

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

December 5, 2018 – 6:36 p.m.  
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

Ms. Eileen Shafer, State District Superintendent  
Ms. Susana Peron, Deputy Superintendent  
Robert Murray, Esq., General Counsel

Comm. Vincent Arrington  
Comm. Emanuel Capers  
Comm. Jonathan Hodges  
Comm. Manuel Martinez

Comm. Joel Ramirez  
Comm. Nakima Redmon, Vice President  
Comm. Jessica Schutte  
\*Comm. Kenneth Simmons

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

Comm. Redmon read the Open Public Meetings Act:

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

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

**Workshop Meeting  
December 5, 2018 at 6:30 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: Good afternoon everyone. For those who joined us a little earlier, I apologize for the confusion. With the executive session, I know it was a little different

today. I want to welcome you to our workshop today and I'm glad you're all here so we can make sure we get all the information. I appreciate you guys coming out on this very cold evening.

\*Comm. Simmons enters the meeting at 6:38 p.m.

## **PATERSON READERS, PATERSON LEADERS**

Ms. Shafer: If we have any children in the audience, please come forward and speak into the microphone. Tell us your name, what school you go to, what grade you're in, and then you can select a book.

1. Mohammed Badun, 4<sup>th</sup> grader from Young Men's Leadership Academy
2. Nigel Wilkerson, 4<sup>th</sup> grader from Young Men's Leadership Academy
3. Samaj, 1<sup>st</sup> grader
4. Ali Badun, 4<sup>th</sup> grader from Young Men's Leadership Academy
5. Janil Rodriguez, 2<sup>nd</sup> grader from School No. 2

## **APPOINTMENT OF THE SUPERINTENDENT OF SCHOOLS**

### **Resolution No. 1**

Whereas, effective September 6, 2018, the State Board of Education unanimously voted and approved Paterson Public Schools two (2) year transition plan, thus initiating the transition out of full State intervention; and

Whereas, effective September 6, 2018 the State Board of Education authorized the Commissioner of Education to take all appropriate actions as are necessary to implement the provision of N.J.S.A. 6A:30-7.2; and

Whereas, the Paterson Board of Education desires to have the discretion to appoint a Superintendent of Schools of their choosing that will lead the District and serve as the Chief School Administrator in accordance with N.J.A.C. 6A:32; and

Whereas, the Paterson Board of Education desires to employ Eileen F. Shafer as Superintendent of Schools; and

Whereas, Eileen F. Shafer has agreed to undertake the role of Superintendent of Schools; and

Whereas, Ms. Melissa Pearce, Interim Executive County Superintendent for Passaic County, has reviewed and given the written approval of the State of New Jersey Department of Education to the Superintendent Employment Contract between the Paterson Board of Education and Eileen F. Shafer; and

Now, Therefore, Be It Resolved, the Paterson Board of Education hereby appoints Eileen F. Shafer as its Superintendent of Schools, effective December 5, 2018 through June 30, 2022 for a term of four (4) years at an annual base salary of \$233,000 and subject to the remaining terms and conditions of the Superintendent Employment Contract, including merit increases as provided for by Code, attached to this resolution which is approved.

Be It Further Resolved, that the Business Administrator and the Assistant Superintendent in charge of Human Resources are authorized and directed to execute the Superintendent Employment Contract (appendix 1) on behalf of the Paterson Board of Education.

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Arrington, Comm. Hodges, and Comm. Simmons who abstained. The motion carried.**

Comm. Castillo: Two of our Board members were conflicted, so that reflected in their vote. Congratulations, Madam Superintendent! It's been a long journey. It's finally official for like the third time, but we're there.

Ms. Shafer: Let me first say thank you to the Board, the community, the staff, and the parents for your support as the Superintendent. One thing I can say about the administrative team that's in place now is that we don't shy away from hard work. There are many things that have happened over the past year and a half that are first in this district, like the Parent Portal, our new k-5 reading program, the P-Tech grant that we just received at PANTHER Academy, and art and music in every elementary school. We're going to continue to work hard to ensure that the community has a voice in the education of their children, that we are accommodating and customer-service friendly to the parents, and that we give our children every opportunity possible to have a great education and to be successful. Thank you so much for your continued support.

Comm. Castillo: We're going to make another change today. We were going to vote on personnel. I just want to make sure that we move it because it makes sense in this order on the agenda.

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that the Board approves the contract for the Deputy Superintendent of Schools, effective December 5, 2018. On roll call all members voted in the affirmative, except Comm. Arrington and Comm. Simmons who abstained. The motion carried.**

Comm. Castillo: Congratulations, Madam Deputy Superintendent! It's definitely an honor to have both of you ladies running the district. You have done an amazing job in the time that you have already served. Making it official is just that extra piece that we were missing. It's going to be an honor to work with the both of you. You guys have

worked great with this Board and we continue to push this district forward. I appreciate it and thank you. I know we caught you off guard, Madam Deputy.

Ms. Peron: Yes, you sure did, but I would like to thank the Board. I want to echo the Superintendent. I'd like to thank the community. I just want to reassure everyone that I come to work every day and give 110% for our kids. Being from Paterson and growing up in Paterson, I know what it is to experience the experiences that people think we have but we really don't. This is a great place. Our kids are wonderful. They're bright. They're talented. They're very capable. We're here to give them only the best for all of them. Thank you again and know that we don't shy away from hard work.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Strategic Planning with New Jersey School Boards Association**

Ms. Shafer: At this time, I'm going to ask the New Jersey School Boards Association to give a presentation around our five-year strategic plan. Our strategic plan ends in June of 2019 and we need to begin working on the strategic plan now so that it will be effective July 1.

Ms. Kathleen Helewa: Thank you very much for having me. I am Kathleen Helewa, your Field Service Representative from New Jersey School Boards Association. It is a real pleasure to be here tonight. Thank you very much. Tonight, as Superintendent Shafer mentioned, we're going to be discussing strategic planning and what my association can offer the Board of Education and the community of Paterson by way of a facilitated strategic plan for the school district. I chose this slide. I don't think I need to speak too much to it, but already it's been a pretty inspirational meeting to be here. This is a new day for Paterson. It is a time that is extremely exciting for all of you. I can't imagine what it is like to be a Commissioner during this extremely pivotal time. I would also imagine it probably seems a little bit daunting. We don't have people telling us what to do for our every move anymore from Trenton, but now what do we do? I've heard from you, Superintendent Shafer, that you have vowed to make this a high-quality school district that is recognized statewide for its achievements. With all respect, I don't think you only made that vow one time. I think that's probably something you do every day. I think that's probably something that all the Commissioners around the dais do every day too because you're devoted to the children in your school district. Rather than another mandate from Trenton on how you're going to proceed for the next five years, it's time for Paterson to make a plan for itself. It's time for Paterson to decide what a high-achieving school district looks like for the students of Paterson. This is your plan and this is your time. How do we go forward? How do we take what we have and advance things? How do we make this a truly distinctive excellent school district? It's been done in other places and one of the hallmarks of an excellent school district is a strategic plan. That's what we will talk about today. As Commissioners there are some basic questions that you now need to ask and they need answers. They're not always very clear, but there are three very important ones that all boards of education should be asking themselves. Where are we now? Where do we want to be five years? How

are we going to get there? Those are the questions that form the backbone of any strategic planning process, or they certainly should. My organization does help to lead you through that because we believe that the purpose of strategic planning, when it's well done, is for everyone in the educational community to come together under a certain defined vision, one that you define for yourselves, that has everyone working together to direct student achievement and to move your students forward into the 21<sup>st</sup> Century. Not only while they're here, but when they leave this district and go on to success in their lives post their Paterson Public School education, what is it going to be like for them? How can we set them up for success? How can we work towards that common good, which is really one of the most important common goods of all, in my opinion? A well done strategic plan has an awful lot of advantages for a district that's looking to advance excellence in education. When you embark on a strategic plan, you're being proactive and you also want something that's drafted to be flexible. There are a lot of unknowns in education. There are a lot of mandates that come down from all school districts. There are changing resources. It is a very dynamic time in public education in New Jersey so your plan needs to be flexible. This is really my favorite part of the plans that we facilitate. A strategic plan provides a forum for participation for a complete cross-section of your community. There are lots of ways to do a strategic plan. Some of them are done completely internally. Some of them are drafted by one person, the Superintendent and their administrative team. Some are drafted only by the Board of Education. I firmly believe, and my association does also, that unless you invite the community in to help participate, (a) you're losing a tremendous opportunity and (b) you're not going to get the buy-in that you would automatically achieve by handing the reins over a little bit to your community. That's why a good strategic plan doesn't come from an office somewhere in another part of the state. A good strategic plan is a grassroots effort and we can help you get there. Also, we have limited resources and everyone needs to understand that. When you invite the community in it gives them an opportunity for balcony level thinking, as we say, to take an overview of what your challenges really are and what your realistic expectations are for the next three to five years. It directly impacts student achievement. I'm not really good with putting together slide shows. If I could put a waterfall on this slide, I always use the waterfall imagery when I'm talking about this. Here I am in Paterson and I don't have a picture of a waterfall, but I guess you're pretty familiar with waterfalls. Everything goes down. I don't want to say it trickles down because it's greater than a trickle. You start with your strategic planning goals that are outlined in your ultimate document and they inform everything beneath it. They inform your annual district goals, Superintendent's goals, administrator's goals, building goals, department goals, and staff SGOs. Ultimately, you get to what's highlighted here in red - increased student achievement. Everybody gets there together because you haven't done it only by yourself in your own ivory tower, so to speak. At New Jersey School Boards Association, we think that there are some pretty key components to a successful strategic plan. At the bottom it starts with commitment of the Board of Education and the Commissioners who are here. It starts with administration, your staff, and your community. Any kind of time that people can put into this process is honored and it forms the basis of a solid plan. From there, you build on that commitment, the wish to do right by your students, by providing information. It's a two-way street. The participants should receive information from the

district and the district should receive information from the participants. In that method we determine what the strengths and the changes of the Paterson Public Schools are and what unique viewpoints you have out there. From there, we can begin to talk about our visions for the district. After all of that work, certain goal areas emerge and those are refined into goal statements and objectives to get you there. They're the rungs on the ladder and at the top of the pyramid in this diagram are the action plans which are written by administration which make the whole thing work for your students. I have a graph here about the particular plan that would be advisable for Paterson. It's called our 3D strategic planning process. This is the process that the association itself used in forming its own strategic plan for the past three strategic plans that we've done. We can get all of this done in three 90-minute meetings with your participants and constituents. I just outlined what it looks like. They typically last about 90 minutes. It could be a little more depending on the amount of participants that we have. Your Superintendent will prepare a state of the district report and present it to the community and those who are assembled and taking part in this strategic plan just so they have some data points to work with. Then we go into a small group format where there's a lot of exchange of ideas. There are a lot of robust conversations and they revolve around the strengths and challenges of the district as seen by the people in the room. We share those outcomes at the end of the evening. For our second meeting we turn our eyes towards a visionary exercise. We ask ourselves what is the district? What could the district look like in five years if we had no restrictions? If there's a no-holds-barred look at what we could do in Paterson to make it a model of 21<sup>st</sup> Century success, what would that be? That's going to look different than the visions that Vernon has for its school district. It's going to look different from the visions that Verona or Orange or Cape May has for their school district. This is really the best types of conversations that you can have with your community and stakeholders. These are the types of conversations that you should be having about education for your students. From that work when we all share at the end and we look at the strengths and challenges and the state of the district, certain themes start to emerge, certain common threads. They're your goal areas. They form the basis of where your strategic plan is going to take you. That's what the community said it wants from you. From there, at our third and final meeting, we explore big ideas and supporting ideas, basically goal statements and objectives. We work together in self-selected groups to write those. This is the format that we've used as an association and I'm happy to say that Paterson was represented at those sessions. It works really well. It's a visionary document and it's also a homegrown document. It's different from any other plan that I or anyone else has facilitated because it belongs to you. The action plans that are formulated out of that work are written by administration and progress on the action plan is shared regularly with the Board. You may see something like this. This is a template that we recommend for administrators to use when sharing project and process and success on their particular goal statements and areas so the Board can monitor exactly how it's going. Like I said, these plans need to be flexible because at certain points you may need to go back and adjust them a little bit. Resources and dynamics in the community are constantly changing, but if you write the strategic plan broadly enough you will have that direction in which to do that and still have the community's buy-in. Stakeholders to be involved in this process are as varied as Paterson itself. Here's just a list of entities that make up your stakeholder groups. First

and foremost are the families in your district; Commissioners themselves also; your staff; and the PEA. You'll see business owners, community leaders, religious leaders, and ambassadors from nearby universities and colleges. All of these people have a stake in the success of your students. If you issue a broad invitation, you'll probably get people to come to these. It's up to the Board how you want to operate those three meetings. You may want to throw out a wide net to anyone who comes. That's most of the ones that I work on. It's an open invitation and people can come to one, two, or three or a combination of any of those meetings. Whatever participation your stakeholders can offer you is honored and these three meetings work independently of one another. If someone comes to meeting number two and that's it, they still have a stake in the strategic plan and they've done valuable work towards it. How can you participate as Commissioners in this very important initiative? In a word, support. You need to believe in the reason why you're putting the strategic plan together and the reason why you would be doing it in whatever format you choose. What are the strengths of that format and that initiative? You need to give it your full and unequivocal support as a Board of Commissioners. Ultimately, the strategic plan, when it is written, will come to you for a vote for you to accept. It's important that we have your buy-in at the beginning of the process. If I can expound on that and go to three words, I would say to be positive ambassadors for the plan itself. Go out and let people know that you're doing this, this is exciting, and anyone can participate in it. This is one of my favorite things to do at School Boards and there are some reasons for it. It's so visionary and the type of thing that really does galvanize people and helps them to see the value in the public schools, the things that you are doing here for kids, and what you could be doing for kids. I think if you talk to any family and give them a chance to participate in it, they would be interested. If they can do it, I do believe that they will be interested in it, and all of those stakeholders that we mentioned on that last slide. If I can add three other words on how you can participate - communicate, communicate, communicate! When you're involved in a strategic planning process, we throw the wide net open and we want people to come. But the reality is you're going to have more people who are interested in it than can actually make these meetings. So you need to communicate to your community how it's going. Individually you'll be ambassadors for it. Have press coverage and articles in the newspaper and other news outlets. Have a special section on your website. I think it pays off handsomely because this way anyone can go on your website and see how the progress is with the strategic plan. Once the plan is adopted, it needs to be a living document. It should not be just sitting on a shelf. There should be a copy on your Board table for every meeting afterwards. Each Commissioner will receive a copy of the plan and you need to revisit it and know why you're doing what you're doing. Every action you take and every agenda vote that you make should lead back in some way to your strategic plan. If you need to make adjustments to the strategic plan, that's what makes it a living breathing document. It's something that changes with the district. That's something that you should be familiar with as well. It's not just a document. It's a roadmap. It's a community effort. I have a slide of a little girl about to cross the street. That's what you're doing in a really big manner with a strategic plan. That's one of the reasons why I find them so exciting. I'm wondering if anyone has any questions about this particular process that I've mentioned, our 3D process, or strategic planning in general. I do have literature for you

all. I went through a lot of effort to get those brochures to you so hold on to them. The plan that I was detailing starts on page 10. We call it our 3D plan. It is by far the most popular plan that we do because it is a streamlined process. Today's families and all of the stakeholders that I've mentioned lead very busy lives. We want to make it easy for people to participate and we want their work to be effective. The 3D strategic plan absolutely does that. We've had tremendous success with it. We are the premier provider of strategic plans for school districts throughout the state because we are your association. We represent you. You're members already. We represent every school district in the state, all 500+ of them. We do know what we're doing. We're really confident with this process. We're confident with our outcomes. Really, it's your outcomes and that's the beauty of it. You make the decisions. Your community is involved. That's what would make such a strategic planning initiative unique to Paterson. Thank you very much for having me here. If you have any questions, by all means reach out to me. I'm pleased to talk to you and it really is an honor to talk to you tonight and to be here. Thank you so much for your time.

Comm. Castillo: Thank you. We really appreciate it. It's a great presentation. It's something that Dr. Hodges has been asking about for a while. Madam Superintendent, thank you for moving it forward. I think now more than ever it's something that we need in order to continue moving the district forward and making sure we find out where we are and how we get to the next chapter.

### **Equity Audit Report Implementation**

Ms. Shafer: Next, we have Will Graulich to come up and give us a status report on where we are at the equity audit. Let me first say that this is the first time the district has done an equity audit. Again, this was a suggestion from the Board. Will has taken charge of that. There's one other thing that we're doing. We're doing a high school and an elementary review first. That will be presented to the Board in February and then the equity audit will be presented to the Board in June. It does take time. He's going to have focus groups. He'll tell you more about it, but there are two separate things going on at the same time that's going to provide you with information. The first one is a little more generic in February, but more specific in June.

Mr. Will Graulich: Good evening members of the Board, Madam Superintendent, Madam Deputy, and members of the community. My name is Will Graulich and I'm the Supervisor of College and Career Readiness. I'm here to report out on our plans for a high school equity audit. Equity and equality are often incorrectly used interchangeably. If you take a look up at the slide, this is a picture a lot of us are probably familiar with. On the left, you have an example of equality. Resources are allocated with the same. Equality is associated with sameness. On the right is an example of equity. Resources are differentiated. Without equity you cannot have true equality. Equity, the process that we're about to undertake with this audit, is in fact the process. Whereas equality is ultimately the outcome we're after. What is an equity audit? One of the districts we have taken a look at is that of Atlanta Public Schools. They say that typically these audits provide information on characteristics of students, school personnel, and other



resources of the school level to provide information that may inform questions of equity. Here is an abbreviated list of just some of the schools and organizations throughout the nation that have recently implemented equity audits. Some are close to home, some not so much. All have crafted equity audits to meet the immediate needs of their districts, most involving student achievement. We took a look at all of these equity audits and others to determine what best practices were available to us and what directions we should be going towards. The proposed goals for our district equity audits, both for high school and k-3, which I will talk about a little bit in a second, are shared by that of the University of Southern Maine. This university developed these goals to use as an aid for other districts to implement. That is to recognize biases and inequities and respond immediately upon gathering results, if that's possible. In situations where it's not possible, rectify these biases and inequities through the development of action plans and implementation of those action plans. Ultimately with the final goal of creating and sustaining a bias-free and equitable learning environment, something we want to do as we move toward a more fair and inclusive system. We as a district ultimately want to learn how we can be better at promoting equity at the district and school level. Results from the audit will enable us to initiate the steps necessary for working towards a more equitable educational experience for all district students. This year the district intends to implement an audit of its high schools and thereafter that of its' k-8 schools. Wherever possible we plan to analyze student data among these subgroups – grade level, sex, and whenever possible gender, race, and whenever possible ethnicity, special education, 504, English language learners, and former limited English proficient students. We will be conducting research on six primary areas – academic achievement equity, programmatic equity, faculty staff and administrator equity, disciplinary equity, funding equity, and a category named 'other.' For academic achievement equity, we want to analyze indicators and predictors of achievement, such as standardized test scores, honors, AP, dual enrollment courses, college and career placement, graduation, attendance, exiting rates of bilingual and ESL programs. Programmatic equity is a fairly large and substantive area. We want to look for indicators to access and enrollment to programs, courses, and experiences such as honors, advanced placement courses, advanced and very specific electives. Are there classes out there in neighboring districts that are offered that we need to? International Baccalaureate programs, remedial courses, dual enrollment, career and technical education programs, certification opportunities, Option II, bilingual and ESL courses. Continuing with programmatic equity, self-contained and other accommodations, presence of library and media services, applications and use of personalized learning plans, extra and co-curricular activities such as clubs, athletics, career and technical student organizations, student government, access to student services, health wellness, tutoring, technology, college fairs, financial aid workshops, social events, cultural events, entertainment, field trips, assemblies, rewards, incentives, celebrations, and recognitions. We also want to take a look at faculty, staff, and administrator equity - taking a look at teacher years of experience, years in position, level of education, attendance, performance, vacant and open positions, and professional development. We want to know how many active substitute teachers, their daily averages, and duration. We want to take a look at all ancillary staff members in the schools. We want to take a look at our administrators, both at central office and school-based.

Disciplinary equity - we want to look for indicators and evidence of restorative justice programs or practices. We want to take a look at our data with regards to detentions, suspensions, expulsions, and all the hybrids that come within them. We want to take a look at our funding. What are our funding sources? How are they distributed and allocated? How are they done by school, by program, or by students? Then we found other areas that developed into its' own category. We want to take a look at things like transportation, access to busing, walking distance, district-to-home communication, school-to-home communications, statewide initiatives, class environment and climate, faculty-to-student ratio, class size, parent involvement, PTAs, home school councils, and PTOs. We're going to be doing this through the methodology of three areas. The first is review of existing data. A significant portion of the items that were just reviewed in the previous slides can be analyzed through the scope of reviewing our current data that we have, but doing so with the specific aim of measuring equity, cross-referencing several different data points. We also seek to get the voice of the community and all stakeholders via focus groups and surveys. With focus groups and surveys, we can capture information that simply can't be captured from a review of our existing data. We want to obtain those personal experiences and anecdotes. We want the reports to have personalization and depth. Ultimately by procuring this qualitative data it will enable us to have a mixed-methods approach which will ultimately increase our study's validity and we will be able to code the qualitative data collected into measurable quantitative data. The groups we will be looking to target for participation in surveys and focus groups are students, teachers, administrators, parents, guardians, members of the community, and members of organizations. This is the first time we're advertising this link and it certainly won't be the last. We want to procure the interest of those interested in participating in a survey and a focus group come early 2019. If you were you visit [tinyurl.com/patersonhsequity](http://tinyurl.com/patersonhsequity) we will ensure that you will be contacted when these initiatives begin. To date, we've done the following – we've reviewed equity audits and reports from other districts identifying best practices and areas of focus. We've determined data points to be either school-based or central office housed. We've initiated meetings with various central office departments to establish needed data sets. We've presented to high school principals and cabinet, and we've established relationships with a neighboring university for the vetting of our research. To ensure the fidelity of the instrument creation for our surveys and focus groups, a faculty member at William Paterson's department of sociology has agreed to vet our instruments with the university's institutional review board. Institutional review boards present on college campuses are charged with the responsibility of reviewing research involving any human participants with the goals of protecting the rights, welfare, and privacy of human research subjects. IRVs can approve, disapprove, monitor, and require modifications in such research activities. Plans for the future – in June 2019 we will be targeting a presentation of the summary of our findings as well as providing members of the Board of Education a printed report. This would include recommendations for immediate adjustment and for areas where that's not viable, mid to long term action plans for other inequities which we will seek for your feedback and approval. In conclusion in revisiting the picture from the beginning, equity and equality are certainly not the same, but this also doesn't tell the whole story. Ultimately, there's a goal. What you see on the right is where barriers and supports have been removed. This is because inequality has been

addressed with the results from our equity audit, first at the high school level we seek to achieve this goal. Thank you very much. I'd be more than happy to answer any questions.

Comm. Castillo: Thank you. In February you'll come with the first presentation, correct?

Mr. Graulich: Correct. I'll be present with Mr. Cozart for the first generalized presentation of the high school. Ultimately, the data collected from those efforts will largely push the equity audit.

Comm. Arrington: Obviously you're collecting data and you're going to have a participation bias. How are we going to try to ensure that we're collecting data for all groups, not just from one particular group?

Mr. Graulich: Great question. We spent a great deal of time researching districts like ours and not like ours on varying levels and indicators and what's been successful for them. We've also used peer review writings about equity audits. Ultimately, there's been a lot of work in this venture in crafting how we're going to go about this. Of courses, the other layer too is ensuring that third-party view of using the institutional review board at William Paterson University to ensure that we're seeing the whole picture and collecting what we need to ultimately measure inequity.

Comm. Hodges: The concern I always have with surveys is that the population that submits the surveys are more engaged than the people who don't participate. I mentioned this before. When you have people who are not engaged, those are the ones that don't get the programs and the equity attention that they need. How do you go get that group if you're going to use surveys and bring them to the table?

Mr. Graulich: You're bringing up a very valid point. That was the reason we did reach out to the university, to ensure that those are also addressed in our planning and preparation. That said, with regards to surveys and focus groups we have to make sure that we're making them available and we accommodating parents and members of the community and making ourselves as accessible as possible. The inherent nature of any type of social research is that there are going to be weaknesses and those will certainly be present, but we're hoping that the data we do collect will be viable and worthwhile.

Comm. Arrington: One way we combat that is with collecting the IP of the computer that's submitting the data. You don't want to have one person out there skewing the numbers by submitting multiple surveys. You have to be clear in collecting that data.

Comm. Hodges: The other thing is you're going to have to go after people in particular and ask them to come. Look at a population and pick people who might not normally show up, as opposed to volunteering. You're going to have to go after them aggressively.

Comm. Arrington: Some people might not do it on the computer.

Comm. Castillo: Do it by paper.

Comm. Hodges: All your methodology has to be part of the conversation.

Mr. Graulich: I appreciate it. Thank you.

Comm. Castillo: This is something that we're doing completely in-house, correct?

Mr. Graulich: Yes.

Comm. Castillo: Is there anything else? Thank you, Will.

Mr. Graulich: Thank you and have a good evening.

### **Young Men's Academy – Quarterly Update**

Ms. Shafer: Next we have our Young Men's Academy quarterly update. If you recall, back in the spring as a Board you had decided that there were certain goals and objectives that you wanted to see happen at Young Men's Academy. Ms. Cicely Warren will go over where we are right now and what our next steps look like.

Ms. Cicely Warren: Good evening Commissioners. The purpose of this presentation is to provide you with an update on the turnaround efforts at Young Men's Leadership Academy. As you recall back in June when we discussed this same topic, we decided that there were four areas in which we wanted to direct our improvement efforts. As a result of looking at the data from the school, soliciting input from parents, and surveying the students we came up with these four areas – academics and instruction, professional development, character education and leadership development, and parent and staff collaboration. In order to guide our efforts this year we needed to lay out a roadmap for all the different strategic plans that our principals are required to do. Our principal at Young Men's Leadership Academy is required to complete those as well and there were some additional steps that needed to be taken. As you know, all of our schools have an annual school plan, which is formerly the SIP. In addition, our school had a turnaround plan, which I presented to you last June. All principals must develop a professional development plan for their staff. In addition, at Young Men's Leadership Academy they attended Eagle Institute over the summer and as a result of that they developed a strategic plan, which is based around an effective school model, school culture and climate, and mentorship. That was the focus of that plan in particular. Obviously, those are multiple plans and that required us to develop a tool to marry all of those different efforts. If you look in the folders that you have on the right side you will see a strategic plan management tool where we took all of those plans that I just outlined, put them together, and looked at how the strategies overlap. You have a sample of that in your folders. We needed to ensure that all of those various plans were aligned and they were all swimming in the same direction. We needed to set

benchmarks. We knew what we wanted to accomplish over the course of the year, but we needed to do incremental goals so we could chart our progress so it wasn't overwhelming. Then we needed to develop a system to check in and see how much progress we were making and that is what we call our cycle review. Let's look back at the overarching goals that we described last year. These are smart goals at a glance. These are outlined more extensively in the annual school plan. We have four smart goals. For students who are two or more years below reading level in grades 3-5 the goal was for 80% of them to improve one level beyond their growth target. For math the smart goal was focused on instructional practices. You'll see in your folder there's a math teaching practice tool that we use to specifically target instructional practices that we want to improve upon. The average daily attendance goal was to increase 2% and decrease chronic absenteeism 2%. For writing, the focus is on our middle school students in grades 3-8. We were looking for an improvement of 25% from their baseline based on our writing rubric. Additionally, over the course of the year we wanted to develop an effective instructional model that is tailored to Young Men's Leadership Academy. Our academic services department, the team that was selected to work on that, has all of that work currently under way. The goal was for that instructional model to take our Paterson curriculum, which is approved and is a sound curriculum, but to tailor it and provide additional resources for our teachers so they have strategies that will capitalize on this unique setting that we have. Also, daily intervention is included in the schedule at Young Men's Leadership Academy. It is based on the Paterson intervention model, which was solidified last year. Those are our goals for the course of the entire year. In Cycle 1, which was from July to the end of October, we had certain goals that we wanted to meet and I'm pleased to say that those goals have been met. In reading, we needed to conduct a baseline assessment of all our students, train all of the math teachers in the math practices tool, obtain baseline data for our instructional practice based on that tool, and conduct all of our baseline assessments for writing, which is relative to our middle school writing goal. Ultimately, we analyze all of that baseline data and make decisions about how to deliver intervention for students and professional development for teachers. Regarding our absentee rate and chronic absenteeism, an ARC, Attendance Review Committee, has been established. That was our goal for this cycle. Chronically absent students from last year have been identified, they have been assigned success mentors, and the ARC committee has identified strategies and incentives to improve attendance. Additionally, curriculum supports, the additional strategies that I mentioned previously for Units I and II, have been developed and teachers are being trained on those as we speak. Regarding the domain of professional development, if you look back to last year our goal was to implement restorative justice training at the school. The staff was to attend the Eagle Institute. The Eagle Institute model, so to speak, or those strategies were to be monitored throughout the course of the school year and there were to be onsite coaching sessions. Professional development regarding that model and the curriculum supports developed by the academic services department were to be supplemented through weekly professional development. For Cycle 1, our goal was to provide training in the curriculum supports. I determined that as in progress because that's ongoing. We have four units of study. We're currently in Units I and II. Additionally, a book study, Teaching the Male Brain, is currently under way. Those are in progress and will

continue throughout the year. Professional development regarding Character Counts and Positive Behavior Supports in School, which is what we call PBSIS for short, has been completed. As I stated previously, the staff attended Eagle Institute in July and there's a follow-up training session that is going to occur this week. Regarding the domain of character education and leadership development, our plan was to have the Character Counts curriculum, also known as CIS, implemented at the school, the reinstitution of the Saturday academy, mentoring, two full-time guidance counselors, a daily advisory period, and team-building activities. Those are the goals for the course of the entire year. Cycle 1 short term goals have been met. All of the staff has been trained in the Character Education curriculum. We established our Saturday academy schedule, which includes clubs, academic interventions, mentoring, and leadership development. Weekly sessions are conducted by our guidance counselors in social emotional learning in grades 3-5, which also involves conflict resolution and making positive choices, adolescent development in grades 6-8, and college and career readiness in grades 6-8. All students develop monthly goals. Additionally, Boy Scouts has been instituted in grades 3-5. The Alpha Arts mentoring program is for grades 5. All students attended a leadership retreat at Camp Hope. Daily restorative circles as part of our restorative justice practice happen during our breakfast club. PBSIS is being implemented. There are weekly incentives as well as longer term monthly and quarterly incentives. Regarding our parent/student/staff compact, last year we stated that we wanted to maintain the application process, which includes the student interview recommendations and parent interview. Establishing a parent compact was a suggestion that came from our parents. They really felt that as a choice school parents should be afforded the opportunity to serve the school and support the school mission and vision. That was incorporated into our parent compact. We needed to develop a probationary period and supports if all parties are not acting in accordance with the compact and outline a process for students who do not complete that probation period successfully. Those are the overarching goals for the year. As far as our Cycle 1 goals, they have been met. The parent compact has been developed. You'll see a sample of that in your folders. We also offered a menu of service and engagement opportunities. That can range from advertising a school event on social media, coming in to help with the garden, or bringing in beverages or refreshments for a school event. We really wanted to offer parents the opportunity to serve in a way that is reasonable for them and it can't be one size fits all. Improving communication with parents was a note that we received from our parents last year. These efforts are under way. The school is using Class Dojo. There's a newsletter that goes out regularly. School Messenger, also known as Robo-Calls, goes out on a regular basis to keep families abreast of and informed of what's going on at the school. At this point, I would like to invite Principal Maynor to come up and talk about another artifact that you will see in your folders. We have been implementing Restorative Circles at the school and it really has had a significant impact on the overall culture and climate in the school. The suspension rate, as you will see, is significantly lower than it was last year.

Mr. Vernon Maynor: Thank you, Ms. Warren. When we look at our total missed days for suspension in 2017-2018 versus where we are now, we went from 49 days missed due to suspension to one day. That's not because we do in-school suspension. It's not

because we're trying to hide from consequences. It's because of us changing our mindset. Two of the takeaways that I received from going to COSEBOC and the Eagle Institute was successful schools are using restorative practices and incorporating that into their school culture and trying to build the character and confidence levels of the young men, making them more reflective, as opposed to going straight to a punitive decision for fighting or name-calling. We want them to be able to be more restorative and talk out their frustrations. When we talk about what our goal was in building character, it goes into five different areas – incorporating our six pillars and core values, looking at our Saturday leadership academy program, our character education, our mentorship program, and our social emotional learning, which is incorporated into our curriculum. I just want to take a second just to look at that picture right there. We're not roasting marshmallows. We were at our Camp Hope leadership retreat that we do at the beginning and end of the year. The students were asked to take a look at things they wanted to let go, things that they were holding on to that stops them from opening up and making friends. Everyone had to participate and write that down and talk about it. From that there was a time when we had to let go of our frustrations and inner things that were stopping us from being successful, our barriers. We put them all into the fire and we burnt it. You're seeing them look at that process of letting go of a lot of their frustrations. Often we go back to and talk about how at Camp Hope they let go of their frustrations and we tell them they can do it here in the classroom and the school. I thought that was very successful on how we did that. We also looked at our OCR, Office Conduct Reports, and we tracked them differently. We took a look at where we were having most of our incidents occurring, what grade levels were having the most infractions, and what time of the day we were actually seeing them. From that, we realized we needed to have more emphasis on our fifth grade and how we're working with them. When we talk about instilling our core values and the six pillars – they are scholarship, leadership, ownership, stewardship, partnership, and mentorship – they all coincide with our core values of excellence. We tell them it's not that you can't make mistakes, but you always give the best in what you're doing. Teamwork and brotherhood are what we really stress amongst them. We incorporate that into our school culture. When we talk about scholarship, we took our middle school to Delaware State University. They had an opportunity to see it, walk the halls throughout the college, and eat in the cafeteria. It was an experience that we feel if we continue to get them into the norm of being in college that will be where their next steps will be as they get older. I talked about the Camp Hope trip. We also talked about them working together and being able to collaborate with each other. They're working on school community projects in the city. These are things that we incorporate our whole six pillars into our daily instruction in school and daily lives. In our Saturday leadership academy, we deal a lot with the Genius Hour, interventions, and restorative circles. We're going to talk a little bit about restorative circles, but that is how we get them to share and be able to reflect more. Our PBSIS is how we recognize student of the month. We have monthly perfect attendance with ticket winners and our daily challenge that we do. All these are things that we didn't do with fidelity last year. I think we really are taking a strong part as we're going through our first phase to really dive into this and have students become part of the culture. We looked at our mentorship. We are proud to announce that we're Pack 113 and we have 12 boys who are in the Cub Scouts and

the Boy Scouts. We have Alpha mentoring that's dealing with our fifth grade. We realized that we were having a lot of incidents in our fifth grade so a lot of our attention was having them become leaders and working with them. That's really improving the infractions that they're having and the connections that they're having with each other. I would like for my guidance counselor to come up and speak on the restorative practices.

Ms. Ayoka Clifford: Good evening. My name is Ayoka Clifford. I'm the school counselor at Young Men's Leadership Academy for grades 3-5. We talk about changing our mindset. Restorative circles are really how this all came about. We are truly committed to helping the students talk about their feelings and sharing with the staff. Restorative practices create a culture where students feel that they belong to the school. It promotes a relationship between students and faculty members and it definitely bonds the students throughout their common interests. Every morning we start our restorative circle. We go to our homerooms. Students gather together. They already have a routine going. They gather in their circle and we pose a question. In the morning it's really a check-in question. We want to know what the students are thinking. How are they feeling for the morning? Are they ready to work? Then if an incident occurs throughout the day we go into a restorative circle, which is to address whatever issue happened in the classroom, how they can resolve it, and making sure that the students actually own their role in the conflict. On Mondays we start our day with the town hall meetings. Many of our students actually stand up in front of the entire school and participate. They get up and they talk about their weekend, things that they're grateful for, and things that they want to work on. Many times this is how we know that there's an incident happening in the home. We've learned things like siblings being sick or parents being ill. This gives the staff or myself an opportunity to respond to the student. Then we're able to pick up the student throughout the day and make sure that they're ready and able to perform.

Mr. Maynor: I just want to take a minute to have my young men step up and do a little testimony for us as well.

Mr. Nigel Wilkerson: My name is Nigel Wilkerson and I'm a proud student of Young Men's Leadership Academy. Something that I like about our school is that we do Town Hall. I think Town Hall is a good time to express our feelings and ourselves.

Mr. Khalid Moore: Hello. My name is Khalid Moore. I'm a Young Men's Leadership Academy student. I am a Boy Scout too. We do lots of creative things there.

Mr. Mohammed Badun: Hello. My name is Mohammed Badun. I'm in the fourth grade at Young Men's Leadership Academy. My favorite thing is what the guidance counselor teaches us from September to December.

Mr. Ali Badun: My name is Ali Badun. I'm in fourth grade and a Young Men's Leadership Academy student. One thing we do there is learn how to be a leader and lead by example.



Mr. Maynor: Thank you for your time and I'll leave on that note.

Ms. Warren: Thank you, Mr. Maynor, Ms. Clifford, and our Young Men's Leadership Academy scholars. I really want to say that a lot of the work that the staff is doing at Young Men's Leadership Academy requires a lot of reflection, vulnerability, and effort that goes above and beyond the teacher's typical job description. Regarding the progress that we've seen, while we're not where we want to be, we're not where we were and it is a credit to the work that the staff is doing at the school so I thank them all for it. It also is the result of our parents seeing themselves as a part of the team, being available, and supporting the efforts at the school. I'd like to invite all of you to a recognition event that we're having at Young Men's Leadership Academy on December 10. We're going to be recognizing the staff, students, and parents for their efforts round character education and leadership development. We plan to recognize their progress in the other domains as well as the year progresses.

Comm. Castillo: Ms. Warren, I don't want to interrupt you, but I know some of the boys are leaving and it's late for them. I just want to commend them and give them another round of applause because they came up here and did such a good job. It's difficult for adults to come up here, but the fact that they did it and did such a great job, great job and keep going.

Ms. Warren: No problem at all. At this time, we'll take some questions.

Comm. Hodges: I heard a lot of wonderful things, but I didn't hear anything about academics. What has been the result of all this good work?

Ms. Warren: I'm not presenting student academic data at this point because of student confidentiality. The numbers are so small that we are not going to be presenting that at this time. The Cycle 1 goal for October was to collect the baseline assessment data. I will be reporting on the growth at the next quarterly report.

Comm. Hodges: Are there coding programs at the school?

Ms. Warren: There are not coding programs at the school. Our efforts are based around the smart goals which were outlined based on the student achievement data from last year. The students do take computers. Coding in some respects is part of the curriculum, but it is not a separate course at the school.

Comm. Hodges: Are there any programs around Maker Spaces?

Ms. Warren: Actually, the students were asked what they would like to see as an incentive as part of PBSIS and they did indicate that they like being able to make, construct, and design things. It's currently incorporated as part of their day-to-day instruction, but as an incentive they're being allotted additional time for those activities.

Comm. Hodges: That's more of a structured program where you... I'll talk about that later.

Ms. Warren: Absolutely, because that requires additional professional development and support to do that as a course, which is in the plans. As I stated last year during the turnaround, we're going to continue to look at the curriculum and revise it, but for this presentation we're focusing on the smart goals that were outlined last year for year one.

Comm. Hodges: One of the questions I want to know is how much is it going to take in order to get those additional materials to put those things in there. One last area of interest to me is reading. There's been emerging data about the fact that if young children don't get a lot of conversation at home before they start school, it makes it harder for them to reach their cognitive ability on grade level. The most important, of course, is vocabulary, which is not there. They can't decode, on and on. What are we doing to address that critical issue?

Ms. Warren: As part of the goal for Cycle 1 and the goal for grades 3-5 we're working on reading comprehension. The interventions are specifically based on that data. Some children are working with the reading intervention teacher and there's progress monitoring that is done for each individual child. They complete their own goal sheet for the week - this is what I worked on, this is where I made progress, and this is what I need to work on for next week. Based on the outcome of that initial assessment they're getting a different level of reading intervention that is specifically to meet their needs.

Comm. Hodges: I look forward to a more substantive conversation about the academics. Until I hear about a school that has a fire in their science lab because they went too far, I won't be happy. That's what I'm pushing for. Thank you very much.

Ms. Warren: Understood. Are there any other questions?

Comm. Capers: Around the social emotional learning, the State Commissioner here rolled out a lot of things. Are we taking any opportunities to look at the grants that are going to be offered around that to implement in the school?

Ms. Warren: We will.

Comm. Capers: Secondly, physical education and gym. Where are they currently having that?

Ms. Warren: In the multi-purpose room at the school.

Comm. Capers: I thought we were going to take advantage of sending those guys to the YMCA or Boys and Girls Club?

Ms. Warren: That's something that we're looking at for the budget for next school year. It wasn't included in last year's.

Comm. Capers: How much of a cost are we looking at?

Ms. Warren: I don't want to give a ballpark figure. I can get that information to you.

Comm. Capers: How do they infuse the Amistad curriculum in their learning?

Ms. Warren: It's not a separate curriculum.

Comm. Capers: I know. What are they doing to infuse it in their curriculum?

Ms. Warren: They're utilizing the district curriculum. The additional supports that have been developed have been around the way research tells us boys learn. Additionally, the principal had the opportunity to work with academic services to select texts that are of higher interest and culturally relevant to the students. In their social studies curriculum that's another opportunity to provide content that is relevant.

Comm. Capers: How about any extra reading or novels?

Ms. Warren: It's not extra. It was part of a placement. A school might have one novel and at Young Men's Leadership Academy they've selected something else.

Comm. Capers: What are they selecting?

Ms. Warren: I can get that list to you.

Comm. Capers: Are there any field trips around that curriculum?

Ms. Warren: Currently, I believe the only field trip they've taken has been to Delaware State. They have field trips that are planned for the remainder of the school year.

Comm. Capers: Thank you.

Comm. Ramirez: What is the time of the recognition ceremony?

Ms. Warren: 5:30 to 7:30 at the school.

Comm. Castillo: Can you email that, please?

Ms. Warren: Absolutely.

Comm. Castillo: Is there anything else, Commissioners? Thank you.

### **District Vehicles Corrective Action Plan Update**

Ms. Shafer: Next up, we have our Business Administrator, Richard Matthews, to give you a status report as to where we are with the district vehicles corrective action plan.

Mr. Richard Matthews: Good evening everyone. How are you doing? We received the fleet from security on 10/17/18 and one of the first things we had to do was staff it up. We staffed it up with two people out of purchasing. It made more sense to keep the fleet into purchasing because a lot of the stuff we do is from that group anyway. We reached out to Jose Mantilla and Lance Gaines and asked these guys to take it on a stipend. We put these two people into that PC and they have taken on the responsibility of running for the fleet for the entire district. Since October 17 they've started transition meetings with security and risk management to review the existing files, forms, services, and procedures pertaining to fleet management. An action plan was developed to address findings as well as identify improvements to the existing system in coordination with the Superintendent's office and the corrective action plan was rewritten to address the OFAC findings for Board approval. This report today is an overview. I have some findings, some recommendations and some solutions. I'm just going to go through it and at any point in time if you guys want to stop and ask any questions feel free to stop me. The following tasks are performed to support the OFAC findings and associated corrective actions. We established a new fleet inventory management system.

Comm. Redmon: Hold on, Mr. Matthews, because we don't have the actual hard copy of what you're talking about.

Mr. Matthews: This was not to be in presentation form, I thought.

Ms. Shafer: This is just like a status report as to where we are. You're going to get a full report with a manual and all the forms. As he transitions, he wants to just tell you some of the things he found and what his team has done so far.

Mr. Matthews: The regular presentation was in January. Right now, we're just giving you an overview and an update.

Comm. Redmon: It's okay, but it's going to be repetitive.

Mr. Matthews: There are a lot of things that are not finalized. That's why we want to give the overview today and we figured by January we will have a lot of these things that we're working on finalized. For instance, regarding the GPS solution, we had a meeting yesterday, but we don't have prices or anything that we can give to you that's concrete right now. We're still in the meeting and exploratory phase with some of the things that were in the OFAC. We had to get people to take it on, get them into a PC, and get them officially into the position. That took a couple of days. That wasn't something that we could do on a hard stop on October 17. If you want me to put it into a presentation form, I can do that and bring it to the next meeting. It's your call.

Ms. Shafer: Go ahead through it. You will get a full report with a manual.

Mr. Matthews: As requested in the OFAC report, we verified all vehicle information over the Thanksgiving break. We conducted a districtwide physical inventory, we decaled all

unmarked district vehicles with approved logo, and we retagged all district vehicle keys to indicate vehicle model and plates. We developed a standardized affidavit form for all district drivers so we can do an abstract on new drivers. We developed a new fleet manual to address general fleet information, driver responsibilities, maintenance protocols, log submissions, violations, accident report procedures, and offenses and penalties for non-compliance. This manual that's already in draft form will be at the next operations meeting for them to vet, scrub, and go through it. We also created a fleet management section on the district website as an additional resource for district drivers. There's a fleet management tab on the district tab for anyone who's driving a vehicle right now. They can go to the tab and go through the policies and procedures regarding doing mileage logs and all the proper protocols. We also developed a new procure for district vehicle requests. If someone needs to get a car, we have a way for them to reach out to Lance, Jose, or myself to get a car. We're putting together a maintenance checklist. You know how you get your oil changed and they give you the mileage and the date to get the oil changed? If you look at that information and want to take their information regarding regular preventative maintenance – changing and rotating tires, oil change and fluids - we're making our own little sticker so we can put it into the car. You will see from our findings a lot of cars are not getting regular PM. We're going to make our own little sticker so they know on March 1 do the oil change, in April rotate the tires, etc. We met with the district service provider, Circle Brake, who does our maintenance, Jay's Car Wash and the fleet car company to review protocols for service authorization and proper billing procedures. We created an EZ-Pass web access to better understand what's happening with EZ-Pass devices so we have real time access as to who's using EZ-Pass. We've also contacted Valley Health to make sure they do random drug testing for all people who drive vehicles in case somebody gets stopped and has an accident. Right away they have to get a drug test. We've coordinated with DMV to complete the biannual school bus inspection for district fleet vehicles. We started to conduct GPS feasibility studies and deployment. We had a meeting with a company yesterday. Some of the findings that we uncovered when we did the districtwide inventory check contained numerous entries of expired licenses, missing driver license numbers, and drivers that are no longer employed by the district. EZ-Pass violations were mailed to central office but were never reported by the driver. A parking ticket was found inside a district vehicle during the physical inspection and never reported by the driver. Right now, we haven't developed a mechanism on how to deal with this. Gas receipts were found inside district vehicles during physical inspections. They were months old and were never submitted for verification. Vehicles were unkempt with garbage, bottles, wrappers, and debris. Numerous vehicles had expired DMV inspection stickers or no inspection stickers at all. By having our own little sticker, we can ensure that cars get inspected on time and PM is getting done on time so we can protect these assets. Some of other findings – numerous vehicles had expired registrations dating back to 2016. In some cases, no registration was located at all. Some vehicles had body damage. It is unconfirmed at this time whether they were reported. Spare keys were not identified with all vehicles. Various departments still drivers have not submitted vehicle mileage logs since the business office took over in October. We've reached out to those departments. First there was a face-to-face conversation. Then there's progressive discipline as per the policy. The district owns

and operates too many buses and one student transport van to support district functions. The following procedures were not properly followed. Both buses and student transport vans to undergo quarterly inspection reports as required by Motor Vehicles. All drivers were not in compliance with the daily trip inspection reports. We talked to them and gave them that responsibility. School bus inspection units for district - Motor Vehicles Commission have given the district a grace period of six months to become procedurally compliant. Here are some of the recommendations - GPS installation on all district vehicles along with the support to monitor and track the data. The meeting was yesterday. We will do it as part of the budget process. Hire one CDL driver assigned to the business office to operate any district vehicle as needed for trips to DMV, City Hall, in-town transportation, Trenton, etc. We've already targeted a person. He accepted that position today. Transition away from Circle Brake to local authorized service and repair company by next fiscal year. We will contract directly with an auto body shop rather than utilizing an auto mechanic for auto body repairs. District accident report forms will be posted on the website for easy access. Drivers must report all accidents to the insurance companies as notified. All vehicle damage must be repaired in proper manner and on time. Director should identify which assets are no longer needed to support business function or operations. Fleet management will conduct a public auction for such vehicles as necessary. We will do random inspections to verify vehicle VIN number, plates, registration, and insurance. Fleet management will meet with central storage to update and correct the existing Edumet vehicle log to reflect the findings of the recent physical inventory. That's the update.

Comm. Hodges: I just have two quick suggestions. One is a question, actually. With these preventative maintenance decals you're putting in the cars, is there a corresponding register in the computer someplace?

Mr. Matthews: We're going to go by the recommended intervals by the manufacturer of the car. We're going to use those intervals for the PM.

Comm. Hodges: Is that listed in the computer that says today is the date when vehicle 4...

Mr. Matthews: No, we don't have that.

Comm. Hodges: You still will miss it unless you have it some place.

Mr. Matthews: Yes, we're going to match it with our database. We'll get an alert to know that a certain car needs this inspection on this date.

Comm. Hodges: That's my other suggestion, that the cars have numbers on them prominently displayed. You should see Paterson Public Schools Car #1 or Car #10.

Comm. Simmons: With the maintenance we may be able to get what he's looking for through whatever GPS solution we find.

Mr. Matthews: You're right, about the mileage. There could be an alert built in there regarding when we need to do oil changes and rotate tires, etc. That's a good point. They can build that into the software.

Comm. Simmons: In terms of the numbering, I'm not sure if it may be a big undertaking if you change the license plates so that whatever it is for Paterson Public Schools it includes the number on the plate so you know what the number is automatically.

Comm. Hodges: You don't always see the license plate, but you definitely see the number.

Comm. Simmons: Where are you going to put the number?

Comm. Hodges: Right on the door.

Comm. Ramirez: Also in terms of the GPS system, I know you said you've met with vendors, correct?

Mr. Matthews: Yes, sir.

Comm. Ramirez: I know a lot of the cellphone providers like Verizon also do GPS for the vehicles. I know a lot of police departments use that. I think we use T-Mobile. Maybe there's a cost savings measure.

Comm. Simmons: It's different in the way that you can only track the vehicle, but it doesn't necessarily track all the vehicle information.

Mr. Matthews: We can reach out to T-Mobile and Verizon to get their package regarding GPS for vehicles.

Comm. Ramirez: I know they have government contracts and things like that that may be cost-effective for us.

Comm. Capers: Thank you, Mr. Matthews, for the data you've given us. I just want to get a clarification on what you said. You said in your new corrective action plan that if the drivers are in accidents now they have to report it to the insurance company.

Mr. Matthews: Yes.

Comm. Capers: Why not report it to the supervisor?

Mr. Matthews: We're saying directors.

Comm. Capers: I thought you said drivers.

Mr. Matthews: We're saying directors.

Comm. Capers: How would the chain of command really work? If you have a director in whatever department...

Mr. Matthews: They should contact the fleet and we will contact the insurance company.

Comm. Capers: I was just trying to be sure. You said random inspections will be done. Will that be done by the inspectors we already have?

Mr. Matthews: Yes. We're going to use the same people we had over the Thanksgiving break to just randomly call people in to make sure that what we have on record is actually what they still have. There's some shifting of vehicles that we found has been going on and we're actually going to be sending out some notices regarding some of the people we found out were under one vehicle and then we had the Thanksgiving Day inventory check and we saw them riding another vehicle.

Comm. Capers: I guess we have to make a plan around these gas cards in terms of when an employee is gassing up their car they have to somehow type in their mileage. We can keep accountability of how many gallons they're using so the miles match up to how much gas they're putting in.

Mr. Matthews: Jose is here and he's really done a good job putting this all together - Jose and Lance. We've been in contact with fleet management and they've given us access to all their online data. So we can actually go in and compare the mileage logs versus what's going into the computer. Whenever you go fill up to get gas, you have to give them your PIN number and mileage. That information should be matching with your mileage logs. They have the ability to go online now and see that information. If I go get gas at 8:00 in the morning, they will see what's being entered for miles.

Comm. Capers: What's the process now?

Mr. Matthews: That is the process right now.

Comm. Capers: I thought a couple of weeks ago people just fill up their cars with no PIN numbers or mileage.

Mr. Matthews: We didn't have the access to see what was actually being put into the computer. You could go to a guy and say you have 10,000 miles and you could have 5,000 miles. There's no way to match it up. They can now go into the system based on your fleet card and run a report for that particular car and see how many fill-ups, how often they're filling up, and what mileage is occurring when you go get gas. They now have that access to the fleet card company.

Comm. Capers: And every gas card has a PIN number?



Mr. Matthews: Yes. Each person has a PIN number. If I were to take someone else's gas card, my PIN number is not going to work. It's by person. Each person has their own PIN number.

Comm. Capers: And that just started under you.

Mr. Matthews: Yes.

Comm. Capers: Thank you.

Comm. Ramirez: Have we looked into a shared services agreement with the municipality? I know they have many vehicles? Where do they get their gas?

Mr. Matthews: We have a meeting with them next Friday and that is on the agenda as one of the things to talk about.

Comm. Ramirez: Awesome. Thank you.

Comm. Schutte: Do we have a timeframe of when we can expect to get the hard copies of the report for us?

Mr. Matthews: Definitely January.

Comm. Simmons: With regard to the GPS, you said it would be done during the budget process.

Mr. Matthews: On the corrective action there's a little miscommunication. We said we'd do it over the holiday period, but it really should say we will do it as part of the budget process. It's not budgeted right now. That's what we doing now. We're getting our price quotes and we're going to put it in. We're going to put it into the budget and then we will look at everything else and hopefully our budget will allow for us to do this. We'll have it in there and make it happen. We don't want to do it now because we're actually in a spending freeze right now. This is really something that I would recommend we wait and do as part of the 2019-2020 budget. Once the budget is approved you can get them put in quickly.

Comm. Simmons: So we're talking about possibly...

Mr. Matthews: The budget should be approved in April.

Comm. Simmons: Right now we're talking May or June.

Comm. Schutte: What are we doing as of right now? Is there a physical paper log that our drivers are being mandated to keep so when I hop in a vehicle the mileage is this, this is the date, and this is the destination?

Mr. Matthews: Yes. We're collecting mileage logs every Friday. They come to central office. We've had the last week people not handing in their logs. I met with them today and told them they had to catch up or be not compliant with the requirements and we're going to start taking the steps towards progressive discipline up to losing your privileges to drive your vehicle. No one has hit the first offense yet. I wanted to have a face-to-face talk with those people today. I went to see them. I couldn't see them. I shot them an email. Hopefully I can see them face-to-face tomorrow.

Comm. Schutte: Thank you very much.

Comm. Ramirez: Have we looked into is it necessary for all these people to have a vehicle assigned to them?

Mr. Matthews: No. We're finding out there are some vehicles out there that should not be assigned. As a matter of fact, when we did the districtwide inventory check there are some vehicles that came here and never went back. We have some extra vehicles just hanging around right now. We're going to make some decisions on what to do with those things going forward. We have a couple of vehicles that are in the lot and never made it back.

Comm. Ramirez: That's concerning.

Comm. Redmon: Those extra vehicles that are here, can we make sure we get the year, make, and model? Maybe we can do an inventory sale for the district?

Mr. Matthews: Sure. We may have to give one of those vehicles out. I talked to that person. They're still weighing their options because they're contractually obligated to have a car. If they decide not to move forward, we will have an extra vehicle or two. We have a couple of assets we can dispose of. We have older vehicles. We have a bunch of lease/purchase that we have to keep until the five-year duration and then we would actually own those vehicles. There are some that we already own that we can dispose of and get off the books.

Comm. Redmon: It would be off the books, but then it also would be revenue to the district. That would be helpful to you for your budgetary process.

Mr. Matthews: Yes.

Comm. Redmon: I suggest that when you start to come back in January with your plan to also include that. We want to make sure that we can get the vehicles checked and see how much the pricing would be, especially for the older model vehicles. We can do the blue book value for them and do a cross-comparison. We can see if it's worth it for the district to either sell these vehicles or just keep them as is. We'll have those options.

Mr. Matthews: We'll do that.

Comm. Capers: You made a comment about unpaid parking tickets that were left in some vehicles that you had found. What is our corrective action plan?

Mr. Matthews: I said that we haven't resolved how we're going to handle that just yet. I know in the past if someone had an EZ-Pass violation, they just paid it. We still haven't crossed that situation yet in terms of what we're going to do about it right now.

Comm. Capers: What are your thoughts? If someone drives the car tomorrow and gets a speeding ticket and it just gets sent to the district or is unpaid...

Mr. Matthews: I think we have to put it into our own internal corrective action plan. If you have a certain number of speeding violations or parking tickets, a speeding ticket means you're not using the vehicle the right way. I got a ticket last year. I parked in front of my house, it snowed and the town gave me a ticket. I went to the town and fought it, but I ended up paying the ticket. You can get a ticket that's really not your fault. If you get one when you're using proper discretion and for whatever reason you got a ticket, I would recommend that the district pay that. The person is taking proper care of it.

Comm. Capers: Say someone is getting tickets and the district is receiving them and we find out, do I have to pay out of my pocket for those tickets? Or is the district held responsible for those tickets?

Mr. Matthews: We haven't found that to be a finding. It could've been, but from what we've seen so far, we haven't seen that happen.

Comm. Capers: If it happens.

Mr. Matthews: Let's talk about that in operations as an issue.

Comm. Capers: What would happen if it happened? If someone tomorrow gets a speeding or parking ticket, who pays for the ticket?

Mr. Matthews: It's going to come to the district. It's our vehicle.

Comm. Castillo: Let's just make sure one at a time. The five of us are talking at the same time.

Comm. Hodges: You can go ahead and establish a Board policy and move on.

Comm. Capers: So there's no policy on the books. That's what I was getting at.

Mr. Matthews: No.

Comm. Castillo: Correct. There's nothing as of yet. That's something we would have to look into and implement in operations and policy.

Ms. Shafer: Once you get the manual, there are things in there that need to be put into policy. I would wait on that because that's going to be in the manual as well. Once you get the manual, there are quite a few things that need to be put into policy.

Comm. Castillo: Is there anything else? Thank you, Mr. Matthews.

## **PUBLIC COMMENTS**

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

Comm. Castillo: For all of you that are visiting us for the first time, we have three minutes for each speaker just to be respectful of everyone else's time.

Ms. Waheedah Mohammed: With god's name, good evening. I was asked when I got here if I was here to ask for your resignation, Dr. Hodges.

Comm. Hodges: You can have it.

Ms. Mohammed: You better be cool. Let me commend those staff members that presented here tonight, but most of all our children. I was so excited to hear and see what I saw tonight. Kudos to all of you that are still doing the hard work! It's a blessing to see that Paterson is on the move and we are really doing great things for our children. That's our most important reason for being here. My other reason for not being in my bed right now is I understand that it was time for you all to evaluate and do what you need to do to make sure that our Superintendent was able to do what I know she's able to do. I said let me just exercise the one right that I have, to say what I want to say and be specific in that. I know for a fact that Eileen Shafer is the one that we need to continue what we are doing here in Paterson. One thing I know about Eileen is the fact that you might not agree with what she's doing, but when it comes to our children, I know that her heart is where it needs to be. Even before she became Superintendent, if I brought her a problem about anything in this district and it was in her power to get it straightened out or to find out what's happening and to get back to us that was Eileen Shafer. I'm really glad to hear that the Board did the right thing and did what you could do to make sure that our children continue what we know they're going to be and are already showing us tonight where they're headed. I just want to thank you and say to you all I really appreciate what you're doing. Congratulations to those of you who still want to do the work. I'm going to tell you it's a job that's not easy, but it's the job that you asked for. When you ask for something, to whom much is given, much is required. We want to let you know that we're here to require you to do what you need to do. Superintendent Shafer, we're the community that are here to say that we're here

with you and we will stand until the end to make sure that our children get what I know you have to give them. Thank you and god bless.

Ms. Linda Reid: Good evening. Usually I have no problem coming up here when I have a problem. So I felt tonight that I needed to come up here with some good news for a change. First, I want to say congratulations to Ms. Shafer and Ms. Peron for your contract tonight. Congratulations to the Board for making the right choice. I went to Trenton yesterday where Ms. Shafer did a presentation with the Joint Committee on the NJQSAC process. It was an excellent presentation. I think that from reading the members of the Joint Committee that were there, they were impressed with the presentation that Ms. Shafer gave yesterday. It was phenomenal. In fact, I think you were the only school district that did a presentation. The other takeover districts talked about it, but seeing things makes a big difference in how you can just move forward. I think it was so impressive that even Benjie had to commend Ms. Shafer for the work that she was doing. I have to say I totally agree with him. He talked about the good work that she has been doing in the district. The second thing I have to talk about is last year I came and talked about the problem that I had with my granddaughter. She went to school where I dropped her off every single day and she got suspended for excessive cutting in the seventh grade while she was in the building. They knew she was in the building, but no one could do anything about it. I was at my wit's end. For those who know me, it takes a lot to get me flustered, but I was there. If it was not for Ms. Warren encouraging me to continue to work on her behalf and Ms. Coy who did an excellent job of being the supportive staff and just going out of her way to make provisions and putting me into meeting the right people to get my granddaughter the stuff that she needed. She went from getting all D's and F's in the seventh grade to her first report card this year all A's and B's. She is happy in her classroom. She stays in her classroom. At the other school she would walk out of the classroom whenever she felt like it. If someone said something to her that she didn't like, she would just get up and walk out. She came home the first day of school with the biggest smile on her face and said she was happy. I just want to say thank you all for the continued support. She's playing basketball too. I know all things can't be great in the district, but I just want to say thank you for those things that do work. We all have to be supporters of one another. It's all about the children. If you really do believe children are first, then this is what counts. I'll be back with problems, I'm sure.

Ms. Elizabeth Elias: Hi everybody. I haven't been here since last month. To start off, the third one is a charm. I'm going to start with bad news. First of all, I have so many things to say, but I will say that on behalf of saying what Ms. Reid said, I cannot say the same about my daughter. My daughter has been three months in my house getting home schooled because I choose not to put her in another school. My daughter has been harassed. Not pushed, but harassed enough where she's scared to go back to any school. In summertime I remember what Ms. Shafer and Ms. Peron told me with the Ventura thing that you guys all know. This is the first time I see you all together here too. Congratulations to that because you are never here as a full pack. This is something that isn't going to go. You can't say you weren't here. My son went to summer school at School No. 18. He was pushed out of School No. 18 to be in home

school, just like my daughter, four days before summer school finished. You said that he was a threat to the school. He was carrying water, doing the janitor's job, and he was playing Call of Duty and talking about it and you guys expelled him because of that. You put him to get home school. I had to really beg Ms. Shafer. I felt I should have never gone through all of that. I used to honor Ms. Shafer. I don't feel the same anymore. We all have different experiences here. Ms. Reid is a person that's all over the community. They pick and choose who they're going to help here. That's how I feel about everybody here. Everybody knows my situation. I gave you my number, Oshin. You told me to text you and you never called me, like a lot of you guys do. I guess you're picking and choosing who you help, so my next step is Trenton. While you guys were at Trenton, I was in a civic meeting yesterday and Newark is doing awesome working with parents and listening to solutions and not pointing fingers. In my case, I can point my finger and say that I did take the teacher to court. I'm still going to court and you guys said you couldn't be involved. You could have done something with it. Before that, the first day it happened, it should have never taken me to take her to court. You should have done something. You said my son was a threat for carrying water and talking about Call of Duty? I have one question – can you guys come meet me at School No. 21's stairway where the thing happened and I'll do a demonstration to see if this teacher could avoid the bump with my daughter? I'm only asking that because three days before that I went to Ms. Riviello, the same teacher that's been on the news for lying saying that a lunch monitor did not throw the bottle at a student or hit him and bump their head. These are the people you guys are covering, Ms. Shafer. Mr. Ventura still hasn't accepted my son's apology. We were supposed to meet and it never happened. When are we going to meet at School No. 21 so you all can be there and do a demonstration to see what I'm talking about? You guys are seeing the video, Mr. Simmons, but you don't see the story behind it. My daughter has been bullied from this teacher. She tried to write my daughter up for rolling up her eyes. Can you imagine an adult that was in charge of PBSIS for rolling up her eyes? I had to have a whole conversation out of my day and miss work. After that, I told Ms. Warren and they gave her the okay. The lady was supposed to stay away from her and the first day of school she goes up to my daughter and asks her why the kid from the Young Men's Academy was back at School No. 21. He came back for you, the girls, and came up to my daughter, a 12-year-old? This is a teacher coordinator. This is not somebody that should be near my daughter. Then three or four days after that, she goes by my daughter down the stairs and bumps my daughter. She didn't knock her down, but she's harassing my daughter. You guys don't understand that. What's going to be next, a punch? Do you guys want her to hurt my daughter? Why should I have my daughter at home? Why can't I have her at school and you guys remove that teacher? She's a teacher coordinator and getting paid from my taxes. I've been in this school system since 1989. My brothers and sisters were there since before you were on Board. It's not fair. You guys need to do something. I'm not the only one having problems with bullies. I wish I could say something good, but I can't. My next step is Trenton and we're doing a protest. I'm not lying this time. January 2 we're doing a protest. I'm going to get off, but I told you guys. It's going to be a lot of parents. You think we're not, but we're going to do it. I'm going to take my time and walk on foot because you guys don't listen. Mr. Matthews, you came into a mess. While they're being funny and

laughing at you, I respect you. The job you came into, we're all the way in 2019 and they don't even have numbers on their buses. It makes no sense. Don't feel bad. That's how I know you guys think it's funny. You all have positions on top. You shouldn't even be working here because you don't have the time. You need to pay attention more.

Ms. Inga Spungen: Good evening everybody. I'm here basically just to thank you all for your service. It's really a pleasure to have people actually volunteering to do the work that you're doing. Ms. Shafer, I thank you for what you've done for the community. I love the fact that you're reaching out to the community, meeting with people, and letting the families know how you feel about things and the different things that are going on to make our lives better for our children. Thank you all for the work that you do, especially Ms. Shafer for taking a great leadership role and helping our kids be better students. Thank you.

Ms. Raquel Soto: Good evening everyone. I'm here today because I have a severe concern in regards to a meeting that I had yesterday. This is not the first time that I had a meeting and a union representative is being brought to my meeting to represent teachers. At yesterday's meeting when I sat down Mr. Cozart was there and I had a representative from the district from special education, Ms. Pavon, Ms. Lyde was also there along with the teachers. When I saw the teacher that I thought was there for my son, which was the social studies teacher, when we started doing the introduction, he said he was there as a PEA member. Why do teachers feel so intimidated in a parent conference meeting that you need to bring a union representative for yourself? We're in a parent conference meeting. This is the third time. Ms. Shafer did take care of it because I did text her and she immediately asked to have them removed. But this is the third time it happened. If it happened to me as a parent advocate and I voice everything and I don't have a problem saying whatever I have to say, imagine those parents who do not know that teacher is a representative of the union. With that being said, what step is the district going to take to stop these teachers from bringing union representatives to a parent conference meeting? Why are they so intimidated? Legally they're not supposed to be there. I'm not their supervisor. I'm not going to write them up. I sent an email to everyone pertaining to this. This is the third time. Again, the issue I have is what about those parents who don't know what PEA is? They think that teacher is just sitting there for their child. It's wrong. I'm tired. I've addressed this before behind closed doors. Why is there a union representative? There was a time at School No. 21 that they brought a union attorney. Why is Riviello bringing a union attorney when I'm in a meeting advocating for a parent? What are they doing wrong that they're so threatened? I'm not there to write them up. I'm not doing an evaluation. Why is there an attorney there? Ms. Shafer had them removed immediately. I went to have a meeting with a teacher at School No. 7 when my son was in eighth grade and a union representative is there. What is going on? Parents don't know that teachers are union representatives. They're probably thinking that is their son's teacher and they're just sitting there to be there, but they don't know. It has to stop. If I don't have legal representation and I'm just there to talk to teachers, why are these teachers so scared that they have to bring in a union representative? The union representative, Mr. Cozart,

and Ms. Pavon were arguing outside to have this person removed because he did not want to go. Now I feel intimidated. Imagine another parent. Thank you.

Ms. Glenn Gervacio: Good evening. My name is Glenn Gervacio. I'm the mother of Adiele Diaz who currently attends Early Learning Center. I'm here tonight to address my concern about two evaluations that have been denied by the special education team for the same services. I have been fighting for an entire year, including I have recommendations from two different teachers two different years and my son's doctor who is recommending and requesting occupational therapy. I do not understand why my son just had another evaluation last week and was denied services again. With that being said, I want to know if my son's evaluations are being altered due to the fact that I know that evaluators are asking Ms. Coy if she should edit evaluations. Ms. Shafer, you know what I'm talking about because we have proof. I think someone should do an investigation on how the evaluators are really coming to a conclusion. Another thing, if a score cannot be determined, how is my child or any other children eligible for any service? I want you to know that this coming Sunday we all are having a meeting with Mr. Paul Aaronson and we're all going to address our concerns about Ms. Coy and her entire team. Thank you.

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

Ms. Shafer: Let me just make a couple of comments. After the first of the year we're going to be meeting with some of the parents that come to the Board meetings or call me with their concerns. At those meetings will be some of the individuals who have been on some of the emails, the county, the principal of the school, the assistant superintendent, the child study team members, Cheryl Coy and her department, Susana Peron, myself, and our attorney to go over exactly where we are with these individual parents and their children that have special needs, what have we done, what haven't we done, why haven't we done it, and what will we do going forward. Maybe they need an independent evaluation. Whatever it means at that meeting, we're going to leave the meeting knowing what our next steps are going to be. My secretary will be calling the parents and setting up a meeting with each one of you. There are a few that aren't here, but they will be called as well. We're also going to do extensive training with our child study teams and our administrators. All of this will be in our plan for after the holiday. Thank you.

Comm. Hodges: I think you had mentioned last month that you were also going to have monthly updates to the community and the Board.

Ms. Shafer: We started last month where we give the Board an update on where we are with the compensatory services. We're going to continue to do that and we're also starting in January a Saturday program for compensatory time.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING**



## **Resolution No. 2**

Whereas, the Paterson Public School District approves the payment of bills and claims dated December 5, 2018, beginning with check number 213991 and ending with check number 214020, and direct deposit number 268 and ending with 281, in the amount of \$14,671,261.35;

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. 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. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### Resolution No. 3

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Nicholas Moretta	NAETI Asbestos Inspector and Planner License Renewal	January 3, 2019	\$215.00 (registration)
Building Services Management Assistant/Facilities Department	Ocean Township, NJ		
Steven Morlino	NAETI Asbestos Inspector and Planner License Renewal	January 3, 2019	\$215.00 (registration)
Executive Director of Facilities	Ocean Township, NJ		
Kristy Wellins	NJDOE 21 <sup>st</sup> CCLC Project Director Workshop	January 30, 2019	\$51.42 (transportation)
Supervisor/School Improvement	Hamilton Township, NJ		
Yacine Abada	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Director of Network Operations/ Technology Department	Atlantic City, NJ		
Eric Crespo	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Associate Chief Academic Officer/ Academic Services	Atlantic City, NJ		
Christopher Lewis	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration,
Director of Business	Atlantic City, NJ		

Applications/ Technology Department			transportation, lodging, meals)
Jorge Osoria	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Principal/BTMF @ JFK	Atlantic City, NJ		
Frank Pajuelo	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Data Management Specialist/MIS	Atlantic City, NJ		
Susana Peron	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Deputy Superintendent	Atlantic City, NJ		
Nicolette Thompson	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Principal/SET @ JFK	Atlantic City, NJ		
Joanna Tsimpedes	NJASA TECHSPO 2019	January 30 – February 1, 2019	\$990.95 (registration, transportation, lodging, meals)
Executive Director of C&I/ Academic Services	Atlantic City, NJ		
Yana Zaydel	Fundamentals of Technical Writing Workshop/Math Refresher Workshop/DMCTI	February 1 – March 15, 2019	\$798.00 (registration)
Teacher/HARP Academy	Webinar/Internet		
Teresa Afonso	Transfinder University	February 12-3, 2019	\$1,414.58 (registration, lodging, meals)
Supervisor/Transportation	Schenectady, NY		
Stephanie Cruz	Transfinder University	February 12-3, 2019	\$1,414.58 (registration, lodging, meals)
Coordinator/Transportation	Schenectady, NY		
Michele Flores	Transfinder University	February 12-3, 2019	\$1,414.58 (registration, lodging, meals)
Coordinator/Transportation	Schenectady, NY		
Lisa Vainieri-Marshall	Transfinder University	February 12-3, 2019	\$1,414.58 (registration, lodging, meals)
Director/Student Assignment Services	Schenectady, NY		
Eric Crespo	Model Schools Conference 2019	June 23-26, 2019	\$2,424.52 (registration, transportation, lodging, meals)
Associate Chief Academic Officer/ Academic Services	Washington, DC		
Joanna Tsimpedes	Model Schools Conference 2019	June 23-26, 2019	\$2,424.52 (registration,

Executive Director of C&I/ Academic Services	Washington, DC		transportation, lodging, meals)
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TOTAL CONFERENCES: 18  
TOTAL AMOUNT: \$19,714.38

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 3 be adopted.**

Comm. Hodges: I'm only going to make a statement about this because there was a big to-do about a couple of Board members going to Las Vegas. I have always been in favor of staff and Board members going away to these conferences because you can pick up a lot of information. We aren't the only ones who are educating children. We find out what other people are doing. We're often surprised about what's done with a lot less money. We have found all kinds of programs. Many of you have heard me annoy folk with those programs here now, including Maker Spaces which we don't have yet. Those came from conferences. They did not come from Paterson. I know that there was one particular Senator who was concerned about us leaving, but what we discovered, particularly around ESSA, because that was the focus of that conference, was an extraordinary experience and a lot of information. I will continue to encourage people to go and bring back information when they go.

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

### Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

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

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- Passaic County
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Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self

- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

#### **Resolution No. 4**

Whereas, The State District Superintendent recommends the appointment, salary adjustments, transfers, leave of absence approvals, dismissals contract renewals of tenured and non-tenured employees which supports the Brighter Futures Strategies Plan for 2009-2014 which amongst its strategies goals is Priority I-Effective Academic Programs- Goal 1 – Increase Student Achievement; and

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

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

Whereas, the advisory Board of Paterson Board of Education communicated its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements; NOW,

Therefore, Be it Resolved, the advisory Board of the Paterson Board of Education acknowledges reviewing and making comments based on the personnel recommendations of the State District Superintendent adopted in the December 5, 2018 Board meeting.

#### **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>NATURE OF ACTION</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
To create pc#'s	(3) Teachers (3) Instructional Assistants	Martin Luther King School	<b>Justification:</b> Position is needed for new preschool classrooms <b>Funding Source- Teacher</b> 20218100101705 <b>Funding Source- IA</b> 20218100106705
To create pc#	Personal Aides	School No. 27	<b>Justification:</b> Position is needed to service student MC
To create pc#	Instructional Assistant	Norman S. Weir School	<b>Justification:</b> Position is needed assist with student
To create pc#	Substitute Personal Aide	New Roberto Clemente	<b>Justification:</b> Position is needed to service student H.P-V
To reclass pc#403	From: Teacher Grade 6 Bilingual Math To: Teacher Bilingual/ESL	Newcomers @NRC	<b>Justification:</b> Reclass position
To reclass pc# 328	From: Supervisor of Information Management Systems To: Deputy Director of Information Management Systems	MIS Department	<b>Justification:</b> Reclass position

<b>NATURE OF ACTION</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
Deactivate the following pc#'s			10088,1863,10056,10092,10109,10124,10125,10014,10012,10123,10053,10058.10113,10007,10082,10022,10030,3740,10008,3719,10072,10094,3703,3723,3739,10073,10076,10031

**B. SUSPENSIONS- N/A**

**C. RESIGNATION/ D. RETIREMENTS**

Last Name	First Name	Location	Position	Effective Date	Term Reason
Bruno	Kathy	STARS ACADEMY	Teacher	1/1/18	Retirement
Cruder	Thomas	SCHOOL # 13	Teacher	10/12/18	Resignation
Darwish	Wisam	MARTIN LUTHER KING	Teacher	12/17/18	Resignation
Dupree	Nicole	EAST SIDE HIGH SCHOOL	Teacher	11/5/18	Resignation
Fitzgerald	James	JFK-SET	Supervisor	1/1/19	Retirement
Forsatz	Mary	SCHOOL # 13	Teacher	1/1/19	Retirement
Garrity	Mary	EASTSIDE-GOPA	Teacher	1/14/19	Resignation
Gordon	Patricia	EASTSIDE-GOPA	Teacher	1/1/19	Retirement
Joswick	Patricia	JFK-ACT	Teacher	1/15/18	Resignation
Leach	Debra	SCHOOL # 12	Teacher	12/8/18	Resignation
Leach	Debra	SCHOOL # 12	Teacher	10/26/18 revised	Resignation
Mickens	Sandra	SCHOOL # 25	Principal	2/1/19	Retirement
Obasi	Mabel	EASTSIDE-SOIT	Teacher	1/7/19	Resignation
Osika	Aleksandra	DON BOSCO	Teacher	12/20/18	Resignation
Perrone	Jacqueline	SILK CITY ACADEMY	Teacher	12/17/18	Resignation
Pesci-Bailey	Dina	SCHOOL # 3	Teacher	11/27/18	Resignation
Rust	David	PANTHER ACADEMY EARTH & SCIENCE	Supervisor	1/21/19	Resignation
Shoulars	Darrell	SINGLE GENDER ACADEMY	Teacher	12/10/18	Resignation
Stanziale	John	EASTSIDE-GOPA	Teacher	1/1/19	Retirement
Tsai	Stephen	PANTHER ACADEMY EARTH & SCIENCE	Teacher	12/31/18	Resignation
Wright	Kimberly	SCHOOL # 8	Vice Principal	1/1/19	Resignation
Wright	Theresa	SCHOOL # 26	Teacher	7/1/19	Retirement
Alexander	Katrina	SCHOOL # 19	Cafeteria Monitor	8/1/18	Disability Retirement
Avella	Steve	SCHOOL # 15	Personal Aide	12/1/18	Resignation
Cruz	Carmen	SCHOOL # 25	Cafeteria Monitor	11/15/18	Termination

Last Name	First Name	Location	Position	Effective Date	Term Reason
Cuomo	Elizabeth	ALEXANDER HAMILTON ACADEMY	Telecommunications Coordinator	11/2/18	Resignation
Diaz	Kimberly	ACCOUNTING OFFICE	Accountant	11/9/18	Resignation
Dumas	Sherry	CAFETERIA WORKERS	Food Service	10/25/18	Resignation
Garcia	Ana	ALEXANDER HAMILTON ACADEMY	Home School Community Liaison	10/31/18	Resignation
Hargrove	Laquan	GREAT FALLS ACADEMY	Instructional Aide	12/1/18	Resignation
Kelly	Julisa	SCHOOL # 16	Instructional Aide	12/22/18 revised	Resignation
Rubolino	Barbara	HUMAN RESOURCES	Senior Specialist	3/1/19	Retirement
Serbest	Elena	SCHOOL # 9	Cafeteria Monitor	11/15/18	Resignation

Sevillano	Glendax	HARP ACADEMY	Lead Monitor	9/13/18	Resignation
Washington	Ezra	SCHOOL # 13	Instructional Aide	12/3/2018	Resignation

#### **E. TERMINATIONS**

#### **F. NON-RENEWAL**

#### **G-1. LEAVES OF ABSENCE**

Last Name	First Name	Location	Position	From	To	Type of Leave
Acevedo	Gloria	GARRETT MORGAN ACADEMY	Teacher	11/16/18	11/30/18	Family Medical
Burdick	Kyra	JFK-SET	Teacher	11/1/18	1/31/19	Family Caregiver
Cecere	Joseph	SCHOOL # 18	Teacher	10/1/18	10/26/18	Military
De Block	Melissa	SCHOOL # 7	Teacher	1/30/19	3/5/19	Fam/Mat/Childcare
Eatman	Kenneth	SCHOOL # 10	Teacher	9/25/18	10/1/18	Family Medical
Ghee	Vertrica	SCHOOL # 24	Teacher	10/1/18	10/31/18	Family Medical
Green	Paysha	SCHOOL # 15	Teacher	1/7/19	3/31/19	Family Maternity
Gurnari III	Vincent	JFK-SET	Teacher	10/16/18	11/16/18	Family Caregiver
Herbek	Danielle	SCHOOL # 13	Teacher	1/7/19	3/31/19	Family Maternity
Lowe	Dana Michelle	SCHOOL # 19	Teacher	1/23/19	3/5/19	Family Maternity
Marte	Julia	SCHOOL # 21	Teacher	1/3/19	3/29/19	Fam/Mat/Childcare
Martinez	Taisha	SCHOOL # 27	Teacher	12/3/18	3/29/19 revised	Fam/Mat/Childcare
Martinez	Taisha	SCHOOL # 27	Teacher	10/16/18	11/30/18 revised	Family Medical
Murray	Patricia	SCHOOL # 18	Teacher	2/13/19 (.5)	2/19/19	Family Medical
Obeidallah	Dua	JFK-STEM	Teacher	10/19/18	12/12/18	Family Medical
Oro-Harris	Ismari	NEW ROBERTO CLEMENTE	Guidance Counselor	10/24/18	12/5/18	Family Caregiver
Patane	Laura	DR. HANI AWADALLH SCHOOL	Teacher	12/7/18 revised	3/28/19 revised	Fam/Mat/Childcare

Last Name	First Name	Location	Position	From	To	Type of Leave
Pizarro	Ilia	NEW ROBERTO CLEMENTE	Teacher	12/17/18	1/15/19	Family Maternity
Redding	Ashley	SPECIAL EDUCATION	Psychologist	11/5/18	12/31/18	Extended Medical No HB
Serafin	Magdalena	SCHOOL # 18	Teacher	10/29/18	2/28/19 (revised)	Fam/Mat/Childcare
Spear	Natalia	SCHOOL # 19	Teacher	1/17/19	6/30/19	Fam/Mat/Childcare
Thorpe	T'Shayla	SCHOOL # 28	Teacher	10/16/18	1/2/19	Family Medical
Vildoso	Maria	SCHOOL # 8	Teacher	11/16/18	1/21/19	Family Medical
Waddell	Jean	SCHOOL # 15	Teacher	12/14/18	1/2/19	Family Medical



Ybarra	Antoinette	SCHOOL # 1	Teacher	3/18/19	6/30/19	Fam/Mat/Childcare
Alzate	Olga	CAFETERIA WORKERS	Food Service	10/31/18	11/7/18	Family Medical
Chavieri	Carolina	CAFETERIA WORKERS	Food Service	11/2/18	11/30/18	Family Medical
Collado	Jeanette	HUMAN RESOURCES	HR Coordinator	1/11/19	2/22/19	Family Maternity
Diaz	Mercedes	SCHOOL # 26	Instructional Aide	9/26/18	10/15/18	Family Medical
Diaz	Mercedes	SCHOOL # 26	Instructional Aide	10/16/18	10/31/18	Family Medical
Infante	Anthony	NETWORK TECHNOLOGY	Director of Technology Finance	10/1/18	10/31/18	Family Medical
Morris	Darlene	PARENT RESOURCE CENTER	School Program Coordinator	11/1/18	11/23/18	Family Medical
Pauldo Jr.	Donell	SCHOOL # 1	Personal Aide	11/26/18	1/7/19	Family Medical
Piscitelli	Eleanor	SCHOOL # 29	Cafeteria Monitor	10/17/18	11/30/18	Family Caregiver
Waddell	Mitchell	MARTIN LUTHER KING	Instructional Aide	11/1/18	11/30/18	Family Caregiver
Waddell	Mitchell	MARTIN LUTHER KING	Instructional Aide	12/3/18	12/31/18	Intermit Family Caregiver

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

<b>Last Name</b>	<b>First Name</b>	<b>Location</b>	<b>Position</b>	<b>RTW Date</b>	<b>Type of Leave</b>
Campanaro	Chelsea	SCHOOL # 25	Teacher	11/15/18	Family Maternity
Cecere	Joseph	SCHOOL # 18	Teacher	10/31/18	Military
Dworkis	Ivrielle	SCHOOL # 9	Teacher	11/13/18	Family Maternity
Eatman	Kenneth	SCHOOL # 10	Teacher	10/02/18	Family Medical
Guarnari III	Vincent	JFK-SET	Teacher	11/19/18	Family Caregiver
McFarlane	Shevene	DR. HANI AWADALALH SCHOOL	Teacher	11/26/18	Family Maternity
Morris	Charlotte	SCHOOL # 26	Teacher	10/17/18	Family Medical
Nieves	Jaquel	SCHOOL # 21	Teacher	11/1/18	Family Maternity
Nigro	Nicole	DALE AVENUE SCHOOL	Teacher	11/27/18	Family Maternity
Quince-McMillan	Kaela	SCHOOL # 20	Vice Principal	11/2/18	Family Maternity
Santos	Crystal	SCHOOL # 5	Teacher	11/12/18	Fam/Mat/Childcare
Savino-Nix	Nicole	DON BOSCO	Teacher	10/22/18	Family Maternity
Alzate	Olga	311 CAFETERIA WORKERS	Food Service	11/20/18	Family Medical
Diaz	Mercedes	026 SCHOOL # 26	Instructional Aide	11/1/18	Family Medical
Morris	Darlene	765 PARENT RESOURCE CEN	School/Community	11/26/18	Family Medical

			Program Coordinator		
Stevanoski	Grozda	311 CAFETERIA WORKERS	Food Service	11/2/18	Personal

#### **H. APPOINTMENT / I. TRANSFER**

<b>Last Name</b>	<b>First Name</b>	<b>School/Location</b>	<b>Title</b>	<b>Salary</b>	<b>Reason</b>
Anderson	Helene	School #20	Instructional Aide Special Ed Autism	no change	transfer
Arroyo	Alexandra	School #21	Teacher ESL	no change	transfer
Artis-Stone	N'kwevah	School #20	Personal Aide to Student OM 5234908	no change	transfer
Caro	Mariana	School #7	Instructional Aide	\$40,811.00	filling vacancy
Cobb	Narissa	Accounting Office	Accountant	\$500 mo. stipend	stipend amount
De Dios	Melanie	School #27	Teacher Grade 6 Lang arts	\$52,865	extending leave replacement
DiPietro	Melissa	School #28	Teacher Grade 6-8 G&T	\$22,000	filling vacancy
Dixon	Marie	School #25	Personal Aide to Students T. F. ID #2062628 & KG 5200584	no change	transfer
Edem	Mah-Essiet	Don Bosco	Teacher 8th Grade Science	no change	transfer
Farrell	Donna	Napier Academy	Teacher Art	\$57,605.00	filling vacancy
Fletcher	Ctefani G	JFK/SET	Personal Aide to Student CP 2047872	no change	transfer
Hansen	Alexander	School #3	Teacher Grade 7 Math	no change	internal transfer
Hansford	Jacqueline	YMLA	Cafe Monitor	\$9.70/hr	filling vacancy
Hernandez	Ivette	School #3	Teacher Grade 8 Math	no change	internal transfer
Davis-Jones	Jhire	Panther	Guidance Counselor	no change	transfer
Joslin	Christina	School # 3	Teacher Sped. Resource	\$63,105.00	filling vacancy
Kinchen	Iesha	EWK	Personal Aide to Student ZB 5227328	no change	transfer
Lazar	Morgan	School #3	Teacher Grade 3	no change	permanent hire from leave replacement
Martin	Clarence	Dr. Hani	Personal Aide to Student FD 5222058	no change	transfer

<b>Last Name</b>	<b>First Name</b>	<b>School/Location</b>	<b>Title</b>	<b>Salary</b>	<b>Reason</b>
Martinez	Amairany	Human Resources	Human Resources Employee Representative	\$47,000	filling vacancy
McAloon	Jacqueline	Dr. Napier Academy	Teacher Grade 3	\$63,105.00	filling vacancy
Mendez	Dennicy	School #24	Personal Aide to Student JSF 5207933	no change	Student ID Correction
Molina	Janeth	Business Office	Accountant	\$50,000	filling vacancy
Mongelli Caamano	Rosanna	School #3	Teacher Grade 6 Math	no change	internal transfer
Moore	Kathleen N	School #12	Personal Aide 504 to Student NM 5217593	no change	transfer
Morgan	Chanese	Great Falls Academy	Personal Aide to Student NM 2031169	no change	transfer
Obando	Diana	Stars Academy	Personal Aide to Student SC 2045405 & TA 2046188	no change	transfer
Osmak	Jacqueline	School #7	Personal Aide to Student LS 2062429	no change	transfer
Otero	Miguel	Newcomers	Teacher Bilingual	no change	Title adjustment
Redmond	Craig	EHS/CAHTS	Personal Aide to Student IV 2044639	no change	transfer
Romero	Marilyn	EHS/CAHTS	perm sub for Biology	\$22,000.00	filling vacancy
Ryerson	April	Human Resources	Coordinator of Position Control/SMID	\$53,000.00	filling vacancy
Santana	Migdalia	International High School	Instructional Aide Special Ed Cog Mod	no change	transfer
Scott	Alicia	School # 15	Leave Replacement Teacher Grade 2	\$57,605.00	filling vacancy
Stephens	Alicia A	EHS/SOIT	Personal Aide to Student JZ 2045986	no change	transfer
Szwec	Melissa	School #20	Teacher Speech	no change	location change
Williams	Candice	School #7	Instructional Aide Special Ed/SLD	no change	transfer
Peron	Susana	Deputy Superintendent's Office	Deputy Superintendent	\$209,000+ \$6,400 District Longevity + \$4,500 Admin longevity = \$219,900	filling vacancy
Kimbrough	Maudellyn	MIS Department	Director of Information Management Systems	\$125,000 + Longevity = \$134,400	filling vacancy

**J. DISTRICT/SCHOOL PROGRAM HIRING**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
Allen-Munk, Tanya Stanich, Caitlin	Teachers	School No. 6/APA	<b>To hire:</b> SFLS Extended Day <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> \$40 per hour not to exceed \$12,320 <b>Funding Source</b> 20455100101653053
Graham-Davis, Kimberly	Teacher	School No. 13	<b>To hire:</b> Steam After School Program <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> \$34 per hour not to exceed \$3,536.00 <b>Funding Source</b> 20238100101653053
Moran, Veronica	ESL Instructor	Family and Community Engagement	<b>To hire:</b> Instructor <b>Dates:</b> November 2018-June 30, 2019 <b>Rate of pay:</b> \$40 per hour not to exceed \$3,120.00 <b>Funding Source</b> 20231200100653053
Cedeno, Josmary Centeno, Destiny Clarke, Ka'Shawn Anthony Clarke Collazo, Javier Cruz, Oscar Diaz Almonte, Roldy Galarza, Luis Angel Jaquez, Ronald Khabrane, Marouane King, Shymeire Lopez, Edward Mateo, Anthony Norris, Muhammad Peeples, Isaiah Pomales Jr., Juan Rodriguez, Luis Rodriguez, Stephen Talukdar, Prosenjit Vazquez, Javius Vega III, Juan Williams, Ashley	New Jersey Youth Corps Students	Adult School	<b>To hire:</b> Community Service <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> \$20 per hour not to exceed \$16,800 <b>Funding Source</b> 20606200110410

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
Allen-Munk, Tanya Stanich, Caitlin	Teachers	School No. 6	<b>To hire:</b> SFLS Extended Day 2018-2019 <b>Dates:</b> 10/2018-6/2019 <b>Rate of pay:</b> \$40 per hour not to exceed \$12,320

			<b>Funding Source</b> 20455100101653053
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**K. MISCELLANEOUS**

To pay Kyle Ruppel, HR Partner an increase of \$10,000 to take on additional responsibilities to include class course verification. This will include working with Infinite Campus to determine class size for Right Sizing proposes as well as Reorganization Meeting. Certifications will also be checked during this process to ensure the teachers are certified to be teaching the classes they are assigned. Salary will be Non-Bargaining- \$51,500 + \$10,000=\$61,500. The difference in salary will be from pc#3515 F. Smart will be transferring to another position as of 11/15/2018 Effective date will be January 1, 2019.

To amend PTF 19-685 to compensate 6 Supervisors to enhance and personalize Curriculum for Young Men's Leadership Academy.

To pay Lance Gaines, Purchasing Department a monthly stipend in the total amount of \$1,000.00 for additional responsibilities given regarding the district fleet. The stipend is to take effective on 10-19-2018 until 6-30-2019. Responsibilities will include: Inventory, maintenance, insurance, registration, driver qualification, mileage tracking and gas usage tracking. Funding Source 11000251100 not to exceed \$9,000.00.

To pay Jose Mantilla, Purchasing Department a monthly stipend in the total amount of \$1,000.00 for additional responsibilities given regarding the district fleet. The stipend is to take effective on 10-19-2018 until 6-30-2019. Responsibilities will include: Inventory, maintenance, insurance, registration, driver qualification, mileage tracking and gas usage tracking. Funding Source 11000251100 not to exceed \$9,000.00.

To compensate Narissa Cobb for temporarily taking on additional responsibilities due to the resignation of Kimberly Diaz. The stipend should consist of \$500 a month from November 16, 2018-December 31, 2018. Funding Source 11000251100610 not to exceed \$750.

To hire Maira Marin and Mr. Christopher Taylor for Before School Academic Support at School No. 24. Not to exceed \$2,516.00 **Funding Source** 15421100101024053

To appoint **Susana Peron** to the position of Deputy Superintendent at the base salary of \$209,000 plus \$6,400 for District longevity and \$4,500 for Administrative longevity for a total compensation of \$219,900. This position shall go into effect at the same date that the Superintendent is appointed.

**MISCELLANEOUS**

The PEA and COSA contract mandates payments to PEA and COSA members who waive their health benefits coverage. In accordance with Paterson Public Schools' policy, employees who are members of the Non-Bargaining Group will also be eligible for these payments. In accordance with State Law these payments cannot exceed the lesser of 25% of the employer savings or \$5,000 per employee per year. Health benefits waiver payments for September-December 2018 to be paid in December 2018.

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
11-000-222-270-690-000-0000-000	643	ABADA YACINE	\$1,504.44
15-000-291-270-036-000-0000-000	36	ABDELAZIZ FATMA	\$1,759.04
20-231-291-270-653-000-0000-001	653	ABDELHADI KHOULOU	\$1,087.83
11-000-217-270-690-000-0000-000	9	ABUGOSH HAIFA	\$1,357.41
15-000-291-270-068-000-0000-000	68	ALEJO SHANNON	\$1,990.49
15-000-291-270-013-000-0000-000	13	ALEXANDER MARQUETTA	\$1,573.87
15-000-291-270-051-000-0000-001	51	ALEXANDER ROGER	\$1,469.20
15-000-291-270-051-000-0000-001	51	ALFORD BRENDA	\$2,036.78
15-000-291-270-029-000-0000-000	29	ALMAITA NADIA F	\$1,038.02
15-000-291-270-005-000-0000-000	5	AMATO EUGENE A	\$1,643.31
15-000-291-270-018-000-0000-000	18	AMENYA MALACK N	\$1,990.49
15-000-291-270-307-000-0000-000	307	ANASTASIO PIETRO	\$1,643.31
15-000-291-270-002-000-0000-000	2	ANDERSON THOMAS	\$642.09
15-000-291-270-030-000-0000-000	30	ANYINEFA ANOUMOU	\$2,036.78
20-218-291-270-705-000-0000-002	705	ASMA FARIDA	\$1,759.04
15-000-291-270-012-000-0000-000	12	ASTARITA KIM	\$1,666.46
15-000-291-270-013-000-0000-000	13	ATSHAN MONA	\$1,357.41
15-000-291-270-020-000-0000-000	20	AVITABILE MONICA	\$1,165.77
15-000-291-270-075-000-0000-000	75	AZZOLINI CAROLYN	\$1,874.76
15-000-291-270-026-000-0000-000	26	BACE KARA	\$1,921.05
15-000-291-270-041-000-0000-000	41	BACHKHAZ HANAN	\$2,036.78
15-000-291-270-020-000-0000-000	20	BAILEY SANIAN	\$160.52
15-000-291-270-302-000-0000-000 - .40	.40 - 302 .60 - 24	BALTIMORE RONALD	\$1,921.05
15-000-291-270-024-000-0000-000 - .60			
15-000-291-270-014-000-0000-000	14	BANNON DIANE	\$1,326.30
15-000-291-270-075-000-0000-000	75	BARBO GREGORY	\$2,036.78
15-000-291-270-313-000-0000-000	313	BARKSDALE HEATHER	\$2,036.78
15-000-291-270-018-000-0000-000	18	BARONE RONALD J	\$1,643.31
15-000-291-270-062-000-0000-000	62	BARRAZA LUIS	\$1,990.49

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
15-000-291-270-063-000-0000-000	63	BATCHELOR CHARLIE JR	\$1,573.87
15-000-291-270-005-000-0000-000	5	BAUERNSCHMIDT DEIDRE	\$1,643.31
11-000-230-270-690-000-0000-000	605	BENJAMIN CYNTHIA	\$1,921.05

15-000-291-270-019-000-0000-000	19	BENSON KIMBERLY S	\$1,990.49
15-000-291-270-304-000-0000-000	304	BERTHOLD RENEL	\$1,150.53
11-000-221-270-690-000-0000-000	650	BEST, JR THEODORE	\$1,573.87
15-000-291-270-036-000-0000-000	36	BILLIE RANDY	\$2,036.78
11-000-251-270-690-000-0000-000	690	BODOKY ELENA	\$1,181.74
15-000-291-270-052-000-0000-000	52	BOYLE COLLIN	\$1,261.59
15-000-291-270-001-000-0000-000	1	BRIGGS SHARON	\$1,118.57
15-000-291-270-007-000-0000-000	7	BRINK SAVANNAH	\$1,357.41
15-000-291-270-024-000-0000-000	24	BROOKS LISA	\$1,990.49
15-000-291-270-306-000-0000-000	306	BROWN DIANA	\$1,990.49
15-000-291-270-304-000-0000-000	304	BROWN PATRICIA E	\$1,573.87
15-120-100-101-024-000-0000-000	24	BROWN-LANIGAN ELIZABETH	\$1,325.47
11-000-217-270-690-000-0000-000	75	BUGG SHARRIEFF	\$2,106.21
20-218-291-270-705-000-0000-002	66	BURKE OLIVIA	\$722.35
11-000-219-270-690-000-0000-000	655	CAIN TANYA	\$2,036.78
15-000-291-270-024-000-0000-000	24	CALVAY JOSEPHINE	\$2,036.78
15-000-291-270-021-000-0000-000	21	CAMPAGNA PRISCILLA K	\$1,759.04
15-000-291-270-010-000-0000-000	10	CAMPO BERTHA	\$1,921.05
11-000-216-270-690-000-0000-000	30	CANGELOSI LISA M	\$1,643.31
15-000-291-270-316-000-0000-000	316	CAPPELLO NATALIA	\$1,666.46
15-000-291-270-027-000-0000-000	27	CARRIERO LISA K	\$1,573.87
11-000-219-270-690-000-0000-000	10	CARTER LEIGH	\$1,325.47
15-000-291-270-024-000-0000-000	24	CASSINI JENNIFER	\$1,990.49
15-000-291-270-013-000-0000-000	13	CASTANEDA-LEE CLAUDIA	\$1,643.31
15-000-291-270-025-000-0000-000	25	CEVALLOS GINA M	\$1,357.41
15-000-291-270-018-000-0000-000	18	CHAUX NATALIE	\$706.30
15-000-291-270-024-000-0000-000	24	CLARK-WILLIAMS SHANTE N	\$1,018.39
20-621-291-270-410-000-0000-001	410	COBB LINDA	\$569.85
15-000-291-270-309-000-0000-000	309	COBOS JOHN O	\$1,643.31
15-000-291-270-307-000-0000-000	307	CODLING WINSTON E	\$1,573.87
15-000-291-270-033-000-0000-000	33	COLELLA DANIELA	\$642.09
15-000-291-270-020-000-0000-000	20	COLLINS CARZELL	\$2,152.50
11-000-213-270-690-000-0000-000	670	COLON TAIRIS V	\$2,036.78
15-000-291-270-008-000-0000-000	8	COMPETIELLO MICHAEL	\$0.00

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
15-000-291-270-018-000-0000-000	18	CONSIGLIO DAWN	\$1,759.04
15-000-291-270-021-000-0000-000	21	CONYERS THOMAS	\$1,357.41
11-000-230-270-690-000-0000-000	707	COZART JR DAVID C	\$1,504.44

15-000-291-270-051-000-0000-001	51	CRAWFORD WENDELL	\$1,805.33
11-000-221-270-690-000-0000-000	650	CRESPO ERIC	\$1,504.44
15-000-291-270-305-000-0000-000	305	CRUZ EDGAR	\$1,357.41
15-000-291-270-008-000-0000-000	8	CRUZ MARTHA	\$1,990.49
11-000-219-270-690-000-0000-000	053 077 033	DAVIDSON BARRY	\$1,038.02
15-000-291-270-025-000-0000-000	25	DAVINO KAREN	\$1,921.05
20-218-291-270-705-000-0000-002	33	DAVIS DEIDRE N	\$2,198.80
15-000-291-270-309-000-0000-000	309	DE GRAAFF TANKA	\$1,357.41
15-000-291-270-063-000-0000-000	63	DECKER JAY B	\$1,874.76
20-456-291-270-653-000-0000-001	6	DELEON-SMITH LISA	\$1,921.05
15-000-291-270-041-000-0000-000	41	DEPERI DANA L	\$1,038.02
15-000-291-270-036-000-0000-000	36	DESCH JASON G.	\$1,990.49
15-000-291-270-057-000-0000-000	57	DETTORRE FRANCO	\$1,990.49
11-000-251-270-690-000-0000-000	690	DEVER KAREN	\$1,038.02
11-000-219-270-690-000-0000-000	2	DIAZ DIANA M	\$1,573.87
11-000-251-270-690-000-0000-000	610	DIAZ KIMBERLY	\$1,990.49
15-000-291-270-019-000-0000-000	19	DIGIACOMO HELIDA B	\$1,149.81
11-000-251-270-690-000-0000-000	627	DINGLE CHRISTOPHER	\$1,874.76
15-000-291-270-304-000-0000-000	304	DIRENZI GINA	\$1,921.05
11-000-219-270-690-000-0000-000	655	DOICK GINA M	\$1,573.87
15-000-291-270-062-000-0000-000	62	DURAN ARIEL A	\$1,643.31
15-000-291-270-013-000-0000-000	13	DURANDO JANA M	\$1,643.31
20-218-291-270-705-000-0000-002	33	DYKSTRA SHANNON	\$2,036.78
15-000-291-270-313-000-0000-000	313	EARL NICOLE	\$1,325.47
15-000-291-270-302-000-0000-000	302	EDGHILL KEITH	\$1,874.76
11-000-222-270-690-000-0000-000	643	ELIAS HANY B	\$1,759.04
15-000-291-270-036-000-0000-000	36	ELMAHJOUBI MOHAMED	\$1,990.49
15-000-291-270-307-000-0000-000	307	ELSAMRA YASMEEN	\$1,357.41

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
15-000-291-270-033-000-0000-000 - .33 15-000-291-270-034-000-0000-000 - .34 15-000-291-270-026-000-0000-000 - .33	001 018 026	FADEL IVONNE	\$1,573.87
15-000-291-270-024-000-0000-000	24	FAGGIANI MARY JO	\$1,357.41
15-000-291-270-062-000-0000-000	62	FALCIGLIA-THOMPSON DONNA	\$1,117.87



15-000-291-270-025-000-0000-000	25	FARRELL CHRISTOPHER	\$1,990.49
15-000-291-270-008-000-0000-000	8	FELICIANO JESSICA	\$2,036.78
15-000-291-270-316-000-0000-000	316A	FELIZ-GARCIA NORKIN	\$1,573.87
15-000-291-270-011-000-0000-000	11	FERRER CHARLES A	\$1,573.87
15-000-291-270-062-000-0000-000	62	FIGUEROE YANINA	\$1,357.41
15-000-291-270-316-000-0000-000	316	FLORES MARLON	\$1,921.05
15-000-291-270-005-000-0000-000	5	FLORES SAMANTHA	\$321.05
11-000-217-270-690-000-0000-000	10	FONDER PAULA	\$1,525.09
15-000-291-270-062-000-0000-000	62	FRANCO STEVEN	\$1,181.74
15-000-291-270-018-000-0000-000	18	FRANKLIN BARBARA	\$2,198.80
15-000-291-270-030-000-0000-000	30	FRANKS LAUREN	\$1,990.49
11-000-211-270-690-000-0000-000	865	FRAZIER-THOMPSON NATALIA	\$1,579.66
15-000-291-270-024-000-0000-000	24	FULLAM JAIME	\$1,325.47
15-000-291-270-024-000-0000-000	24	GARCIA ANNE	\$1,990.49
15-000-291-270-029-000-0000-000	29	GARCIA JOSEPH	\$1,990.49
20-218-291-270-705-000-0000-002	15	GARCIA MARILEE	\$1,990.49
15-000-291-270-001-000-0000-000	1	GARNER VERMADEINE	\$1,643.31
15-000-291-270-053-000-0000-000	53	GARRABRANT KENNETH P	\$1,573.87
15-000-291-270-040-000-0000-000	40	GAYLES STEVE	\$1,805.33
60-910-310-270-310-000-0000-000	310	GELO RICARDO	\$1,504.44
11-000-266-270-690-000-0000-000	683	GIAQUINTO DONALD	\$1,229.65
15-000-291-270-306-000-0000-000	306	GIGLIO PAUL	\$1,573.87
15-000-291-270-057-000-0000-000	57	GILLIGAN MEGHAN	\$0.00
15-000-291-270-021-000-0000-000	21	GILLISPIE ANDREA C	\$1,325.47
15-000-291-270-015-000-0000-000	15	GILROY SEVGI	\$1,990.49
11-000-217-270-690-000-0000-000	4	GIPSON KENNETH	\$2,198.80
15-000-291-270-304-000-0000-000	304	GISH CHRISTINE	\$1,805.33
15-000-291-270-304-000-0000-000	304	GLATZ ERIC	\$1,805.33
15-000-291-270-030-000-0000-000	30	GOLDENBERG TATYANA	\$1,921.05
15-000-291-270-024-000-0000-000	24	GONZALES FERGESSEN CRISTETA	\$1,261.59

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
15-000-291-270-019-000-0000-000 - .25 15-000-291-270-014-000-0000-000 - .24 15-000-291-270-005-000-0000-000 - .05 15-000-291-270-027-000-0000-000 - .25	.25 - 19 .24 - 14 .26 - 05 .25 - 27	GONZALEZ GRACIELA	\$1,990.49

15-000-291-270-027-000-0000-000	27	GONZALEZ JENNIFER	\$1,990.49
15-000-291-270-063-000-0000-000	63	GONZALEZ-DIAZ HECTOR	\$2,036.78
20-218-291-270-705-000-0000-002	75	GRECO CYNTHIA	\$1,573.87
15-000-291-270-062-000-0000-000	62	GUZMAN-CARRINGTON RAMONA	\$1,038.02
15-000-291-270-068-000-0000-000	68	HABIB SHAHADIAR	\$2,187.22
15-000-291-270-057-000-0000-000	57	HALL DAVID	\$1,921.05
15-000-291-270-306-000-0000-000	306	HALL REGGIE	\$1,759.04
15-000-291-270-313-000-0000-000	313	HAMDEH ZYNAB	\$1,851.62
15-000-291-270-313-000-0000-000	313	HAMMAD TAGHREED H	\$2,036.78
15-000-291-270-055-000-0000-000	55	HARDISON JAMES	\$2,036.78
15-000-291-270-307-000-0000-000	307	HARRIS TODD	\$1,782.18
15-000-291-270-068-000-0000-000	68	HARRISON HELEN B	\$1,181.74
15-000-291-270-010-000-0000-000	10	HASLACH SARAH	\$1,357.41
15-000-291-270-010-000-0000-000	10	HAYES JONATHAN	\$642.09
15-000-291-270-055-000-0000-000	55	HENRY CAMERON	\$1,357.41
15-000-291-270-020-000-0000-000	20	HERNANDEZ ERIKA	\$1,921.05
15-000-291-270-052-000-0000-000	52	HERNANDEZ JEANETT	\$1,874.76
15-000-291-270-054-000-0000-000	54	HILAIRE EMMANUELLA	\$1,229.65
15-000-291-270-010-000-0000-000	10	HILL CHANTANETTE T	\$1,990.49
11-000-261-270-690-000-0000-000	680	HIRZ THOMAS	\$1,712.75
15-000-291-270-313-000-0000-000	313	HORLACHER WILLIAM	\$2,036.78
15-000-291-270-027-000-0000-000	27	HOUTHUYSEN GLENN	\$1,643.31
15-000-291-270-052-000-0000-000	52	HOWE MICHAEL	\$1,277.56
15-000-291-270-077-000-0000-000	77	HUMPHREY RONALD	\$1,229.65
15-000-291-270-036-000-0000-000	36	HUSEIN TASNEEM	\$642.09
15-000-291-270-030-000-0000-000	30	IACOBELLI JR GEORGE	\$2,036.78
15-000-291-270-068-000-0000-000	68	ILINA EKATERINA	\$1,921.05
15-000-291-270-015-000-0000-000	15	INFANTE-RIOS ANA	\$1,874.76
11-000-219-270-690-000-0000-000	655	INGRASSELINO-BRICKLEY MELISSA	\$1,874.76
15-000-291-270-010-000-0000-000	10	JAVIER JUANA	\$2,228.14

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15-000-291-270-015-000-0000-000	15	JIMENEZ GABRIELLE	\$1,357.41
15-000-291-270-012-000-0000-000	12	JOHNROSE ARULRAJ	\$1,990.49
11-000-219-270-690-000-0000-000	655	JOHNSON STACEY D	\$1,117.87
15-000-291-270-006-000-0000-000	6	JONES LANCE	\$521.70
15-000-291-270-004-000-0000-000	4	JOSEPH JULIE A	\$1,261.59
15-000-291-270-029-000-0000-000 - .60	.60 -29 .40 - 7	JOSSO ANTHONY	\$642.09

15-000-291-270-007-000-0000-000 - .40			
15-000-291-270-062-000-0000-000	62	JURGENSEN MIRANDA	\$1,990.49
15-000-291-270-029-000-0000-000	29	KARCHER DEIRDRE A	\$1,038.02
15-000-291-270-060-000-0000-000	60	KELLEY KEITH	\$1,357.41
15-000-291-270-027-000-0000-000	27	KELLY RYAN J	\$1,573.87
15-000-291-270-027-000-0000-000	27	KELLY SAMANTHA	\$2,245.09
11-000-217-270-690-000-0000-000	33	KINCHEN IESHA	\$1,433.99
20-231-291-270-653-000-0000-001	653	KINCHERLOW-WARREN LAKISHA M	\$1,782.18
15-000-291-270-054-000-0000-000	54	KING RONALD	\$1,874.76
15-000-291-270-005-000-0000-000	5	KITTNER-SHENMAN JENNIFER	\$1,782.18
15-000-291-270-305-000-0000-000	305	KLINE VERNON	\$2,152.50
20-218-291-270-705-000-0000-002	27	KORSAK JOAN	\$642.09
15-000-291-270-042-000-0000-000	42	KORZINEK PAMELA	\$1,921.05
15-000-291-270-006-000-0000-000	6	KOSE KUBRA	\$1,990.49
15-000-291-270-064-000-0000-000	64	KRAUZE RAFAL	\$642.09
15-000-291-270-316-000-0000-000	316	LA GALA TINA	\$1,643.31
15-000-291-270-013-000-0000-000	13	LADUCA-SMITH ROSALIE	\$1,990.49
20-218-291-270-705-000-0000-002	25	LAGUNA DEBORAH	\$2,036.78
15-000-291-270-028-000-0000-000	28	LAKIND CHRISTINA	\$1,921.05
15-000-291-270-002-000-0000-000	2	LAMANNA RAQUEL	\$642.09
15-000-291-270-007-000-0000-000	7	LANTIGUA MELANIO	\$1,643.31
15-000-291-270-307-000-0000-000	307	LEIVA CHRISTINE	\$1,325.47
15-000-291-270-304-000-0000-000	304	LESSER EDWARD	\$1,038.02
15-000-291-270-075-000-0000-000	75	LESTER SIMON	\$2,036.78
15-000-291-270-028-000-0000-000	28	LEWIS RONALD	\$1,357.41
15-000-291-270-057-000-0000-000	57	LIAN SUE ELLEN	\$642.09
15-000-291-270-052-000-0000-000	52	LIONETTI PATRICIA	\$1,117.87
15-000-291-270-003-000-0000-000	3	LISBOA BRITTANY	\$722.35
15-000-291-270-030-000-0000-000	30	LONG TANISHA	\$509.20
15-000-291-270-062-000-0000-000	62	LOPEZ CESAR	\$1,990.49

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20-218-291-270-705-000-0000-002	705	LOUKAS SOFIA	\$1,828.47
15-000-291-270-063-000-0000-000	63	LYDE JR RAY	\$1,759.04
15-000-291-270-019-000-0000-000 - .50 15-000-291-270-001-000-0000-000 - .50	SCHOOL 19 - .50 SCHOOL 1 - .50	MAAS CHERYL	\$1,229.65

20-218-291-270-705-000-0000-002	705	MANDELBAUM ELIZABETH	\$1,229.65
15-000-291-270-009-000-0000-000	9	MANDY STEPHANIE	\$1,990.49
20-218-291-270-705-000-0000-002	33	MANN ERICKA	\$2,198.80
15-000-291-270-075-000-0000-000	75	MARINO NICOLE	\$642.09
11-000-219-270-690-000-0000-000	24	MAROTTA WILLIAM M	\$1,573.87
15-000-291-270-018-000-0000-000	18	MARTE JANE E	\$1,990.49
15-000-291-270-027-000-0000-000	27	MARTINEZ TAISHA	\$995.24
15-000-291-270-064-000-0000-000	64	MATHIS JOHN	\$1,990.49
15-000-291-270-014-000-0000-000	14	MATTHEWS PATRICIA	\$1,782.18
11-000-251-270-690-000-0000-000	610	MATTHEWS RICHARD	\$1,504.44
15-000-291-270-050-000-0000-000	50	MAUTE PABLO	\$1,229.65
11-000-217-270-690-000-0000-000	60	MCDUFFIE JAMIE N	\$2,036.78
15-000-291-270-075-000-0000-000	75	MCFADDEN OPHELIA	\$1,874.76
15-000-291-270-018-000-0000-000	18	MCKEON KELSEY	\$2,036.78
15-000-291-270-309-000-0000-000	309	MELENDEZ JUAN	\$2,036.78
20-218-291-270-705-000-0000-002	1	MEYER MEGAN	\$642.09
15-000-291-270-009-000-0000-000	9	MIRANDA CARLOS	\$1,921.05
15-000-291-270-316-000-0000-000	316	MITCHELL TODD F	\$2,036.78
15-000-291-270-060-000-0000-000	60	MOLINA ISABEL C	\$2,036.78
11-216-100-270-690-000-0000-000	1	MONTIJO JENNIFER	\$1,357.41
15-000-291-270-064-000-0000-000	64	MONTO ILMADELIZ	\$1,805.33
11-000-218-270-690-000-0000-000	870	MOORE LENNY	\$1,666.46
15-000-291-270-034-000-0000-000	34	MORAN FLORENCIO	\$1,038.02
15-000-291-270-030-000-0000-000	30	MORGAN MEGAN	\$2,036.78
15-000-291-270-027-000-0000-000	27	MORISCO PETER	\$1,921.05
11-000-219-270-690-000-0000-000	655	MORRISON STARR L	\$1,357.41
15-000-291-270-051-000-0000-001	51	MORRIS-ROBERTS STEPHANIE A	\$1,573.87
15-213-100-101-026-000-0000-000 - .60 15-000-291-270-033-000-0000-000 - .40	SCHOOL 26 - .60 SCHOOL 01 - .40	MOSCHBERGER HEATHER	\$1,874.76

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15-000-291-270-053-000-0000-000	53	MOYETT-WRIGHT MELISSA L	\$1,921.05
15-000-291-270-006-000-0000-000	6	MUCKLE ANDREW	\$2,036.78
15-000-291-270-041-000-0000-000	41	MULLER PATRICIA G	\$1,573.87
15-000-291-270-316-000-0000-000	316	MUNEM MAYRA	\$1,990.49
20-218-291-270-705-000-0000-002	705	MUNGE-NJUGUNA EMILY	\$1,573.87
15-000-291-270-036-000-0000-000	36	NARDONE MARIA	\$1,921.05

15-000-291-270-003-000-0000-000	3	NARVAEZ CLAUDIA C	\$1,573.87
15-000-291-270-307-000-0000-000	307	NELSON JEFFREY	\$1,759.04
11-216-100-270-690-000-0000-000	21	NIEVES JAQUEL	\$1,990.49
20-218-291-270-705-000-0000-002	41	NIGRO NICOLE	\$497.62
15-000-291-270-309-000-0000-000	309	NIWASH MOHAMMAD	\$642.09
15-000-291-270-075-000-0000-000	75	NORMAN JACQUELYN	\$1,782.18
15-000-291-270-018-000-0000-000	18	NORMAN MICHAEL	\$1,759.04
15-000-291-270-001-000-0000-000	1	OLIMPIO STEVEN	\$2,036.78
15-000-291-270-034-000-0000-000	34	OLIVERA CECILIA	\$1,357.41
15-000-291-270-029-000-0000-000	29	OLSEN NICOLE ANNE	\$1,921.05
15-000-291-270-030-000-0000-000	30	OMAR DWAYNNE	\$1,874.76
15-000-291-270-026-000-0000-000	26	OMAR RANA	\$1,967.34
15-000-291-270-030-000-0000-000	30	ORTIZ RAFAELA	\$1,357.41
11-000-221-270-690-000-0000-000	723	OVE RAQUEL	\$160.52
15-000-291-270-026-000-0000-000	26	OWENS WILLIE	\$1,357.41
15-000-291-270-028-000-0000-000	28	PACHECO JESSICA	\$1,990.49
15-000-291-270-029-000-0000-000	29	PAEZ AIMEE	\$1,874.76
11-000-222-270-690-000-0000-000	643	PAGAN EDWIN	\$1,437.26
15-000-291-270-062-000-0000-000	62	PAGAN YASMIN	\$1,573.87
15-000-291-270-003-000-0000-000	3	PALACIO IOHAN	\$1,229.65
15-000-291-270-033-000-0000-000	33	PALMER RENAE	\$1,990.49
15-000-291-270-055-000-0000-000	55	PALMER WILLIE	\$1,875.57
15-000-291-270-313-000-0000-000	313	PATEL JENNIE	\$1,921.05
15-000-291-270-050-000-0000-000	50	PATTERSON TOMMIE	\$1,921.05
11-000-217-270-690-000-0000-000	62	PAULINO MAXIMO	\$1,469.20
15-000-291-270-010-000-0000-000	10	PEARSON NASHONDA	\$2,036.78
20-218-291-270-705-000-0000-002	705	PERALTA-RAMOS ELIZABETH	\$1,874.76
15-000-291-270-055-000-0000-000	55	PEREZ DIGNA S	\$1,357.41
15-000-291-270-068-000-0000-000	68	PERRONE CRAIG	\$1,357.41
11-000-219-270-690-000-0000-000	657	PERRONE NELSON DANELLE	\$1,573.87
15-000-291-270-007-000-0000-000	7	PICKETT LAUREN	\$1,990.49

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15-000-291-270-026-000-0000-000	26	PINE SANDRA	\$1,573.87
15-000-291-270-015-000-0000-000	15	PINKETT JADEN	\$2,036.78
15-000-291-270-063-000-0000-000	63	PIPKIN TODD	\$1,573.87
20-218-291-270-705-000-0000-002	309	PIZARRO RAFAELA	\$1,117.87
15-000-291-270-050-000-0000-000	50	PLEASANT ROBERT	\$642.09
15-000-291-270-068-000-0000-000	68	POST JENNIFER	\$1,990.49

11-000-261-270-690-000-0000-000	680	POSTAL COLLIN	\$1,128.33
15-000-291-270-029-000-0000-000	29	PROPERSI CARLA	\$1,643.31
15-000-291-270-306-000-0000-000	306	RAM ABIGAIL	\$1,921.05
15-000-291-270-316-000-0000-000	316	RAMOS RUBEN	\$1,643.31
15-000-291-270-042-000-0000-000	42	RECCA MICHAEL	\$569.85
15-000-291-270-015-000-0000-000	15	RECINOS KIMBERLY	\$2,036.78
15-000-291-270-064-000-0000-000	64	REED ALEXANDRA	\$1,782.18
15-000-291-270-060-000-0000-000	60	REGAL MAI	\$1,990.49
15-000-291-270-030-000-0000-000	30	RESTO JOSHUE E	\$2,152.50
20-218-291-270-705-000-0000-002	24	REYES CONNIE	\$549.70
15-000-291-270-018-000-0000-000	18	REYNA ASHLEY	\$642.09
15-000-291-270-018-000-0000-000	18	REYNOSO IVETTE	\$1,990.49
15-000-291-270-012-000-0000-000	12	RHEIN GILBERT W	\$1,573.87
15-000-291-270-305-000-0000-000	305	RIOS AMELIA	\$1,643.31
11-000-251-270-690-000-0000-000 - .50 11-000-230-270-690-000-0000-000 - .50	690 - .50 605 - .50	ROJAS LUIS	\$1,504.44
15-000-291-270-062-000-0000-000	62	ROMAN WILLIAM	\$1,573.87
11-000-219-270-690-000-0000-000	9	RUBIN INA M	\$1,038.02
15-000-291-270-020-000-0000-000	20	RUDDY DANA	\$1,325.47
15-000-291-270-020-000-0000-000	20	RUGEL MARY ANN	\$1,990.49
11-000-251-270-690-000-0000-000	690	RUPPEL KYLE	\$642.09
20-218-291-270-705-000-0000-002	28	SALAZAR PAOLA	\$2,198.80
15-000-291-270-064-000-0000-000	64	SANABRIA SUSAN	\$1,990.49
15-000-291-270-028-000-0000-000	28	SARNO CHRISTINE	\$1,782.18
11-000-219-270-690-000-0000-000	655	SAWICKI STELLA	\$1,573.87
15-000-291-270-053-000-0000-000	53	SAYAD LOUIS	\$1,874.76
15-000-291-270-313-000-0000-000	313	SCOTT MARIE	\$690.25
11-000-217-270-690-000-0000-000	21	SELFO ALMA	\$2,198.80
15-000-291-270-307-000-0000-000	307	SHEIKH WALLA	\$1,357.41
15-000-291-270-063-000-0000-000	63	SILFA HORTENCIA	\$1,261.59

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15-000-291-270-033-000-0000-000	33	SISTI VALENTINO	\$2,036.78
15-000-291-270-021-000-0000-000	21	SLOAN TAMMY	\$1,759.04
11-000-219-270-690-000-0000-000	27	SMITH CHRISTINE	\$1,990.49
15-000-291-270-005-000-0000-000	5	SMITH DILENIA	\$1,990.49
11-000-266-270-690-000-0000-000	683	SMITH JAMES	\$1,504.44

15-000-291-270-051-000-0000-001	51	SOOS KRISTEN	\$1,874.76
15-000-291-270-060-000-0000-000	60	STOJAKOVIC TAWNYA	\$2,036.78
15-000-291-270-027-000-0000-000	27	TAMBONE LOUISA	\$1,990.49
15-000-291-270-014-000-0000-000	14	TAYCO DARLEEN	\$2,036.78
15-000-291-270-015-000-0000-000	15	TENNANT CARLY	\$642.09
15-000-291-270-012-000-0000-000	12	THOMAS GARRETT	\$1,990.49
20-218-291-270-705-000-0000-002	66	THOMAS LADINA	\$2,152.50
15-000-291-270-024-000-0000-000	24	TOMASHESKI PAUL	\$1,782.18
15-000-291-270-013-000-0000-000	13	TOPOLSKI THOMAS	\$2,036.78
15-000-291-270-313-000-0000-000	313	TRACY MARILENA M	\$1,038.02
11-000-266-270-690-000-0000-000	683	TRAINA ANTHONY M	\$1,051.09
15-000-291-270-305-000-0000-000	305	TRAYLOR-SMITH BETHANY	\$2,198.80
15-000-291-270-024-000-0000-000	24	TROKAN DANIELLE R	\$2,036.78
15-000-291-270-015-000-0000-000	15	TRONCI VEVA	\$260.85
15-000-291-270-054-000-0000-000	54	TSAI STEPHEN	\$1,990.49
11-000-221-270-690-000-0000-000	650	TSIMPEDES JOANNA	\$1,038.02
15-000-291-270-030-000-0000-000	30	TUCHLER MEAGAN	\$642.09
15-000-291-270-010-000-0000-000	10	TWITTY CRYSTAL	\$1,805.33
15-000-291-270-010-000-0000-000	10	VANCHERI CINDY	\$1,990.49
15-000-291-270-034-000-0000-000	34	VEIGA VINCENT J	\$1,643.31
20-604-291-270-410-000-0000-002 - .50 13-602-200-270-410-000-0000-000 - .50	410	VILAS JACINTA	\$1,573.87
15-000-291-270-026-000-0000-000	26	VILLANUEVA JESSICA A	\$1,643.31
15-000-291-270-006-000-0000-000	6	VITIELLO JESSICA	\$618.01
15-000-291-270-024-000-0000-000	24	VIZCAINO KATHRYN	\$1,805.33
15-000-291-270-024-000-0000-000	24	WAGNER TANIA	\$1,573.87
15-000-291-270-030-000-0000-000	30	WALSH EMILY	\$1,229.65
20-218-291-270-705-000-0000-002	41	WATSON DERRICK	\$2,152.50
15-000-291-270-077-000-0000-000	77	WATSON LENORA	\$339.35
15-000-291-270-020-000-0000-000	20	WATT MARION C	\$1,990.49
15-000-291-270-006-000-0000-000	6	WELNITZ KAMILA	\$642.09

HB Account	LOCATION	Last Name	DEC 2018 Waiver Payment
20-218-291-270-705-000-0000-002	42	WELYCZKO CHRISTOPHER	\$1,643.31
15-000-291-270-030-000-0000-000	30	WENDLAND KATHERINE	\$1,492.87
15-000-291-270-075-000-0000-000	75	WEST LAURA	\$1,990.49
15-000-291-270-050-000-0000-000	50	WESTON JR ROBERT J	\$2,036.78

11-000-217-270-690-000-0000-000	77	WHITAKER DONALD EDWARD	\$2,198.80
15-000-291-270-027-000-0000-000	27	WILDER CARA R	\$1,990.49
15-000-291-270-006-000-0000-000	6	WILLIAMS RACHEL	\$1,276.33
15-000-291-270-028-000-0000-000	28	WILLIAMS TANYA	\$2,036.78
15-000-291-270-053-000-0000-000	53	WILSON CARLA	\$1,990.49
15-000-291-270-030-000-0000-000	30	WOODS AMY	\$1,325.47
15-000-291-270-313-000-0000-000	313	YACOURB MARYANN	\$1,990.49
15-000-291-270-001-000-0000-000	1	YBARRA ANNTONETTE	\$1,325.47
11-000-221-270-690-000-0000-000	653	ZAKI ELIZA	\$1,874.76
15-000-291-270-008-000-0000-000	8	ZEIDAN NAZRA	\$2,036.78
11-000-219-270-690-000-0000-000 - .51			
11-000-219-270-690-000-0000-000 - .49	54 - .51 42 - .49	ZEMAN STEPHANIE	\$618.01
11-000-251-270-690-000-0000-000	627	ZIMBAL RANELFY	\$2,221.94
15-000-291-270-010-000-0000-000	10	ZINI SEVIM	\$2,036.78
11-000-251-270-690-000-0000-000	690	ZUBER ALYSANDRA	\$353.15
15-000-291-270-309-000-0000-000	309	ZUMARAN ARMIDA	\$1,099.40
			\$557,808.19

### MISCELLANEOUS

Steve Morlino, Executive Director of Facilities pc# 1512 increase of \$5,300 in addition to his 3% in addition to his 3% raise in July 2018. Request salary adjustment for expanded duties included environmental safety 7 health, maintenance management, ESIP and project management work previously handled by staff that were RIF's due to funding cuts. Effective July 1, 2018. Funding Source 11000261100680 not to exceed \$5,300.

To process payment for (2) employees for vacation days due to retirement/resignation effective 11/1/18 as per the contractual agreement. Funding Source 11000291299690058 not to exceed \$11,46.74

NAME	TITLE	AMOUNT
Campbell, Jeron	Administrator	\$10,051.84
Martinez, Michelle	Registrar	\$1,364.90

Adult Education funds to place Frank Botti as a substitute teacher for the evening programs to be available if one or more of the current teaches are unavailable to work at \$34 per hour for up to 3 hours/day. **Funding Source** 20621100101410053 not to exceed \$28,560.00

**Funding Source** 13601100101410053 not to exceed \$104,448.00 **Funding Source** 13602100101410053 not to exceed \$104,448.00

To request to adjust the salary and title of Jennifer Haschak (permanent sub) from \$22,000, to Single-BA, Step 1- \$52,865 retroactively to 10/1/2018 due to issuance of the Special Education Certification Title to be adjusted to Teacher Special Education Resource.



To change the end date for **Rasheeda Thomas**, Teacher Guidance Counselor in pc#5094 at JFK-Set from Mar-19,2019 to March 1, 2019 P. Holloway is returning to her position March 4, 2019

To amend PTF# 19-936- Justification: There has been a change in FFVP Coordinators at School No. 3 and School No. 21.

To transfer Insight PC# 10016 from student NG 5219065 at School No. 27 to student SJ 5220368 at School No. 4.

To transfer Insight PC# 10049 from New Roberto Clemente School to School No. 10 for student E.W. per IEP compliance.

### **MISCELLANEOUS**

To approve compensation for of Paterson Public School staff members as part of the Taub/Doby Foundation for the basketball program in accordance with established program salary guide as referenced in Board Resolution approved September 20, 2018, at an amount not to exceed \$45,000 **Funding Source** 11800100100700053

FIRST NAME	LAST NAME	SCHOOL	TITLE	SALARY
PRINCESS	OBONG	2	CHEERLEADING COACH	1000
DAESHON	MOORE	4	BASKETBALL COACH	1000
		4	CHEERLEADING COACH	1000
YOLANDA	DOCK	12	CHEERLEADING COACH	500
SHANEE	MORRIS	18	CHEERLEADING COACH	500
DE'JAHNAE	TYRELL	18	CHEERLEADING COACH	500
DERRICK	SIMMONS	20	CHEERLEADING COACH	500
TASHONDA	RANDOLPH	20	CHEERLEADING COACH	500
JEAN	McCURDIE	DR. HANI	CHEERLEADING COACH	1000
JONATHAN	WATSON	NSW	BASKETBALL COACH	500
KIELA	BREVARD	S&T	BASKETBALL COACH	500
SHAWN	DIGGS	S&T	BASKETBALL COACH	500
NICOLETTE	CORRADO	S&T	CHEERLEADING COACH	1000
DEBRA	TILLMAN	SITE	COORDINATOR	3000
MARKEECE	PRESTON	LEAGUE	DRIVER	2000

MICHAEL	SMITH	LEAGUE	DRIVER	2000
JAMES	SALMON JR	SITE	COORDINATOR	1000
TENNELLE	BOWMAN/LOGAN	CHEERLEADING	COORDINATOR	2000
VICTOR	VILCHEZ	LEAGUE	ASSISTANT	1000
CRAINYSHA	RUTHERFORD	LEAGUE	ASSISTANT	1000
				\$21000

FIRST NAME	LAST NAME	SCHOOL	TITLE	SALARY	PAYMENT DATE
WESLEY	KLINE	2	BASKETBALL COACH	1000	3/29/2018
LAMAL	MATTIEX	6	BASKETBALL COACH	1000	3/29/2018
LISA	WEAVER	6	CHEERLEADING COACH	1000	3/29/2018
MICHAEL	PETRICK	7	BASKETBALL COACH	1000	3/29/2018
KATRINA	EDWARDS	7	CHEERLEADING COACH	1000	3/29/2018
ASSER	ZAKI	9	BASKETBALL COACH	1000	3/29/2018
JEANNE	ALBANESE	9	CHEERLEADING COACH	500	3/29/2018
STEPHANIE	WARLICK	9	CHEERLEADING COACH	500	3/29/2018
LAWRENCE	SMITH	10	BASKETBALL COACH	1000	3/29/2018
CAROL	BROWN	10	CHEERLEADING COACH	1000	3/29/2018
FLOYD	BRONSON	12	BASKETBALL COACH	1000	3/29/2018
DESARIE	MCMILLAN	12	CHEERLEADING COACH	500	3/29/2018
CORY	MCLEOD	13	BASKETBALL COACH	1000	3/29/2018
EZRA	WASHINGTON	13	CHEERLEADING COACH	1000	3/29/2018
JARROD	ROGERS	16	BASKETBALL COACH	1000	3/29/2018
GABRIELA	REZZONICO	16	CHEERLEADING COACH	1000	3/29/2018
VINCENT	HUNTER	18	BASKETBALL COACH	1000	3/29/2018
DANIEL	HILLMAN	20	BASKETBALL COACH	1000	3/29/2018
KELLY ANN	CHARLES	21	BASKETBALL COACH	1000	3/29/2018
HATTIE	ROBINSON-JOHNSON	21	CHEERLEADING COACH	1000	3/29/2018

CHRISTOPHER	TAYLOR	24	BASKETBALL COACH	1000	3/29/2018
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FIRST NAME	LAST NAME	SCHOOL	TITLE	SALARY	PAYMENT DATE
SAMANTHA	EMERY	24	CHEERLEADING COACH	1000	3/29/2018
THADDEUS	CHESTNUT	26	BASKETBALL COACH	1000	3/29/2018
RHONDA	CLEAVES- THOMPSON	26	CHEERLEADING COACH	500	3/29/2018
DORIS	ARNETT-GARY	26	CHEERLEADING COACH	500	3/29/2018
BRIAN	OLSEN	28	BASKETBALL COACH	1000	3/29/2018
CHRISTOPHER	ALBURQUERQUE	DBT	BASKETBALL COACH	1000	3/29/2018
BRIANNA	BLUE	DBT	CHEERLEADING COACH	1000	3/29/2018
STEVEN	DINNERMAN	DR. HANI	BASKETBALL COACH	1000	3/29/2018
JOSEPH	WILLIAMS JR.	MLK	BASKETBALL COACH	1000	3/29/2018
KEVIN	RODWELL	NRC	BASKETBALL COACH	1000	3/29/2018
JESSICA	MASTROPAOLO	NRC	CHEERLEADING COACH	1000	3/29/2018
DARRYL	WASHINGTON	NSW	BASKETBALL COACH	500	3/29/2018
JENNY	LEPROTTO	NSW	CHEERLEADING COACH	1000	3/29/2018
BRIAN	CAPRIOLA	YMA	BASKETBALL COACH	1000	3/29/2018
NYHA	MATHIS	SITE	ASST COORDINATOR	2000	3/15/2018
BENJIE E.	WIMBERLY	LEAGUE	COORDINATOR	4000	3/15/2018
JANNET	VILCHEZ	SITE	COORDINATOR	3000	3/15/2018
TRAVELLE	PINKETT	CHEERLEADING	COORDINATOR	2000	3/15/2018
JAMES	MAGAZINE	OFFICIALS	ASSIGNOR	2000	3/15/2018

**45,000.00**

To correct position control, showing position of their actual assignments within the school.

### **MISCELLANEOUS**

To amend PTF 19-685 to compensate 6 Supervisors to enhance and personalize Curriculum for Young Men's Leadership Academy- August 10, 2018-June 30, 2019.

Staff members who fulfill the PEA Article 22:52 and volunteer to teach in the designated at-risk area shall be provided with a Superintendent's Educational Grant Program honorarium of

\$2,500 annually based on 10 months (September through June) of instruction in a Math classroom

Helene Prevosti, Samantha Ziem, Heather Pearson, Cayetana Calderon

Said honorarium shall be paid no later than the last day of school in June 2019.

Each teacher will be paid \$2,500= \$10,000.00 **Funding Source** 11000223280630

Adult Education funds to keep Mrs. Jacqueline Perrone to continue working part time supervisor for the evening. Adult High School program as per previously approved PTF#19-070 and to be available if one or more of the current teachers/supervisors are unavailable to work at \$40 per hour. **Funding Source** 13601200102410053

To compensate teachers to facilitate preparing students from PAGT before/after school to complete in the NJ Science Olympiad Regional \$34 per hour not to exceed \$2,720.00 **Funding Source** 20231100101653053

To assign Insight Sub to student A.C.R. at Edward W. Kilpatrick School per IEP compliance.

The PEA and COSA contract mandates payments to PEA and COSA members who waive their health benefits coverage. In accordance with Paterson Public Schools policy, employees who are members of the non-bargaining group will also be eligible for these payments. In accordance with State Law these payments cannot exceed the lesser of 25% of the employer savings or \$5,000 per employee per year. Health benefits waiver payments for September - December 2018 to be paid in December 2018. Not to exceed \$1926.28.

NAME	LOCATION	WAIVER PAYMENT	HB ACCOUNT
Competiello, Michael	School No. 8	\$642.09	15000291270008
Gilligan, Meghan	Garrett Morgan Academy	\$642.09	15000291270057
Ahmed, Tahmina	School No. 27	\$321.05	15000291270027
Perry, Victoria	School No. 24	\$321.05	15000291270024

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Ramirez who voted no. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

## **Resolution No. 5**

Department of Full Service Community Schools and Grants Procurement  
Approval of Community Partners for Full-Service Community Schools Program Grant  
CFDA Number: 84.215J

Whereas, the Strategic Plan for Paterson Public Schools, Brighter Futures, 2014-2019, (Priority I: goals 1-5) reflects the districts commitment to preparing all students for college and their future career via the implementation of a wide array of high impact interventions to accelerate student achievement. Additionally, the district aims to create a culture which is inviting and responsive to the needs of our students, parents, and community, as all stakeholders are needed to help support our mission and to plan an active role in its achievements; and

Whereas, the Full Service Community Schools Program is newly authorized by sections 4621-4623 and 4625 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), supports the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools for the time period of up to 60 months, beginning October 1, 2018 through September 1, 2023 with the maximum funding for each award year being capped at \$500,000.00; and

Whereas, the purpose of this funding opportunity is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children; and

Whereas, School 2 will partner with Oasis – A Haven for Women and Children and John F. Kennedy Educational Complex will partner with New Jersey Community Development Corporation. The community partners were selected based on their capacity to deliver the approved grant activities and the existing partnerships and pipeline services in the immediate neighborhoods of School 2 and JFK; and

Whereas, Oasis will provide programming including a site coordinator, an afterschool and summer program, social workers for counseling, STEAM programming, family engagement nights, and parent workshops. NJCDC will provide a site coordinator, Yoga Program, student internships, mentorship for college and career readiness, field experiences, high school readiness for middle school students, student advisory activities, Young Parent Program, Circle of Security Program, anti-violence and gang prevention, chronic absenteeism prevention, and CORE Team support; and

Whereas, participation and impact data will be established as baseline date in Year 1 and will be expected to increase throughout the five years of the grant to reach the performance standards approved in the grant application; and

Therefore, Be It Resolved, that the Paterson Board of Education approves the partnership of Oasis – A Haven for Women and Children in the amount of \$139,250.00 and the partnership with NJCDC in the amount of \$86,300.00 to be used toward Public School 2 and John F. Kennedy Educational Complex Full Service Community Schools for the period beginning October 1, 2018 through September 30, 2019, and authorize a contribution of in-kind services as required.

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 5 be adopted.**

Comm. Hodges: I have a question about why this is on here at this particular point in time. This apparently started October 1.

Ms. Peron: No. It was the Full-Service Community School grant that we received in October. No services have started at all, not until approved by the Board. It's just written October because that's when we received the grant.

Comm. Hodges: My only concern is that it be made very clear that no services were... That's why we put the form in place, to make sure that we're not accused of confirming orders. That has to be made very clear. Otherwise it will go against us in the accounting, and appropriately so.

Comm. Castillo: This is just to start.

Comm. Hodges: The wording has to change.

Comm. Castillo: It's the entire grant. We already accepted the grant. Now we're accepting the in-kind contributions from that date. Technically, it should have all been approved at the same time, but it wasn't. Services haven't begun yet.

Comm. Hodges: Then a statement should say that services have not begun yet pending Board approval. It doesn't say that.

Ms. Williams: I'll put it on the resolution.

Comm. Hodges: Thank you. It's time to do what we say we're going to do.

Ms. Shafer: We know that the services can't start until the Board approves.

Comm. Hodges: The language has to be there.

Ms. Shafer: We'll put it on.

**On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 6**

#### **New Jersey School Board Association Strategic Plan**

Whereas, the District's Strategic Plan's priority IV is efficient and responsive operations and the plan's Goal 1 is to improve internal and external communication;

Whereas, a Strategic Plan is necessary as to create a common vision for the district and guide future decision making. The District's Brighter Futures Strategic Plan will end in SY' 2018-2019;

Whereas, the New Jersey School Board Association (NJSBA) provides strategic planning services. They will meet with a designated steering committee to plan/write a new plan, conduct three (3) evening meetings, facilitate planning meetings, present the recommended plan to the Board of Education and prepare an executive summary with the new plan details;

Therefore, Be It Resolved, that the Paterson Board of Education support and approve that the district utilize NJSBA to plan and write the District's new five year strategic plan at a cost not to exceed \$4,000.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 6 be adopted. On roll call all members voted in the affirmative. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 7**

#### **SHARED SERVICES AGREEMENT BY AND BETWEEN THE COUNTY OF PASSAIC AND THE CITY OF PATERSON BOARD OF EDUCATION FOR ROCK SALT STORAGE AND DELIVERY**

Whereas, this agreement entered into this 12<sup>th</sup> day of December 2018, by and between the Board of Chosen Freeholders of the County of Passaic (hereinafter referred to as the "County" or "Board"), located at the Administration Building, 401 Grand Street, Paterson, New Jersey 07505 and the City of Paterson Board of Education (hereinafter referred to as "Paterson Board of Education"), located at 90 Delaware Avenue, Paterson, New Jersey 07503;

Whereas, both the County and the Paterson Board of Education are desirous of having a common facility for the purposes of rock salt delivery, loading, pickup, and storage; and

Whereas, both the County and Paterson Board of Education have reviewed the advantages of sharing rock salt storage as a joint venture and have agreed that such an arrangement would result in significant cost savings if shared; and

Whereas, the sharing of these services will benefit the taxpayers of both the County and the Paterson Board of Education by increasing the efficiency of service and decreasing the costs; and

Whereas, pursuant to the Uniform Shared Services and Consolidation Act, N.J.S.A. 40A:65-1, (L.2007, c.63, s.2.), school districts in the State of New Jersey are considered "Local Units," which are encouraged and authorized to enter into agreements which promote the sharing and/or consolidation of services; and

Whereas as a consequence thereof, the County and the Paterson Board of Education have agreed to enter into a Shared Services Agreement that includes the Paterson Board of Education storing rock salt, in conjunction with the County, for a term of up to 5 years, and so long as the salt storage building remains active, and allow the Paterson Board of Education to have access to the property and utilize the facility (see copy of letter from the Passaic County Supervisor of Roads dated October 12, 2018 and copy of proposed Shared Services Agreement attached hereto and made part hereof); and

Whereas, the County and the Paterson Board of Education have shared rock salt for a number of years, and it seems fitting that this arrangement between the County and the Paterson Board of Education be memorialized into a written Shared Services Agreement authorized pursuant to N.J.S.A. 40A:65-1 et seq.; and

Whereas the Freeholder Committee for Public Works and Buildings & Grounds at its November 7, 2018 meeting reviewed this matter and is recommending approval by the full Board; and

Whereas by Resolution dated November 20, 2018, the said Board agreed to the Shared Services Agreement for rock salt storage between the County and the Paterson Board of Education; and

Whereas pursuant to N.J.S.A. 40A:65-5(c), the agreement shall take effect upon the adoption of appropriate resolutions by all the parties thereto, and execution of agreements authorized thereunder as set forth in the agreement; and

Whereas, pursuant to N.J.S.A. 40A:65-4(a)(3)(b), any agreement entered into pursuant to this section shall be filed, for informational purposes, with the Division of Local Government Services in the Department of Community Affairs, pursuant to rules and regulations promulgated by the director.

Now Therefore according to the provisions hereafter stated, the County and the Paterson Board of Education have agreed to share the responsibilities for the delivery, loading, pickup, and storage of rock salt as follows:

1. The Paterson Board of Education must notify the Passaic County Supervisor of Roads or designated contact person of the rock salt delivery date, approximate

time, and quantity. However, the annual storage amount must not exceed 600 tons of rock salt at any given time.

2. A copy of the rock salt delivery ticket must be provided to the Passaic County Supervisor of Roads or designated contact person after each completed delivery.
3. All rock salt deliveries will be loaded into the salt storage dome located at the Paterson Garage, 307 Pennsylvania Avenue, Paterson, NJ, upon deliver, by the Passaic County road Department personnel.
4. A detailed record (Rock Salt Delivery Log) of all rock salt deliveries and quantity taken by the Paterson Board of Education will be available for inspection at the Passaic County Road Department, 307 Pennsylvania Avenue, Paterson, New Jersey (see attached Rock Salt Delivery Log).
5. The Paterson Board of Education shall provide to the County the time, date, vehicle license plate number, and quantity of salt taken from the storage dome.
6. All rock salt will be loaded into Board of Education vehicles by Passaic County Road Department personnel.
7. Upon notification to the County of Passaic by the Paterson Board of Education that rock salt and the County, for whatever reason, is unable to have their personnel available to load the rock salt, the name of a qualified and approved Equipment Operator from the Paterson Board of Education who will load said rock salt must be given, within 24 hours of their arrival, to the Passaic County Supervisor of Roads or designated contact person.
8. This Agreement is subject to the availability, appropriation and certification by the Parties of sufficient funds as may be required to implement this Agreement, and this Agreement may be terminated by either Party if sufficient funds are not available, appropriated or certified. Each Party shall notify the other Party as soon as possible of the termination as a result of lack of appropriation of funds.
9. Duration of the Shared Services Agreement will be for (five) 5 years; from December 1, 2018 through the earlier of November 30, 2023 or termination by either Party in accordance with the provisions herein. Either Party may terminate this Agreement upon thirty (30) days written notice to the other Party, at which time this Agreement shall terminate and be of no further force or effect without any further obligation of either party. Termination may be with or without cause, or for the mutual benefit of the Parties.
10. The County and the Paterson Board of Education hereby acknowledge and agree that each Party to this Agreement is, and shall act at all times as, an independent contractor. Neither Party is the principal, agent or representative of the other, nor will any employee of either Party be considered an employee of the other.
11. An executed copy of this Agreement shall be forwarded to the Division of Local Government Services in the New Jersey Department of Community Affairs.

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.**

**Paterson Board of Education  
Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 8**

Whereas, the Paterson Public School District is committed to providing College Bound Programs for our Students.

Whereas, the Go to High School-Go to College Program is a National Program sponsored by the men of Alpha Phi Alpha Fraternity, Inc. Paterson Chapter (Delta Mu Lambda Chapter) and meets the criteria for the Paterson Effective Schools Model Dimension 7: Parent and Community Involvement.

Whereas, Go to High School-Go to College Program completed its' third successful year at School No. 2, Martin Luther King and Norman S. Weir schools, and will include School No. 6 for the 2018-2019 school year.

Whereas, studies have shown that grades 5 and 6 are pivotal school years and are directly correlated to low graduating rates among male minority youths.

Whereas, the criteria of the program is to prepare minority male youths to finish high school and go on to college by instilling in our students the importance of Higher Education.

Whereas, the Go to High School-Go to College activities will include tutoring and study skills development; cultural enrichment activities; counseling and mentorship to increase self-esteem; parent education workshops; and recreational activities.

Whereas, the program will satisfy the following objectives: Prepare grades 5<sup>th</sup> and 6<sup>th</sup> minority male youths to finish high school; Prepare grades 5<sup>th</sup>, and 6<sup>th</sup> grade male youths to go to college; Increase self-esteem among 5<sup>th</sup> and 6<sup>th</sup> grade minority male youths and expand the program to include Grade 7 during the 2018-2019 school year.

Therefore Be It Resolved, that the Paterson Public School District will approve the Go to High School-Go to College Program (GTHS-GTC Program) at School No. 2, martin Luther King, Norman S. Weir and School 6.

**It was moved by Comm. Capers, seconded by Comm. Martinez that Resolution No. 8 be adopted.**

Comm. Castillo: Can we correct a typo? It says from school year 2018-2018.

Comm. Hodges: Are these units compatible with what we're using in the system? I'm sorry. I'm ahead.

**On roll call all members voted in the affirmative, except Comm. Arrington who abstained. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 9**

#### **Donations – Samsung Kids Galaxy Tab Elite Tablet**

Whereas, Dr. Martin Luther King Jr. Educational Complex-Paterson Public School 30 lists several actions to be taken to enhance access to online available resources by the donation of 5 new Samsung kids galaxy Tab Elite Tablets from Mrs. Bozzo-K teacher; and

Whereas, Dr. Martin Luther King Jr. Educational Complex-Paterson Public School 30 will use tablets to supplement technology; and

Whereas, Dr. Martin Luther King, Jr. Educational Complex and Mrs. Bozzo-K teacher will use tablets in class to supplement technology in classroom

Whereas, Dr. Martin Luther King, Jr. Educational Complex and Mrs. Bozzo will use the tablets to use Raz-kids and Imagine Math Facts.

Now Therefore Be It Resolved, that the Paterson Board of Education approves the donation of 5 tablets to Dr. Martin Luther King Jr. Educational Complex-Paterson Public School 30 for the 2018-2019 school year at no cost to the district of MLK/PS 30.

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 9 be adopted.**

Comm. Hodges: Are these units compatible with what we're using in the system?

Mr. Christopher Lewis: To answer Dr. Hodges' question, the Galaxy tablets are compatible.

Ms. Shafer: Chris created a form that when the donations come to us that Susana and I don't sign them unless Chris signs off that it's something that can be used in the district, is compatible, and is not going to cause problems. We're using that form and nothing moves until Chris signs it.

Mr. Lewis: That's correct.

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

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson

- County of Passaic

Comm. Simmons

- Self
- Family

### **Resolution No. 10**

Whereas, the Board of Education and the State District Superintendent support N.J.S.A. 18A:37 – et. Seq. by prohibiting acts of harassment, intimidation, or bullying of our students grades Pre-K thru 12. A safe and caring environment in school is necessary for pupils to learn and achieve high academic standards, and

Whereas, Harassment, Intimidation, or Bullying (HIB) means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, and

Whereas, the law requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying, and

Whereas, the chief school administrator shall report the results of each investigation to the board of education no later than the date of the regularly scheduled board of education meeting following the completion of the investigation, and

Whereas, the chief school administrator's report also shall include information on any consequences imposed under the student code of conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator, and

Whereas, at the regularly scheduled board of education meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision,

Now Therefore, Be It Resolved, that the Board of Education has reviewed the HIB investigations for the month of October, 2018 in which there were a total of 44 investigations reported, 13 being confirmed bullying incidents requiring consequences, and

Be It Further Resolved, that the Board of Education affirms the chief school administrator's decision in accordance with the law.

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 10 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.**



**Paterson Board of Education  
Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 11**

Whereas, there is currently pending in the New Jersey Superior Court, Law Division, Passaic County, an action encaptioned YELENA GOULD v. STATE OPERATED SCHOOL DISTRICT OF THE CITY OF PATERSON, and bearing New Jersey Superior Court Docket No. PAS-L-3768-15; and

Whereas, a proposed Settlement and Release Agreement has been negotiated between counsel for the parties that will fully resolve all outstanding issues and disputes between the parties; and

Whereas, the proposed Settlement and Release Agreement will avoid the significant expenditure of time and resources on the part of the Board, its administrators and employees that would be necessary for the continuation of the pending matter; and,

Now, Therefore Be It Resolved that the Board of Education hereby approves the Settlement and Release Agreement and authorizes the Board President to execute the written Settlement and Release Agreement on behalf of the Board; and,

Be It Further Resolved that the Board of Education authorizes the payment of the Board's required portion of the settlement amount to the trust account of Plaintiff's counsel with the insurance carrier to pay the balance of the settlement proceeds in similar fashion.

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 11 be adopted. On roll call all members voted in the affirmative. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self
- Historic Preservation of the City of Paterson

- County of Passaic

Comm. Simmons

- Self
- Family

## **Resolution No. 12**

Whereas, approving the Vertiv Corporation service contract supports the Brighter Futures Strategic Plan 2014-2019 Priority IV: Efficient and Responsive Operations, Goal 3: Increase Capacity; and

Whereas, pursuant to 18A:18A-5a(19) the District is allowed to procure goods and/or services for the “support and maintenance of proprietary computer software and hardware” by resolution at a public meeting without public advertising for bids and bidding; and

Whereas, the Department of Technology has determined the need to procure annual maintenance service for the Liebert Uninterruptible Power Systems (UPS) and Standard Air Conditioning System to protect the District Mission Critical Servers and associated equipment located in the Network Operation Center. This operation supports the District Business, Educational System as well as email, internet and all technology-based equipment, and

Whereas, the Vertiv Corporation maintenance agreement will allow the Technology Department access to the following services: A/C Comprehensive Full Service (APL), UPS essential service including guaranteed 4-hour response 24 hours/day, 7 days/week, emergency service, labor and travel, parts and preventive maintenance, corrective maintenance; and

Whereas, the procurement of the Vertiv Corporation maintenance agreement constitutes proprietary hardware applicable to Technology Department operations, which includes maintenance of the following hardware: Uninterruptible Power Systems/Stationary Battery Systems (to maintain power in the event of an electrical power failure) and Air Conditioning System (which maintains constant temperature in the Network Operating Center preventing overheating); and

Whereas, Vertiv Corporation has been the only sales and service representative for Liebert and the maintenance agreement fee is \$33,406.00;

Therefore Be It Resolved, that Paterson Public Schools approves this resolution for Vertiv Corporation service so they may meet the needs of the district by providing the necessary Maintenance Agreement to the Department of Technology for the 2018-2019 school year in the amount of not to exceed \$33,406.00.

This resolution shall take effect with the approval signature of the Superintendent.

Vertiv Corporation  
610 Executive Campus Drive  
Westerville, OH 43082

Not to exceed \$33,406.00

**It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution No. 12 be adopted.**

Comm. Arrington: Is this new equipment?

Mr. Lewis: No, sir. This is the existing equipment that's in the NOC right now at 90 Delaware.

Comm. Hodges: This is not going to address our problem at Eastside.

Mr. Lewis: No, sir.

Comm. Hodges: That's troubling.

Mr. Lewis: That project is being looked at now.

Comm. Arrington: How old is the equipment?

Mr. Lewis: It was installed here when we moved into this building back in 2009, the air conditioners and the battery backup. There is one existing unit here that we will service to bring back into operation.

Comm. Arrington: How much would a new one cost?

Mr. Lewis: I got quotes on a new system. For 30kvm, it's \$24,000. To try to double that with additional hardware, it would be about \$70,000.

Comm. Arrington: But you probably get a warranty on that, right?

Mr. Lewis: That's what this maintenance agreement covers. It covers the existing equipment we have now.

Comm. Arrington: New equipment would be about \$70,000 with full warranty.

Mr. Lewis: To replace everything that's in there, yes.

Comm. Arrington: I was just wondering if we compared that.

Comm. Hodges: Would it be a significant benefit by going with the new equipment?

Comm. Arrington: That's what I'm wondering.

Mr. Lewis: The equipment that we have now is not all at end of life. There's one unit that is at end of life and that's the one I was getting quotes to replace. The existing equipment that we have was installed in 2009. It's still operational and has life left.

Comm. Castillo: We have the entire network which is still working, but there's one section of it that you are looking to replace. I'm asking. I was following and then you lost me halfway through.

Mr. Lewis: This contract here is to keep the maintenance agreement that we have moving forward with the company. If an air conditioner breaks, they come out within four hours to replace it. If the battery backup system has a fault for whatever reason, they will come here to clear the code, if we need to them to. That's what this is for.

Comm. Redmon: Is this the temperature cooling thing?

Comm. Simmons: No. It's similar, but we're talking about just for this location. This isn't for any other MDF, just for this location.

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

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 13**

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it related to Priority I- Effective Academic Programs and expand partnership with community organization, agencies, and institutions (Priority III) and is aligned with NJSLs and 21<sup>st</sup> Century Life and Careers;

Whereas, Michelle Larrahona, B.A., Psychology; Philip Berlier, B.S., CHES Samantha Schlossberg, M.A. would like to provide interpersonal problem-solving skills for students at PS 25 and PS 1. ICPS has been shown to impact positive thinking and behavior for students as young as kindergarten age at PS 25 for over 15 years and PS 1 for over 5 years.

Whereas, PS 25 and PS 1 will convene weekly sessions that would allow students to think and problem solve on the following:

- ✓ Demonstrating characteristics of effective problem solvers
- ✓ Learning how to think and how to create positive solutions
- ✓ Learning how to cope with frustrations
- ✓ Learning how to understand feelings involving one's self and others
- ✓ Learning how to get along with, share and cooperate with others

Whereas, Wayne Counseling and the Paterson Community have been chosen to receive the I can Problem Solve (ICPS) program, funded by a grant from the New Jersey State Department of Human Services to be housed in Schools 1 and 25 to benefit children and parents.

Therefore Be It Resolved, Paterson Public Schools approve Michelle Larrahona Philip Berlier and Samantha Schlossberg continue the once a week group activity funded through the grant I can Problem Solve at Schools 1 and 25 at no cost to the district from October 2018 through June 2019.

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 13 be adopted. On roll call all members voted in the affirmative. The motion carried.**

## **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Instruction and Program***

Comm. Castillo: The Instruction and Program Committee met on December 3. The meeting started at 5:35. Presiding was Comm. Castillo. Comm. Ramirez, Comm. Martinez, and Comm. Capers were all in attendance. We spoke about the evaluations from the high schools, the elementary schools, that process that was presented tonight, the continuation of the Comprehension Club with the two-year plan at School No. 13,

the item that we just voted on today, the Wayne Counseling & Paterson Community grant, entering into a partnership with Girls Who Code at School No. 13, School No. 24, and School No. 26, which is on for a vote next meeting. The program will take place from December 2018 to June 2019. The goal is to provide exposure to the girls with aspiring careers in STEM. Girls Who Code offers free after-school programs from third to fifth grade and then from sixth to eighth grade. Students will be provided multiple activities, including computer science and reading books related to coding. We also spoke about a partnership with Paterson Public Schools and Children's Aid Society to provide coaching support through Paterson Public Schools staff and community partners to provide technical assistance to students at School No. 15. We also spoke about a partnership with Felician University to provide academic, social, and health services for students and their families to attend the Summer Bridge Program. The goal is to assist the students and the families from John F. Kennedy High School. Also, we are entering into another partnership with PEF and Full-Service Community Schools to provide restorative justice training for administrators and staff from School No. 2 and John F. Kennedy. We had to purchase more FOSS instructional material, about two per grade. There were new classrooms created, so we had to purchase more of those. We didn't have any in storage because it was a new program that we started off. Our meeting ended at 6:20 p.m. Are there any questions?

Comm. Hodges: I&P-1 is regarding the perishable items in the FOSS kits. What percentage of losses do we anticipate over this summer? There are animals and there is some flora we maintain. Is there some way that we can keep from losing the live elements?

Comm. Ramirez: My understanding was that they only purchased what was needed and what was going to be used this year. They don't put anything in storage.

Comm. Castillo: That's why there was an extra purchase. There were some extra classrooms opening this year and they had to purchase more.

Comm. Hodges: Okay. On I&P-2, what kinds of things are these programs going to do for these students? What is the educational regimen?

Comm. Castillo: I&P-2 is the Comprehension Club to support literacy and reading comprehension.

Mr. Eric Crespo: Good evening. This is for any student between grades 3-5 reading below grade level. They will be paired with a reading specialist and also an Orton Gillingham training specialist to push up those grades. Based on their data and some of the foundational skills they're missing, that's what they're going to focus on. Last year they had about 46 students.

Comm. Hodges: I know that depending on who you talk to, there are five or nine components of reading. How are they approaching that assistance? Are you going



after one or several of the particular components? If this works for this group, we have a much larger issue. I want to know is there a consistent approach that can be used.

Mr. Crespo: Based on the data they will have a targeted approach. Once the students have registered we could find out from School No. 13 exactly in what areas they're seeing a trend and what they worked on. We could make a list for you once we speak to them.

Comm. Hodges: That's been a standing request of mine, looking at what particular strands are showing up as a difficulty. I want to know what we're trying to go after. Because of the data, I'm reading concerns about cognitive abilities being delayed in students who don't have many conversations in the preschool area. How can we do things to address that before they get into second grade and what have you? They're very much delayed and they can't do things like left of the red ball. They can say "left" and they can say "red ball", but they can't put the two of them together, which is much like a puppy. They have the same problem. The puppy does not get better with that, but the child does with language. Language is so terribly important. The problem is in urban areas there isn't a lot of that. Hence, the vocabulary is so low. Are we finding ways you address that in the preschool area, enhancing the language? If we do that, will that make it easier for us in first and second grades?

Mr. Crespo: Any time you strengthen the foundational skills, and that's what we're hoping for with our Wonders Reading program that encompasses that, we will see the benefits in the years to come. With this group specifically, we'll find out which foundational skills they were lacking and how they targeted them.

Comm. Hodges: We're not doing this kind of assessment in all the kids?

Mr. Crespo: What they're doing with these students at School No. 13? No, this is a special program that that principal has designed.

Ms. Peron: They do Running Records.

Mr. Crespo: The whole district does Running Records.

Ms. Peron: She says she's using Running Records and Moby Max Literacy Assessment. We don't use the literacy assessment for Moby Max. She probably purchased this out of her SIA grant. This is grant money that she using to do this special program. We can look into it, but we do Running Records across the district.

Mr. Crespo: And that data is captured.

Ms. Peron: Yes. Specifically here, he's working with reading specialists and Orton Gillingham specialists, which are multisensory strategies for children that can't capture the reading skills in a traditional way. They use tactile, visual, and different strategies to teach reading or a specific skill to a child. I guess this is really laser focused on the

specific skills that each of these children are exhibiting either a lack of or in need of strengthening - vocabulary, comprehension, fluency, decoding and things like that.

Comm. Hodges: I'm looking for that magic bullet.

Ms. Peron: I know. I want to find it too.

Comm. Hodges: I want to see that process that addresses those various areas.

Mr. Crespo: Last year the after-school program was effective for them.

Ms. Peron: Yes, and we can get you the list of skills and this particular assessment, Dr. Hodges, that you can take a look at.

Comm. Hodges: I'd appreciate that. On I&P-3, are there any academic performance measures over and above progressing to the next grade? Is the goal to cement student relationships, or to advance them out of the program? They're being tied to the people they work with.

Ms. Peron: This is the Teen Center located at International High School.

Comm. Hodges: It says these kids are identified for having a certain set of needs. I'm trying to find out whether the needs get met so they can move out of the program or do they stay in the program because they developed a relationship with people. If you're not moving them out, then you're not addressing their needs. You're managing their needs. That's my question.

Ms. Peron: At I&P we also had a few additional questions about the Teen Center that I'm supposed to be collecting for the Board Commissioners that of who attends the Teen Center, what's the frequency, and during what times do these students come into the center located at International. I will add your set of questions to my inquiry when I visit International with Mr. Cozart to see what the data looks like.

Comm. Hodges: I&P-3, on page three, what is academic appreciation? That's ill-defined. I don't know what that means.

Ms. Peron: I would have to ask the author of this.

Comm. Hodges: I'll wait. On I&P-4, how many students are being serviced. On I&P-5, who is this payable to? Who is receiving the grant money?

Ms. Peron: This is for the Full-Service Community School grant.

Mr. Gilman Choudhury: Dr. Hodges, my apologies.

Comm. Hodges: Where does the check go? Who is cashing the check?

Mr. Choudhury: That will be the Children's Aid Society. It's an organization that works on...

Comm. Hodges: I know who they are. Thank you. On I&P-6, is this already in operation?

Mr. Choudhury: That's going to be a component for the Full-Service School program, the \$2.5 million grant we got. That's going to be an extension of all the services they're offering at the high school pipeline end - the extra resume building classes, the college readiness classes, and the enrichment classes in terms of English and math, including the summer booster program.

Comm. Hodges: It has not started yet?

Mr. Choudhury: Not yet.

Comm. Hodges: On I&P-8, is this already in operation?

Mr. Choudhury: Not yet. They're not going to the training yet, but that's just the Restorative Justice program that PEF has been routinely doing already with the school district. This would be the component for the Full-Service schools. We're talking about John F. Kennedy and School No. 2. I'll get back more information on the other prior Full-Service schools as well.

Comm. Hodges: Thank you.

### ***Operations***

Comm. Redmon: Operations met tonight. The report is not ready. We will present it at the regular meeting on December 19.

Comm. Hodges: When you write the letter that says this is why it's late, there's no explanation. It simply says please approve this. It doesn't tell you why it's late. They're all late and the statement says approve. It does not say why to approve it.

Ms. Shafer: Cheryl, I thought there was a checkoff list for why it's late.

Ms. Peron: There is.

Comm. Hodges: But it doesn't say why. It says approve it.

Ms. Shafer: The checkoff is why it's late.

Comm. Hodges: No. It's written in. It doesn't say it's late because we didn't have information or this came late. It doesn't clearly state that.

Comm. Redmon: We would suggest more detail when it's late.

Comm. Hodges: It should explain why it's late.

Ms. Peron: Actually, one has checked off 'other' that says 'approve awarding contacts to lowest bidders from bid 533-19 to transport regular education and special education students to in-district or different schools.' She checked 'other' and wrote that comment.

Comm. Hodges: It says 'approve.' It doesn't say it was delayed because of the process or why.

Ms. Peron: I see.

Comm. Hodges: On O-2, why isn't this being advertised? It says it's non-advertised.

Comm. Redmon: It's approving award transportation contracts. This is basically for special education. It's probably within the same school year. There are adjustments and things like that, so it would not be advertised.

Ms. Peron: It was advertised. The second line says 'whereas the solicitation was made by a public notice advertisement in Herald News on Thursday, October 18, 2018 for Paterson Public Schools bid 532-19 and in the Record on Wednesday, November 7, 2018 for Paterson Public Schools bid 533-19.' It's in the explanation of the Board action.

Comm. Hodges: Okay.

### ***Fiscal Management***

Comm. Castillo: Finance met on November 29 at 5:00 p.m. We spoke about this building and the conversation of the owner wanting us to extend this contract. I think we all know where we stand on that. It's for another 10-15 years. We still have a few years to go. We're going to start having that conversation early on what our options could be. Steven Wilcox actually came in and found some findings he will be presenting at the February meeting. You will have the entire presentation of what the findings were. We do know that whatever the findings were the previous year, they are not the same. They are not repeats. We also spoke about the referendum. Mr. Matthews wants to come with ideas on what we can use that money for. One of his suggestions was an administration building. I said if he had any ideas, to present it at a Board meeting for all of us to have the conversation on what would be the next steps. That would be something that would come in in January. We discussed the salt agreement with Passaic County. They did an equity funding discussion. Starting in this next budget cycle schools will be given \$500,000 more than last year. They're actually putting more monies into the schools individually. Across the board we have the same amount per

child across the district. Now we're going to give more into the schools for each child. Elementary schools, special education, as well as in the high schools it states a little bit more of the same. He's going to come with a breakdown of that during the budget process.

Comm. Hodges: Did you say \$500,000 more per school?

Comm. Castillo: No, in total, but mostly into k-8. When they did the discussion about equity in the high schools, they were given a little bit more. There will be some change, but the major change is going to come from k-8.

Comm. Hodges: What is the anticipated use of that money?

Comm. Castillo: The schools have been talking about needing more money in the schools for programs that they're trying to implement for after-school programs and various things that they do in the schools that they didn't have funding for. We've been talking a lot about putting more money to the kids and for the kids. This is kind of what we're doing now. We're going into that vision of making sure we give each school what they need in order to prepare each of their children so they can have more initiatives in every school. They're for after-school programs, field trips, initiatives in the school, and to fix a few things in the building. It's going back to the kids. Mr. Morlino is working on the facilities checklist and he will be presenting that in the upcoming year. The second phase of ESIP is near and the presentation will be addressed at the next meeting as well.

Comm. Capers: Under facilities, can we get an updated camera checklist on which cameras in the schools are operational and non-operational and where we are with that? What's the approach on fixing the ones that don't have any?

Comm. Castillo: Sure.

Comm. Capers: Thank you.

Comm. Hodges: I'm still a little...

Comm. Castillo: He's going to explain it more in the budget process what monies will be allocated in the schools. They did a budget based on each school per pupil.

Comm. Hodges: My question is going to be for the Superintendent. We're going to have to develop narratives for every single school on how they're budgeted and related to their academic results. I'm just wondering are schools going to be developing specific plans to address whatever their educational needs are. We're going to be the ones that are going to be out there trying to explain and you will too obviously. When School No. 19 has \$10,000 more than School No. 94... She's knows what I'm talking about.

Ms. Shafer: I think we were giving the schools \$225 and \$250 a student.

Mr. Matthews: It was \$150 and \$200. We're mirroring when the state gives us money. The state gives us money based on certain demographics - regular education, special education, and bilingual. What we're doing is mirroring the same formula pushing that down to the kids. All of those criteria are not going to be hit in the next budget cycle. We can't fulfill them all. We're starting out with regular education and special education. We met with the principals and in the 2020-2021 budget we want to add the bilingual piece. We're just trying to move it into the right direction, as opposed to having this broad-brush blanket \$150 and \$200 per kid like we have been doing in the past couple of years. We want to make it more customized and fit the demographics of the schools. We were able to pull the ASSA data so we know how many kids are k-5 and 6-8. How many kids are regular and special education? We're pushing the same weights that we get from the state when we get our aid to the schools so every school is going to get more money next year. We ran the numbers already and it's a little more than \$400,000 and we said \$500,000. The money will be used for various things like more field trips, supplies, classroom furniture, and things that the kids can actually use. This is money that's all going into Fund 15, right to the kids.

Comm. Hodges: I look forward to your narrative.

Comm. Castillo: Some of it is going into classroom sizes as well, correct?

Mr. Matthews: It's school-generated and if the school population does change, we're reconciling the numbers to fit those schools. This is a really fair way to fund the schools. We're not all the way there yet, but we're moving in the right direction. The principals are all happy about it. They're all getting more money.

Ms. Shafer: Right now all the schools have plans based on grant money that they get which covers all of the programming pieces that they're able to do. Between what those plans are and now with the money that they get locally, they now have a plan for their entire building. You will see a narrative about all of that for each building.

Mr. Matthews: For example, Kennedy High School and Eastside High School don't have indoor batting cages. I spoke to the operations manager at Eastside High School and now he can afford to buy an indoor batting cage. Those kids start baseball season come March 1. But in December, January, and February they get an outside coach and they can be indoor taking swings. Right now, they don't have anything to do as far as preseason. That's just an example. I spoke to Mr. Glisson and we can now go ahead and order an indoor batting cage.

### ***Personnel***

Comm. Redmon: Personnel met on Monday, December 3. Presiding was myself. Members present were Comm. Simmons via phone, Comm. Schutte, and Comm. Castillo. Mr. Rojas was there. Mr. Rojas brought back the Superintendent and Deputy

Superintendent contracts approved from the County Superintendent and he asked if we had any questions and updates. We also talked about the fill rate for Insight from present time. It's at 87.82%. We also talked about the next job fair sponsored that will be held on December 10 at 90 Delaware Avenue from 4:00-7:00. We also discussed the paralegal. Mr. Rojas said that we have it vacant and budgeted into our position. This is to take on the role of the records custodian for the district. We also talked about teacher vacancies. The total vacancy list is now 52. We also sent out the transfers and hire list to all Board members. We're only presenting P-1 and P-2 for the next Board meeting. The meeting concluded at 5:45.

Comm. Capers: Insight came in the springtime with an increase. I think last budget year they asked for a \$1 million increase. I forget the exact number. Are we looking for this springtime for them to ask for another increase? Are we right on target with the budget they asked for?

Mr. Luis Rojas: The answer is we're doing our best to hit that budget number. Early this year we were looking at projections and we might have gone over again. We're going over and I want to be clear it's not Insight. You can bring anybody in here. It's our own internal process that we have. We eliminated some of the codes that schools were able to use this past month, I think effective October 15. We limited the codes that schools could use freely that they were using in the past. They were abusing the system a little bit using those codes freely to get substitutes into their buildings. Now they're going to have to go through an extra layer of approval proving to us that there's PD in the building or that someone is going on a field trip and some other things of that nature. I'm happy to report that as a result of that alone in a one-month time period we cut the bill in half.

Comm. Capers: For the record, I'm not blaming Insight. I'm blaming our own process.

Mr. Rojas: They're doing their job. They're filling the vacancies that we're asking them to fill.

Comm. Capers: Exactly. Are we still on target?

Mr. Rojas: My projection is that since we made this change we will be on target. Anything can happen with testing and some attendances that go through the roof come the springtime. Right now, my projections show that we will be on target.

Comm. Capers: What is our contingency plan for that? Ask for more money?

Mr. Rojas: Contingency plan for what?

Comm. Capers: Testing going through the roof, like you just said.

Mr. Rojas: We're going to have those discussions in cabinet. We're thinking outside the box as to the amount of staff that we are going to restrict this year for some of the

testing. We don't think that we need to give out as much. We're hoping to restrict some of those.

Comm. Capers: You're trying to cut testing down.

Mr. Rojas: Not testing, the amount of staff that is required to do the testing.

Comm. Capers: Thank you. Just for the record, we're right on target.

Mr. Rojas: Right now, I'm projected to be on target.

### ***Governance***

Comm. Martinez: The Governance Committee met on November 19. Presiding was myself. Commissioners Castillo, Redmon, and Simmons were present. Attorneys present were Mr. Murray, Mr. Blenda, Mr. Buglio, and Mr. Terrano. The items that we discussed are listed on the notes that were presented to you. Because of the legal nature of these, if there are any questions, I would ask that you refrain and we can discuss them in executive session.

### **Subcommittee Reports**

#### ***Technology Committee***

***(No report)***

#### ***Parent/Community Committee***

Comm. Schutte: The Family and Community Engagement Committee met on Tuesday, December 5. The meeting started at 5:00 p.m. Members present were Comm. Castillo, Comm. Capers, and Comm. Schutte. Absent was Comm. Arrington. Staff present was Mr. McDowell. The notes for the June 2018 meeting were accepted by the committee with no edits. Family and Community Engagement is currently finishing up hiring and training all staff that will be working at the schools. A focused effort has been made to ensure that they meet all community stakeholders at their locations. Family and Community Engagement is nearing the hiring process for staff for the Madison K project. The activities, programs and workshops are being planned out with various input from community and district individuals. Parent University is currently planning to host its first workshop at the Madison K building. It will take place on December 15 at 10:00 a.m. The focus of the workshops will be to help build skills for parents. The meeting ended at 6:30 p.m.

#### ***Policy Committee***

Comm. Redmon: The Policy Committee did not meet.



## **OTHER BUSINESS**

Comm. Hodges: There's just one quick question I need to ask the Superintendent. You had agreed that there would be a special meeting on the testing data. I was hoping to do it prior to the strategic planning because that's going to color or weigh into the directions we head with our planning. In addition to that, we are also anticipating a response from the Attorney General regarding the situation with detectives interviewing students. Apparently, he didn't think it was a good idea either. He didn't think it was a good idea either to have detectives walk in and interview students without their parents. They're going to look into that for us and get back to us. You were going to push that part of policy. We're going to hold off on that, but it is important to do that.

Comm. Capers: Just to piggyback off what Dr. Hodges said, when the Mayor brought the AG here, whenever our state guys are here, I like to just talk to them and introduce myself. We did talk to them about that specific thing and then he pointed us to the Education Law guy. They weren't in agreement on what was told to us. They wanted to look at some things and go in another direction.

Comm. Hodges: My statement to him was I'd prefer to err on the side of protecting the interests of the parents and the students. He did not disagree with that. That's what I would do. I would go forward with that until they say you can't do it.

**It was moved by Comm. Schutte, seconded by Comm. Redmon that the Board goes into executive session to discuss:**

### **1. Tenure Charges Hearing: T.K. and M.R.**

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

The Board went into executive session at 9:34 p.m.

The Board reconvened the meeting at 10:31 p.m.

### **Resolution No. 14**

WHEREAS, Marti Roland and the Board of Education of the City of Paterson have engaged in voluntary negotiations to dispose all the issues in controversy, including, but not limited to, administration served charges and claims and other legal actions filed by Marti Roland against the Board of Education; and

WHEREAS, the parties have reached full and complete settlement of all issues; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education approves the attached Settlement Agreement and authorizes appropriate staff to execute this Agreement; and

FURTHER, BE IT RESOLVED, that the school administration shall withdraw pending administrative charges; provided further, if Ms. Roland exercises her seven (7) day right as set forth in paragraph 14 the Board of Education shall have the right to refile said charges and all other charges as set forth in the attached Agreement.

**It was moved by Comm. Schutte, seconded by Comm. Simmons that Resolution No. 14 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**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 10:35 p.m.