot of breaches are 'G' and it's never good. There are reasons why things are confidential. If you're questioning whether or not something that's discussed in executive session should be in executive session, ask your attorney. If you're wondering if something should stay confidential, ask your attorney. Make sure you know before you speak about it. You may think you're doing someone a favor by telling them information that they wouldn't otherwise know. You are certainly not doing the Board a favor. You're just undermining all of the good work of the Board and you're causing a crack that only widens. Number eight here, which is also subsection eight on the lighter sheet is about personnel recommendations. You need the superintendent's recommendation to make any appointment. The Board votes on it, but then it doesn't vote on its own choice. They vote yes or no on what the Superintendent brings forth. Following the chain of command is one of my favorite parts of the School Ethics Act. As commissioners and as a board member myself I know you are approached by people who want to bring you into their concerns, problems, or questions about the district outside of the chain of command. It may be that they don't know. It may be that they do but they want you to be a ball carrier. That is not your job. That does not square with the ethics act. I'm not saying that you need to be short or rude with anybody, but you do need to let someone know who's approaching you as a Board member to help solve their problem that that's not the way it's done. The Board is the court of last resort. You go to the teacher, the principal, the administrator, all the

way to the Superintendent. An unpopular decision is not a failure to make a decision. If there's a failure of an administrative decision, then a complaint can come before you. You're really the last stop on the train. I can't say enough about that. Refer all complaints to the superintendent. You will be approached and although you can't help people, you do need to let the superintendent know that's what you've heard. You do not call the superintendent and say, "I've heard about a particular coach, teacher, or janitorial worker and I need you to fix this." You cannot direct the superintendent, but you do need to let them know what's going on and trust the superintendent or her cabinet to look into it to make sure the problems are addressed. That's really one of my favorites. It gets me out of a lot of conversations that I really didn't want to be a part of. I just point to the School Ethics Act. I think it's straightforward, but if there are any questions, I'm happy to address them now or later.

Comm. Redmon: I know that at the beginning of the year when we do reorg all Board members are presented with the Code of Ethics. I think it should be done twice a year instead of once a year. When we reconvene in September we should be presented again with the Code of Ethics. Sometimes some people may forget and we just want to make sure this should be done twice a year.

Ms. Helewa: That's a nice reminder.

Comm. Castillo: In September when things get crazy and a thousand phone calls come our way.

Comm. Redmon: I know we sign it in the beginning. We can sign them again. We should reread them in September.

Ms. Helewa: Nothing is preventing you. That would be a first. September is also one of those months where there's a resurgence of interest in what the schools are doing. You probably get more attendees at your Board meetings. It's nice for your community to hear you read those out loud. It's good to see on the agenda that this is what you are discussing with all of the things that you have to do.

Comm. Castillo: I think it's a good reminder.

Ms. Helewa: We have samples in your packet of bad board member behavior. It's all over the place. They're all bad. I don't have the answers, so to speak, in your packets. I just wanted to look at some of these. If a board member needs to talk to a staff member about their own family that is perfectly fine. If you read the Ethics Act, you will see that's allowed. But you are not approaching them as a Commissioner. You make it clear that you're approaching them as a parent and you stick to the same protocol that you would expect of all your families. You have to do it in a heightened manner because you have that big 'C' on your forehead. You need to make sure that your behavior sets an example. We do have people who don't abide by that and they get themselves into trouble. Here are some of the things that have happened. One of the things that I like to point out to board members is the second bullet point. There are board members who feel the need to visit the schools. In this case we have people who have made promises about the superintendent. That's wasn't good, but that's kind of obvious. Visiting the schools to see the results of an initiative or a purchase that you made, how things are going, are the standards being applied the way they're supposed to, or are we in line with the NJSLS – that's not your purview as a board member, but sometimes you may want to see something that the board has a keen interest in. If you want to visit the school, you need to follow the protocol as everybody else. You do need to ask the superintendent. The best way of doing something like that is to bring

that up during new business. I'd like to see how that's going. Perhaps the superintendent and the building administrators can invite board members to come and see that so everybody can see it. You really all need to work from a level plane. I'd like to point that out. Also, conflicts of interest are in your packet. This is right out of the code. Most of these are pretty self-explanatory. When we get into gray areas is when we're talking about whether you have people belonging to you who work in the district or out of the district. Are they union? Do you contribute to negotiations? Do you contribute to the superintendent's evaluation? What you have to keep in mind is two definitions. One is the definition of an immediate family member, which is defined here. It's a spouse or dependent child residing in the same household or a relative. This is the big wide picture. All of these people are defined as your relative. It could even be an ex-spouse. It could your niece, grandmother. All of this stuff is here. Whether they're related to you or your spouse either by blood or marriage, this is a relative. If you do have someone who is a relative of a commissioner the board may not hire, except in narrow circumstances. You need to ask for approval from the Executive County Superintendent. The board may not recommend a relative to be hired, except in those narrow circumstances. Typically, this is for a rural district. In Long Beach Island you get a lot of this. You just can't find a high school science teacher. A district administrator may not exercise direct or indirect authority over one of their relatives. That's something to keep in mind. If you have a relative who works in-district, you cannot participate in anything to do with the evaluating your superintendent or their contract. Be aware of that. In talking about negotiations, this chart actually came out of a very comprehensive school ethics advisory opinion in 8/24/17. It's not only in your packet. It's on the website. If you have the narrow definition, the immediate family member who works in the district, you are completely out of the negotiations. If you have someone in the broader definition who works out-of-district, then you can participate in negotiations. Let's say you have an aunt who works in Cedar Grove but they happen to be on the negotiations team. You may be conflicted. You need to ask your attorney about that. If you worked in Washington Township, you are not allowed to participate in negotiations until a memorandum of agreement and salary guides are reached. Then you can pass a final vote on it. That's a very quick version so that. If there are questions, always direct it to your attorney.

Mr. T.J. Best: Just to clarify that point a little bit more, is that for any employee or for employees who are members of the collective bargaining unit?

Ms. Helewa: It's for members of the collective bargaining unit. It's something that's very fact-sensitive so we ask you to ask your board attorney. There can be some linkage between one unit and another unit. You want to make sure that you stay very far away from anything that smells like that.

Mr. Best: Let's say the administrator of a charter school.

Ms. Helewa: I would ask your board attorney. I'm not an attorney myself. Like I said, they are very fact-sensitive. You can ask the Ethics Commission. Advisory opinions are never punitive. They don't cost anything. They are an underutilized resource. You know that you're approaching negotiations far in advance. You have enough time to raise the issue. We do have an article about volunteerism that I want you to be aware of. It's in your packet. One-time, infrequent, non-executive visits to the school, participation in any other volunteer activity that any other member of your school community is perfectly fine for board members. If you start getting into something that smells like Subsection D, that's when the Ethics Commission puts a brake on your activities. Just keep that in mind. If someone walks into the school and they see you there a lot, to the point where they might think that you work for the school, the term that

was used in the decision was 'enmeshed' in the building. If that's what you look like, you're probably in violation of the Ethics Act. That's kind of new. That wasn't the case when I started out. There was bad behavior in some districts. Someone asked for an advisory opinion and they just slammed the door on a lot of different activities that we were used to doing as board members which actually attracted us to board service in the first place. Just be careful. If you just make sure that you act in unison with your board and you stick to your roles of policy-making, planning, and appraisal with the board, nine times out of ten you will be okay.

Comm. Castillo: Sometimes the Board as a whole is very involved. Are there any measures that we can take to not cross just to make sure the Board is not doing the Superintendent's job? The Superintendent is doing her job and the role of the Board members is to keep that space.

Ms. Helewa: You're oversight. So if you feel like you're getting too close it's time to ask that question. The Superintendent will know and the board attorney will know. You can ask me. I do see boards that fall and it's not just one member but the whole board. It works until it doesn't work. I could actually get you a chart that I have for new board members. I think that would be useful for the entire board because it delineates the role of the board member, the role of the president, and also the role of the superintendent.

Comm. Castillo: I think that would be awesome for that reminder as well.

Ms. Helewa: You're very passionate. It's not coming from a bad place. It's coming from a really good place. But you do have to stick to your lanes. If you leave out of that, you're setting a precedent that is very difficult to correct.

Comm. Hodges: The Commissioner of Education in Atlantic City said that he wanted board members to become more involved. I'm listening to what you're saying here, but that was some of the things that he pressed, that the board exercise that oversight. That's a little bit of a conflict.

Ms. Helewa: He was the superintendent too. It's not like he came from the corporate world. I would say that they're not at odds with each other. A board should know what's going on in the schools. If you have one member who's constantly going to see this and check up on that, that's not going to work. You always have to make sure that it doesn't look like you're trying to run the schools. Bringing the schools to the board meetings is another thing that works well, not just for board members, but for the whole community. Have student presentations. Have your administrators give you data about different initiatives. There is standardized testing and a whole lot of other things we'll talk a bit when we talk about goal-setting. That is important for board members to know. You should be able to give that kind of elevator speech to anyone in your community that asks you what's going on in our schools.

Comm. Castillo: I think it's the way we do it. In one of the trainings the Commissioner mentioned the same thing. It's the way that it's done. There are some boards that are completely oblivious to what's going on in their district. They just come in, vote, and leave. That's what she was trying to avoid, that disconnect. It's not to encourage board members to go following the proper procedures and protocols to come to initiatives and go to events and participate in things. It's that disconnect that has been a problem in many school districts where the board is completely lost in what's going on at their schools. He mentioned a few school districts when he was a superintendent that he's been back and forth to where he saw that issue.

Comm. Hodges: I'm saying he was rather pointed in saying he wanted board members to go into the schools to make sure things were being done. Not just go to ceremonies and events, but to make sure that what they were proposing as polices were being implemented.

Ms. Helewa: I'm a big policy person. That's my wheelhouse. That's what I've always loved as a board member. There's a lot of work that goes into formulating policy. Your first line in finding out whether your policies are working or not is to ask the Superintendent. It's not to go in and look for files. I'm not saying that you're suggesting that. I just want to make that clear for people who are a little less seasoned. Oftentimes, your Superintendent will want to show that off. On occasion you may be invited into the schools. As long as you follow the proper protocols then you shouldn't really have any kind of issue. I think you had a question.

Comm. Martinez: As long as you're following the proper protocols, it's not a problem.

Ms. Helewa: Exactly. Showing up when you're picking up your child from school and poking your head into the library and just make sure that there's really a Maker Space in there. That's not the way to do it. But to bring it up at the dais and say, "I'm wondering about the Maker Space in so-and-so school. Can you tell me about that, Superintendent Shafer?" Have a discussion. If you want to see it with your own eyes, I don't see anything wrong with saying you'd love to be able to see that and your Superintendent will most likely make the arrangement. I'm happy you brought that up because you do need to know what's going on. You need to be involved. There are a lot of boards that in the past weren't and still aren't. Then you get one or two members who are really interested in knowing these things and they're looked at askance because they seem like they're trying to run the schools and they're not. It does require a close look to make sure that you're in comportment with this. You don't need to violate the Ethics Act to know what's going on. Are there any more questions on ethics? I'm going to pass out some more folders for you. I think we've concluded our ethics training. We can go into goal-setting.

GOAL SETTING WITH NJSBA (DISTRICT; BOARD; MERIT)

Ms. Helewa: First of all, congratulations on the successful passage of your strategic plan. It really is a big moment. Kudos to all of you! It's an impressive achievement and I'm sure your community feels the same way because it really does help you to put into work what your shared vision is of your district. Goals really are the hallmark of any of this. There's really no legislative requirement that you have goals, but honestly, they really are a non-negotiable part of the foundation for your work as a board of education. They're the foundation for all these things, most especially optimizing your resource allocation. What you can do here in Paterson is you know what's important to your stakeholders, that's with the passage and formation of your strategic plan. All of these things in here are reflected in your strategic plan. It's also incumbent upon the Board to look at data sources as well. I'm sure a lot of these are familiar to you including enrollment projections, graduation data, QSAC, discipline data, suspension data, absentee data, HIB reports, and culture and climate surveys. All of these are examples of data sources. Your benchmarks that you're looking to address include all of these important areas including curriculum and instruction, but also school culture. That's another one that's showing up an awful lot. It came through in your strategic plan, social and emotional learning. Professional development and efficiency and organization are all targets for Board goals. What I have here in this slide and also in your packets is an oldie but goodie. I like this particular graphic because it shows the different types of goals that boards are engaged in. The largest of those is the district

goals. Everyone owns the district goals. They are set by the Board with the input from your administration, and it's especially gratifying to see so many people here from the Superintendent's cabinet. Once you have the discussion, decide what your goals are going to be for the year. They are annual goals. You make sure that you have the resources to achieve those goals. You often hear about smart goals and they need to be achievable. It's not quite achievable if you don't have the resources or at least be able to fund as much as you can. Board goals are different. They are decided upon by the board of education. Commissioners will be deciding your Board goals, if you do Board goals. Some boards do not. It's a smaller circle because that depicts what's in your wheelhouse, your process, and your procedures. The Board evaluates itself on its progress towards district goals. But it is not in any kind of statute or code that the board needs to have district goals because boards sometimes don't have them. District goals, although they are not required by statute or code, are the purview of the Superintendent. The Superintendent is in charge of effectuating those. That brings us back to your question, President Castillo, about where does a board overstep. One of the questions that you can use to examine your activity as a Board is if this relates to a district goal that the Board is looking to get involved in, perhaps that's not the right way of going about it. The Superintendent and her cabinet are responsible for effectuating those district goals. That's their wheelhouse. When you go to evaluate your Superintendent at the end of the year – I know we just recently did that – as you know, you evaluate her based on her performance on the district goals that you're going to work on tonight. That's who is doing the how. We described the what. Your Superintendent does the how. CSA goals have been largely replaced by merit goals. As you probably know, merit goals are a new animal. They came into being after the superintendent salary cap was enacted. It was just a way for boards that were not happy with the salary cap to retain the talent in their district by offering a merit. That's not something that has much to do with district goals or board goals at all. That's why it's on a separate page. That's a decision that the board makes with input from the superintendent to be approved by the county superintendent. Are there any questions on these? When we're doing our district goals, all of these things need to be considered but your strategic plan really does most of that work for you because it contains the vision for the district. Data was used to arrive at the strategic plan. You can also discuss your previous goals that are achieved and in process when you talk about goal-setting as well. Your vision and mission statement are really very nice. I don't mean to sound corny, but I like them a lot. I've printed them out for you in your folder and I've also attached them to your strategic plan. I don't expect you to carry your strategic plan binder around with you, but you do need to have it. Another thing that I wanted to discuss with you before we get into the conversation on what you'd like for your district goals to be and what that's going to look like, especially with this Board that's just regaining local control, and it also goes to your question, President Castillo, and to the conversation that I heard earlier tonight, is effective Boards are data-savvy. This is coming from the National School Boards Association. It's not coming from Kathy Helewa. It's not coming from NJSBA. You need to embrace and monitor data even when the information is negative. Use that to drive student achievement. You drive student achievement by setting good goals and overseeing how those goals are going, monitoring progress on district goals not just at CSA evaluations, but throughout the year. In your folder how do you monitor progress on evaluations? I think these are probably familiar to you. Sample action plans. This is the kind of information that you need to know as Commissioners on how progress on district goals are going. What are the major activities that are going to be used to accomplish that goal? What human resources are going to be used in accomplishing that goal? What are the timelines? What are indicators of success? That's what an action plan should be telling us. It should also include some data. You should embrace that data, whether it's good or bad news. That is going to be a critical component in seeing if the goals that you set were

effective and if they're doing what they're supposed to do. Sometimes we take too big of a bite or we need to adjust our goals a little bit either midyear or at the beginning of the next year. You won't know that properly unless you have the data to back it up. I've also included in your folder how you ask for data. I just thought that's a good resource. Here is your strategic plan. It's in your folder as well. You have four goal areas that address teaching and learning, facilities, communications and connections, and social/emotional learning. The way your strategic plan is set up, as you know, it has a goal statement and then different objectives. As we think about setting goals using your strategic plan as your springboard, this is really the backbone of your goalsetting for the next five years, is what should your focus be and what will most dramatically impact student achievement and will be most dramatically be able start to fulfill your strategic plan over the next year. What that being said, I've been doing a lot of background talking, but I'm not from this district. You are. These are your goals. I'm wondering what some thoughts are on district goals for our coming year. What kind of information do you think that you would like to explore with district goal-setting for 2019-2020? Do you have any thoughts on this? Superintendent Shafer, I think you would be our best resource here, if you don't mind my saying so.

Ms. Shafer: There are a couple of ideas I would like to share with the Board. Improve our INRS and 504 processes. We all know that we have a large number of students in special education. We need to improve the way in which the INRS process is working in every school and also the 504 process so students don't go right to special education. There is a process that they go through. There are strategies that are implemented in the classroom before they go to be classified. We need to continue with our special education compensatory services that are owed. We have a tremendous impact right now, but we need to continue and really put that behind us. We are going to continue to have after-school programs on Saturday and in the summer. I'm really hoping that by August of next year that we can be done until we can then be getting in-kind services according to their IEP. We also have our NJLSA assessment scores in language arts and math that need to increase. We have a new reading program. We also have the new math intervention program. Those are also two areas that we should look at. The other area that I think we should look at is the high school program and the format in which we have administrators as well as the direction of each pathway. Those are six key areas, all of which will improve student achievement. Those are some of the areas I think we should work on.

Comm. Castillo: We do have a high school review during the next retreat. I think that's a big-ticket item in various ways, not only in student achievement but financially as well. It might take two points, but it's not something we change overnight. It's definitely a planning year and the amount of schools that we have. I want to see the pathway to know how many of them are certified. What are our kids doing? Are we keeping track of if our students are going into culinary arts, what are they getting out of it? There are principals, vice principals, and directors that have a background in that area of expertise to make sure that our students are learning. I know some schools have them and some don't. It's all over the place. How many of these kids are getting college credits? How many are not? How many of them are in some type of a training program to test out which academies are working and which ones are not? Do we have to go into another direction? What can we do to better the students' experience from the high school? Whether it's college credits, certified, a license, or ten thousand other things, what else are they leaving with? How is that focusing on what they want to do next? If they're not getting anything out of culinary, if that's the business that they had and it's not working, now we're going back to a lost student not knowing what the next steps will be, whether it's college or a specialized school.

Comm. Hodges: While I think the high school level performance is very important, before you get to high school you have elementary school. Reading has been a problem and we need to know who's reading at what level before second grade. We need to know how effective that reading program is and how well it's being implemented throughout the district. We also need to know how well our students are doing in math at a very early age. The early failures are what lead to the later failures. Your high school years built up all the problems and now your students already have those issues that you didn't correct early on. The elementary years are where you need to find out how effective we are working and how well the program is being implemented and the habits that our students are developing as students. Those are the things that we need to be focusing on, particularly in the next few years because we've had a lot of money increase when we weren't performing before. We've tripled the budget but not the improvement. We need to seriously take a look at what we're doing and increase the sense of urgency on the part of our staff and the Board making sure those things are of concern to everybody.

Comm. Castillo: On the way we shape the goals, I think last year we started with 10 goals. We're running into the problem where they're not smart goals. They're just all over the place. We need some guidance on how to write them so they make sense. Dr. Hodges' point is phenomenal. You have to catch the kids coming up. They're two education goals. There's a little bit of everything because catching the students in reading and math is essential. It's the kids that are already in high school, giving them the best that we can. We can't go backwards. It's doing both things.

Ms. Helewa: You can't write off a group of high school students just because they're in high school.

Comm. Castillo: It's how do you do both and then still have space for additional goals without having 20 goals?

Ms. Helewa: I know. Paterson has a lot of goals. Typically, a school district will have three or four goals. You have six. If that's achievable and that's what the Superintendent and the Commissioners want, that's perfectly fine. In fact, we're working on revising our CSA evaluations. You can put more goals in there, which was a problem we ran into last year. To answer your question very simply, write the goals broadly. The narrower focus comes in the action plan. Your Superintendent is listening to you. She's taking the notes on what's important to the Commissioners. I believe that's something that lends itself very nicely to writing an action plan. You would know that better than me. I don't want to put you on the spot on that, but what are your thoughts?

Ms. Shafer: I think we can definitely provide the Board on the 29th where we are with our new reading program and the success of it and then develop a board goal for that and the action plan with specific items in it. We can also do the same thing for math.

Comm. Simmons: Dr. Hodges pretty much said it. Before the Board approves an action in that process there's a lot of information. We need to know which programs are working and which aren't before we can actually say this is what we need to focus on. In terms of high school, we need to focus on pathways. You mentioned Tech. For me, one of the things would be how do we go after the non-traditional teacher? How do we secure professionals? If you're going to have a school of information technology, how do we secure someone that actually worked in the field and help them get certified? If we look at Eastside, for example, I'm not sure that we have any professional in any of

those schools, except maybe culinary. If I compare that program to PCTI, and I know we hate to do that, it just doesn't stand up to their programs at all.

Comm. Redmon: One of the goals that I would like to see added to the district, when I was in policy we wanted to create a guidance department for our students at an early age. I know you guys wrote it as a policy, but I wanted to see it districtwide.

Comm. Simmons: It was supposed to be.

Comm. Redmon: Exactly.

Comm. Simmons: To have guidance counselors meet with students as early as sixth grade, instead of waiting for career planning in the high school years. There was an issue or concern that students were just graduating but had no idea what they were going to do after graduation. If college or military wasn't an option, there was no plan. We wanted to catch them early so that planning process continues.

Comm. Redmon: Then they also would have a relationship with the guidance counselor. When they go to high school they're already expected to meet with someone who can give them advice starting from their freshman year on. They would have already met with somebody during their elementary school years.

Comm. Hodges: One of the areas we talked about in the past is increasing exposure of students to a variety of disciplines at an earlier age so that they have something to aspire to. If you don't know what engineering is at all, then there's no reason for you to think that you want to be an engineer. If you wait until high school you won't have the math support and all the things you need as a student. Building a system that involves students with hands-on exposure is extremely important and we have not been able to do it. It's something that other more successful districts are doing. There are schools, including Tech, who do that with their students. There are ways to get the buy-in, teacher supports, and putting it as part of the contract and other things that you need to do in terms of planning and personnel to help facilitate additional time and teachers. You can start with clubs, not only at the high school level, but at the elementary school level, with the exposure to help drive the educational process.

Comm. Redmon: I think we should add more social/emotional learning centers throughout our district. I know we're trying to implement it in some schools, but we don't know if we have any data on how they're working thus far. We need to have more data to see if we need to expand it throughout our district.

Comm. Castillo: We haven't had a new building in two years. What are we doing with Paterson Catholic? What do we want to do with that building? The Superintendent had mentioned we need another high school. What will go in that high school? Is going to be a vocational tech? Is it going to be a STEM club? That planning needs to start and it goes back to finding professionals that are certified, which is something that we may not have. We move things that we have together, but we are still looking for cosmetology, automotive, or carpentry. Are we looking for things? We need time to explore those ideas and what our students and community are looking for, which goes back to the exposure. Many of them don't know, but we need to start opening those things and maybe they will want to go into that field. We need to start having those conversations yesterday.

Comm. Hodges: You can also build it into the curriculum. There are ways to look at different disciplines as part of your curriculum.

Comm. Redmon: Even though we're looking at a new facility, I think we have to look at our old facilities to see if some of them have to come out because they might not be meeting codes. What students fit there actually? Where can we move students to other buildings? Also, ownership of buildings because we still have a lot of leases. Knowing our financial needs, we need to rein them back in.

Comm. Simmons: Shouldn't that be part of the facilities planning? I'm not sure if last time we did it.

Comm. Redmon: It wasn't.

Comm. Hodges: It's up now. We have to begin to look at that process.

Comm. Redmon: At least we can know what it looks like as far as housing our students or making sure that we can actually house programs that we're looking to expand.

Comm. Castillo: Ms. Shafer, we need a lot of data.

Ms. Helewa: I'm typing out some of the thoughts that are coming from the Commissioners. I have them here. I'm hearing thoughts on what we talked about. I hope I captured them well. If I haven't, just let me know. How do all these relate to your strategic plan? That's really what we want to do. There are a million things to do in this district. How do they map back to the strategic plan? I'd like to hear some of your thoughts on that, including from you, Superintendent Shafer, if you don't mind, because I know this is a very important topic and we need to keep it alive.

Ms. Shafer: I think all of them do. The first one is student achievement and student learning. We're talking about the reading program. We're also talking about our math. We're talking about the high school pathways. That's all about student learning. One of our goals in the strategic plan is social/emotional. Another one is facilities. All of them fit and I think what's going to happen is we're going to develop action plans for each goal in our strategic plan. Certainly, we'll go back and get the data for the Board. We will get it to you as it relates to these six items and then be able to develop some goals around that. Once you see the data that is included in these topics that you're talking about.

Comm. Hodges: I think we need to go further. What skills do students have by various grades? Note-taking, study skills, being able to do research, and being able to use technology - we have to begin to take a look at what our students are capable of and augmenting it from where they are now. I think that needs to be...

Comm. Castillo: How do we do that? There are so many ways? What is the best? Maybe something we can come up with is how do we measure what skills our students are supposed to have compared to what they have and how do we get them there per grade? I have no idea.

Ms. Helewa: That's a great question. That is a very honest solid answer because that's what your Superintendent is for. You set the vision. You say this is what we want to make sure our students are equipped with. We want to make sure they have the skills they need. One of those questions is what are the skills? At what level do we introduce those skills and how do we foster them? How do we measure that they know what they're doing? Some board members work in education and the answer comes to them, but that's not typical. We're lay people and we rely on our educational leaders to help

us with that. That's all a discussion. It's not like you get a sheet of paper and that's the end of that. You need to understand what that data signifies and how you can support advancing student achievement in light of that data. That's where your Superintendent will get her marching orders from.

Comm. Hodges: The Board can say we want to see these skills in place by this point in time and we need the Superintendent to figure out how to do that.

Ms. Helewa: Right. You want to make sure that your students are reading and doing research. Your Superintendent will say this is how we will know that they can. This is what I will be able to show the Board to show that we're either achieving it or not achieving it. Remember, negative data is not to be ignored. It's something that we learn from. It's just a reality not just in Paterson, but everywhere.

Mr. Best: In terms of developing goals, the goals are going to be used to evaluate the Superintendent at the end of the year. We don't want to have 20 goals. We want to keep it to what the standard is, which is usually no more than five but typically it should be three. We want them to be broad enough that they encompass a lot of the things that you're talking about and it should align with the strategic plan. The strategic plan actually has four areas – teaching and learning, facilities, communication and connections, and social/emotional learning. To try to develop a goal or two and narrow it down to each one of these buckets is the best way for you to go. There are already a lot of things that you brought up that can be consolidated and put into it. It also has to be smart in a way that it can be measurable so that at the end of the year you're able to evaluate the success of the Superintendent and administration on implementing the goals that you designed. Dr. Hodges brought up a great thing in terms of what the students should be expected to learn. I have four areas here and I'm trying to plug in each one of your comments into the bucket that makes sense. For communication and connections, you actually have in your strategic plan something that talks about communication. The Board several years ago developed a grade level expectation guide and it was deployed to the parents. It essentially told the parents what their kids needed to learn by the end of that grade. That hasn't been revisited or updated in the last several years to go into this new curriculum that we developed. A very smart goal would be for the Superintendent and the administration to revise and update the grade level expectation guide and to deploy it to all of the students, parents, and the community in all the various languages that they speak. Action plans can be even more focused and say that she's going to have town hall meetings around it. She's going to put it on the internet. They're going to put it on the TV station. At the end of the year, when she presents that back to you, you can use that to judge whether or not that goal is successful. That will cover the area for communication and connections.

Comm. Castillo: So the question is there. We could measure the Superintendent's ability to get the message out. How do we determine the success of the student being able to do it? We can say this is what you're expected to do at the end of third grade. She can tell the parents, the community, and Joe Schmoe. But how do we know that the third graders can read? That's where it falls apart a little bit. We know she can get the community. We don't have to evaluate her on that. Trust me. She can talk to everyone. How do we measure that the student achieves that?

Mr. Best: For that particular aspect we have to be narrower with it. We're going to need the teaching and learning component. You have to be specific enough to make it achievable as well. If you look at the data from the New Jersey student assessment, you can see that 35% of third grade students passed the ELA. She can say we would like to see that increase by 'x' amount percentage points. You may say we want it to go

from 35% to 50%. Then it would be up to the Superintendent to say that might be a little bit too high to achieve in one year considering our trend. How about we go to 40% or 45%? You guys can negotiate back and forth as to whether or not you will make it. That goal is important too because that is also a merit goal as well. Those are the types of things that you look forward to in terms if she met that goal whether or not the Superintendent will receive a merit bonus based on the fact that she achieved that particular academic goal.

Comm. Hodges: You have to define what you want your students to be able to do first and foremost and the Board has not done that yet fully. Over the course of the years we have said we want to see that and the other, but there's no single outline or definition of what our students should be able to do by a given grade. I think we need to begin to do things like that.

Mr. Best: I just want to say that's not the function of the Board.

Comm. Hodges: The Board can say we want to be able to see the students do this and the other. It isn't the Board's job to do that. It's the Superintendent's job. The Board can make that request that those things be in place.

Ms. Helewa: If you don't mind my interjecting, Dr. Hodges. The Superintendent determines the how. The Board says we want our students to achieve in this area. Then the conversation is how do we know that, which is what we're talking about. You mentioned that meeting on the 29th. Perhaps that would be the time to solidify the language of that particular goal and then you have enough material to write an action plan on that.

Mr. Best: Just a point of clarification. You're right in saying achieve in this area, but not achieve in what. He's talking about specific skills he would like to see, but those skills have to comply with what has been established by State and national standards. It needs to be in alignment with that.

Ms. Helewa: Surely the Board needs to ensure that its students are able to achieve in alignment with the student learning standards, but that is the minimum. What I'm hearing here is a more expansive task and that is within the Board's purview. The other discussion is what that is. Where does that expand to? How do we put language to that? Is it achievable? We want the world for our students. Of course we do. But the fact of the matter is we have limited resources, human resources - resources of time, resources of money, resources of facilities, and all of that. What would work for Paterson? That's a big conversation, which I commend you for coming together and doing this. There are lots of boards that don't do this, believe it or not. Administration just hands them some goals and they say that's fine.

Comm. Castillo: Let's say note-taking is something we want our kids to be able to do. How do we measure that they're doing it in the classroom? Are they taking notes as part of the curriculum? Does it make sense with what we have in the classroom? That's what I'm trying to get in my head. The curriculum is set this way. There's note-taking, but there are other things that are not as easy to flow with the curriculum. It's that middle ground that we might not have the personnel to do such a goal. We can strive for getting the money to do that or that can be the goal. Or something like note-taking we can put into the curriculum but there are other things that don't just fall straight.

Ms. Helewa: When you use the word note-taking, what does that mean? There's the act of taking notes. That's preparing. That's absorbing the curriculum and being prepared via notes or what have you. Students learn in different ways, but the conversation expands around that particular word. I don't think the Board wants to say they want to make sure that every kid takes notes. That's very narrow.

Comm. Castillo: That's what I want to make sure we don't fall into.

Ms. Helewa: Exactly. How are our students able to absorb what's in the curriculum? How are they able to take what they are learning and apply it? Note-taking is a part of that. That may well show up in an action plan. You've already put that on alert. That's something that needs to be addressed. I wouldn't put note-taking in a goal. That would be in an action plan. That's something you have your eye on.

Comm. Castillo: That's what I want to make sure we don't fall into. How are they prepared? How can they capture the information? As opposed to literal putting in note-taking, and that's what I want to differentiate. This Board can definitely fall into that. I'm using note-taking as an example.

Comm. Hodges: The discussion was around what kinds of skills a student should have at certain points in their education. That was pulled out as study skills, note-taking, and whatever. What do you want a third-grade student to be capable of? What do you want a fifth-grade student to be capable of? That kind of thing has to be defined by the Board.

Ms. Shafer: Once it's defined, then there needs to be some type of evidence as to whether or not they're comprehending the curriculum. Are they taking notes? Do they have study skills? Do they know how to study? We need to have the evidence that's going to show us whether or not they can meet that expectation.

Comm. Olivares: We keep talking about taking notes. The way I'm hearing it it's as if we're talking about it in a vacuum. You say not every child needs to take notes. I'm going to speak from my own experience. When I was in college if I wasn't able to take notes, I wouldn't be here. I wouldn't be able to graduate. We're talking about things we need these kids to do to succeed in life. It's not only note-taking. The same thing can be applied to math and study habits. It's a whole host of things. At the end of the day, we're trying to make sure these kids are ready for bigger and better things, for higher education.

Ms. Helewa: That's the vision.

Comm. Olivares: We should be able to measure it and say how we are doing on this particular goal, or all the different goals.

Comm. Redmon: We might have to pull from district goals and then have a separate subset where we expect our Superintendent to do other things behind the scenes besides the goal-setting. We can have measures and assessments to what we're adding on.

Comm. Castillo: Obviously we're not going to get too far because we need the information. I think this is a great way to start and I know the Superintendent is taking notes over there. What else do we need so that we can prepare for the next meeting? What are other things we can think of from here to then? I know I'll probably go home and think of something else that the Superintendent can plug into the strategic plan and

then come back with some type of information so that at the 29th meeting we're not starting from zero. At least we have volumes of data, but she has a direction in the course that we can take. I know it's 7:36. I just want to make sure that we get to Cheryl any other ideas we may have by Friday so she and her staff has some time to put information together for our meeting on the 29th. From there we can scratch it or take some of these things.

Ms. Shafer: Just a couple of things to start the list, we need to get you the reading data. The scores have not come in yet. Maybe they'll be in by the end of the month. We'll get the Board a copy of our current expectation guides. We also have coming up this year our long-range facilities plan which fits right into our facility goals in the strategic plan. That can also be one that you might want to use. I need to get you a copy of the old one. Those are just some of the data points that I think you're going to need. You can certainly send us anything else that you want us to get out to the full Board.

Comm. Hodges: There should also be a discussion as to why we have not been successful in the past and what kinds of new areas or new focus has to be pursued in order to correct the problems that we've had. That's one of the questions.

Ms. Shafer: We're going to go more in depth on the 29th on that. I'm going to pull student achievement. I can tell you off the top of my head that we don't have adequate funding. That's a major concern. In the past we had a whole lot of reading and math programs. Now we have one. We have one year of reading data, which is promising. We need to do the same around math. Those are just some quick reasons and then again, when you lose 1,600 people in 10 years that's another major concern for the district.

Comm. Castillo: Another thing that I thought of, and that's more for Cheryl, is to look at the information. We do need to help a lot of our special education students in that transitioning out of high school. We have a lot of students age 21 that are in this lost world. A lot of them are sitting at home in front of the TV. What can we do to help these students and their families transition into that next stage, whether it's career or whatever it is?

Ms. Shafer: I had a transition coordinator in the budget, but unfortunately it didn't work out.

Comm. Redmon: If we can be the first to implement that it would become a first in the county.

Comm. Castillo: No, every other school has a transition coordinator.

Ms. Coy: In the absence of funding, Circle of Care just partnered with us to offer transition support. They came out last Monday to meet with the district and they are going to work with our students who are going to be transitioning out. Until we can get funding, she's ready to start working with the families in September when we come back.

Comm. Castillo: Shift is another one. They do the same thing, but they're a little bit bigger.

Comm. Redmon: Two years ago we asked for those students that go on to college, would we be able to track them so we'll have some kind of data to find out where these students end up going?

Comm. Castillo: We have a good way to start. Superintendent and her cabinet have a lot of work to do. If we have any more suggestions, email them to Cheryl so we can get them together by Friday. That way it gives the Superintendent and her cabinet some time to put all of this ton of data together to see where we want to go.

Ms. Helewa: If you don't mind my saying, it seems that once you have that data you're able to become familiar with what that's going to look like. Language for district goals could be agreed upon. Once you have determined on the actual language for all of the goals, the Board will adopt it formally. If you're able to arrive at that language on the 29th, then at the following meeting that's an agenda item. You will approve those and develop the action plans. You will already have a jump on it because this is a very comprehensive set of goals. I would also suggest to put that on your district website so that your community knows that this is what the district and the Board are going to be focusing on for the next year and to see how that links back to the strategic plan. A lot of people put a lot of work into that and it will be a really good feeling to know the Commissioners heard them and are keeping that a living document and that there's going to be progress.

Mr. Best: In addition to the district goals, I really think that your guide should be a Board goal as well. Your committee should come up with some goals. Even though it's not explicitly written anywhere in the strategic plan, the financial situation in the district is major and the Board has a few goals pertaining to that. You guys should start planning now for what's happening in the district, even if it's just becoming aware of all the holes in the budget and what needs to be plugged.

Ms. Helewa: That's a beautiful dovetail into our next slide. Thank you very much. I also want to note that you establish these updates on these goals. I don't think that will happen here, but I always make the point that it shouldn't be a once in a year update. We're getting close to CSA evaluations so let's have an update on district goals. This should be a cycle - quarterly, monthly, semi-annually. The Board and the Superintendent will decide that, but that's an important work. Board goals really speak to the Board's role as a functioning unit. You do have a committee structure, as you were saying. Maybe we can talk a little bit about how you want to make your Board goals. Have you done Board goals in the past? They're not mandated and some boards don't do them. Are you interested in setting Board goals? This is a heavy time for the Paterson Board of Education. I think they are important. These are some of the questions that we like boards to think about as they're doing this exercise. What would improve with your governance skills? Boards often do a self-evaluation. It's not mandated. It used to be. I know the majority of you guys have not completed it yet, so we can do that in the future.

Comm. Castillo: It wasn't even an option for us.

Comm. Redmon: We did it last year, but not this year.

Ms. Helewa: It is available year-round. That could be one of your goals, to do the Board's self-evaluation by a certain date. I'll send you instructions and you can do it at any time. Anyone can participate. No one is conflicted from doing that, unlike the Superintendent's evaluation. That's pretty easy and that does unearth a lot of information. That's a great data set. It talks about your goals in committees, your oversight in finance, your relationship with the community, and your relationship with your staff and the administration. That's a great document. It used to be a requirement for QSAC, but then that was taken away. It does require some thinking. You do have

to make some time for it and a lot of boards decide they don't have to set goals. I think that's a lost opportunity. If you wanted to make that one of your Board goals, I think that might be appropriate. I'm wondering what the Board thinks about it. Would you like to have the Board self-evaluation as a goal? Do you want to put a date out there?

Comm. Castillo: We meet in August twice.

Comm. Redmon: Let's do it by October.

Comm. Castillo: It can be done by mid-August.

Ms. Helewa: I can put by August 15. When you complete that Board self-evaluation, it's handled a lot like the Superintendent evaluation. I press a few buttons. Everybody's contribution gets compiled into one single report and the comments will all be on the bottom. I'll send that to you electronically. It's just a matter of pressing buttons. I do need a majority of participants. I can't send it out unless there is at least a majority. If you can do that by August 15, that's great. From there, that will be a great springboard for more discussion. We were also talking a little bit about more pointed needs that may be addressed in committee. The interesting thing about committees is that they don't make decisions for the Board. Committees come up with recommendations for the Board. How many committees do you have and what are they?

Comm. Castillo: Eight or nine?

Ms. Helewa: That's a lot of committees. I'm not from Paterson and it's your Board, but in my humble opinion that's a lot. That's a lot of meetings too. How many members are on each of your committees?

Comm. Castillo: Three or four. We go to a lot of meetings.

Ms. Helewa: I'll bet you do. Probably a lot of the important work that needs to go on in a committee, if you spread it out too thin, you have a tendency to trip over a lot of initiatives.

Comm. Castillo: Or miss a lot of information.

Ms. Helewa: It sounds to me like examining your committee structure as a Board perhaps with an eye towards making them more efficient, and it may well mean reducing the number, sounds like a worthy goal to me. If you're happy with that and you don't think that would work... What do you all think?

Comm. Martinez: That's a good goal.

Comm. Castillo: He seems excited about that one.

Ms. Helewa: Anything else that comes to mind when you think about the functionality as a Board? You're almost working with one hand tied behind your back. You didn't do the Board self-evaluation and this is new. I don't mean to be hitting you with a lot of things.

Comm. Redmon: Two new Board members didn't have experience with the Board self-evaluation because this was something that we did in the past. I just want to make sure we have some experience with that. It's just that this year it wasn't presented. Like I said, there are two new Board members that came. You guys did not experience what

we had to do with the Board self-evaluation. I think more mandated training should be added for Board members. Sometimes we get on the Board and maybe not have previous experience on how a Board effectively works together. We should have more mandated training for new Board members coming on.

Comm. Castillo: I was going into that same avenue of not necessarily just for new Board members, but as a whole. We need training together so we can have that bonding and getting that information to move forward. We're nine different people with nine completely different thoughts. Though the community is helpful, they're also a pain in the neck. Once we all get together, because everyone has opinions and questions, which is good, but sometimes it helps create that vision and mission so we're on the same track.

Ms. Helewa: It's really interesting to be having this conversation in Paterson because the State was calling all the shots. You were advisory.

Comm. Hodges: They weren't calling all the shots. That's not true. They limited some of the things that we did, but they weren't calling all the shots. We did a lot of the difficult work. That's a misnomer.

Ms. Helewa: In any case, my point to be made is that maybe your fundamental role as a Board member could only be clarified by that type of training. There are a lot of eyes on you, not just in Paterson.

Comm. Olivares: When I did the Superintendent evaluation there was also the evaluation for the Board. I did that. I'm not sure I know what I'm talking about.

Ms. Helewa: It's always out there.

Comm. Olivares: I'm going to give the credit to Cheryl. She was the one who found it.

Ms. Helewa: I'm sure Cheryl deserves all the credit we can possibly give her.

Comm. Castillo: You have no idea.

Comm. Olivares: I did do it and I believe you did it.

Comm. Castillo: The first time I couldn't find it.

Ms. Helewa: I will send you a link and I will send you some background information. This way you also have my direct email address if there are any kinds of questions you need answered.

Comm. Castillo: Clearly in the conversation we had earlier we want to see things happen in a certain way, those steps in finance and personnel. We need to sit down and find out what we want to see or how we want it presented to us in the community. Once we figure it out, then we can give the administration a guideline. Sometimes we throw stuff at them every now and then.

Mr. Best: Dr. Hodges is probably the only one who remembers this. We used to have what was called board forward retreats. It was this where we would bring someone in from the outside to have a working session/professional development with the Board. I think the difference between now versus in the past is that in the past it was mandated what we had to experience. Now you guys develop what you want to know and then

plan to have people come in to do those types of presentations for you. I don't know if Dr. Hodges has anything to say about that.

Comm. Castillo: What was it called?

Mr. Best: Board forwards.

Comm. Hodges: It's a retreat.

Ms. Helewa: Board retreats are wonderful.

Comm. Hodges: If you use them appropriately, you can get additional training points. We have in the past.

Comm. Castillo: He said it all.

Ms. Helewa: I think some of the resources for identifying might be the Board self-evaluation. There are a lot of ways to obtain that kind of Board development. I would be remiss if I didn't point out to you in your folders you have a list of all the programs that my department offers. Just let us know and we can put that on the calendar. I don't know what you think about this language. Identify options for full Board professional development - does that sound like something that you want to encapsulate in a goal? Personally, I think you have three high-quality goals. I don't know if you want anymore. I don't know what you all think. Just like with the Board goals you will approve these formally at a future Board meeting. You probably want to do it at the same time you do your district goals. You can also develop yourself an action plan following the guides that are in your folder. Then you establish some progress on your dates for updating your progress on the goals. With Board goals it's typically more fluid and that comes out of conversation in old business. It's rare I see an action plan for Board goals, but I can't advise you not to do it. I think it would be a great idea if you can do it, but I also want to be realistic about the demands on your time and your agendas. I think we've made an awful lot of progress. I'm wondering if there's anything else that you want to add to the conversation before we move on to all the other things that you have to do. I know you also have to work on merit goals.

Comm. Castillo: Are there any questions? I think that's a lot of information for us to start thinking on. If you think of anything, please send it to Cheryl because the Superintendent is going to call me asking if there's anything else.

Ms. Helewa: Thank you so much for your time and hospitality. I really appreciate it and I look forward to working with you any time you feel the need for me to assist. Have a good evening.

*Comm. Castillo leaves the meeting at 7:58 p.m.

Ms. Shafer: According to my contract, I need to have five merit goals – two qualitative and three quantitative. The first two in front of you are the qualitative and the last three are the quantitative. You can take a look at those and take any feedback that you might have. Then they will come to the August Board meeting with a resolution.

Comm. Redmon: When do the merit goals have to be presented to the County Superintendent?

Ms. Shafer: Once I get your feedback, I have to send it to them. They have to approve the format and everything. Then I will bring it back to you. I'm looking for suggestions for tonight so that I can send them to the County. If you remember last year, it went back and forth three times. They said instead of doing that, get your feedback now, I will send it to the County, they will give me their feedback, and then it will come back to the Board with a resolution.

Comm. Hodges: I hope that we have some serious discussions about what a student should be able to do.

Ms. Shafer: That's going to be a district goal. Just to be clear on that, I think we need to have a working session for the Board to look at what our current expectation guides are and how they need to be enhanced.

Comm. Hodges: Those are for the parents primarily. I'm interested in the teachers.

Ms. Shafer: I don't think you have separate expectations in the classroom. These are expectations that we have for students and we're sharing with parents. It's the same expectations that our teachers should have that are being shared so parents know this is what's expected of their child from the third grade. Are we on the same page?

Comm. Hodges: No. I agree the expectation guides say that students should be able to do x, y, and z. But what the teacher teaches in the classroom in order to develop that has to be delineated as well.

Ms. Shafer: That would be our curriculum guide. We can certainly put that in as well. I think we all need to be on the same page. If we're saying you should be doing 'x' in the third grade, we want the teachers to improve 'x' and the parents. That's why we're sharing it. This is what you can work on at home. This is what we're working on in the schools. We're not teaching the child multiplication tables differently. These are what the expectations are for everybody for the third grade.

Comm. Hodges: I'm looking for a more comprehensive view of what students should be able to do.

Ms. Shafer: The expectation guides we had in the past are not what you want.

Comm. Hodges: That's fine. The Board needs to determine what skills the students should have. That's not going to be reflected in the expectation guides.

Ms. Shafer: I think part of it is because we can't have an expectation guide that we're going to revise and then another one that the Board is going to adopt. It needs to be one. I think the way to get there is we're going to send out at the end of the week the current expectation guides for the Board to look at. We'll also send all the scope and sequence of the curriculum guides so that everybody can see here is what we're teaching and here are the expectation guides. We can update the expectation guides so that it goes hand-in-hand. Then the Board can say what they want as well as part of the expectation guide. There needs to be one set of expectations for our students. It can certainly be developed by the Board. They can look at what we currently have and make the adjustments.

Ms. Peron: I think we really need to see the expectation guides by grade level. There are certain skills that children develop in every content area that are appropriate to their age. Parents need to know what they're going to learn in terms of science and math

and what that looks like and the behaviors that they need to develop. Students need to become critical thinkers. How does that look like in second grade? You give them three options. You give them three problems. You learn how to solve this problem three ways. We give that outline to parents so that we say we're going to be teaching patterns in math and that's the foundation to algebraic formulas. In second grade that looks like you can practice at home with patterns. What do we have at home? We might not have manipulatives at home, but we have clothes. Your teacher could sort black and white clothes over here and put them in alternating sequence. Or sort the colored clothes and sort them in three different patterns. You're developing certain math skills and perseverance. If you get it wrong the first time, you try again. There are some social and metacognitive skills that we have to build in kids. There are some academic skills that we have to build. Take a look at our expectation guides. Take a look at what we've worked on. We do need to revise them because those were based on the Common Core Standards which have been revised somewhat. Those are just the baseline. We may have different standards for our kids that you may want to include and we need to look at that in terms of academically where they are with the pacing and developmentally appropriateness of them. In a nutshell, I do think we need to revise them and I do think that parents do need to know the types of things that by the end of preschool and eighth grade what he or she should be doing. They're not all going to be the same. We don't develop the same and we don't learn the same. Certainly, there is a basis and there are standards that we do have to cover for them to move on to the next grade level.

Comm. Redmon: What tool do we use for goal four?

Ms. Shafer: This is our new reading program. Is it quarterly assessments?

Mr. Eric Crespo: Anywhere between six to eight to ten weeks.

Comm. Hodges: Is 5% substantial?

Ms. Shafer: I think it is at this point because we're only entering our second year and our class sizes are going up.

Ms. Peron: We need to look at how many kids we have in each grade level, what the levels are, and we need to determine what that looks like for 5% of that group. Is it a substantial group? Is it not going to be rigorous enough? Eric, when we come on the 29th we're going to bring you those reading levels for the kids in those grades and then we have to measure them by cohort. We will take a look at the numbers and you determine if 5% in grades k-5 is a substantial amount of kids, which it is. We have a lot more elementary kids than high school. In the early elementary we have a high enrollment.

Comm. Hodges: You're looking for 5% of the number of students that have increased, but it doesn't say how much the increase should be. .5 is an increase.

Ms. Peron: Reading on grade level. A third grader has to be reading at a third-grade level.

Ms. Shafer: The only reason it's at 5% is because it's only the second year of the program.

Ms. Peron: We've made some gains and we need to continue that. We need to take a look at that data before I can tell you.

Comm. Hodges: Just to have the number of 5% is meaningless to us. That's why I'm raising that.

Comm. Redmon: Are we all satisfied with the five merit goals for this year? Madam Superintendent will send these to the County Superintendent.

ALL CITY EDUCATION COMMITTEE

Ms. Shafer: What you have in front of you is a proposal. What we've seen happen along the way is that the charter schools reach out to us from time to time. I'll just give you some quick examples. They want our calendar. They want to know when we have snow days. Once we decide we're going to be closed on snow days we're in touch with them because they're in touch with me prior to the decision. They want to know our start and stop schedules and our end-of-year schedules. Just this year we had a lot of inquiries about whether or not charter school students would attend summer school. With all that said, they're all Paterson children. I thought it would be a good idea for us quarterly to come up with an all-city education council and meet with them quarterly to discuss some of the things that I just talked about, as well as some other things. They wanted to know our graduation schedule and professional development opportunities. It would be a joint agenda. We would put it together. They would be able to add to the agenda. We would flip-flop locations. They would have six members and we would have six members. We would meet quarterly.

Comm. Hodges: We pay for the professional development. Would they be paying?

Ms. Shafer: Just to give you an example, Tony Traina is going to be doing some safety drill training that we don't have to pay for. That would be something we could discuss with them. If it's somebody we have to bring in and pay to do the training, either we do not invite them or if we did invite them then they would have to pay as well. We're not in the business of paying for consultants. Cheryl is doing a lot of social/emotional training that we're paying for. We would not just offer that to them. We're in a bad fiscal way. If they want to pay to come, that's fine, but it's not something that we can just give away.

Comm. Olivares: It would be half-and-half whatever the cost is.

Ms. Shafer: Correct.

Comm. Simmons: I have the same question for summer school.

Ms. Shafer: I had a couple of calls from parents because they wanted their child to go to our elementary summer school program. Our summer school program is designed for our children. It was based on how they did throughout the year. That was the first year we did it that way. They have to show growth during that summer program. I don't know where those children are specifically. It's not like a high school summer school program. We put the seat time in and then you pass the summer school and it changes your grade that you were in during the school year. That's what parents wanted. They're going to retain my child and I don't want him to be retained. I want him to go to your summer school program. You can give him a letter that he went to your summer school program and he won't be retained. We can't do that. Number one, they get a lot of money. They can have their own summer school program. Number two, we don't know where their children are and because ours is a growth model, it's a conflict.

Ms. Peron: And they have different assessments. That was one of my conversations with them. 20 days of learning does not equate to 180 days of school. If you're being retained, there's a lot more to it than just remediation in 20 days.

Ms. Shafer: We also only do math and language arts and they wanted something else. I did suggest to them they should all get together and have one summer school for all the charter schools.

Comm. Simmons: Or they can pay us and we can do it.

Comm. Martinez: How are the members selected?

Ms. Shafer: We ask other folks to volunteer if they want to be on the committee. They have six charter school leads. They pick their folks. I didn't want to make it a difficult process. It's really a sharing process and that's about it. It will be quarterly. Once we put a schedule together, we will get it to you.

Comm. Simmons: What about transportation?

Ms. Shafer: We supply the transportation and they also come here for central registration. We want to make sure they understand the process because we've had some problems with it. We can't just arbitrarily change and say we want you to pick these kids up because they're going to stay an hour after school. It's more about understanding the process. The only other thing that I wanted to let the Board know is we are going to bring back the August high school graduation. We did have some parents reach out to us and ask if we would allow the students at the high school to graduate in August, for those that needed a class or two in summer school. We are going to bring that back. We did have it at one time.

Comm. Hodges: Which raises the whole question of credit recovery and what summer school does in terms of providing a reasonable approximation of education. I'm looking for a longer discussion about credit recovery. I really don't understand how that translates to education. I'm sure that it does. I just don't see how you miss 50 days and suddenly you go to credit recovery and you manage to miraculously...

Ms. Shafer: We follow the State regulation, which is 60 seat hours. For summer school at Eastside and Kennedy those high school students have to put in 60 seat hours in order to get credit for the courses that they fail. The best grade they would get is a C. Then in our credit recovery online program they have to put in 60 seat hours as well. They cannot move on to any other modulars unless they come into the school and take the assessments at the school. That was a change. What was happening was kids were able to take the assessments at home and we were not really sure who was taking the assessment. Now they have to put the seat time in of 60 hours, but they all have to come in and take the assessment. You have to pass the assessment in order to move on to the next modular.

Comm. Redmon: I have a suggestion. If those students are failing throughout the year, just like college, if you graduate in the fall semester, you have to wait until the general graduation. Those kids can wait until the next upcoming year to graduate. Even though they have their diplomas, if that's what the parents want to see, they can wait until next year. That's my understanding. The portfolio I have a problem with. To me, you drop off for a year and then in the summer you can just come for a few hours and graduate. There are no skill sets. It's just about the performance and the showmanship of graduation...

Comm. Olivares: It's also the restrictions from the State. The State tells you exactly what it is that you need to do.

Ms. Shafer: And that's what we follow. 60 seat hours.

Comm. Simmons: What Dr. Hodges is saying is there are 180 days of school and if for whatever reason I failed algebra, as long as I sit in a seat for 60 hours I graduate, or I pass the class, or I get the credit.

Ms. Shafer: You can't just sit in a seat. You have to do the work in order for you to get the grades in order for you to pass. Then you only get up to a C. It impacts your GPA. You can't just sit there.

Comm. Olivares: What happens if you go to the 60 hours and then you're evaluated and you're still failing?

Ms. Shafer: Then you become a fifth-year senior. You go back to school.

Comm. Hodges: I just need a better understanding of what this means and what are the assessments.

Ms. Shafer: For summer school?

Comm. Hodges: For credit recovery.

Ms. Shafer: The online credit recovery.

Comm. Redmon: Just the whole process.

Comm. Simmons: How many students do we have in credit recovery?

Comm. Hodges: We need to tighten up so it becomes something real instead of being just a process. We know what students are actually learning and I'm not sure that's the case at all.

Comm. Simmons: There's also the question of students missing 60 days. In 60 hours you make all that up.

Comm. Hodges: That's doesn't make any sense.

Comm. Redmon: I remember earlier in the year we did get some knowledge about credit recovery. I think we should have more information about it. Mr. Cozart started showing us the breakdown of how they go throughout the year to make sure that they meet certain standards throughout the year before they can even go through the summer process. We should see the whole thing. We only saw bits and pieces of it.

Comm. Simmons: I don't have a problem with a student that needs one or two classes to graduate in summer school. It's the student that makes up five classes in 60 hours.

Comm. Hodges: It's your credit recovery program. Period! You need to know whether that program is actually working. Are students actually learning something of substance?

Comm. Redmon: I know we already have the high school review for the 29th. Do we have enough time to put the actual credit recovery on there so we're all doing it at the same time?

Ms. Peron: We changed the topic for high school. We're going to give you an in-depth look at the CTE certification courses and pathways rather than just talk about the high school as a whole. We're going to break it down and then we will add credit recovery to that.

Comm. Redmon: Add credit recovery, but also the true number of how many students we have this year in credit recovery and what are the subjects they are using. Once we visualize it we can move on.

Ms. Peron: In summer school, or during the year?

Comm. Redmon: During the year plus summer school. In the beginning when Mr. Cozart went over it, it was only certain subjects that we saw. We were supposed to go back to revisit the whole subject but we never did.

Comm. Simmons: If a student missed 60 days, can that student go to credit recovery? They shouldn't be allowed to. If you don't go sit in the class, why should I give you that option? It used to be if you missed, you had to take that class over next year. I think for a lot of students this has become their loophole.

Comm. Redmon: But then it also affects our graduation rate. There needs to be a true discussion about our graduation rate.

Comm. Olivares: That shouldn't be part of the discussion at all.

Comm. Hodges: No, because it affects what your students are actually learning.

Comm. Redmon: I get that, but it also affects your graduation rate and how your students are graduating with the portfolio process. It's a broader topic. It should be included in that. Good or bad, it's going to affect our graduation rate.

Comm. Olivares: So long as they're going through the process and they're learning and ready, fine. But the fact that it affects the graduation rate, be that as it may.

Comm. Redmon: We work as a district talking about our graduation rate. We also have to make sure that our students are graduating with the proper education.

Comm. Olivares: That's exactly what I'm saying.

Comm. Redmon: It's a broader topic, but you have to put that in there with your graduation rate. That's the reason why I'm asking for it to be included in that.

MOTION FOR EXECUTIVE SESSION TO DISCUSS LITIGATION AND ATTORNEY CLIENT PRIVILEGE

It was moved by Comm. Ramirez, seconded by Comm. Olivares that the Board goes into executive session to discuss litigation and attorney client privilege. On roll call all members voted in the affirmative. The motion carried.

Ms. Peron: I just want to mention to the Commissioners that Chris Lewis ordered the Chromebooks for you. He did that at the end of June. We needed a two-week window to get that order processed by the company. She promises us that you will have it by the end of this month. I figured we can deliver it to you on the 29th and have Chris just do a quick demonstration of what it can do for you. It will be quick for some and lengthy for others. We'll differentiate it. How's that?

Comm. Redmon: All the Board members bring your old devices on the 29th so we can exchange them.

Ms. Peron: We will send out a notice as a reminder to bring in the old devices.

The Board went into executive session at 8:25 p.m.

The Board reconvened the meeting at 10:04 p.m.

ADJOURNMENT

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

The meeting was adjourned at 10:05 p.m.