

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

September 5, 2018 – 6:30 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. Jonathan Hodges  
Comm. Manuel Martinez  
Comm. Joel Ramirez

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

Absent:

Comm. Vincent Arrington  
Comm. Emanuel Capers

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting  
September 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: I want to officially welcome everyone to tonight's meeting, and an official welcome to the Superintendent and the administration for one more school year, which will officially begin tomorrow. I know there's a lot on the agenda so Madam Superintendent, I'm going to hand it right over to you.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Paterson Readers**

Ms. Shafer: This is a new program that we are adding to the Board meeting. I don't see any children right now. Do we have any? If children come to the Board meeting we're going to ask them to come forward to the microphone, give their name, the school that they attend, and the grade that they're in. They will have an opportunity to take a book from the mobile reading cart that we have as part of our reading campaign. We're going to move right into our first presentation, which is School Safety Data Systems Report Period II.

### **School Safety Data System (SSDS) Report Period II**

Ms. Kathy Lepore: Good evening, Board members and Superintendent Shafer. My name is Kathy Lepore. I am the Supervisor of Student Assistance Program in the district. This evening you will see the violence, vandalism, and substance abuse presentation. I will be discussing substance abuse and Captain Smith will be talking about the violence. The Student Assistance Program in Paterson has proven school-based best practices, and that is having Student Assistance Coordinators in the schools. We currently have 13 certified SAC's servicing 32 schools. I will not read the PowerPoint, but I will highlight several items. Some substance abuse process - in regards to sending students out for medical evaluation drug screening, a behavioral checklist is submitted to a building administrator. It is then forwarded to the SAC or another individual in the building who can process the paperwork. The nurse checks the vitals. This is just a synopsis. The parent is notified. A medical evaluation drug screening is conducted. If the student is negative, the process stops there unless the SAC feels they need to have counseling for that student. If a student is found to be positive, under the influence, possession, distribution, or refusal, a student must have an assessment and evaluation with the parent present by a bilingual licensed clinician. The student returns to school and receives counseling by a SAC. Further referrals could be made to out-patient or in-patient treatment and SAC follows up with treatment outcome, if necessary, and provides aftercare as required by state code. Summary of prevention activities are highlighted in red. We had Michael DeLeon here at Kennedy. He conducted a marijuana forum from Scared Straight. We had high school staff and students attend the Passaic County Teen Summit, which dealt with mental health and alcohol, tobacco, and other drugs. Summary of prevention activities that go on in the schools - infusion of classroom lessons into the academic curriculum on topics such as alcohol, tobacco, and other drugs, marijuana, mental health, teenage depression, tobacco, smoking, Hookah pens, e-cigarettes, and vape pens. Summary of prevention initiatives to reduce violence and vandalism and substance abuse – we have collaborative partners with the Paterson School District such as Montclair State University, the Paterson Coalition Against Substance Abuse, Passaic County prosecutor's office, United for Prevention, and Passaic County. Student related interventions to reduce violence and vandalism and substance abuse – crisis intervention and grief counseling. The Immedicenter conducts the medical evaluation drug screenings, assessments, and treatment referrals. SAC's conduct individual and group counseling. We also refer out to almost every parent that comes in to Perform Care, which is in-home therapy. We also refer to outside agencies for assistance for the student and the parent, if necessary. Some parent outreach that we do – dissemination of parent information materials in English and Spanish. We provide information tables on back-to-school and report card nights. We link family needs and community services. We conduct parent conferences and meetings. We work in conjunction with the school parent liaisons. Some drug and alcohol cases from January

to June – students have been found positive for marijuana and oxymorphone, alcohol, which is in possession, unauthorized prescription drugs, and paraphernalia. Students can be found positive in these offenses, under the influence, possession, refusal, sale, and distribution. Some findings and updates from January to June – we have again more positives than negatives. We have students in possession of alcohol, marijuana, heroin, unauthorized prescription drugs, drug paraphernalia, e-cigarettes, Juuls, and vape pens. We had students found in possession with an excessive number of heroin packets. We had more males than females reported cases. We had 19 students refuse to test and six students had to be sent to the hospital. You'll see the 18-year comparison from 2000 to 2018 with the numbers from report period 1, period 2, and then the final report which is the overall for the whole year. You have in your possession now the PowerPoint and statistics for report period 1, period 2, and period 3, which is the final for the year. Then we have a bar graph that has the 18-year comparison chart with the numbers of positives and negatives. Now is the violence and vandalism phase with Capt. Smith.

\*Comm. Redmon and Comm. Simmons enter the meeting at 6:47 p.m.

Capt. James Smith: Good evening, Board members. As you can see on the chart here, we have the same 18-year comparisons. If you look at the highlighted in red it will show the instances from July to December of 2017, from January to June 2018, and the totals of the two reporting periods. This year went down overall in instances of reported violence and vandalism. Are there any questions? Thank you.

### **Reading Campaign Implementation**

Mr. Eric Crespo: Good evening. For our 2018-2019 school year we will be launching a reading campaign, which is perfect timing because we have a new reading program that we're pushing out in k-5. The reading program doesn't just consist of k-5, but it is the whole district. We will show you some of the components today of this campaign and some of the advertisement and propaganda that will go into it. One of our goals and objectives for this reading campaign is we want to build awareness for our schools and for the community on the importance of reading. We want to create lifelong readers. While the campaign is a 2018-2019 initiative, it really should produce a love for reading. As you can see in the third bullet, we want to associate reading with students and their families and their futures. We know that certain Lexile levels and the amount of reading that you do and how proficient you are will equal certain types of jobs. As part of this reading campaign there are really three components – the district, the schools, and the community. They're all working as one. When we look at the district, the schools, and the community all of them are playing a part in this reading campaign. When we started looking at the reading campaign and what we wanted to do we wanted to create a slogan with assistance of our stakeholders. We were able to accomplish that. Design a banner with the slogan that was created. Share the campaign information with principals. Provide t-shirts and wristbands for students with slogans. Tonight, I know Ms. Shafer announced earlier that we are providing books to students who attend regularly scheduled Board meetings. Here is our slogan along with our banner - "Paterson Readers – Tomorrow's Leaders." I didn't see Rosie Grant here, but we're playing off something that she did as we work together with the Paterson Readers. We have used images of our students and these are actual pictures that we have taken. We didn't tell anybody to pose. They were actually reading. I think it sends the message out that we're trying to portray. This is just a sample t-shirt. Again, we're still finalizing some colors and tones. We have wristbands for the students with the slogan back and front. We have school activities like Read-A-Thon, Mystery Readers, poster competitions, book buddies, reading to the principal, novel competition, and letters with

student reading levels. Letters will go home and will inform the parents of the reading level and what they have to do to bring them to the next level. We want to bring in some of our community leaders for Mystery Readers, have our posters displayed in local businesses and organizations, and New Jersey Transit advertisement. We talked about the book giveaway during the Board meetings and parent workshops. We will provide some information on the importance of reading, where reading can get you, and what types of strategies can be used. Not everybody has to be a reading specialist to assist in the reading. Then we end with a quote, "Once you learn to read, you will be forever free." We truly believe if we want to move forward as a district and with college and careers, this is the place to start. Does anybody have any questions?

Comm. Hodges: I understand that there's an education committee at the City Council. Has there been any effort to reach out to them to get the collaboration with the program here?

Mr. Crespo: Not as of yet, but I will reach out to them.

Comm. Hodges: Actually, the Board can do that.

Ms. Shafer: Susie and I met with the education committee. Councilwoman Mimms is the chair. We did share with them our priorities, which is that new reading program. We have meetings scheduled where we're going to be bringing different individuals like Eric to talk about the reading program and some of our other programs as we move forward. That is in place.

Comm. Hodges: What kinds of activities do you have schoolwide that will encourage students to be more successful in the classroom? In certain school districts they've had a recital at the high school level or spelling bees and all kinds of activities which immerse students in reading.

Mr. Crespo: We have different activities planned and some of them are of a healthy competitive nature. An important part of reading is independent reading. You can look at it as running. If you ask me right now to run five miles I will not be able to do it. But I can train in order to have my body healthy enough to do that. Independent reading is the same thing. If you tell a student to read independently they have to build their stamina. This is just one example of a competition that will happen from class to class where we're going to build on those minutes. Let's say we have 30 minutes of silent reading or 40 minutes sustained where they're actually engaged in the reading. We have different grade levels. We don't want them to just make it to grade level reading. Let's say you're starting four levels below grade level reading. Now we're going to do something when it comes to growth. Now this student has been able to catch up two levels and they're getting closer to where they need to be. Those are different types of initiatives and competitions within the building and it's data driven.

Comm. Hodges: Whatever that means. There are authors who have written multiple books and it would be interesting to see if you could get students interested in seeing how many could finish the entire line of books by a certain author. Series are very alluring when you get to the first one and you want to go through that. That's one of the ways which you can attract students' attention.

Mr. Crespo: As we mentioned earlier, when you fall in love with a series it builds a lifelong reader. This campaign is not just a 10 to 12-month campaign. This is about a lifetime.

Comm. Hodges: I'm just throwing those out there as suggestions. It kept me going.

Comm. Martinez: One thing that I found that works very well is if you give students topics of subjects that they're genuinely interested in you're going to struggle to take that information away from them. The series and things of that nature is fantastic as well, but teachers can take note of this, survey the class, and get a feel for what the students are genuinely interested in. If you provide them rich material based on what they're fundamentally really passionate about, the problem will be getting them to put the book down. That's a heck of a problem to have.

Mr. Crespo: A major component of our new reading program and this initiative is student choice. We know when students have choice they will pick a book of interest. When they pick a book of interest, as you mentioned, they won't put it down.

### **Two-Year Transitional Plan To Local Control**

Ms. Shafer: The Board has in front of them a copy of the final transition plan that was signed today and delivered to us. We're going to go over the two-year transition plan and it will be implemented starting tomorrow. I'm just going to introduce the plan and then the folks that were involved with the DPR areas over the past number of years will take their individual section of the plan. Let me first say that we have been under state control for 27 years and what this plan and what tomorrow means is that finally the people of Paterson and the community will have a voice in running the school district. I'll get more into what that means because there's a slide specifically about two types of school districts as we move forward. It does give the community an opportunity to have a say and to run the school district. After 27 years of someone else running it we all know what happened during that period of time. We lost \$280 million. We lost 526 staff members. We cut a tremendous amount of programs. We cut art and music for 27 years. Students did not have art and music at the elementary level. I'm sure each one of us as we think about that can remember some of the art projects that we did at the elementary level, whether it was a holiday, birthday, Mother's Day or Father's Day. You were really proud and excited about that project. I'm sure you can remember the songs you learned in music class and went home and tried to sing. You were proud of both of those. Our students for 27 years did not have that. We had beautiful media centers stocked with books, but we had to eliminate our librarians. The list goes on and on and many of you know all of what we lost throughout those 27 years. As we start to build up again, we did receive \$20 million. It doesn't really make up for \$280 million, but it is a start and we are able to put that \$20 million back into the classroom and begin to offer students what they should have had over those 27 years. I'm happy to say that tomorrow when our kids come to school at the elementary every one of those elementary students will have art and music in addition to so many other things.

Comm. Hodges: Did you say art and music?

Ms. Shafer: Art and music in every elementary school. The state took over in 1991, which was 27 years ago. There was a comprehensive compliance investigation and they took financial control of the district. On May 2 the State Board of Education issued a resolution that gave us the return to local control. That meant we had to develop a two-year transition plan and we have been doing that since May. The transition plan details terms and conditions for the return of local control to Paterson. It's a two-year plan and it must be completed over the two-year period. The state will be looking for future progress and sustainability, transparency, and accountability during that two-year period. The reason the state took over in 1991 was because of fiscal irregularities, nepotism, and student performance. In the area of the New Jersey Quality School

Accountability Continuum there were five DPR areas. We needed to score 80% or above on those five areas. You can see on page 3 from the chart that in 2014 we received 100% in Operations, in 2015 98% on Fiscal Management, in 2016 100% on Personnel, in 2017 100% on Board Training and Governance, and in 2017 82% in Instruction and Program with the development of over 400 curriculum guides. The state also knew that in the area of Instruction and Program 38 points are based on student performance. When the state looked at the four state-operated districts they knew that you were not going to turn over those test scores in a year or even two years. So they developed what was called an equivalency. It is a metric that has indicators that gives us points that would add up to the 38 points that were needed in the state assessments. We received 26 out of those 38 points and that gave us the 82% that we needed in instruction and program. Probably the most important item that you'll see is found on page 5 where it clearly talks about a referendum. This referendum will be on the ballot in November and it is critical that everyone understand what the referendum means. The community would select either for the district to be a Type 1 or Type 2 district. A Type 1 district is where the Mayor appoints the Board of Education. A Type 2 district is what we currently have and that is that the Board of Education is elected by the people. Therefore, the Board of Education is the voice of the people of Paterson. What more of a critical time than now that the people in the community that their voices can be heard and that they would elect and vote for the Board of Education. I want to be clear that everyone understands the magnitude of having a Board of Education appointed by a Mayor. Over the last 27 years we were governed by the Governor. I just told you some of the things that happened when we were governed by the Governor. \$280 million less and programs cut and our kids had to wait. Imagine. Our children had to wait 27 years to get art and music. That is disgraceful. That's only one element. Now the people of Paterson have an opportunity to govern themselves by electing a Board of Education that will be their voices and that will fight for their children. It will mean something. They're not going to be advisory. They will be a full-functioning Board of Education. I ask that everyone help and educate the community as we move forward. If we're not involved in education or if we're not involved right now at the level that we are, you may not understand what a Type 1 and Type 2 district is. It's incumbent upon all of us to be out there and to educate everyone so they fully understand that they can have a voice now and they can fight for the children of Paterson and their voices will be heard through the Board of Education members that they elect. As we move on in Governance, the state will be assigning us three highly-skilled professionals, one in Governance, one in Instruction and Program, and one in special education. The decision from the State Department of Education regarding highly skilled professionals has not been made yet. The highly skilled professional for Governance will be monitoring the budget process and the allocation of resources, the development of policies and procedures for budget and financial planning. They want to ensure that the budget objectives and financial goals with instructional and student needs as well as previously approved corrective action plans from prior audits or monitoring reports. We have already stated that the additional \$20 million that we received this year went right back into the classroom. We were able to create 44 new positions. We were able to do the one-to-one devices for our high school students. We're having elementary coding programs. We were able to put our summer professional development back this summer for our teachers. We have a new high school math textbook. We also have a math program at the elementary and a new math intervention program, just to name a few. All of that money already went right back into the classroom. The HSP will also be responsible for communicating between the Board and central administration to ensure protocols, that communication between the Board and the district is appropriate and consistent with good governance, responsibilities of Board members are clearly defined and monitored, the delineation of Board and administrative responsibilities, and the Board to make policy in concert with administration. The administration will implement

policy and ensure that all positions are posted in accordance with negotiated agreements and ensure that all personnel transaction forms related to new hires have all appropriate supporting documentation. They will serve as the liaison between the Board and the state and the implementation of the transition plan and consult with the district's strategic planning committee, the group that will lead the development of the first district strategic plan under local control. Our strategic plan ends this June and very shortly you'll be hearing about the development of a new strategic plan because this year will be the planning and the development so that it will be ready to go July 1, 2019. Support the activities of the comprehensive accountability office, which is an office with the Department of Education. Encourage consultation between the district and other public school entities, including vocational and charter schools, and to ensure that the district continues to plan for the city's educational system as a whole on behalf of the Paterson Public School children. Serve as a resource and advisor to the district on issues concerning the school ethics act and applicable state ethic laws and assist in proactively identifying behaviors that may result in ethical issues. The HSP role will not preclude him or her from making referrals to the School Ethics Commission concerning potential violations of the School Ethics Act. In the area of Instruction and Program there will also be a highly skilled professional who will be monitoring curriculum implementation and oversee the creation of the five-year curriculum plan as part of our five-year new strategic plan. Collaborate with all district stakeholders to ensure that all decisions include analysis of data points to make informed decisions. Work closely to the implementation of intervention and referral services INRS through response to intervention RTI. Continue sustainability of progress in Instruction and Program to include metrics defined in the Instruction and Program equivalency. Integration of curriculum and instruction with the work of other district functional areas to ensure comprehensive support for student learning through budgeting, evaluation, operations, and technology, and any other relevant areas effecting Instruction and Program in the district. The special education HSP will be responsible for special learners to ensure the district is adequately addressing the needs of students such as those with IEPs, Section 504, English language learners, newcomers, Gifted & Talented, and overage and under-credited students in accordance with recognized best instructional practices and with relevant federal and state laws. They will also oversee alternative programs to ensure that the district is adequately addressing the needs of students with attendance, legal, and behavioral issues by providing specialized staff and increase supportive opportunities in order for them to usefully complete their courses of study, graduate, and become productive members of the community. They will ensure that the district addresses the needs of special learners and the development of all district policies, strategic plans, and curriculum plans. As the State Department of Education monitors the two-year plan and they do not see that we are on track there are certain things that they could implement along the way. They could have a continuation of the HSPs, which means that the two-year plan would go longer than two years. They could provide different levels of state oversight and support, including any type of monitor. They could extend the timeframe of the expiration of the transition plan. Right now, it's scheduled for 2020 to be complete and they could extend that timeframe. Directing that the district takes specific actions consistent with the terms of the plan as an alternative to initiating formal statutory or regulatory intervention processes, including reinstating full state control. If the district meets all expectations of the plan the Commissioner will recommend the complete withdrawal of state intervention in 2020. The Department of Education will also have what's called a Comprehensive Accountability Office which will be responsible for compiling relevant data and information to establish the annual status of the district compared to the scorecard metrics and providing information necessary to assess annual progress on the plan. Publishing and presenting the data to the New Jersey Department of Education and to the public in a credible and actionable way, meet biannually with the district to assess progress against the scorecard, and produce

and present a public report annually in August in 2019 and 2020. Updates will be shared at public Board meetings regarding these biannual meetings. The state will review each of the two annual reports and based on the reports submitted by the CAO the state may consider potential interventions. On page 12 you'll see what those state interventions could be for non-compliance in any of the following critical areas as established by the plan and identified by or reported to the independent Comprehensive Accountability Office, HSP, or School Ethics Commission. A pattern of violations of the School Ethics Act by Board members or senior staff, incidents of interference in personnel decisions, failure to abide by federal and state laws, failure of the Board to pass a balanced budget in compliance with state requirements, insufficient cash flow to make payroll or vendor payments, or have a failing score on more than 33% of the metrics on the accountability scorecard produced annually by the CAO, policies or actions by Board members or district leadership that knowingly put children's safety at risk, failure of the Board to approve state standard aligned curricula, and other widespread consistent or egregious actions that hinder the ability of the Board or the district to efficiently and effectively operate the district as identified by the HSP and verified by the Commissioner. Clearly, what is outlined is that we must follow the two-year transition plan. We will be monitored throughout that entire time. We will know monthly how we're doing or not doing and what we need to change. We may need to change direction. We may need to change certain things that we're doing. We will certainly know well in advance what we need to do. Twice a year we will have a report that will come from the Department of Education to tell us how we're doing and where we are. I think it gives us ample time to implement the plan correctly and efficiently the way it's written and give us time if we need to make changes as we move through the plan. There's no doubt in my mind that if we continue to work the way we're working as a Board and have the relationships that we have, not only with the Board but with the district leadership, that we will be able to successfully implement the plan and in 2020 have full local control for the district. At this time, I'm going to ask T.J. Best to come up. He led the NJQSAC for a number of years in the area of Governance so I'm going to ask him to come up and talk about Governance.

Mr. Theodore Best: As you know, we submitted the plan already to the state. However, there have been some changes and things that the state has made. We want to review all of that for your information. We understand what the role of the Board is in terms of Governance. However, just to recap ethics and other Governance topics, structures and expectations for Board decision-making process, role and working relationships between the Superintendent and district, the process for identifying a permanent Superintendent, strategic planning and budgeting expectations, as well as facilities oversight are all functions of Governance. Many Board members have already received the ethics training. However, there will be a series of additional ethics training that the Board has to focus on including ethics decisions, protocols, crisis communication, and all Board members must attend the state mandatory ethics training in addition to annual trainings given within the district. Professional development for the Board of Education and district staff - to develop an effective framework and to ensure Governance the Board and cabinet members are expected to attend and participate in professional development workshops. Ms. Shafer already talked about some of the workshops that were covered this summer, including promoting and supporting student achievement, developing student-centered attitudes in Board members and district when making decisions, fostering productive and collaborative relationships with community stakeholders, and achieving district goals and objectives. As we know, new School Board members must attend the annual New Jersey School Boards Association trainings. Additional professional development, the training module shall include, but not be limited to, state law regulation and case law regarding conflicts of interest as well as ethical requirements in School Board members, district policies regarding ethical



conduct, financial disclosure requirements, review of past ethical lapses in the district and how these have impacted the district's educational process and financial situation. We're going to go over specific instances for the district. Particular attention will be paid to the following areas – conflicts of interest, Board's respect to confidentiality of information, appropriate role of the Board compared to the Superintendent and district leadership, including avoiding Board attempts to exercise any administrative responsibilities. Requests made by individual Board members and the community must represent the best interests of all students and all of these trainings must be covered and completed by June 2019. Additional district staff training, the Superintendent and the cabinet has conducted an institute for professional development for district leaders. These sessions focus on areas of collaboration, effective decision-making, increased student achievement, the return of local control, priorities for the school year, and understanding best practices. To build capacity within the Board and cabinet, members are required to complete training on Governance best practices. General attributes of successful boards and board members, including engaging those identified by the state as models, ethical governance, effective decision-making process and consensus building, protocols for communication with the public. All trainings must be completed by June 2019. District and Board expectations – district administration and Board will follow the proper protocol thereby ensuring the district will operate at the highest standard of performance. All resolution items must go through legal review before Board members are asked to vote on them. District legal counsel must sign all items to verify that they were properly vetted. All resolutions must be vetted through the appropriate Board committee. Board member inquiries pertaining to items not on the Board agenda must be emailed to the Superintendent. Requests for reports or additional information should be submitted to the committee chair. Board member requests for information for meeting appointments must be made through the Superintendent's office. District staff should not be contacted directly. Emergency situation are communicated to the Board President, Superintendent or Deputy Superintendent. District staff members should not be contacted directly. The following are mutual and essential expectations for Board members and the Superintendent in creating a productive work environment. The Superintendent provides ongoing communication. School, student, and staff emergencies will be communicated immediately. Board packets and supporting documentation will be submitted in a timely fashion before the scheduled Board meeting. All supporting documentation should be read prior to the Board meeting. Requests for additions to the agenda and additional information will be considered based on the time sensitivity or circumstances. Special communications are requested for additional information will be sent to Board members. All communication shall strictly address school business only. All parties should Board treated with civility, dignity, and respect. Issues and inquiries presented to the Board must be vetted through the Superintendent and respective Board committees. Individual Board members who request to add items to the agenda must attain the full Board's approval prior to. The Board members will contact the Superintendent's office or Board secretary with questions regarding the agenda at least two days before the scheduled Board meeting. All meetings will start at the designated time and the Superintendent and Board members will adhere to this time respectful of public interest. Board and Superintendent collective responsibilities - here you see a list of the functions responsible for the School Board, Superintendent, and then collectively. The Board specifically is responsible for advocating for children, teachers, and other staff, maintaining fiscal responsibility, making policy for district regarding personnel matters, delegating day-to-day management and decision-making authority to policy and personnel to the district, acting in compliance with applicable law, including New Jersey Open Public Meetings Act and School Ethics Act. The Board has done the evaluation of the Superintendent. However, according to statute the Board must evaluate the Superintendent every single year and complete it by July 1 of each year. It's

responsible to set goals and collaboration with the Superintendent aligned to the district's strategic plan for which the Superintendent will be evaluated including at a minimum outcomes for student academic growth and achievement, following the appropriate ethics guidelines around confidentiality or personnel matters, of which the Superintendent is evaluated on, reflect the statutorily required trainings provided by the New Jersey School Boards Association to new Board members. Now we're going to pass it off to Eric who will do Instruction and Program.

Mr. Crespo: The equivalency was mentioned by Ms. Shafer. It was approved and it measures students' performance in specific areas. When it comes to the equivalency application, it was approved for three years. When the next evaluation from the state is required, we can use the same equivalency. We can revise the equivalency, keep some of the same but just change some factors in it. Or we can have an opportunity to create a new equivalency. Finally, we can use the new QSAC components. We just would have to inform them of that fact prior to our evaluation, which modality we would be using. The district will continue to focus on specific areas and we have some target areas that we will continue. It's not enough just to create a curriculum and hand it to a teacher. We have to monitor. We have to talk to teachers to receive feedback. We need continuous review of curriculum. We have data. You can have as much data as you want. You can have binders of data, but how are you using it? How are we analyzing it? How is that analyzation of the data being implemented in the classroom? All these areas of focus that you're looking at, interventions, enrichment, attendance, special learners or English language learners, special education, and some of our alternative programs, we currently have these areas of focus, but now it's improving them, bringing them to the next level, and being able to monitor them. We also try to work together to have collaboration with our cabinet, district staff, and Board of Education. We have standing committee meetings where we vet our actions. We have our workshop meetings where we have some excellent dialogue, questions and answers. We have Board retreats, district leadership meetings inclusive of the assistant superintendents, some principals, vice principals, directors and supervisors. This is used to build capacity, inform, and make sure that we have a uniform approach when it comes to curriculum and instruction. You have your roles as Board members and we have our role as a district. We always want curriculum and expectations that are aligned to a theme. We want to make sure that we have high expectations and a certain amount of rigor. We want to make sure that all codes and mandates that are set forth by the NJDOE are met. The Board works with us to approve this curriculum, to have fidelity in these practices, and to always have the best interests of our students. We will have a special education highly skilled professional as well assigned to the district. They will work to build capacity of our staff and oversight of the special education obligation programs and mandates. They will oversee and close out any and all corrective action plans that might be current and continue to bring up the percentage of how many students are seen, how many students are used, and how many students are evaluated.

Mr. Richard Matthews: Good evening Commissioners and Madam President. We're going to go through the fiscal component of the two-year plan. Our first section is the basic fiscal obligations, budget requirements and best practices. The district follows a standard operating procedures manual for business functions, including a system of internal controls that prevent the over-expenditure of line items. That says that we can't have any line item over 10%. Every gap account is a rollup of the entire district and we have to make sure that we don't transfer in or out more than 10%. Every year we have to prepare a balanced budget and we have to make sure that it's on time. We have a budget calendar that we're going to roll out to you in the next 30 days. We will make sure that we move this budget process along so that we adhere to the timeframes

based on the type of district that we're going to be approved for in the November election. Monitoring the budget to actuals is in our monthly Board report that we do every month. It's 60 days after the month is due. That report covers budget transfers, the adjusted budget, expenditures, encumbrances, and the available balances. We do not have any unauthorized transfers. We have internal controls that make sure that we see everything that's going to go through, that it's in the proper line items, and that we have the proper people reviewing it. Fiscal forecasting is going to happen three times a year. We will do this in November, February, and May. We will be giving you budget projections based on the current revenue year-to-date and expenses to ensure that the district is on target to maintain a balanced budget for the current year. We also will include fund balance projections in those reports for fiscal forecasting. Personal transaction forms are reviewed for budgeting purposes approved by the BA prior to the hiring process. This is an ongoing process and it's a challenge the district has got to keep working towards. Year-end balance is a repeat of the first fiscal policy meaning that we have no line item in our budget that has an overage of 10% in or out. Fiscal obligations continue every year. Typically in the December timeframe we have to provide you with an audit. It will come from our auditors. They're in the building now and should be wrapping up within the next two to three weeks. District ensures all grant funds are managed in accordance with the mandated requirements and funds are expended within the required time period. The district provides proper oversight and accounting of capital projects, including those funded by bonds and lease financing, and sufficiently tracks and supports financial information to receive reimbursement when the capital funds are held by a third-party escrow account. We currently use SchoolDude and we're moving toward another platform, Microsoft Project, which will help us keep track of allocation of resources and resources in terms of our projects and keep better track of what's happening there. The district complies with New Jersey public school contract law and administrative codes for purchasing. Quarterly reviews of student activities are audited for proper monitoring and controls and we are taking our teams out to the schools to do more school-based overview of our school accounts. Budget components are rank ordered to permit flexibility in budget expansion and reduction. In 2018-2019 we had 70%-15%-15% and in the 2019-2020 budget we're going to use categories 1, 2, and 3. The Department of Education will look for evidence of shifting dollars back into the classroom. In the past we've allocated our funds 150 for elementary and 20 for high school. This year we're going to be moving towards having our dollars show based in regular education, bilingual, and special education. We're going to try to model how the state allocates money based on kids' needs and demographics. You'll be hearing more about that coming up. Continue commitment to identifying, implementing, and operating efficiency from key areas while still maintaining essential student services. Maintain central administrative costs below their regional thresholds. As Ms. Shafer said earlier, out of the \$20 million most of that money went to the classrooms. Commitment to build adequate and contingent reserve funds such as capital, emergency, and maintenance reserves. Receiving \$20 million in additional state aid is very challenging, but we feel very confident that we can do the 2% minimum fund balance for the 2018-2019 budget year. As far as budget development, worst case scenarios we're still looking at flat as the worst case, 2%, and then 5% as the best-case scenario. In terms of financial reporting, this is a repeat of some of the prior slides. Obviously every year we have to prepare a balanced budget and the Board approves it to ensure that we can move forward into the following fiscal year. Monitoring our budget to our actuals – this is an end-of-month Board secretary report where we look at where we are in terms of percentages of expenditures being used. Fiscal forecasting is in November, May, and February. We will present to you where are year-to-date with a year-end fund balance projection. The financial audit typically happens in December. The CAFR gets uploaded to the state website on December 5 as a deadline date. We always will make sure we meet that date. The monthly cash flow report by fund will be

included in our fiscal forecasting that's going to be done in November, February, and May. We will have the cash flow report as part of the projected year-end fund balance projections. We're making responsible decisions or take actions that are in the best interest of all Paterson Public School children regardless of any other competing interest or consideration, establish financial controls and create policies that prevent errors and fraud in financial management, ensure fidelity of district practices to relevant policies and procedures, approve the budget methodology and ensure that the revenue and expenses are reasonable, shieldable, and aligned to the overall strategic plan, develop long-term financial goals for the district, and monitor financial performance.

Mr. Best: Under NJQSAC, Operations covers several key non-academic functions of Board governance. These functions are mandated by the state and/or federal law and require Board adoption of policies or approval of contracts and the submission of monitoring data and reports. The Paterson Board of Education met all requirements for the return to local control in the area of Operations in 2014 and has been operating as such since. Here are the key components of Operations. It's all of the non-academic functions or the majority of them, which includes the student code of conduct, school safety, security, and transportation, the school safety data system, HIB, appointment of the district liaison for child welfare authorities, the district nursing services plan, career educational program, as well as a comprehensive substance abuse prevention, intervention, and treatment referral program. The Board's main function is as a policy developing body. In consultation with the Superintendent, it's responsible for making, maintaining, and updating all district policies and procedures. The Superintendent may recommend and the Board shall develop new policies that align to state law. But it is the Board's responsibility to adopt these policies. A formal policy committee to review and make recommendations to the full Board has been adopted. In reference to the student code of conduct the district must maintain and regularly update it. The student code of conduct was just updated last year to include additional elements of sexting and cyberbullying, which previously weren't in the old one. In addition, they're responsible for maintenance of data and controls. The Board and designated district staff will work to develop internal processes for data quality, management, and review. In terms of school safety and security, the Board must annually adopt information regarding the safety and security of the district students required by law, which includes the safety education program, the school safety and security plan, establishment of procedures to review and resolve any school and transportation incidents, satisfy the requirements under the Gun Free School Act, develop and implement an MOU or MOA with law enforcement, report incidents of violence, vandalism, alcohol, drug abuse, and HIB via the school safety data system report, which we heard today, conduct the required HIB self-assessments and appoint district liaison to serve as the contact person for child welfare authorities. The Board can hold such hearings consistent with the district policies and procedures on dispute of HIB, disciplinary determination, and challenges to the administration's recommendation to place a student in an alternative educational setting as part of disciplinary consequences. The Board has oversight over transportation and professional development, the Superintendent shall provide the Board with an update regarding compliance with all required trainings for the district employees. In terms of student health, the Board must annually adopt the following to ensure the district follows state law, which is the nursing services plan, a comprehensive guidance and academic counseling program, and a comprehensive equity plan. In guidance and student support services, the Board in consultation with the Superintendent must coordinate a comprehensive career education and counseling program with transition services for students with disabilities and must ensure that each school building has multiple discipline teams as part of the delivery of the INRS services. The Board has oversight over the administration of the district's

comprehensive substance abuse intervention, prevention, and treatment referral program, which is delivered by the district's substance awareness counselors.

Mr. Luis Rojas: Good afternoon. Just a few more slides to go. The return to local control for Personnel became effective on February 10, 2016. The Commissioner of Education approved our personnel transition plan on May 11. About eight days later it was presented at a public hearing. The district and the Board assumed control of Personnel back in July 1, 2016. A few items that establish the expectations, decision-making, and overall working relationship between the Board, the Superintendent, and the district - there are quite a few bullets there. I'll just highlight a few. The Board will make responsible decisions to take actions that are in the best interest of all Paterson Public School children regardless of any competing interest or consideration. The district in turn will provide data and recommendations to the Board to establish responsible decision-making regarding all applicable personnel matters. The Board will also maintain compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act. The district will manage the daily process associated with hiring and other personnel matters. The Board will vote to approve all applicable personnel matters, including settlement of collective negotiations, agreements, and candidate salaries. The district will conduct district transfer processes in the best interest of the students and staff and submit any transfers to the Board for final approval. We have established job descriptions for appointments. The district uses appropriate job descriptions and standards for the appropriate district staff. We also process the compliance of background investigations, not only the fingerprints, but also to include the new law passed by the Governor, Senate Bill 214, more commonly known as Pass the Trash. It requires school districts to share information with each other about sexual misconduct and child abuse, unless they've been proven false or unsubstantiated. No longer is it just the fingerprints. It's also a process where we contact each other if there's any misconduct at a previous school district. Monitoring the transition plan, like Ms. Shafer mentioned before, the NJSBOE passed a resolution on May 2. Here we are September 5. The operations will officially begin. After a two-year transition plan two years from tomorrow we will go back to full local control. Together we can. This concludes the presentation.

Comm. Castillo: First of all, I know we have a few questions. First, I would like to commend the Superintendent and the staff. I know you guys have been working at this for months since our last meeting. Finally we're receiving the transition plan approved by the state so we can officially begin the new chapter of Paterson Public Schools and making sure that we're following all guidelines. This is the Commissioner of Education's plan. This is what was put together and this is what he approved. Thereon, I want to accept any questions that you may have. I know you all have a copy and the Superintendent will be available for questions moving forward.

Comm. Hodges: Regarding curriculum, instruction and programming, this is conceptual more than anything else. We've been repeatedly told that our primary reason behind the poor performance of our students is we didn't have a curriculum. Now that we have a curriculum what role does the equivalency play? I'm going to be very blunt. The nonsense that we did anything to gain local control over and above allowing their political process to take place... This was all a political decision. That's what it was - political. The equivalency was part of that. There are 27 years of activity here. They did not address themselves adequately to the needs of their children educationally. That should have been their first and foremost concern and it wasn't. They didn't bring in teams of people here to address the failing of our students educationally. That didn't happen. The equivalency was simply a way to get us out of the system because we still didn't progress where we needed to go. What type of improvement do we have to

achieve that they will accept as being substantial progress under their equivalency? Obviously, the goal is to get our students advancing in a substantive manner, not these small incremental steps that we've been taking all along. What will they accept as being appropriate under this equivalency?

Ms. Shafer: Let me just say, I agree with you over the 27 years they didn't bring teams of people in. Everyone has their opinion whether this was a political play or not. I will tell you that the people in this district worked extremely hard to get 80% or better in those five DPR areas. There was certain evidence and folks came through here and stayed for over a week looking at the evidence, whether or not we had it and whether or not we could say we addressed the objective in the DPR area. When it comes to Instruction and Program for all the districts they knew perhaps they didn't do a good job in increasing student achievement, which should have been their number one issue. They proposed this equivalency knowing that districts were not going to be able to turn around test scores overnight. What they want to see is eventually the equivalency go away and our kids performing at high levels. That's what they want to see eventually. I know that's what we want to see as well. They also made it very clear that growth is really what they need to see. I think we all know you need the curriculum in place. We have not had that curriculum in place for years, not the past Superintendent and not the Superintendent before that. We didn't have a five-year curriculum plan for a long time. It takes not only to have the curriculum, but you also need to have the lesson planning, instructional strategies, and professional development in order for all this to come together and for our kids to be able to show growth. We're seeing some of it now. We're not seeing a lot, but we're seeing some and that's because we do have curriculum in place and we have been doing a lot of professional development. We still have a long way to go. There's no doubt. What the state is looking for is that eventually that equivalency will go away.

Comm. Hodges: I don't want to disagree with you, but there have been various Commissioners who have come here and have been a little bit more forthcoming in private. I'll say that. However, the real issue is the definition of the word 'growth.' That's what I'm looking for. I'm trying to determine what we have to worry about as we build this pathway to educational excellence. I need to know whether a slow progression is considered growth by them. It may not be by us, but it may still meet their narrow definition of progress, whereas it may not suffice for our students' overall educational progress. That's what I'm worried about. What does that percentage look like so that we can at least aim for that and push as hard as we can to get past that hurdle while we go do the other things that we need to do moving forward?

Ms. Shafer: They haven't really been specific. I will tell you that we rushed to get this plan to them in June and we waited all summer to get it back. We got it back a week ago. We got it right back to them and then we just got it back this afternoon. I would just say to you I'm sure that once they come here we'll know what they're looking for. I still think even though if they're looking for incremental slow growth we're still going to strive to see a tremendous amount of large growth because our kids are so far behind. Money has a lot to do with it. There's no doubt about it. It's also about teaching and learning. I think once they come here we will know more about what they're looking for us to produce.

Comm. Hodges: I'm actually looking at their expectations as being the lower end of what ours should be.

Ms. Shafer: Absolutely. Ours are going to be much higher and regardless of what they're looking for, we know what we need to do.

Comm. Hodges: My point is I don't want us to go too low. I want to make sure that as we look for goal-setting hopefully with a strategic plan this year we will actually be able to monitor or look at the benchmarks that we've monitored over time that will show us that we're heading in the right direction before too much time has gone on. That's the concern that I have. I think our expectations should be far better than theirs are. I need a better sense of what that is.

Ms. Shafer: I think we're saying the same thing and I think once we begin to start looking at developing our next strategic plan, which will be for five years, will be the time that we will begin to benchmark, regardless of what the state requires.

Comm. Hodges: Additionally, I've requested in the past the implementation percentage of the curriculum. The reason I'm looking for that is because that will point to us whether or not we are struggling with a faulty curriculum or whether or not the information that's getting to the class is not being relayed by the teachers. That's why I hope to find some way to measure the degree of implementation over time so that we can know that if the test scores don't dramatically increase we have some place to point our efforts in the future, which brings me to the equity map.

Ms. Shafer: We put together a format for the equity plan that we will bring to the retreat on Saturday for you to see. We want to make sure that we've included all areas that you want included before we go out and start doing that work. I did not want to hire a consultant to do that, so I asked someone on staff to do it. It will take some time. It's time-consuming once you see it on Saturday. I also want to give the Board an opportunity to look at it and make sure that we've included everything that you want to be included in it.

Comm. Hodges: The concern of the equity map is that it tells you where the areas are that need the additional focus. The plan is your response to the map. Until we see the map we won't know whether your response is appropriate or not. That's why I'm asking for the map, hopefully before Saturday.

Ms. Shafer: Before Saturday?

Comm. Hodges: Yes, so I can look at it before I get there.

Comm. Castillo: We will have some time also to make sure that our retreat is fairly a few hours long so we'll have time to dissect it and talk about and add and change as well before we give the full presentation to the community.

Comm. Hodges: I'm a very visual learner. I need to read the materials beforehand so that I can digest it in order to present reasonable questions. Happily, the transition plan says we should be getting information prior to the meetings and not afterwards or during. I took note of that. I'm hoping that we do that so that we can sit back and be able to come in prepared to ask questions and to make reasonable contributions and make a much more worthwhile effort out of your day. Thank you.

Ms. Shafer: It can be delivered to your home.

Comm. Castillo: Any other questions?

Comm. Hodges: In regards to fiscal, do we have any idea who these highly skilled professionals are going to be? What level of training do they supposedly have? Do we have an opportunity to make suggestions as to who they might be?

Ms. Shafer: We have no information about who they're going to be, who they approved. In fact, the special education HSP I just found out about two weeks ago. I'm not sure who they're going to be.

Comm. Hodges: How about Jersey City or Newark? Where are they situated in terms of those people?

Ms. Shafer: Everybody is in the same place right now. Yesterday Newark had their Board meeting. Today we have ours. I'm not sure about Jersey City. Everyone is at the same point as we are.

Comm. Hodges: Thank you.

Comm. Castillo: Any other questions? I'm sure if there are any more questions we've seen the transition plan multiple times. If you have further questions, Madam Superintendent, I'm sure you'll be available. One more time I want to commend you and your staff. It's definitely a team effort included with principals and teachers to make sure that we got all the information that we needed and finally we can move on to what is the transition into local control. I want to commend you guys for the work. I know it's been long hours, a lot of materials, a lot of information, and a lot of visiting Trenton. We have accomplished it as an entire team. The teachers and the administrators in the schools have done a phenomenal job. I want to commend you and your entire staff in the Paterson Public Schools family for getting this job done and set to go.

Ms. Shafer: Thank you, Madam President. I want to just take this opportunity to thank all the members of the cabinet. In addition, Eric Crespo, Joanna Tsimpedes who spent a lot of time working on the two-year transition plan with us and just going over it again and again and making charts and graphs. Thank you to all of them for helping put this together. It has been a long time coming. For the community and the children that we serve it's been much too long for them. At this time, I also want to introduce to the Board and to the community Paul Brubaker, who is our new Public Information Officer who will be in charge of communications for the district. We have to finish off the first presentation, which is HIB with T.J. Best.

### **Harassment, Intimidation, and Bullying Report**

Mr. Best: Hello everyone. Sorry about that. I have Ms. Glisson, who's going to represent with me. She is our coordinator for HIB as well. As you know, in 2011 the state developed the Anti-Bullying Bill of Rights Act to strengthen preventing, reporting, investigating, and responding to incidents of bullying and to reduce the risk of suicide among students. The goal of the ABR was to develop, foster, and maintain a positive school climate by focusing on the ongoing systemic processes and practices in schools to address climate issues such as HIB. According to the law, we have to biannually present all HIB investigations, trainings, and programming. This covers the second report from January through June. Every school must also annually complete the ABR self-assessment, which we're going to bring before the Board in October. The Board must vote in a public session to approve all of the reports for submission. By way of the SSDS report, it was created in 2018. It replaced the Electronic Violence and Vandalism Reporting System as well as the HIBITP, which is the Harassment, Intimidation, Bullying Investigations, Trainings and Programing report. This replaced it. Specifically, we have



to give a detailed report of all HIB investigations, the number of HIB affirmed cases, the HIB trainings provided, the targeted population, the number of participants, and HIB programming provided. For the second half of the school year there were a total of 276 reported incidents of bullying with 152 that were actually confirmed. That's 55% of the reporting confirmed, which is slightly higher than the state average. The state average is around 45%. For the entire school year there were 492 reported incidents with 242 confirmed by the Board. Here you can see year-to-year comparison going back to 2011. In 2011 they first established a law and 2013-2014 is when we first adopted Hibster. It is our online reporting system which allows everyone to input digitally and really streamlined some things. 2014-2015 is the last time we did a major comprehensive training of all staff, administrators, and everyone. You see the number spike and since then we have been going down in terms of the number of reported incidents. However, this year there was an uptick in the number of confirmed incidents over the previous two years. I'll give you a copy of this, but this is a school-by-school breakdown of reported and confirmed incidents. We have several cases that are schools over-reporting and some incidents where schools are underreporting. I hate to put them on the spot, but Dr. Hani Awadallah, for example, had 40 reported incidents. It's actually a great school with a great environment. That number is a little bit high in terms of what's actual reality on the school. However, because we have an online reporting system where anybody can report many of these incidents were reported directly by parents and students themselves. Students and parents have gone into the computer and reported incidents to bullying. Also, a number which might be a little bit short is School No. 4, which is right next to Dr. Hani Awadallah. They have zero reported cases of bullying, partially because this year they had to adopt a corrective action plan because the previous two years their number was very high. The state required them to develop and adopt a corrective action plan to address their reported incidents of HIB and it has been successful. They have done a great job at the school addressing issues before they became major. However, I still think that number is a little low. In the high school total, I think that the number reported is a little bit low. We have 31 confirmed cases of bullying in the high schools for the entire year, all high schools. In terms of training there were 105 trainings for staff, 74 for students, and 20 for parents in the community, with 22,386 participants. Here are examples of some of the trainings that we do. In terms of programs, they're ongoing throughout the entire school year. They could be curriculum that is going on in a particular class. Also, schools that adopt PBSIS, which is half of our schools, 26 schools to be exact, they have an ongoing program. There are 97 programs being conducted at our schools that are ongoing. Every single school has at least one. That concludes my report. Are there any questions?

Comm. Simmons: You mentioned School No. 4 with no reports of bullying, but I also saw the same for School No. 13. Is it the same reason?

Mr. Best: No. School No. 13 didn't have to adopt a corrective action plan. However, School No. 13 really does have a good culture and environment. It has changed. I don't know if you've been there in the last couple of years. It has changed. That being said, zero cases are a little bit low.

Comm. Castillo: Where is the medium then? Not to say that everything is too high or too low, but if it's too low clearly there's something that's not okay. That means for some reason they're not being recorded to a degree. I hope all of our schools are doing absolutely phenomenal, but why are some schools failing to report? On the other hand, what do you consider a school that has too many reports? What does that necessarily mean? Is it not found under the definition of HIB? How does that really work?

Mr. Best: It really depends on the principal of the school. This summer we had training with all of the principals. I thank Ms. Shafer for giving me the opportunity to present. We went over individual school's data. We went over the difference between HIB versus conflict. A lot of times it's conflict that's reported as bullying. Then there are some cases where it meets the definition of bullying and an investigation wasn't done. Especially with the younger grades, some schools aren't as prominent to report those incidents in first or second grade, which is understandable. They don't really understand what they're actually doing at that point. However, some schools do. School No. 3, for example, was the highest number with 53 reported incidents. A lot of those happened in kindergarten, first, and second grade. I just don't think in reviewing those cases, even though it might have met the classic definition of bullying, it probably could have been addressed through the student code of conduct it was really up to the discretion of the principal whether or not to do that investigation.

Comm. Hodges: That troubles me because that suggests that there's a lack of understanding on the part of the principals. I know that under Ms. Shafer they've had adequate training and they are up-to-date and understand. Certainly, with you there, Mr. Best, I can't believe that they would run short of their responsibilities. That's just a non-starter, sir.

Mr. Best: That's why there was a major training that took place last month with all of the principals. The assistant superintendents were part of it. We went over school cases and we determined whether or not things should be or shouldn't be. There was some misunderstanding, but we got it all cleared up now.

Comm. Castillo: Is it still the definition that the administrators and principals are having a problem with? I know it's a little difficult to understand what actual HIB is and how to establish case by case. Is that the major problem amongst the principals and the administration and parents? Is there an underlying factor of how these incidents are being managed?

Mr. Best: There are some principals who felt by having any reports of HIB that it would be a bad reflection on their school. There was training that had to be done to let them know that it's okay to have reported incidents of bullying. It's not how many cases were reported. It's how you address the overall culture and climate at the school. I think that is now being put in place and once that fear of having bullying cases before you is gone we will start seeing a more fair number.

Comm. Simmons: Is it possible that when we have low numbers or no reporting at all that those cases are just being handled via the student code of conduct?

Mr. Best: Yes. There are bullying cases that also impact the student code of conduct, especially in the high school. I'll give you the high school numbers. A majority of the high school incidents have also been physical. They've been fights. If a fight happens and afterwards it's like, "I fought him because he's been picking on me all year," then it goes through the student code of conduct. One of the trainings we had to do for our high school principals in particular to let them know that even though you addressed it through the code of conduct, if the originating factor happened because of a bullying situation, you still have to go back and do that bullying investigation. It may not be somebody reporting bullying initially. They may just see a fight happen and then address it through the student code of conduct. But they have to go back and redo the bullying investigation as to why the fight actually got initiated.

Comm. Simmons: Is that tracked through incident reports if it's handled through the student code of conduct?

Mr. Best: Yes.

Comm. Redmon: What would be the tracking mechanism for the actual HIB cases and also for those who go through the student code of conduct?

Mr. Best: In terms of the student code of conduct, that's addressed through an internal reporting system that goes through the assistant superintendents directly. There's then a serious incident report depending on how severe the particular case is. Serious incidents should be reported as well through the SSDS report. That's a new report. In the past there were four different state reports that involved all of these things. This year is the first time that they actually merged all of the reports into one. The presentation that you received from Captain Smith earlier, now when the state reports SSDS numbers they report everything inclusive so it's inclusive of bullying, violence and vandalism, as well as substance abuse, whereas in the past there were three separate numbers. Right now, if you went into a particular school and you looked at the number of SSDS issues, which is inclusive of bullying, fighting, and substance abuse, it may seem like a really high number. But most of those cases would be relative to bullying. Before there were three or four reports and now there's only one. It helps to clear some things up a little bit.

Comm. Martinez: It's been my experience that isolated incidents that occur in the school administrators and bullying leaders will often keep running records. Files are kept on these things. At times families are contacted to inform them of what's going on. There's a distinction between those types of situations and actually bullying or ongoing sustained efforts. If I'm walking down the hallway and I bump into you and we have disagreement, technically that's not bullying. There's a difference. As a building administrator I may document that, reach out to both parents, do some peer mediation, or a restorative circle just to make sure we're addressing this. You never just want to turn a blind eye to it, but there's a distinction between severe ongoing bullying and something that's just an isolated incident. While those things are being tracked individual, in order for it to be deemed bullying to get to that next level, it's something a little bit more. Am I correct, sir?

Mr. Best: No, you're not.

Comm. Martinez: Correct me, please.

Mr. Best: Nationally, you're right, but according to the CDC, that's how bullying is defined by the CDC. According to New Jersey it could be a single incident or a series of incidents. It could be one incident that is bullying as long as it meets the three different criteria. However, there does need to be an imbalance of power in that incident. A perfect example is in New Jersey, which is different, you could bully me on Monday and I can bully you on Tuesday. They're both still technical bullying issues. However, they could also be a conflict. In some cases, like School No. 3, there are 15 cases with just one student who's involved or two students going back and forth bullying each other. For something like that I'm recommending to the school that you classify it as an ongoing conflict. We've done a bullying investigation and we know what the root cause is. At this point we're just going through paperwork and going through the motions when the issue has already been established as an ongoing conflict. It could be a single incident.

Comm. Martinez: I stand corrected. Thank you.

Comm. Castillo: My main concern is what comes with the principals. I have a problem with the perception that there's over-reporting. You have a principal that might have 30 incidents and they get to 35 and say, "This is too many so I'm going to stop reporting." Or principals don't want to report at all because they don't want to have that bad reputation or stigma that they can't handle the students in their building. That's one of my many but possibly the biggest concern. What can we do to make sure, apart from professional development? Sometimes when you're in the classroom with 54 other principals we're all going to agree we're going to do this. But when they go back to their building and reality hits and you have all these kids, what else are we doing? How are we providing resources or help? How are we holding them accountable? There has to be a way that we're tracking just to make sure that every student is getting a fair reporting and that the principals and administrators feel that they can report and that they will have the aid and resources to do it.

Mr. Best: In terms of just the professional development, it was extremely beneficial for the principals. We called individual people out. When I said that School No. 3 has more bullying cases than all of the high schools combined, the high school people couldn't believe it. Accountability happens right here. How can I seriously go before the Board of Education and present these numbers with a straight face knowing the questions that I'm going to get back? That's the accountability factor and it was very clear at the training for the principals. In terms of what we're doing to support them at the schools, there's also multiple ways of reporting as an extra layer of accountability. Individual students and parents can report themselves anonymously via the school district website. In addition to that, they also have the ability to come to central office, which happens, and we will take their bullying case, or they can call. It's providing information to the public, which is why the state law requires that the name and contact information of the anti-bullying coordinator is posted on the main website of the school district's webpage. I get calls about bullying, but I also get calls about whether School No. 21 is going to be open for after-school programs. Every single school website has to have the anti-bullying specialist's number and a way to report. There are multiple ways that parents and students can report. In Dr. Hani Awadallah, for example, that number was very high because the majority of those came directly from parents.

Comm. Hodges: These numbers are reported to the state. There was confusion in the minds of principals that they had to submit accurate data to the State of New Jersey? That's the bottom line here.

Mr. Best: No, I don't think so. It's where they reported it, not if they reported it. A lot of the information may have been reported underneath a serious incident report. It might have been reported underneath the code of conduct. But it wasn't necessarily reported under bullying.

Comm. Hodges: ...which is where it was supposed to be reported.

Mr. Best: It should be reported in both in the past. Now there's a clarification to show them there's only one report that they have to do.

Comm. Hodges: I sincerely hope that we are giving accurate information across the board because that's a serious problem. It's important to us because we need to know how to respond to the situations that are going on. It's also important for us to make sure that the state is receiving accurate information. We could be sanctioned for that.

That message has to be made really clear to the staff. That can't happen and that did happen in the past.

Mr. Best: To our credit, I want to say that our total number of reported and confirmed incidents is actually the highest in the State of New Jersey. But it's not a reflection that Paterson has a bullying problem. That's not the case. It's based off our size. We're the second largest district, but there's also serious underreporting from other school districts. I don't mind putting Newark and Jersey City on blast. Newark has less than 100 reported cases of bullying with 40,000 students. Jersey City is the same. The fact that we're borderline 500 may seem like a lot, but the fact that we have 30,000 kids shows that we're taking things very seriously here.

Comm. Castillo: Any other questions? I know there's a second part to the presentation, correct? That's it?

## **PUBLIC COMMENTS**

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

Comm. Castillo: For all those visiting tonight, we have three minutes per speaker just to be respectful of everyone else's time.

Ms. Greta Mills: Hello everyone. I'm Greta Mills. I just want to say thank you for all the stuff that's being done behind the scenes, the money that's being put back into the schools. I'm a teacher in the Paterson Public School District and the only thing I don't see in here is anything about air conditioning. I'm suffering in my classroom along with my students. We do these half days and that's nice, but please understand that it's very hot. Putting them in the room together is very hot when you have seven fans blowing. That's all I have, seven fans. Imagine tomorrow when I'm trying to do my lessons and put everything out there with seven fans blowing and it's hot and I'm still sweating and the kids are sweating. If we can get some a/c or some central air, and I say this every year, I'd be so appreciative. That's when I'm going to do my cartwheels, jumps, and flips. That's all I have to say because it's late and I'm tired and I want to go home and get sleep. Thank you.

Ms. Doris Salgado: Good evening everyone, Doris Salgado from Paterson Education Fund. I just want to welcome you to the new school year. We're excited at PEF. I'm looking forward to the new initiatives in part of the district and also at PEF. We will be helping to implement Restorative Justice at Eastside, John F. Kennedy, Young Men's Leadership Academy, and Dr. Frank Napier School. We expect to implement the college track workshops once again at Eastside and John F. Kennedy High Schools to all the juniors. We want to make sure that students are reading 50 books or more and that all elementary schools participate and all students get signed up. We're hoping that that can work out this year. We continue with our young women and men enrichment groups, which are Goofy Girls United for the Earth and MOTH, Matter Observed Through Hombres. They are recruiting so hopefully we can accept some more students there. They're from Paterson. Being teachers is a great thing because they were students 10 years ago and now they're teachers and they're still helping in Paterson and mentoring children. We have a new set of college guides ready to be packed for delivery hopefully at the end of October before Thanksgiving. We want to make sure that it gets into the hands of all middle school and high school students. I'm hoping to work with the guidance counselors to make that happen because it is written by

Paterson students and for Paterson students, particularly the journalism class from John F. Kennedy. I just wanted to mention too that we moved to a new location, 451 Van Houten Street at St. Paul's Episcopal Church. We are there now. We're still having a little bit of problems with communication and the internet, but we will hopefully be up and running soon. Thank you.

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

Comm. Castillo: We're going to change the agenda a little bit. We're going to move into executive session because there is some attorney/client information that needs to get done by today. Then we'll come back and vote on the resolutions.

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

The Board went into executive session at 8:27 p.m.

The Board reconvened the meeting at 9:20 p.m.

**It was moved by Comm. Simmons, seconded by Comm. Martinez that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.**

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

### **Resolution No. 1**

Whereas, the Paterson Public School District approves the payment of bills and claims dated September 5, 2018, beginning with check number 212894 and ending with check number 212930, in the amount of \$14,590,000.61, and direct deposit numbers beginning with 226 and ending with 239;

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

**It was moved by Comm. Simmons, seconded by Comm. Ramirez that Resolution No. 1 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. 2**

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.

<b>STAFF MEMBER</b>	<b>CONFERENCE</b>	<b>DATE</b>	<b>AMOUNT</b>
*Joy Nanna	NJ Safe Schools OSHA 10 and D&I Student Training Plans Course	March 22, 2018 (webinar) March 26-28, 2018	\$758.00 (registration)

Teacher/Silk City Academy	Morris Plains, NJ	Aril 18-19, 2018	
Neville Williams	Institute for Professional Development	September 14, 2018 November 2, 2018	\$330.40 (registration, transportation)
Supervisor of Purchasing	New Brunswick, NJ		
Eric Crespo	RTI Summit	September 25, 2018	\$149.00 (registration)
Associate Chief Academic Officer	Somerset, NJ		
Richard Matthews & Staff The following Business Office staff will alternate in the event Mr. Matthews is unable to attend: June Gray, Comptroller Katori Walton, Asst. Comptroller Kennia Fulgencio, Accounting Supervisor Alicia Walton, Payroll Supervisor Rosa Gutierrez, Payroll Coordinator Neville Williams, Purchasing Supervisor Gloryvette Rodriguez, Confidential Secretary	NJASBO In-Service Program	September 27, 2018 November 1 & 29, 2018 December 6, 2018 January 15, 2019 February 5, 2019 March 21, 2019 April 11, 2019 May 9, 2019	\$1,043.00 (registration, transportation)
Business Administrator	Rockaway, NJ		
Nora Hoover	Garden State Employment & Training Association 36 <sup>th</sup> Annual Workforce Development Conference	October 3-4, 2018	\$379.98 (registration, transportation)
Principal/Adult School	Atlantic City, NJ		
Vincent Arrington	NJSBA Workshop 2018	October 22-25, 2018	\$844.22 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Emanuel Capers	NJSBA Workshop 2018	October 22-25, 2018	\$844.84 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Oshin Castillo	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Board President	Atlantic City, NJ		
Jonathan Hodges	NJSBA Workshop 2018	October 22-25, 2018	\$844.22 (registration,
Board Member	Atlantic City, NJ		



			transportation, lodging, meals)
Manuel Martinez	NJSBA Workshop 2018	October 22-25, 2018	\$843.60 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
June Gray	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Comptroller	Atlantic City, NJ		
Richard Matthews	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Business Administrator	Atlantic City, NJ		
Steven Morlino	NJSBA Workshop 2018	October 22-25, 2018	\$75.00 (registration)
Executive Director of Facilities	Atlantic City, NJ		
Susana Peron	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Deputy Superintendent	Atlantic City, NJ		
Pamela Powell	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Chief of Staff	Atlantic City, NJ		
Joel D. Ramirez	NJSBA Workshop 2018	October 22-25, 2018	\$845.46 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Nakima Redmon	NJSBA Workshop 2018	October 22-25, 2018	\$844.22 (registration, transportation, lodging, meals)
Board Vice President	Atlantic City, NJ		
Jessica Schutte	NJSBA Workshop 2018	October 22-25, 2018	\$843.60 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Eileen F. Shafer	NJSBA Workshop 2018	October 22-25, 2018	\$842.98 (registration, transportation, lodging, meals)
Superintendent of Schools	Atlantic City, NJ		
Kenneth Simmons	NJSBA Workshop 2018	October 22-25, 2018	\$844.84

Board Member	Atlantic City, NJ		(registration, transportation, lodging, meals)
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Virginia Galizia	ASCD Empower 19	March 12-19, 2019	\$1,200.00 (registration)
Principal/Alexander Hamilton Acad.	Chicago, IL		

**TOTAL CONFERENCES: 21**  
**TOTAL AMOUNT: \$15,748.26**

**\*FOR RATIFICATION**

**It was moved by Comm. Simmons, seconded by Comm. Martinez that Resolution No. 2 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. 3**

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

Whereas, The 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, 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 September 5, 2018 Board meeting.

**September 5, 2018**

#### **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#	Chronic Absenteeism Specialist	Department of Academic Services	<b>Justification:</b> Position is needed to assist in student's absences <b>Funding Source</b> 20231200100653
To reclassify pc# 183	From: Teacher Kindergarten To: Teacher	School No. 8	<b>Justification:</b> Reclass

	Kindergarten Bilingual		
To reclassify pc# 1420	From: IA Kindergarten To: IA Kindergarten Bilingual	School No. 8	<b>Justification:</b> Reclass
To reclassify pc#	From: Grade 1Teacher To: <u>Kindergarten</u> Teacher	School No. 8	<b>Justification:</b> Reclass

**B. SUSPENSIONS- N/A**

**C. RESIGNATION/ D. RETIREMENTS**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
Robledo, Migdalia	School Secretary	Don Bosco Academy	Resignation

**E. TERMINATIONS**

**F. NON-RENEWAL**

**G-1. LEAVES OF ABSENCE**

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

**H. APPOINTMENT / I. TRANSFER**

Last Name	First Name	School/Location	Title	Salary	Reason
Alfaouri	Rafaa	Dr. Hani Awadallah	Teacher Bilingual	no change	transfer for 18-19
Asfour	Nora	School #16	Instructional Aide	\$33,673	filling vacancy
Burke	Barry	Facilities	Maintenance Worker Plumber	\$43,585	filling vacancy
Burnett	Asia	School #16	Preschool IA	\$31,234.00	filling vacancy
Collins-McCoy	Naisia	New Roberto Clemente	Teacher Grades 6-8 LA	\$52,865.00	filling vacancy
Comen	Muhammed	School #10	Teacher Technology	\$57,605.00	filling vacancy
Dawud	Muhammed	New Roberto Clemente	Personal Aide	no change	internal transfer
De Castillo	Nieves	Food Services	Food Service Sub	\$8.60/hr.	filling vacancy
Dilones	Rashell	Panther	Planetarium Intern	\$12.45/hr.	filling vacancy
Edwards	Asha	School #20	Teacher Grade 5 ELA	\$58,105	filling vacancy
Everett	Joyce	Federal Programs Dept	Senior Specialist	no change	transfer
Forman-Berg	Diane	School # 27	Leave Replacement Teacher Grade 2	\$53,165.00	filling vacancy
Foster	Jennifer	Administrative Assistant	Academic Services	\$67,926 + longevity	new appointment

Gil	Melissa	Dr. Hani Awadallah	Bilingual/ESL	\$59,605.00	filling vacancy
Goldenberg	Tatyana	Martin Luther King	Leave Replacement Sped Autism teacher	no change	extension of leave replacement
Gomez Santiago	Remigia	Food Services	Food Service Sub	\$8.60/hr.	filling vacancy
Harper	Donna	Fleet Coordinator	Security Dept	\$75,000 + longevity	new appointment
Jasper	Aaron	Dale Ave	Personal Aide	no change	transfer for 18-19

**APPOINTMENT / TRANSFER CONT.**

Last Name	First Name	School/Location	Title	Salary	Reason
Kelly	Samantha	School #27	Teacher Grade 6 Social Studies	\$22,000	leave replacement
Lattinelli	Carla	EHS CAHTS	Teacher of Culinary Arts	\$58,105	filling vacancy
Lima	Arely	School #9	Instructional Aide Kindergarten	\$30,022	filling vacancy
Mansour	Hosam	JFK-STEM	Teacher Chemistry	\$80,895	filling vacancy
Moskal	Anna	Special Services	Physical Therapist	\$77,080	from PT to FT
Ove	Raquel	Accountability Dept	Performance Evaluation Coordinator	\$53,000	filling vacancy
Polanco	Arody	Food Services	Food Service Sub	\$8.60/hr.	filling vacancy
Rodriguez	Rosanna	Food Services	Food Service Sub	\$8.60/hr.	filling vacancy
Russomano	Danielle	School #18	Teacher Grade 8 Math	no change	internal transfer
Salerno	Julieanne	School #26	Teacher Grade 4	\$52,865	leave replacement
Sawires	Magdoulén	School #2	Teacher Grade 5-8 Science	\$53,165	filling vacancy
Sheppard	Marcus	Facilities	Maintenance Worker Plumber	\$47,435	filling vacancy
Simmons	Kewanna	School #12	Teacher Grade 2	\$59,105.00	filling vacancy
Soto	Janett	New Roberto Clemente	Instructional Aide Sped LLD	no change	internal transfer
Surita	Dottie	Special Services	Part Time Clerical	\$25/hr.	filling vacancy
Waddell	LaToya	School #13, YMA, #6 & #2	Elementary School- Based Math Supervisor	\$85,901.00	filling vacancy

**J. DISTRICT/SCHOOL PROGRAM HIRING**

NAME	POSITION	LOCATION	DISCUSSION
Coughlin, Meghan	Teacher	Department of Special Education	<b>To hire:</b> ESY SPED Program <b>Dates:</b> 7/9/18-8/3/18 <b>Rate of pay:</b> \$75 per hour not to exceed \$7,500

			<b>Funding Source</b> 20250200110655053
Watley, Janiki Woods, Jennifer Rawlins, Brian Charles, Kelly	Supervisor	Young Men's Academy	<b>To hire:</b> Curriculum Writing <b>Dates:</b> 8/10/18-6/30/19 <b>Rate of pay:</b> \$40 per hour not to exceed \$4,000.00 <b>Funding Source</b> 11000221110650053
Miah, Zakir	Teacher	JFK Education Complex	<b>To hire:</b> Assistant Football Coach <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> Stipend \$7,449.00 <b>Funding Source</b> 15402100100050053
Verrico, Dan	Technology Teacher	SOIT-Eastside HS	<b>To hire:</b> Technology Maintenance <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> \$34 per hour not to exceed \$340.00 <b>Funding Source</b> 15421100101063053
Ahn, Jin-Young	Teacher	HARP Academy	<b>To hire:</b> Newspaper Advisor <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> Stipend \$4,500
Ferrandino, Marianne	Teacher	School No. 27	<b>To hire:</b> Before and After School Supervision <b>Dates:</b> 2018-2019 School Year <b>Rate of pay:</b> \$34 per hour not to exceed \$6,120.00 <b>Funding Source</b> 15421100101027053

#### **K. MISCELLANEOUS**

To compensate **Lecia Williamson** for teaching four different preparations for the 2018-2019 School Year. Mrs. Williamson is the only teacher on staff with the Allied Health Teacher certification. Her course load is as flows: Patient Care I, Patient Care II (two Periods, Medical Assisting and Fundamentals of Health and Wellness Rutgers 9DE). Mrs. Williamson received a stipend for the 2015-2016, 2016-2017 and 2017-2018 School Years. 6<sup>th</sup> period \$4,500

To compensate Tatiana Mikhailovsky for teaching six periods for the 2018-2019 School Year. Dr. Mikhailovsky is teaching an additional Dynamics of Healthcare in Society/Rutgers (DE). Her schedule is ECC/Medical Terminology? Rutgers (DE), Dynamics of Healthcare in Society/Rutgers (DE) two periods), Medical Terminology (3 periods) \$4,500

To adjust the 2018-2019 salaries of the following Principals. The increase is based on their 2017/2018 Evaluation Administrative Practice score as per the PPA contract.

<b>NAME</b>	<b>POSITION</b>	<b>OLD SALARY</b>	<b>NEW SALARY</b>
Bespalko, Rosalie	Principal	\$153,636	\$156,503
Galizia, Virginia	Principal	\$137,722	\$140,294
Ortiz, Carlos	Principal	\$146,627	\$149,392
Puglise, Frank	Principal	\$137,514	\$140,592
Rivera, Mirva	Principal on Assignment	\$167,790	\$170,928

Rodriguez, Steven	Principal	\$136,314	\$138,892
Sumter, Stanley	Principal	\$116,693	\$119,932
VanLiew, Felisa	Principal	\$155,671	\$158,590

To approve Sabbatical leave for Mr. Haluk Dinc for the 2018-2019 school year; Mr. Luis Rojas, Assistant Superintendent has approved the sabbatical request accordingly. Mr. Dinc shall be compensate in accordance with the negotiated agreement between PEA and the District at one-half ay, including benefits for the 2018-2019 school year.

Location	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
311	PFSA	10	FOOD SERVICE	200.00	0.00	200.00
057	PEA	10	TEACHER	0.00	1,250.00	1,250.00
014	PCMA	12	CUST/MAIN	0.00	2,317.10	2,317.10
005	PEA	10	TEACHER	0.00	1,250.00	1,250.00
410	PEA	12	SECRETARY	500.00	0.00	500.00

To provide a sixth teaching period assignment to the following teacher: Janet Abyad Teacher of Science & Chemistry. Ms. Abyad is the only chemistry certified teacher in the school and has agreed to teach a 6<sup>th</sup> period class, due to the enrollment and she will be teaching student's from all Academies located in the John F. Kennedy Educational Complex. \$4,500

To compensate Luis C. Palacio for teaching six periods for the 2018-2019 school year. Mr. Palacio is needed in six inclusion and resource classes to provide resource instruction and in-class support in Algebra (two periods), Geometry (two periods), Algebra II (one period), and English 1 (one period). \$4,500

To compensate Louis Sayad for teaching six periods for the 2018-2019 school year. Mr. Sayad is teaching an additional Biology class. His class schedule consists of Clinical Research (De/Rutgers), Anatomy and Physiology II/DE Rutgers (two periods), Honors Biology (2 Periods), and Biology/Lab. The remaining science teachers at HARP have full schedules. \$4,500.

To amended version of PTF# 19-333 dated originally dated 7/31/2018.

**It was moved by Comm. Simmons, seconded by Comm. Martinez that Resolution No. 3 be adopted.**

Comm. Hodges: Does that include what was discussed in executive session? Are those considered to be her recommendations? All I need is the personnel packet? Never mind. I'll just vote no.

**On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Ramirez who voted no, and Comm. Simmons and Comm. Schutte 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. 4**

WHEREAS, the Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; and

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Community Partners for the Paterson Public Schools' Full Service Community Schools, RFP-464-18, for the 2017-2018 and 2018-2019 school years; and



WHEREAS, this Request for Proposal (RFP) solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on August 10, 2017. Sealed proposals were mailed/ e-mailed to four (4) potential vendors, in which the mailing list can be reviewed in the Purchasing Department; and WHEREAS, Four (4) proposals were received on August 30, 2017 at 11:30 a.m. at 90 Delaware Avenue, Paterson, New Jersey 07503 by the Purchasing Department resulting in the following:

<b><i>School Year:</i></b>	<b><i>Boys &amp; Girls Club</i></b>	<b><i>New Destiny Family Success Center</i></b>	<b><i>St. Paul's Community Development Corp.</i></b>	<b><i>NJ Community Development Corp.</i></b>
2017-2018	\$85,000.00	\$157,300.00	\$242,500.00	\$125,000.00
2018-2019	\$85,000.00	\$157,300.00	\$242,500.00	\$125,000.00

WHEREAS, the evaluation committee recommends that each vendor prevailed in a number of key areas that promise to impact student achievement through extended services for students, families and community members of School 5, School 15, The Senator Frank Lautenberg School (SFLS), The New Roberto Clemente School (NRC) and/or Dr. Frank Napier Jr. School of Science and Technology in the Paterson School District; and

WHEREAS, based on the score sheets from the Evaluation Committee Members and the Departments Full Service Community Schools & Grants Procurement and Purchasing, it is recommended that this contract be awarded for Community Partners for the Paterson Public Schools' Full Service Community Schools, RFP-464-18, to the following vendors:

- St. Paul's Community Development Corp.
- New Destiny Family Success Center
- NJ Community Development Corp.
- Boys and Girls Club of Paterson & Passaic

WHEREAS, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, with the systematic focus on effective academic programs, safe and healthy schools, family and community engagement and efficient and responsive operations, Priorities I, II, III & IV; and

WHEREAS, the District is required to provide a \$100,000 cash match. The District retained approximately \$40,000 in 2017-2018 to provide two computer carts for each School 15 and SFLS. In 2018-2019, the \$40,000 will be provided to the community partners to increase their after school and summer program offerings and student seat capacity, resulting in the request to increase the RFP amount; now

THEREFORE, BE IT RESOLVED that the District Superintendent supports the Departments of Full Service Community Schools and Purchasing above recommendation on page 1 of this document that the following vendors be awarded contracts for Community Partners for the Paterson Public Schools' Full Service Community Schools, RFP-464-18, for the 2018-2019 school years at a not to exceed amount of \$650,000.00, in total, annually:

<b>Vendor:</b>	<b>Address:</b>	<b>School(s):</b>	<b>Not to Exceed:</b>
St. Paul's Community Development Corp.	456 Van Houten Street Paterson, New Jersey 07501	School 15 & New Roberto Clemente	\$262,500.00
New Destiny Family Success Centers, Inc.	79 Ellison Street Paterson, New Jersey 07505	SFLS/School 6	\$177,500.00
NJ Community Development Corp.	P.O. Box 6976 Paterson, New Jersey 07509	School 5	\$125,000.00
Boys and Girls Club of Paterson & Passaic	264 21 <sup>st</sup> Avenue Paterson, New Jersey 07501	Napier Academy	\$85,000.00

**It was moved by Comm. Ramirez, seconded by Comm. Simmons that Resolution No. 4 be adopted.**

Comm. Schutte: I would like to know if we have data that reflects how the programs are being run. If we do, can I see that data? If not, can we get it or an audit to see how they're being run?

Ms. Jenna Goodreau: Hello. Yes, we do have data, especially for our two grant schools, School No. 6 and School No. 15. I would be happy to forward that to you. We have several evaluation reports.

Comm. Schutte: What's the timeframe of when I can possibly expect it? I'm sure you have a lot going on.

Ms. Goodreau: For the reports that we already have, they're already done. That could be fairly immediate. However, with our non-grant schools over the next couple of months we will be going through an internal evaluation process for those schools for the last school year.

Comm. Hodges: Now that I know there's data available that I don't have I have to vote no.

Comm. Castillo: This is the data from the last school year on our non-grant schools. Correct?

Ms. Goodreau: We have data on our grant schools, School No. 6 and School No. 15 for 2016-2017. Right now our external evaluator is undergoing the evaluation process for 2017-2018.

Comm. Castillo: Which we're still in.

Ms. Goodreau: Right. Our contract with them ends at the end of this month. We should have a draft report some time by then. It incorporates tests scores, attendance, and so on. It takes a while for us at the beginning of the school year to gather that data and forward it to them and give you an extensive analysis and provide the report. I wouldn't want to put it out there until everything is in its final form, but we do have reports from past years.

Ms. Peron: I just wanted to say that we have presented those reports and we will continue to present them as a whole when they're ready. The last report was through ActKnowledge and Jenna did the presentation.

Ms. Goodreau: It was last February. I can forward that.

**On roll call all members voted in the affirmative, except Comm. Hodges who abstained and Comm. Schutte 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 Federal Programs:  
Acceptance: CHAPTER 192 NONPUBLIC COMPENSATORY EDUCATION  
SCHOOL YEAR 2018-2019

Whereas, Priority I, Goal 1 of the 2014-2019 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase achievement levels – expected growth by 20 percentage points for grades 3-11 by 2019; and

Whereas, the district is eligible for Chapter 192 Nonpublic Funding in the amount of \$112,522.00 to provide compensatory education services to Paterson students attending non-public schools in the City of Paterson; and

Whereas, there is no matching fund requirement for this grant; and

Whereas, the district will comply with the terms and conditions of the grant, will target grant funds for the academic advancement and achievement of the students and will expend the funds in the most effective and efficient manner; and

Now, Therefore, Be It Resolved, that the Paterson Board of Education approves the acceptance of the Chapter 192 Nonpublic Funding grant in the amount of \$112,522.00 to provide compensatory education services for Paterson students attending non-public schools located in the City of Paterson for the grant period of September 1, 2018 through June 30, 2019.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 5 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. 6**

Acceptance: CHAPTER 192 NONPUBLIC FUNDING –  
TRANSPORTATION SERVICES SCHOOL YEAR 2018-2019

Whereas, Priority I, Goal 1 of the 2014-2019 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase achievement levels – expected growth by 20 percentage points for grades 3-11 by 2019; and

Whereas, the district is eligible for Chapter 192 Nonpublic Funding in the amount of \$54,778.00 for transportation services to Paterson students attending non-public schools in the City of Paterson; and

Whereas, there is no matching fund requirement for this grant; and

Whereas, the district will comply with the terms and conditions of the grant, will target grant funds for the academic advancement and achievement of the students and will expend the funds in the most effective and efficient manner; and

Now, Therefore, Be It Resolved, that the Paterson Board of Education approves the acceptance of the Chapter 192 Nonpublic Funding grant in the amount of \$54,778.00 for transportation services for Paterson students attending non-public schools located in the City of Paterson for the grant period of July 1, 2018 through June 30, 2019.

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

Comm. Hodges: I'm getting a lot of reports. I know this is for homeless kids, but we need to look at these uniforms in general because their prices are beginning to escalate and they're becoming unwieldy. You have to get the monograms.

Comm. Simmons: You're on the wrong one.

Comm. Redmon: We're on No. 6.

Comm. Hodges: I'm jumping the gun? Hold that thought.

**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**

Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the purchase of goods and/or services without public advertising for bidding pursuant to 18A:18A-37(a):

Whereas, for all contracts that in the aggregate are less than the bid threshold but 15 percent or more of that amount, and for those contracts that are for subject matter enumerated in subsection a. of N.J.S.A. 18A:18A-5, except for paragraph (1) of that subsection concerning professional services and paragraph (3) of that subsection concerning work by employees of the board of education, the purchasing agent shall award the contract after soliciting at least two competitive quotations, if practicable. The award shall be made to a vendor whose response is most advantageous, price and other factors considered. The purchasing agent shall retain the record of the quotation solicitation and shall include a copy of the record with the voucher used to pay the vendor; and

Whereas, the Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42

U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and was most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA); and

Whereas, Title I funds are allocated to purchase uniforms for homeless students under the McKinney Vento Law; and

Whereas, through solicitation of quotes, the below vendors submitted proposals in which services will be provided to the District as follows:

United School Uniform	JDM Associates Inc.
See attached quote	Does not participate In the voucher program

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 2: Strengthen customer service orientation in schools and district offices, now

Therefore Be It Resolved, that the State Operated School District of the City of Paterson approves this resolution to award a contract to United School Uniform located at 301 Main St, Paterson, NJ 07505 to provide uniforms to homeless students.

Not To Exceed 30,000 Annually School Year 2018-2019

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

Comm. Hodges: These prices are beginning to rise and you just can't go out and get a blue shirt. You have to get monograms so that causes the price to go up. That was not the intent of the uniforms, to be more expensive than the regular school clothes. That has to be looked at. Schools are doing these things independently, but we need to perhaps step in and take a look at it as a Board and maybe revisit our policies. This is becoming a problem for parents.

Comm. Simmons: I think a few years ago we talked about trying to make sure that we use local uniform companies. I think part of the issue is that those companies are limited. You do have a lot of companies that are closing. The issue simple becomes that it's limited. There is a uniform store downtown in Paterson in the mall. It's actually the only one. There are other stores that just stopped selling school uniforms. I'm not sure why. There used to be tons of stores downtown that sold uniforms. There aren't any more. I think part of the issue is quality. You pretty much get what you pay for. I think that's what it comes down to. While it was cheaper for me to just go shopping for my son and buy regular school clothes, when school started to go to the more affluent uniform stores the uniforms actually lasted longer. I didn't have to purchase them as frequently.

Comm. Hodges: But the prices are escalating and becoming a problem for people. They really are.

Comm. Simmons: They are, but I think that's because lots of districts are just moving to uniforms.

Comm. Castillo: For the second time tonight I agree with Dr. Hodges.

Comm. Hodges: It's banner evening.

Comm. Castillo: I think we owe it to the parents as well to look into it. This might be a different scenario, but can we do something to stabilize or not have the logos? There has to be something that we can do. Kids grow so fast and whatever pants they're wearing in September they're most likely not wearing them in December or January anymore. I don't think we can change the whole process, but there has to be something that we can do to ease our parents in the community.

Comm. Simmons: I think that's why we were looking into trying to use local establishments. I think with the monograms and the logos it is how we identify where students are supposed to be.

Comm. Castillo: I don't want to go too far, but we do have a ton of local shops. Maybe we have some that partner up with a certain school of the area. We can look into that direction. We have a ton of people in Paterson that do shirts and monograms. I can name you six off the top of my head. Maybe we can partner up the school with that Paterson business. It will be at a cheaper price for the parent and at the same time we're collaborating with a Patersonian.

Comm. Simmons: We don't want to say cheaper just yet. It will still be something that we'll have to negotiate.

Comm. Castillo: Less expensive.

Comm. Hodges: The problem is many times this is a choice made by a principal. They're directing the parents. It happens. They say they have to go to this store because they have our monogram.

Ms. Shafer: Why don't you let us take a look by school? What is the uniform and how much is it? We will itemize it all by school and then bring it to the Board so you can see what the high price, low price, and average is, and go from there. Some of the high schools have sweaters, sweatshirts, V-neck, round neck, and hoodies. Let us look at that and we will bring it to you.

Comm. Hodges: That's what I was hoping for. Thank you.

**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, professional service contracts fall under 18A:18A-5: exceptions to requirement for advertising and shall be awarded for a period not to exceed 12 consecutive months; and

WHEREAS, however the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, Under the Authorization of the Director of Full Service Community Schools and Grant Procurement a formal public solicitation for Professional Services-Medical Services for the Full Service Community Schools and 21st Century Programs, RFQ-935-19, was initiated; and

WHEREAS, Eight, (8) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which one (1) vendor responded to the district's solicitation; and

WHEREAS, this solicitation was made by advertised public notice appearing in the Bergen Record and the North Jersey Herald News on Thursday, August 2, 2018. A sealed bid was received and opened on Friday, August 10, 2018 at 11:00 a.m. at 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

WHEREAS, per the attached bid summary, the Departments of Full Service Community Schools and Grant Procurement, along with Purchasing, recommend that the request

for qualifications for Professional Services – Medical Services for the Full Service Community Schools and 21st Century Programs, RFQ-935-19, be awarded as follows:

Health N Wellness Services, LLC  
1 Jaywood Manor Drive  
Brick, New Jersey 08724

WHEREAS, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority II: Creating and Maintaining Healthy School Cultures; now

THEREFORE, BE IT RESOLVED that the State District Superintendent supports the above mentioned recommendation that Health N Wellness, LLC be awarded a contract for Professional Services – Medical Services for the Full Service Community Schools and 21st Century Programs, RFQ-935-19, who was the sole, responsive and responsible vendor that provided the best price to the district at a not to exceed amount of \$512,940.17 for the 2018-2019 school year, pending grant approval and funding availability.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 8 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. 9**

WHEREAS, approving the following routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson pupils to in district special needs programs for the 2018-2019 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, and the district agrees to the terms of the contract for the 2018-2019 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2018-2019 school year with Northern Regional Educational Services Commission, as follows:

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE, BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport special needs students to in district schools for the 2018-2019 school year is stipulated on the attached page(s). This shall take effect with the approval signature of the State District Superintendent.

11-000-270-514-685-000-0000-000	(Special Education)	\$ 202,675.00
11-000-270-350-685-000-0000-000	(Management Fees)	\$ 6,080.25
<b>TOTAL:</b>		<b><u>\$208,755.25</u></b>

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 9 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. 11**

WHEREAS, approving the cancellation of route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; and

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

BE IT FURTHER RESOLVED, this resolution, is to cancel routes CTCS319 and GDWS119 from Bid 528-19. Transportation is being cancelled due to the companies being inability to fulfill the routes, for the 2018-2019 school year. This shall take effect with the approval signature of the State District Superintendent

Cancelled Route:

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
BARAKA TRANSIT	CTCS319	\$179.00	(0)	(\$ 36,874.00)
NJ TRANSPORTATION	GDWS119	\$190.00	(0)	(\$ 34,960.00)

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 11 be adopted.**

Comm. Simmons: What does it mean unable to fulfill the route? For what reason?

Ms. Lisa Vainieri: It basically means that the company has notified us that they don't have drivers or enough vehicles.

Comm. Hodges: Does that cause a hardship for us? They bid on the contract and now they can't fill it. School is opening tomorrow and we're suddenly forced to go out and bid again at a higher price no doubt.

Ms. Vainieri: We have a lot of quotes.

Comm. Hodges: Who pays that difference?

Ms. Vainieri: We do go after their bond. We're working with legal right now to go after the company's bond.

Mr. Murray: For the first time a few years ago, when I was first general counsel, she came with her staff and we started going after the bid bond with good results. The message got out. Folks got religion. Before, it was a game.

Ms. Vainieri: We also deduct the difference. We tried that route first. We'll go out to quote and if the next quote is bigger than the first one, we take the difference. If it's an additional \$10 a day, we times that by 180 days and we deduct the difference every month from their invoice.

Mr. Murray: They don't want us to go after their bond.

Ms. Vainieri: They don't want us to go after their bond.

Mr. Murray: Once you go after their bid bond, they can't get another bid bond and they're out of business.

Ms. Vainieri: Right, and that's what we're going through right now.

**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

Comm. Castillo: I'm sorry. That was number 11. I skipped number 10.

**Resolution No. 10**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide transportation to Godwin/Highland school for students with special needs as per their IEPs. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
CITY WIDE	GDWS119Q	\$ 272.00	60	\$ 16,320.00

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 10 be adopted.**

Comm. Hodges: I'm really concerned about the fact that there are some companies that we do business with that have a number of different companies. Not just the ones that have been listed for us. I don't know. That's the issue. There are a group of people who have a number of bus firms that they own and they're not all listed as one owner. They are family-owned and have the same kind of operational problems. I'm just hoping that we've done some due diligence to research that above a cursory look. I have it on very good authority that they do have several companies that are not very readily apparent.

Comm. Castillo: Why don't we do this roll call and then go back to that just so we can stay focused? She's going to go into length on what she can do to be more effective in that area to answer your question. Let's finish this one in particular and then we can go right back. Don't go anywhere.

**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

Ms. Vainieri: We are aware whoever the owner of a company is. We are aware of family-owned companies. However, they are in different family member's names. We are aware and we check all the documents when we do a bid. If we do deem a company unreliable, the lawyer makes sure that in the agreement any business under that person's name cannot be bid upon.

Comm. Hodges: That is the issue. It's not going to be in the person's name. It's going to be in somebody else's name.

Ms. Vainieri: But we are aware of all this. If that company that's maybe owned by somebody's relative is doing poor business we'll go after them as well.

Comm. Hodges: Okay. That's fine.

### **Resolution No. 12**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and



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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Children's Therapy Center for students with special needs as per their IEPs. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
WE CARE	CTC319Q	\$ 174.00	58	\$ 10,092.00

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 12 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. 13**

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2018-2019 school year for in-district special needs students, and

WHEREAS, approving the addendum to add aides to School 20 routes for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the District would like to approve the following addendum for the 2018-2019 school year. The addendum is as follows:

Contractor	Route #	Aide Cost	Additional # of Days	Total Cost
JOSHUA TOURS	PS20S119	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S219	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S319	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S419	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S519	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S619	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S719	\$50.00	16	\$ 800.00
JOSHUA TOURS	PS20S819	\$50.00	16	\$ 800.00

NOW THEREFORE BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation to approve addendums to contracts for routes in the 2018-2019 school year.

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

BE IT FURTHER RESOLVED, this addendum is to add aides School 20 routes for the month of September as part of the 2018-2019 school year. This shall take effect with the approval signature of the State District Superintendent.

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 13 be adopted.**

Comm. Hodges: Isn't having aides part of our standing contract? Why do we have to give them more money for that?

Ms. Vainieri: Yes, it is. However, we were under the impression originally that the special education department was going to hire aides for these routes because these are behavior disability students. However, we're in delay and it's going to happen in October. We had to make sure that we get the company to cover those buses. When we went out to bid, we did so with no aides because we were going to have our own aides in this district that work for special education on those buses.

Comm. Hodges: So the timeline is October?

Ms. Vainieri: October is when we want our district aides riding the bus and not the company's aides.

Comm. Hodges: Where are we with the hiring of those aides?

Ms. Vainieri: It's not coming from me. I'd have to ask Cheryl that.

Comm. Ramirez: Who dropped the ball? They were supposed to be hired but they weren't hired. So now you have to come back to us for this money so we can hire these aides.

Comm. Hodges: The Commissioner's question is, how do we avoid this from happening again? Is there a procedure that we have put in place? What is it? We don't want to revisit this again.

Ms. Vainieri: School No. 20 was a new school that was going to be added this year. MLK was done this way last year.

Comm. Hodges: That's problematic.

Ms. Cheryl Coy: We just found out today our bus aides can go back on the bus as of Monday. Tomorrow and Friday it has to be from the contractor. Monday our bus aides will be back on the buses.

Ms. Shafer: We're going to need to amend this.

Comm. Castillo: Mr. Murray, can we pull this and then we will go back if we need to pay them for two days or whatever the resolution is? We can go back and ratify that. Let's pull Resolution No. 13. Cheryl, we're sure that we're okay for today and tomorrow? The bus company is going to be able to do it?

Ms. Coy: Yes, we already told the bus company.

Comm. Castillo: Tomorrow and Friday they're going to do it and we should be good starting off Monday.

Ms. Coy: Yes. Our supervisor confirmed with the aides at the schools today who would ride the bus. We have the list of them. The PTF is being done for them to do it on Monday.

Comm. Ramirez: I just have a concern. Obviously, there's a lack of communication between transportation and special education. I would like Madam Superintendent to look into the chain of communication and how it occurs when these things happen so that this doesn't come before us and then we have to start amending and looking at these questions. It just puts us in a bad position. Thank you.

**Resolution No. 13 was pulled.**

**Resolution No. 14**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide transportation to MLK from School 25 for the Kindergarten overflow students. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
SARAH TRANSPORTATION	PS25MLKQ	\$ 279.00	55	\$ 15,345.00

**It was moved by Comm. Simmons, seconded by Comm. Ramirez that Resolution No. 14 be adopted.**

Comm. Hodges: What is the nature of this overflow?

Comm. Castillo: Too many kids.

Comm. Hodges: I know what an overflow is, Madam Chair, and I thank you for the enlightenment. I'm trying to ask a deeper question as to why we have the overflow, now that I understand what an overflow means, courtesy of your eloquent understanding. What is the reason for the overflow?

Ms. Vainieri: School No. 25 lost a kindergarten teacher. They had already enrolled 60 students since we started kindergarten registration. We reached over the capacity and students then had to be sent to MLK.

Comm. Hodges: Is it anticipated that this loss of teacher will be year-round?

Ms. Vainieri: Yes.

Comm. Hodges: We're not going to go after trying to replace that teacher during the course of the year?

Ms. Vainieri: I don't believe so. That I can't answer. It's not that many kids.

Ms. Peron: They were over-registered for the sections. They had three sections last year and this year they have two. Last year they had very small kindergarten class sizes, and then this year they were over-registered.

Ms. Vainieri: They had more kids.

Comm. Hodges: Thank you.

**On roll call all members voted in the affirmative, except Comm. Redmon 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

Ms. Shafer: Earlier this evening you received five additional transportation resolutions and I just want to tell you why. We had one cancellation. We have three for students who are displaced. We have one for a company that was not able to fulfill the routes so we had to get a new company. You have the five in front of you.

### **Resolution No. 15**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to various schools for students with special needs as per their IEPs and McKinney Vento students that are displaced. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
AAA	PS9WQ	\$ 194.00	55	\$ 10,670.00
AAA	NJEDDAWQ	\$ 194.00	60	\$ 11,640.00
KRIS TRANSPORTATION	PS12LYNQ	\$ 118.00	55	\$ 6,490.00
AMERICAN STAR	PS14Q	\$ 220.00	55	\$ 12,100.00
NJ TRANSPORTATION	PS10Q	\$ 149.00	55	\$ 8,195.00

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 15 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. 16**

WHEREAS, approving the cancellation of route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; and

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

BE IT FURTHER RESOLVED, this resolution, is to cancel route PS2S819 from Bid 528-19. Transportation is being cancelled due to the company being inability to fulfill the route, for the 2018-2019 school year. This shall take effect with the approval signature of the State District Superintendent

Cancelled Route:

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
BEST SCHOOL BUS	PS2S819	\$232.00	(0)	(\$ 41,992.00)

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 16 be adopted.**

Comm. Hodges: This is because of....?

Comm. Castillo: Displacement. Students are residing in Wanaque right now.

Comm. Hodges: We're taking them to Wanaque?

Ms. Vainieri: No, we're taking them to our school. We're picking them up in Wanaque.

Comm. Castillo: We're bringing them over to School No. 21.

**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. 17**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to MLK for a student that was placed in Haledon, NJ as per DCP&P; and two students that are displaced and residing in Totowa, NJ attending NSW. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
AMERICAN STAR	MLKHQ	\$ 218.00	55	\$ 11,990.00
AMERICAN STAR	NSWTQ	\$ 275.00	55	\$ 15,125.00
				<u>TOTAL: \$27,115.00</u>

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 17 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

Comm. Hodges: Madam Chair, I assume we're going after their funding as well.

Ms. Vainieri: Oh yeah, because it was the last minute.

### **Resolution No. 18**

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to School 21 for two students that are displaced and residing in Wanaque, NJ. This shall

take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
AMERICAN STAR	PS21WANQ	\$ 312.00	55	\$ 17,160.00

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 18 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. 19

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Panther Academy for a student with special needs displaced and residing in Newark, as per the IEP. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
KRIS TRANSPORTATION	PANQ	\$ 193.00	55	\$ 10,615.00

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 19 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. 20**

Whereas, the Board of Education has considered language for a public question to be considered by the voters on November 6, 2018 relating to whether the School District of the City of Paterson should become a Type 1 or Type 2 School District; and

Whereas, the Board of Education has further considered language for an interpretative statement to accompany the question;

Now, Therefore, Be It Resolved, that the Board of Education approves the following public question and interpretative statement for submission to the County Clerk for the ballot on November 6, 2018:

Public Question: "Shall the School District of the City of Paterson become a Type 1, mayor-appointed, or Type 2, community-elected, school district?"

Vote for One:

- Type 1 – Mayor appoints the Board of Education members; school budget determined by a separate Board of School Estimate

OR

- Type 2 – Community of Paterson elects the Board of Education members; school budget determined by Board of Education and approved by the voters when required by law

Interpretative Statement:

The State is now in a process of transitioning governance of the District to local control. New Jersey statutes (N.J.S.A. 18A:7A-49e and -53d), require that an election be held within one year of the return of the governance component, so that the voters of the School District determine the classification of the School District, either Type 1 or Type 2. If a majority of voters select Type 1, future members of the Board of Education will be appointed by the Mayor and the school budget will be determined with participation of a separate Board of School Estimate beginning as early as July 1, 2019. If a majority

of voters select Type 2, future members of the Board of Education will be elected by the voters and the school budget will be determined by the Board of Education with approval by the voters where required. Current members of the Board of Education will remain in office until expiration of their terms and the qualification of their successors.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 20 be adopted. On roll call all members voted in the affirmative. The motion carried.**

Comm. Castillo: Correct me if I'm wrong, but I don't think any of the committees have any reports. I don't think anyone has met. So it will be an extensive meeting next meeting with all these reports. My advice is we can do the translation early in the morning just in case this is one of those things. If not, the County will do their own. But at least we can have one in the morning just in case. Since it's due tomorrow, we can just be prepared and take the translation with us. If it's not needed, then great, but if so then we're prepared to have one. Is that okay?

Comm. Hodges: My question is regarding our approach moving forward. Apparently, this has to be a public discussion. However, there can be a committee developed to discuss what to do.

Comm. Castillo: Again, I completely agree. I think we can have a further conversation during the retreat. We did allow some time to explore into committees or possible ideas on what avenue we can go about it so we can present what we're doing as a Board or as individuals and how that would work out.

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

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