

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

August 1, 2018 – 6:40 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

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

Comm. Joel Ramirez
Comm. Nakima Redmon, Vice President
Comm. Kenneth Simmons

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
August 1, 2018 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

Comm. Castillo: Good afternoon. I just want to welcome each and every one of you back as we start prepping up for our new school year. I want to make sure we get

through everything and I want to hand it over to Ms. Shafer so you can start the presentations since we're a little bit behind.

Ms. Shafer: Good evening. At this time, I'd like to call Will Gaulich to come up and give a presentation on the Garrett Morgan Academy Theme.

PRESENTATIONS AND COMMUNICATIONS

Garrett Morgan Academy Theme

Mr. William Graulich: Good evening everyone. I hope you're all doing well. It's a pleasure to present for you this evening. As you can see, we have a presentation prepared from our Division of Academic Services on a proposed thematic transition for Garrett Morgan Academy, as well as addressing its implications and opportunities. This is not the first time Garrett Morgan has considered a thematic transition. The school was established in 2000 and previously the school had a transportation and technology pathway, and most recently engineering and technology. The engineering curriculum and program that was utilized is Project Lead the Way, herein referred to as PLTW throughout. PLTW is the foremost academic secondary organization for engineering. It's nationally and internationally recognized. The teachers receive extensive training and the organization requires the teachers to be trained in each of those courses prior to implementation. Engineering at Garrett Morgan Academy – going back to 2016-17 after an audit the school was forced to withdraw its Perkins funding considerations due to CTE specific teacher endorsements. Essentially, a course that is an elective has much more flexibility with the DOE as compared to a course that's Perkins funded. For instance, a science teacher could in theory teach engineering. However, for a program to be CTE and Perkins funded the teacher would have to have an engineering certification. Last year, school year 2017-18, the three teachers that were certified and trained in Project Lead the Way were no longer at the school. The school was unable to offer this Project Lead the Way program and courses, and the school essentially operated as a comprehensive high school for the last year. With that, Garrett Morgan administration began to explore other options. They held a series of meetings with cofounding school partner New Jersey Community Development Corporation and began to investigate possible replacements. Discussions were centered around three areas - would a proposed program be achievable to teach with the current cohort of faculty, would the proposed program be unique to the district, not offered in any of our 12 choice schools, and would the program be rigorous and academically intensive. The topic that was discussed ultimately led to service learning. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning is experiential. It seeks to achieve real objectives for the community and a deeper understanding and skills for themselves, and in the process students link personal and social development with academic and cognitive development. Service learning is community engagement. Projects often designed by students in collaboration with faculty and community partners, non-profit organizations, non-governmental organizations, and government agencies. Service

learning is community action, giving students experiential opportunities to get into the real world to develop their skills, research, planning, engagement, and public speaking, all the while addressing a community need. Service learning is beyond academic achievement. Here students must develop broader sociopolitical consciousness that allows them to critique the cultural norms, values, morals, and institutions that produce and maintain social inequities. If a school is about preparing students for active citizenship, what better citizenship tool than the ability to critically analyze the society. In discussing any type of thematic transition, it would be prudent to address the status of engineering at the school and in the district. Before you on the screen is the current cohort of engineering programs at Paterson Public Schools. Engineering currently consists at Garrett Morgan Academy, ACT, and STEM. You'll notice Garrett Morgan and ACT operate identical programs. They each use the Project Lead the Way curriculum using the same three identical courses. STEM has their own curriculum branded specifically for that school. Three of our 12 choice high schools have engineering curriculum and pathways. Two of the 12 choice high schools have identical engineering programs. With your consideration for a possible proposed transition that would come with proposed engineering expansion plan. Should this be approved, that would be a plan that could be presented to you in the fall of 2018. Year one, this year, it would begin by introducing new STEM-themed courses, which are up for the Board's consideration this month. We have a new Drones course and the ability to expand computer science offerings via Option II. We'd assemble an engineering stakeholder committee. We'd enroll interested Garrett Morgan students, current Garrett Morgan students, and allow them the ability to take college-level engineering courses online via Option II enrichment. We would assemble an engineering advisory board of applicable firms, professionals, and post-secondary institutions. The second year, next year, we would seek to end interschool thematic competition for engineering, focusing the engineering program in the district and being mindful with the resources both with faculty and classroom materials. We would adjust Project Lead the Way teacher schedules to increase the amount of engineering offerings. Teachers teach math or science. Perhaps we can investigate ways where we can have them not teach one section or two sections of Project Lead the Way engineering, but maybe three, four, or more. We can train Paterson Public Schools branded engineering teachers at STEM in the Project Lead the Way curriculum. We would continue expansion of the advisory board. Going into year 3 we would seek to transition and replace Paterson Public Schools branded engineering with Project Lead the Way and offer a fourth course. A fourth course is important. The Project Lead the Way has an articulation agreement with Rowan University School of Engineering where students who graduate high school with 4 Project Lead the Way courses are eligible to have their first engineering course articulated for free if they are enrolled and accepted in their university. Continue expansion of partnerships and universities for dual enrollment opportunities and continued expansion of the advisory board itself. Targeted outcomes for the engineering expansion plan within three years – strengthen and promote the engineering program, focusing the program and its resources at one school; increasing the amount of engineering student seats; increasing the amount of engineering courses; increasing access to credit-bearing post-secondary engineering opportunities; increasing the presence of advisory boards within the schools; increasing out-of-

classroom experiences for our students; and formalizing an articulation agreement with Rowan among other universities. How would service learning look at Garrett Morgan should it go through? Garrett Morgan administration engaged in exploratory actions speaking with students and parents regarding the current status of engineering at the school, possible thematic transitions, developing committees among faculty for feedback and research, met and brainstormed with advisory partners. A service learning theme at Garrett Morgan would harness the resources and reach of New Jersey Community Development Corporation as well as the Paterson Alliance. It would be a unique offering in Paterson Public Schools. We're proud to report it would be a unique offering, period. Service learning is prominent in many districts. However, when aligned and built as a curriculum, not integrated in the curriculum, that is blazing the pathway. We believe there is some unique opportunity here. Service learning at Garrett Morgan would be innovative in and out of classroom learning experiences. It would allow for the efficient sharing of faculty members between the schools at International High School and Garrett Morgan. I say that because the proposed thematic transition would utilize social studies teachers, which are far more prevalent in the district, as opposed to an engineering teacher, but would also create opportunities to share those teachers among schools if needed. Service learning at Garrett Morgan is timely and it could be needed in our city based on what students would be able to tackle. The proposed pathway would be as follows. In ninth grade students would take Service Learning I: Social Awareness; sophomores would take Civic Responsibility; eleventh graders would take Active Citizenship; and twelfth graders would take Civic Engagement. We'll see what that means. Social Awareness for freshmen would operate as a hybrid course of sociology and the history of Paterson. It would introduce the concept of service learning and it would also teach students about sociological concepts and thinking. It would focus the students' awareness on the sociopolitical cultural issues in their city as well as historical, and the role service can play to positively impact. Sophomores would take Civic Responsibility, which would serve as a hybrid between political science and sociology. It would challenge students to identify real issues and develop plans or proposals to create positive change. Students would research, practice teamwork, problem-solving, public speaking, and writing skills. Teams will participate in a service-learning internship fair where they will meet with agencies within the community to identify causes and issues that they care about and how to best impact them from the experts on the ground. They will be able to interview those experts and work in tandem to develop possible solutions. Service Learning III for juniors, Active Citizenship, is a hybrid of political science, applied sociology, and human geography. Students will plan, budget, and implement those real service projects. The course will focus on empowering students to practice those skills and test their knowledge in the field. They will make their proposals from their sophomore year come to life by implementing those programs on the ground as a pilot or as a capped length of program execution. They will develop partnerships. They will recruit volunteers. They will obtain financial and in-kind support to implement their project ideas. The fourth level course, Civic Engagement, could be quite exciting. For students that are seniors on pace to graduate, under Option II they would be able to leave campus, go to their agency that they have been paired with, and actually manage their program on the ground regularly. Sophomore year is about developing plans. Junior year we're

implementing a pilot of those plans and collecting data. Senior year they can manage those and be responsible for its execution. Throughout that year they would do reflection assignments and at the end of the year they would have a culminating activity where they would participate in a pre-graduation symposium put on for the community where they can share their learning and any observations or findings they may have. There's really an endless amount of possibilities with this because it's about student customization. Perhaps students are interested in beautification or litter removal to impact resident morale or visitor image. Perhaps they're interested in creating a babysitting program to increase parent participation. Maybe they want to start an English language learner academic mentorship program. Students would take ownership of their learning by spending upwards of two and a half years focusing on something that they came to learn about and are interested in. As I said, from the second year on students are working actively on their research that they have developed from one year to the next. Students will have the opportunity to explore careers in this. Perhaps they have an idea or a passion that they want to follow. Maybe they're interacting with an accountant on the ground or a non-profit. Maybe they're interacting with a professional from an industry who they're trying to boost participation of. Maybe they're interacting with a network technician who is able to share information. Especially at the senior level course they will be able to be on the ground shoulder-to-shoulder with professionals in the field. The program proposal would call for summer orientation for incoming freshman and community service projects organized throughout the year. Mandatory community service hours would be a proponent of the school, 25 hours a year. Students would be required to produce evidence and the school would in turn help offer opportunities. The school would assemble an advisory board of parents, stakeholders, students, community partners, and post-secondary institutions. A graduate from Garrett Morgan Academy, in addition to their diploma, would be able to show a school or workplace documentable community service hours, evidence of a project that they developed and managed in collaboration with prominent community partners, government agencies, NGOs, and non-profits. They will be able to show evidence of a sustainable service project. They will be able to show evidence in their pre-graduation symposium. A professor from the University of Illinois from their department of curriculum and instruction refers to something called the window in the mirror. We feel that this is a really great example of where we can take this program. She says students need to have opportunities to see themselves in the curriculum, the mirror, as well as have a new view on to the broader world, the window. In preparation we conducted a SWOT analysis regarding strengths, weaknesses, opportunities, and threats. Positive internal strengths of a proposed program – social studies faculty would be utilized to implement the program, which are far more prevalent than engineering as we're currently constituted here at Garrett Morgan. Students have reported preliminary interest among Garrett Morgan administration. It's applicable and relevant to every Paterson student. It could provide a renewed sense of pride and enthusiasm among faculty staff and students. It promotes faculty-sharing, as I mentioned earlier. Research shows sociopolitical critical consciousness based education supports academic achievement. Positive external opportunities from a proposal of this nature – a community partner is extremely interested in leveraging their resources and reach to give relevance outside the classroom and bring the classroom academics to life. It

would end competition among district Project Lead the Way programs, which there currently exists. A unique theme not currently offered in the district. As I mentioned, it's a unique theme outside the district as well. With regards to negative internal weaknesses, we have a loss of schools engineering pathway; and loss of engineering courses for interested students presently at Garrett Morgan. Negative external threats - the theme change conflicts with the school name and its known previous identity; and possible negative stakeholder perception. Those four weaknesses and threats we've outlined as follows and have actions either taken or planned to address them.

Regarding the loss of the school's engineering pathway, as I mentioned last year the school operated as a comprehensive high school without a theme. Obviously, there would be an addition of a theme with the service learning. Loss of engineering courses for interested students - under Option II we would be able to ensure students get access to engineering courses for those who are interested. There is an array of college courses available online that a student could take and many of them are offered for free via venues of ADEX and Coursera. I looked as recently as two weeks ago and currently Georgia Tech and MIT offer such introductory engineering programs for free. We can also have that documented on their transcript. Students would earn credit. Addressing external threats, theme conflicting with school name and identity - should this proposal be passed with your consideration, the community and the Board may seek to consider a school name change in accordance with Board policy #7250. With regards to negative stakeholder perceptions, we would be able to host community forums for information and Q&A. We would be able to invite skeptics and supporters to advisory board meetings and pathway project presentations. As I mentioned earlier, the passing of this proposed plan would come in turn and generate an engineering expansion plan to remedy the loss of engineering at that school and ultimately expand and strengthen it districtwide. In summary, service learning works. It works at some of the districts that you see up on the screen here, Chicago Public Schools, Houston, and Philadelphia. Research shows that when service learning is explicitly connected to curriculum young people are making gains in academic achievement. Study shows students with high-quality service learning experiences scored higher in a variety of outcome measures, including standardized tests. Service learning at Garrett Morgan can provide clarity on School Choice, as well as offer students a rigorous experiential and rewarding academic experience. There's a community partner in the form of NJCDC who is willing to leverage their resources and relationships to provide depth and application of the proposed theme outside the classroom. Research tells us culturally relevant service learning will increase academic achievement. The proposed engineering expansion plan would promote academic quality and reach among Paterson Public School students and alleviate the loss of engineering at Garrett Morgan. I think very conveniently should the Board consider and pass this measure the programs currently as constituted at International High School and possibly at Garrett Morgan Academy would have great cohesion. There's that old adage to think globally and act locally. When you think about the International High School theme and premise, the IB program, and service learning students in the 200 Grand Street campus would in fact be thinking globally and acting locally. That said, every student has the chance to take ownership within the curriculum. They have the chance to have an emotional tie to their

learning. I appreciate your time today and I would be more than happy to answer any questions you have. Thank you.

Comm. Castillo: I'm sure there are plenty of questions. When is this change proposed for? I wasn't at I&P on Monday.

Mr. Graulich: This would be proposed to hit the ground running in September.

Comm. Castillo: Of this year?

Mr. Graulich: Correct. Curriculum is in place as well. I believe it's under I&P-8 for the first level freshman course. It will be September as a pilot for this incoming freshman class.

Comm. Arrington: Obviously, we have some concerns about your timeline. I have a question about the pathway sequence. For grades 10, 11, and 12, is it a prerequisite for the 11th graders to take the Civic Responsibility? How are students going to adapt if they never took a prerequisite from the previous year?

Mr. Graulich: It would be phased in with the incoming freshman class. As far as that specific curriculum only that incoming freshman class would be taking Service Learning I. Service Learning II, III, and IV would be phased in year after year.

Comm. Arrington: What are the 10th, 11th, and 12th graders going to do in September?

Mr. Graulich: To fit the theme of social sciences there's an array of social science electives that students can take - sociology, political science, and government. More than likely that will be the way to go. For those students who are interested, they would have the ability to take those online engineering courses.

Comm. Arrington: How would you do the summer orientation? We're already in August.

Mr. Graulich: For this year, I think it would be fairly impractical to do a full summer orientation. It's not something we discussed as far as this coming year. I'll have to leave it at that for now.

Comm. Capers: Thank you for your presentation. I did hear it in I&P. The different Commissioners were provided the notes and commentary about this particular project. Just like my colleague said, my first concern – and I said this in the I&P meeting – is this is August 1 and we're about 30-35 days away from opening of school. This conversation should have been had in March or April or November, not 35 days before school opening, to tell us we're cancelling an engineering school to open up a service school. We're changing the theme. We have to change the mentality here. This is just bad. It's like forcing us to make a decision. I'm also upset that we went through a whole year with no engineering teachers or with the students not learning with the

school theme. We went through the budget and I didn't see anything that the school needed engineering teachers. I'm just finding out now that these students went a whole year without any engineering teachers. That's a major concern. I did ask where this had worked in other urban districts. Thank you for showing that. The only concern is they had planning time to do it. They didn't have 30 days to implement it. I don't see Detroit, Chicago, and Los Angeles doing this in a 30-day timeframe.

Mr. Graulich: It's certainly a valid concern. I would say from a curriculum view should the proposed program be rolled out the first level freshman introductory course is methodical and introductory at that. It's similar to our students at BTMF. In freshman year, they're not jumping in at the Castle Bank behind the cash register. There is at least a good half year of classroom instruction before any type of engagement begins. The curriculum is also designed where the community partners and that harnessing and getting the students out and the interaction really starts in the sophomore year. It's certainly a valid concern, but I think as far as overhead and working parts from a curriculum view it's fairly feasible.

Comm. Capers: I also shared this in curriculum as well. We have a school of government. It's called GOPA. This would work great in that school to help strengthen that academy. Right now, it's known for the ROTC programs. I think that this should be moved there not to take away our engineering program. I'm looking at your SWOT analysis. One of the threats will be, if this is taken away, PCTI. The new engineering school they just built is a big threat. That's where all our engineering kids will go, into the new building that they built. At STEM you said they had the Project Lead the Way program.

Mr. Graulich: Yes, the identical program.

Comm. Capers: Those are both in the building at Kennedy.

Mr. Graulich: Right.

Comm. Capers: Why not take one of those schools from ACT or STEM and put it in Garrett Morgan Academy so that school can be what it's supposed to be?

Mr. Graulich: With regards to the specific personnel issues, I can't speak exactly to that, but from a curriculum view my response to that would be ACT and STEM are very proud of what they have. They've been actively recruiting eighth graders to utilize those programs.

Comm. Capers: But it's still in the same building. We have two engineering programs in one building. I'm saying why not take one of those programs and put them in the Garrett Morgan Academy. We'd still be in the same building, just in one academy, and that's where those kids will go. We're just mirroring the two.

Mr. Graulich: STEM's program currently has one teacher. ACT has three teachers each teaching their project courses.

Comm. Capers: And Garrett Morgan Academy has none.

Mr. Graulich: That's correct.

Comm. Capers: The math doesn't work out for me. I'm not saying it for jokes.

Mr. Graulich: The implication of moving faculty from one of those two buildings to the other would be the absence of engineering at the program from one of those teaching academies.

Comm. Capers: That completes my questions.

Comm. Hodges: I have a lot of questions. I'm going to do a portion of them and then come back. My questions are really looking at two different areas. Number one is the process and number two is the very challenging switch from engineering to what's essentially sociology in that building with our IB program. One of my concerns is the fact that the IB program was supposed to receive the kids from the Gifted & Talented program. The last I looked doing my due diligence, I went and visited School No. 28 and 33 of their 40 graduates are not going to the IB program, they're going to Tech. That means five or six are going from the Gifted & Talented program to the IB program. Zero is headed over to our now-defunct engineering program. If you project that over several years, then our IB program is in serious trouble in terms of its quality. Plus we're going to put in a sociology program, which may have trouble attracting the level of student that we're hoping for in that building, which will give that building a reputation that I don't think we want. That's just an overview of what's to come in terms of my questions. What kinds of community service activity do you anticipate?

Mr. Graulich: Beautification projects. Food drives. Blood drives. The idea is to have them be student-generated, student-centered, and student-driven ultimately with our community partners engaging them and providing a venue to carry them out.

Comm. Hodges: You said blood drives and what else?

Mr. Graulich: I just ran off a couple of typical community service experiences that I have experienced as a teacher in the district. There isn't a confirmed list of specific activities, but the whole nature of the program is about customization of learning. We hope that will be generated from students themselves.

Comm. Hodges: In your documentation you noted that in the spring of 2017 the district discovered that there were six career and technical education programs in the district that did not have the correct CTE specific teacher certification. What are the other four? I don't want any more surprises.

Mr. Graulich: First of all, I can assure you that with regards to the teacher certification those programs that exist today are in full compliance. The six programs that you're referring to, two of them would be the engineering program at ACT and Garrett Morgan. They are both ineligible to receive Perkins funds. The construction trades program which previously received Perkins funds...

Comm. Hodges: That was ACT.

Mr. Graulich: They have a separate pathway, construction trades and engineering as well. That would be three. The other one would be child care. The other one is...

Comm. Hodges: You can get it to me later.

Mr. Graulich: I certainly will. What I can assure you is that all of the programs do continue to operate, with the exception of Garrett Morgan and their engineering program. It was a blow in the sense that those programs no longer enjoy Perkins funding. But as far as academic programs and pathways and sequential courses that scaffold upon each other, they do currently exist. In a nutshell, to teach engineering as an elective there's flexibility. To teach engineering and receive Perkins funds, there's a very specific requirement. Ultimately, to receive Perkins funds for engineering you need all three faculty members that would have an engineering certification and there are only two ways to get that. It's either having been an engineer in the field with a documentable work history or to actually have a degree in engineering.

Comm. Hodges: I understand that. In fact, my proposal would have been to move Garrett Morgan Academy to Kennedy and move the business program into International where they can then use those students. It's international business and law. They can do that at International and it would enhance both programs. Plus, you would begin to solve your teacher problem with engineering. Quite frankly, I view this as a regression. I'm really insulted that our children would be taken from engineering to... I'm going to stop. I'm not going to go there. The issues concerning the Garrett Morgan Academy program were discovered in 2017-18 and it was mentioned it was the spring of 2017. Was this issue discussed with the Board? Was it discussed with the instruction and program committee?

Mr. Graulich: The loss of the program?

Comm. Hodges: Yes. And that is where it should occur. You instead went and discussed this with your partner NJCDC. Are they the governing body of this district?

Mr. Graulich: No, sir.

Comm. Hodges: Why were they notified but not us? So are we. This has happened already. It happened last month with the preschool. I was promised on camera that this would never happen again. The process is clear. This Board is responsible for planning. This Board! Not somebody else. And this is twice now in two months. And

we have a month to decide what we're going to do. I digress. Some of us may not know that, but the Superintendent does - the process. This is not the process. I'm not blaming you. You're doing what you have to work with. On page two of your abstract in the last paragraph you refer to something as cultural competence as being something that the students would acquire or develop. What does that mean?

Mr. Graulich: It's a sensitivity, appreciation, and understanding.

Comm. Hodges: Of what? I'm looking for tangible deliverables to the students, in the face of loss of engineering, which I know is a tangible delivery. When you write this up and send it to a college on your transcript, I now have cultural competence.

Mr. Graulich: I wouldn't say cultural competence. I would agree with you that it is not a tangible deliverable. Where the first course is an introduction to sociology and history of Paterson, it becomes advanced social research towards the end where students are doing needs assessments, program evaluation, utilizing data, quantitate and qualitative and otherwise, and conducting various sorts of research methods. Ultimately students would have evidence and be able to demonstrate a portfolio of their learning over the course of their final two and a half years in the program.

Comm. Hodges: On page four of the abstract it says that you provided information to eighth grade parents and students at the High School Choice Fair on November 6, 2017. That means that you went out to our community and spoke to our parents about what you planned to do and we didn't know anything about it. But you're out there communicating with our parents and community with this program, which procedurally is extremely problematic for me. This is twice now so this is a pattern. I'm concerned about the pattern because if this continuous the Board is put in a very difficult position. How do we operate? We don't know what you're doing behind our backs. In this particular instance you're taking an engineering program and giving us sociology. I'm aware of HB-1 visas. I looked it up today. Those are the visas that companies in this country request for foreign workers in areas that they feel are deficient in this country. There's a list of over 50 professions. They even had physical therapy among that list. Do you know what wasn't there? Sociology! On page 5 of your abstract you say students will participate in service projects and service learning social awareness. What types of community service would they be doing? The projects we don't have, but what types of community service activities? I know you mentioned something about... Do we have a list of possibilities that we're going to be offering our students?

Mr. Graulich: I did in tonight's presentation list some potential possibilities. If you'd like me to produce a list that's more extensive, I can certainly do that for you.

Comm. Hodges: Let me just say this. We used to have a Montclair State Teaching Academy. Montclair pulled out because the school was in 137 Ellison. They had inadequate facilities. The stairwell was not regulation size. The fire escapes were virtually unusable. They used a cowbell to tell students when the transfer time was to go to different classes. Then there was the curriculum, which was substandard. So

they pulled out because of how we chose as a district to operate the school. They were insulted. They didn't want their name associated with the way we were running that program. What that represented to me was what Mr. Garrison called the soft bigotry of low expectations. That was good enough. I don't see this as being much different than that. There were other activities. When we're going to lose 33 of our 40 kids to Tech, this is going to add to that. If you had come to us even at a late date and said let's save Garrett Morgan because that school produced 100% graduation several years ago. It was in all the papers, we made sure of it, and entrance into college - 100% in engineering. Now we're asked to take this in return and accept it.

Comm. Castillo: There's something that has been said a few times already that's definitely not settling well with me. Apart from the fact that there are only 30-25 days until the start of school, you're talking about the curriculum. The fact that a curriculum was already written out and it's ready to go but this Board hasn't had a conversation about it is a huge problem. We're back to square one. I agree with Dr. Hodges. We said we were going to plan things out and we said it on camera. It's not just because we said it to him, but that's what we're supposed to do. We have a tendency of making programs up, pushing our kids from one side to another, and it doesn't work out because of poor planning. We decided that we were no longer going to do that. We're not going to allow the district to do that. I understand it went through curriculum on Monday. It's now Wednesday. That's the first conversation that was had about it and now there's a curriculum made? I'm not going to even continue down that road. I like the actual idea of service learning as a class in all of our academies. I think that all of our children need to know about community and how to get involved. I 100% applaud that, but not as an entire academy. I can't expect to graduate and say I have a service learning certification.

Comm. Hodges: Cultural competence.

Comm. Castillo: If that thing exists. I understand the idea behind it, but we're pushing all of our students to success and do better. Let's look for programs. If you would have come to me maybe with a mechanical academy, I still would not have agreed on the timeline, but the idea would have settled a little more. It's a trade that our students can benefit from. How are our students benefitting from this? Becoming better world citizens? Great! It's should be taught in every single school. I think if you want to look at all of our academies, I applaud it. But look at all of our academies. How can we strengthen them? We had the same thing with our All Boys School. We are ready to push these kids and move them again. I want to know how we can fix it. What can we do better? How can we enhance the schools? It's not working anymore so let's get rid of it. That doesn't work for me. What happened to the kids that applied three years ago to an engineering academy? What are those kids getting? What are those parents getting? What happens to them there? What happens to the students who applied to Garrett Morgan this year looking for an engineering academy and coming into September and the first day of class getting something completely different? I'm going to keep away my feeling of service learning for now. If you want you tell me that you want to look for an alternative or because this academy needs extra activities, extra

enhancing, extra teachers, or extra something, then let's create a plan. Not just for Garrett Morgan, but for all of our academies. They all need it. How many students from SET Academy have come and taught in the district? How many students from culinary cook for the district? How many BTMF students are working in the banks inside the City of Paterson? What are we doing? Are we giving these kids certificates? We're losing a lot of our students because they're going to work. I did it. I went to work during high school. I had to work. Why aren't we providing opportunities for the students to get an education and be able to help their families with a dire need? We have to give them the tools in order to do that. If we want to keep them in school, let's enhance what they have and give them an opportunity for a co-op, which I have been on about since I got on this program because it worked for me. I know that's what our students need. If you give me a plan of how we can enhance academies, and let's say devil's advocate, and this is not what I'm promoting, but let's say engineering is a complete difficult situation, at least give us the opportunity to have a conversation and look at options and see what we can do before coming to us 30 days before school starts and telling us we don't have teachers and the whole thing is changing. That to me is unacceptable because I'm here to do better for our kids, not just switching it out of thin air. Have we asked our students if they would agree with service learning? Have we spoken to our parents about their kids going into service learning? These are conversations that need to be had before we make a decision for them. We already gave them a choice to apply and now we're taking that decision away from them and giving them something completely different. I think this needs to be put away for now. We need to sit down and evaluate each academy. Not with the idea of getting rid of them, but with the idea of how to enhance them. Use this entire year to plan out what we can possibly do. Then for next year we can see if any of those ideas come to fruition and we can do something better. That's what I propose. I'll let the rest of the Board members speak. We need to be fair with our kids and with this Board. Thank you.

Comm. Redmon: Pretty much a lot of it has been said already. We're lowering the bar for our students and it's not fair. We're asking our students to come here and join this environment and we're giving them lower standards. We're not raising the bar whatsoever. When we did the All Boys Academy and we reviewed it and looked over it, that program was rolled out in a rush situation. We should remember that when we're struggling to try to make sure that this program gets back to where it needs to be. If we had a personnel issue with teachers, then that should have been brought to the personnel committee, which was never done. It should have been vetted through all of us as Board members so we can create some kind of recruiting measure to try to get qualified teachers here for this particular school. It was never presented to us that way. Right now, you presented it to us as an item to vote on. I'm going to tell you publicly I will vote no on this. This is a problem. It's not just that you came here trying to give us a whole song and dance about how this is going to work as a service community school. I did community service when I was in high school and also in college. I didn't do it as a whole curriculum. I did it on my spare time and I did it and got credit for it. It was not that we have a whole curriculum spread out on community service. We have to go back to the basics. Garrett Morgan could be successful if we push it to be successful. Right now we're settling because we're not doing the work as professionals sitting around this

table. I have to take blame in that one because we didn't do the work. I'm going to take some kind of blame into that. I am going to say this can't go on like this. We now have to change the culture. This culture is so used to doing things last minute that it's susceptible to everybody. It's not just changing the culture, but changing the mindset of our students. If they come here and we're just pushing things to them they don't want to come here. We're losing them to our counterparts up the hill, PCTI. Every day we see it. We're trying to make sure that they stay in this community and be vibrant citizens in this community. Go to college, come back, and be vested into the education that they were provided by Paterson Public Schools. They're not doing that. We have to reinvent the wheel and get them to come back here. Unfortunately, I know I'm not part of I&P, but this should have been vetted out months ago. This shouldn't have even been pushed on as an agenda item. This should have waited. It could have waited. It wasn't a necessity. It could have waited.

Comm. Martinez: I think what this conversation affords us is the opportunity to take a deeper dive into all of the academies and look with a fine-toothed comb at whether or not we are indeed presenting to our scholars what we're advertising to them. Applause for recognizing that we weren't delivering on what we were supposed to be delivering on. Applause for trying to rectify it, but I echo certain sentiments of folks who already spoke. I don't need to belabor it, but the takeaway from my point of view is that this is the opportunity for us to really look at all of our academies and make sure that we're delivering on the promises that we gave to these students when they signed up. I'll leave it at that.

Comm. Ramirez: I want to thank my colleagues for being so passionate about this. I have to agree with everything they have said. 30 days before school starts and we want to just shock these kids' world who signed up to go in and learn about engineering and other areas of STEM. Now we're just going to change the whole concept of the school. Social studies and all these other things should be taught across the board. Civic engagement should be taught across the board. We don't need a whole school that revolves around just that theme. As mentioned, we also have a school of government already where they're supposed to be learning these things. I just think this is unacceptable. The community holds us accountable. We have to hold this administration accountable. I just don't like this. This makes us look very bad. It makes us look like we're not watching the store. We have to do a better job. I'll leave it at that.

Comm. Simmons: My colleagues have already basically said it all. Sitting here as a technologist and IT professional, I can't wrap my head around going from an engineering school to a social service school. I obviously have problems with the timeline. I do have one question. How is this different from GOPA?

Mr. Graulich: When the schools were broken down from the comprehensive they were aligned with the 16 career clusters. Obviously not all career clusters were hit. The School of Government and Public Administration is tied to the same name of the career

cluster government and public administration. These types of community services are aligned more with the human services cluster.

Comm. Simmons: You mentioned some other districts where this is working. Fortunately, while I'm sitting here I reached out to some of my friends in Chicago, Baltimore, and Philly. Basically, it's just a graduation requirement. It's not a whole school. It's infused into the social science, but it's just a graduation requirement.

Comm. Hodges: I'm going to be unkind, and it's not focused at you. I'm talking about the process. Last month we took the same situation and we allowed it to happen. We voted for it. That's the problem. We've established a pattern that we will do that. We did that as a Board. That was one of the chief objections, as you recall. How do we do this in the face of the fact that the district did not come to us when they had the time? Last year it was six years. This year it's one to two. Now we're getting it again at the last minute, the same thing. How we work as we move to transition to local control is important for us. If you send the message that you won't tolerate it, they won't give it to you. Since the spring of 2017 is a year. I don't understand why we had decided as a district that we're not going to come to the Board to enable the Board to fulfill its planning obligations. That's one of our four requirements, planning. If you're facing an issue where you have a shortage of teachers, buildings crumbling, or whatever it is, we're supposed to know about it then. Part of our job is to establish priorities, where we're going to spend the money. Madam President, in January some of us came and said right here that the first thing we should be doing is a strategic plan, which means looking at every one of the schools, seeing what we have here, and deciding what would be the approach, making the district come and tell us. I know I said it. I know Comm. Simmons said it to get a sense of what we were facing. That did not happen.

Comm. Castillo: We agreed then.

Comm. Hodges: But it didn't happen.

Comm. Castillo: Clearly.

Comm. Hodges: If you had done that they would have had to come and tell you what's the status of all these schools. Not just the high schools, but all of the schools. Put this aside. I'm alarmed at the International Baccalaureate Program. That's our chief program...

Comm. Castillo: Dr. Hodges, I don't mean to interrupt you, but let's just stay on task for Garrett Morgan because we have two presentations. I do agree that's a conversation we need to have. Let's stay on topic and then we can go back.

Comm. Hodges: My point is whatever didn't happen has to happen there too. We shouldn't be hearing about this, three years down the line. All I'm saying is we take onus on this one. We have to find a pathway in the short term to do something about Garrett Morgan, even if it means moving it into Kennedy and moving the business

program over into International. Whatever, but I'm looking for some sort of plan in a short time because September is going to be here to address this issue. Then I want to see the Board address its community, to somebody else. I'll just leave it there.

Comm. Arrington: I want to echo what Comm. Simmons says. Some of the critics are saying that service learning does not teach useful skills, nor does it develop cultural knowledge. We have to be aware of that. This program is not successful according to critics out in the field.

Comm. Castillo: Just to end this and go to the second presentation, I think we all agree on the evaluation of all of our schools and academies before we make any decisions. Where do we stand? I'm not prepared to vote on any decision like this at all. I don't think any changes should be made at all right now. I agree that our children need better in Garrett Morgan Academy. Now we have to do our due diligence to get them better. Madam Superintendent, and this time I want it done because we have been asking for a very long time, the evaluation of all the academies. I want to know everything - the curriculum, teachers, principals, budget, and certifications - anything that you can get me on these academies. Where do they stand? Where should they be? That's why we're in this to begin with, because of the poor planning when the academies were established. It was before my time, but it's definitely something that I have especially been asking for a long time.

Comm. Hodges: And what they need. We have to establish our priorities moving forward with the budget.

Comm. Castillo: Absolutely. We expect a full presentation of that, but with supporting documents so that we have time to study it, especially in our I&P committee so we have time to actually look at it, digest it, and see what else we can add before we decide to make such a huge change. Thank you, Will.

Mr. Graulich: Thank you.

Standard Grading

Ms. Shafer: Ms. Warren will come up to talk about Standard Grading for the district.

Ms. Cicely Warren: Good evening, Commissioners. You should have a blue folder in front of you. There are two items. One is the PowerPoint presentation that you'll see in a moment. On the right side you have the more detailed explanation of the standard grading for the primary grades. What you will see in the presentation is a sample. As you can see for k-1 and 2 it's very lengthy so that's what the additional items are that you have there. As you all know, there were several priorities that were presented at the beginning of last school year. One was the promotion and multiple measures. The other was to develop standard consistent grading across the district. The multiple measures for summer school and promotion were developed first and as part of that work it was determined that our unit assessments would be 20% of the marking period

grade and that was based on surveys from parents, teachers, administrators, as well as an analysis of all the assessments that we give in the district. The other 80% would be course work. The task of this committee was to determine how that 80% is arrived at, what constitutes the 80%. That is what we did in this committee. That was the first step to look at what we're currently doing. The concern is that our students transfer from school to school quite frequently, sometimes in the middle of the year, and each time they register at a new school and begin to attend classes there are different expectations. There's an adjustment period which can be challenging. There sometimes is a lack of continuity between our schools in terms of what's done in each marking period so we're attempting to address that. In our conversations with parents during our appeal meetings and during report card reviews it seems like there's a lack of clarity. What does that 'A' mean other than just being a grade on a report card? How did my child get that 'A'? How did they get that 'C'? What data are we using to develop those grades? We currently have a grading policy which only addresses how often and when parents should be notified of their child's performance. It doesn't say what tool should be used or what kind of grade book should be used. It really is just about notifications, which leads to some subjectivity in terms of how we're grading, and as I stated earlier, the variability from school to school. Our work was to address these concerns that we identified. Our objective as a committee was to provide guidance for our teachers, consistency and equity for our students, clarity for parents, and transparency. Everybody should know what an 'A' means and that grade should mean the same thing at school A as it does at school Z. It should be the same across the district. Ms. Shafer's priorities were outlined at the beginning of the school year. We solicited volunteers to work on this project. We reviewed the practices that are currently in place. We had to review parent feedback, which we received during the Superintendent's roundtables and the many appeal meetings we had last year. We have parent stakeholders involved in our promotion work, which developed the AD20 that I referred to earlier. We generated proposals at our volunteer schools and those proposals had to be vetted with the teachers, parents, and teacher leaders at the volunteer schools. Then we solicited feedback from principals at our unit meetings regarding the proposal. For our outcomes we developed minimum assessment requirements by skill for grades k-2 for our course subject areas. That's our ELA, math, social studies, and science. That is directly connected to the standards-based report card which you had an extensive presentation on. For our grades 3-12, we derived minimum requirements and weights for our core subject areas - ELA, math, science, and social studies. Those weights will be pre-populated in Infinite Campus. Currently, teachers are using multiple tools. Some use Easy Grader. Some use Engrade. Some use calculators. That's going to be standardized. It will all be included in Infinite Campus, which is our student information system. Staff will be trained during our August professional development institute and during the opening in-service at schools. I've provided for you a sampling of kindergarten. On the right side of your folder is the more, lengthy detailed breakdown. For example, one of the skills that students need to be exposed to and master during kindergarten is identifying/introduce lowercase letters. Our standards-based report card includes a rubric that goes from 1-4. 1 needs support and 4 exceeds the standard. In the work of the committee we determined that a minimum of 2 assessments per skill must be done in each marking period to determine

growth. That's a minimum. Currently there are no minimums. Keep in mind that our unit assessments for our primary grades are performance-based. So it's one-to-one, the teacher giving the assessment to the child. In addition to that, there's an additional teacher-made assessment. These are samples for these particular skills, which are producing letter sounds and introduce vowels and consonants, and this same process is going to be followed for each of the skills required in kindergarten for ELA. It's the same premise for math. One of the skills that students are exposed to and expected to master is counting and cardinality, counting by 30, 50, 70, and 100. It's the same rubric. Going from 1 needs support to 4 exceeds standard. The students are assessed a minimum of two times per marking period, inclusive of the unit assessments which are performance-based. We've also identified the skills that are required for science. There are a minimum of three assessments for science for each of the skills that are expected. The assessments begin in October. The assessments are the checks, notebook entries, and the FOSS kits have performance -based assessments as well. Those are the resources that we'll be using. For social studies marking periods 1-4 the required skills are identified. Our curriculum already includes document-based questions and DVQ's. It also includes suggested unit projects, some in collaboration with the families. Those resources are already there on our district website for teachers to utilize. When we move to grades 3-5, now we're getting into the weights. Our benchmarks are 20% of the marking period. That other 80% is outlined here as well. Our tests are 30%. Running record could not be included. That is for progress monitoring. That is the one-to-one assessment that is given to determine a student's reading level. Other examples of assessments are indicated there. Classwork is given Monday through Friday, but we are requiring that 10 demonstrative samples be included in the student's marking period grade. Homework is also given Monday through Friday. 10% should be identified for the marking period grade. Participation, classroom learning responsibilities, notebooks, interactive notebooks should be assessed a minimum of four times based on the rubric. That's for ELA and math. When we go into science and social studies we have to bear in mind that students do not necessarily have those two content areas every single day. The minimums and the weights are different here than they are for ELA and math. The summative assessments are 50%. For ELA and math, the unit assessment is 20%. The teacher-made tests or other tests are 30%. That's the equivalent here. I-check revisions are 10%. Classwork is 20%. Homework is 10%. Classroom participation, learning responsibilities, and task-based assignments are 10%. The minimums are indicated there as well. The scheduling of social studies varies per school. We've identified minimums here as well. In class assessments is 30%. We gave various examples of projects and those are included on the district website in our curriculum. Those are 30%. Classwork, notebook entries, focused questions, quick writes, do now, and DOLs are 20%. Homework is 10%. The same rubrics would be utilized for classroom responsibilities for 10%. The minimums indicated there are 2 and 4 because students don't necessarily have those courses every single day. ELA and math for grades 6-8 benchmarks are consistent at 20%. Those are consistent across the district. In class assessments can be web-based as we use in some schools. Essays and research papers are all acceptable forms of tests. That would be 30%. Quizzes would be 15%. Classwork is 25%. Homework would be 10%. The minimums are indicated here as well. Science basically mirrors what we have indicated for grades 3-5. The

weights are different because now we're talking about middle school. The expectation is that the students can do more independent work at these grade levels. Summative assessments and tests are 50%. I-check revision is 10%. Classroom, notebook entries, and response sheets, labs would count as 20%. Homework is 10%. Classroom learning responsibilities, which are indicated in the notes, would be 10%. Tests are 30%. Research-based projects and document-based questions where students have to cite textual evidence is 30%. Classwork is 20%. Homework is 10%. Classroom learning responsibilities and participation is 10%.

Comm. Capers: Excuse me. You said homework is 10%?

Ms. Warren: Yes. Grades 9-12 are separated into two categories. AP is framed a little bit differently than our other courses. There are a total of 30 grades that are indicated per marking period. That's among all the categories. Our standards-based performance tests, classroom and homework, quizzes, and classroom participation. The recommendation for high school is that teachers have the latitude to adjust those percentages within 5%. The only difference for AP is that more significance is given to exams at 40%. You'll see that was increased, but the standards-based performance task, classwork, homework, quizzes, and classroom participation are approximations. The teachers will have the latitude to add or subtract as long as those add up to 60% and the exams are 40% for our AP courses. Our next steps - this would be prepopulated into Infinite Campus. Currently, teachers have to set up their grade books in Infinite Campus and it wasn't mandated that they use our student information system to record their grades. Some were still using their own grade books and other methods. For each category they had to decide what the percentage is going to be and then set it up. That's going to be done for our teachers. They don't have to do that work at the beginning of the year. We will be able to monitor whether that's being done with fidelity each marking period and we need to replicate that process for our special subject areas. Are there any questions?

Comm. Martinez: Thank you for organizing this and making it uniform across the district. As far as rollout is concerned, I'm assuming this was already shared with the principals. Have they shared this with the teachers? I would imagine teachers would be excited to know that they don't have to preset those weights and that's going to be provided to them. Have parents had the opportunity to learn about this? Will they be informed about this at orientations before we get back to school?

Ms. Warren: Principals were part of doing the work and parents who were involved in the previous committee were also part of doing this work. I did want to receive some feedback, which is the point of doing this presentation. There has not been training for the staff yet. That's pending this presentation. The principals did give their feedback on the proposal. All of the principals are aware.

Comm. Martinez: Their feedback seems to be positive around this?

Ms. Warren: Yes.

Comm. Martinez: On paper this is a homeroom. This seems great. It's uniform and everyone is going to use the same approach. It's less tedious for the teachers to have to set those weights and such. Keep us updated as it's being shared with staff and families. The feedback would awesome. Thank you for this.

Ms. Warren: I just want to point out that these are minimums. When we did our survey of what schools are currently employing, there are schools that are doing more and schools that are doing less. They still have the ability to do more. It is to our students' benefit if there are 10 grades in a category as opposed to five. Currently there is no standard at all so we wanted to give the minimum so we could monitor it.

Comm. Capers: Thank you for the presentation. This is really good. Like my colleague said, this is very uniform across the district. I guess at all of our middle schools and especially high schools, I didn't see any weighting for notetaking. Is that under notebook?

Ms. Warren: Yes. That's under the classroom responsibilities, notetaking.

Comm. Capers: A lot of parents don't see their kids taking accurate notes. Can the district roll out something that is uniform districtwide of a notetaking style? For instance, when I was in high school at Don Bosco we got graded on the Cornell style of notetaking. That's what we had to do in every grade in high school. We had our black and white notebooks and everything was Cornell style. Every student had to abide by that. No questions asked. It was easy for the students and the parents to understand what was being taught in the classroom. I think the district needs to have something rolled out districtwide, some type of notetaking style.

Ms. Warren: I agree. Notetaking and interactive notebooks are a part of our curriculum in certain content areas. There are schools that are doing Cornell notes in particular. I agree in terms of making that more uniform. That would be beneficial. I will note that the notebook grade, so it's not so subjective, we're saying that should be assessed four times. That's mandating that the students take notes and that the quality of the notes is recorded and they get feedback. Even though there are a lot of schools where students are taking notes and the teachers collect it, they're not necessarily all giving feedback in the same way. I think that would address some of your concerns about kids not taking their notebook home.

Comm. Capers: Some parents are proactive. They look at their kids' notebooks and they look at the types of notes that they're taking. The teachers are not checking what type of notes they're taking, or the child does not comprehend how to take notes. It took a long time for me to understand at Don Bosco when I was there how to adapt to the Cornell style and it helped me to understand the work that was being taught to me. When you say some schools that is what concerns me. How many schools do you think do the Cornell style?

Ms. Warren: I wouldn't venture to throw out a number, but I will share where I was a principal my students knew that I had a very lucrative side gig in college taking Cornell notes. That sparked their interest in following that method. I explained how it served me well later on in life. I wouldn't throw out a number because I think it would be unwise to do that, but I can find out.

Comm. Capers: It depends on the administrator or the teacher. Is that what the district has been depending on?

Ms. Warren: For that particular style of notetaking?

Comm. Capers: Any style.

Ms. Warren: I would say notetaking is occurring in all of our schools, but that style? I cannot attest to how many are doing that.

Comm. Capers: Any style. That's what I'm saying. Does every school have some type of style that they're following? If I go into this school, this whole school is doing the Cornell style. If I go into Kennedy, this school is doing this style. Or is it classroom by classroom?

Ms. Warren: I would have to do a survey. I wouldn't venture a guess about that.

Comm. Castillo: It also depends on the type of learner the student is. I'm an auditory learner, but for me it's difficult while typing. I can take notes better if I write it down or memorize it that way, as opposed to reading a book as well. It's easier for me. An online class or reading off the laptop for me is difficult. I think it's giving the students an option to learn in their learning style if they have the option to do both. Some kids can't sign their name or would not even turn the page. It's difficult. They can't focus. They can focus better on the computer. Some of us can focus better with actual paper.

Comm. Hodges: There's a recent study looking at college students and they have determined that taking notes with any kind of device is nowhere near as effective as taking with pen. I visited some schools and I have not seen cursive writing being implemented. I've not seen it on the halls. I'm a little concerned about that. If you're not doing cursive writing it makes it harder to take notes because it's faster to do it than script. I really need to know where that's happening. I've always been told if only some people are doing it, nobody is getting it. It's a catch thing. She's doing it and he's not doing it in his classroom. It's not building over time. Everybody should be doing it. I noted as part of the curriculum, as you stated, notetaking was part of that. I put this in the category of study skills. You can't have decent study skills without having a process and notetaking is part of that process. All three, the notetaking, cursive writing, and study skills, need to be coordinated and you must be satisfied that it's happening in every building and in every classroom. Otherwise, some people are going to fall short. That was one thing. I'm looking at your standards for kindergarten. I was a little troubled that you thought that 13 letters... We're spending a lot of money on

preschools. To suggest that 13 letters exceeds standards in the first marking period, I know not every child goes through preschool, but the 3,000 or so that do should I believe exceed this 13. This means that you need to raise the standard. That's just not enough. If we're producing preschool students who aren't learning their alphabet at the very least, then we shouldn't be paying them. That's just way too low. They should come in knowing their alphabet. If they're not able to do that having gone through two years of preschool, 256 days each, 180 days of instruction or whatever, and you can't recite your alphabet, then we don't need that school in business. There's just no way. For our other students there has to be some sort of way for them to catch up. Through the first marking period, to my way of thinking, 13 letters is really substandard.

Ms. Warren: If I may, what I presented in the PowerPoint was a sample. In the folder you have the kindergarten standard grading report card. I just pulled out one skill. For the foundational skills for reading for ELA, it's multiple pages. I just pulled out one and it's by marking period. You'll see in each marking period there are different skills and it builds. It's layered.

Comm. Hodges: I think we should send a message to the preschools that if we're receiving students that can't come into school knowing their alphabets at the very least then that's a problem for us. I received calls from parents whose child is on the honor roll. They're getting all A's or whatever it is and then they're being told that they have to go to summer school. How does that happen? Is there standardization of grading? Does the grading comport with whatever is being used to determine whether they should go to summer school? Is it consistent across the district? Not just how much, but the quality of each category. How do we get at that? That seems to be the issue. Ms. Smith grades very hard. Mr. Davis, on the other hand, his A is nowhere near what Ms. Smith's A is. The kids can become an honor roll student and they still can't write their names. How do we get at that? That seems to be the concern. You're coming to me saying you're on the honor roll and you have to go to summer school, and it's not just one or two people.

Ms. Warren: That's exactly why we're here, because there was not standardization. If we reflect back on the work that was done with the multiple measures, I would say that we had far fewer of those calls. That's actually separate. I'll go back to that. We had far fewer of those calls and concerns this year than in previous years because the course work was one component of the multiple measures. The unit assessments were an additional component. Each child received a spreadsheet with an overall snapshot of the child's performance over the course of the year. Based on those calculations, that determined whether a child had to go to summer school or not. If there are specific parents, I would love for you to give me their name so I can walk through that with them and see if in fact their child should have been placed in summer school.

Comm. Hodges: I have already referred them to the Superintendent.

Ms. Warren: Okay. The multiple measures and all of the work that was done with the summer school committee was to address that problem. Then when we said it's going

to be 80/20 we needed to figure out what that 80% was going to be because it wasn't standardized. That was exactly the issue. It shouldn't be this teacher grades really hard and this one doesn't and we all have A's. It shouldn't happen. That's what we're getting at.

Comm. Hodges: Okay.

Comm. Castillo: Commissioners, I want us to be mindful that it's already a little bit past 8:00 and we do have another presentation and public comments. We can be mindful of that. We want to give the public the opportunity to have time to speak before it gets too late.

Comm. Hodges: I would suggest that if we get to 8:30 that we should allow them to speak.

Comm. Castillo: I agree.

Comm. Capers: My colleague just brought up a great point about our preschool kids coming into our kindergarten. How do we hold the preschool centers accountable for what they're teaching the children and what level they're coming in at? What measures do we have in place there?

Ms. Warren: I would defer to my early childhood colleagues regarding that.

Comm. Martinez: My comment speaks to a point that Dr. Hodges raised and piggybacks on that. When we're saying that we have to raise the bar or the expectations, I agree. I understand you're saying how the component is layered. At the same time, I don't want to paint this picture that it is their sole responsibility and our preschools are somehow not doing their job if a child after a certain number of months is not recognizing letters. I'm saying there is also a component at home. Parents also have to take some skin in the game too. If I'm the parent of a preschool child and my child is coming home from preschool and is not grasping the letters, as a parent I need to step up and help out. I just don't want to paint the picture that the preschools are failing. It's shared. It's not to place the burden completely on either side. It's a shared thing.

Comm. Hodges: I would suggest that we should have expectation guides for preschool too. It says that your child at the end of two years should be able to do x, y, and z. Part of that is on us, but we need your help as a parent. We are being paid to do that and deliver a certain set of instructions and that's included. You can't do anything else if you can't do that. You can't recite your numbers. I understand that preschool is where you do socialization and whatever, but the alphabet...

Comm. Castillo: Thank you, Ms. Warren.

Infinite Campus

Ms. Shafer: Next we have Pam Powell and her team in regards to Infinite Campus and the parent portal. We'll be rolling out the parent portal in September. She will go over how we're going to do that.

Ms. Pamela Powell: Good evening everyone, Board Commissioners, and Madam Superintendent. I've been asked to come and give a quick overview on Infinite Campus and what we can expect for the 2018-19 school year. The enhancements we will have for the new school year will be the implementation of the parent and student portal districtwide, which will be available on the website and on mobile devices. We will be updating the changes to align the system with the k-2 standard report card, the standardized categories, weights, and grading scale for grades 3-12. That is pending the presentations that you've heard and any approvals that are necessary and the availability of the new chronic absenteeism report. MIS will continue to support the schools in the rollout of the parent portal. We had some schools that piloted the parent portal. Parents will be receiving the invitation letters from their principals to urge them to come in and get their activation codes. We want to safeguard the codes as much as we can. There will be training in computers available for parents to sign up at the schools and here at the district office. As a last resort, if we have to mail the activation letters we will do that. This is just a parent usage summary report. Last year we started the parent portal in May and this gives us an opportunity to really see the number of students that we have enrolled and the parents that signed on. We will be making a push for parents to sign on to the parent portal. This is representative of two months with the parent portal. Again, we had 14 schools that piloted the program. 52 schools will be going live with it in September. One of the things that I'm very proud of is the work that Rosa Parks High School students did with the parent portal video. We have a series of videos. In the interest of time, I'm only going to show one of the videos. This highlights our students.

(Video Presentation)

Ms. Powell: That will be on our website. We have other videos to take parents through signing up and we have a roundtable discussion. If you're interested in seeing it, certainly I will show it.

Comm. Hodges: If you put that on a CD, I will make sure it gets on the public access channel as well. I will also approach the City Council to ask them to put that on their channel.

Ms. Powell: Okay.

Comm. Capers: Ms. Powell, great job on this presentation. I think when you first gave the presentation a lot of our ideas are in there. I deeply appreciate you and your team's hard work on this initiative. Let's get everybody involved on how we can really push this. I'm a little disturbed at these numbers.

Ms. Powell: Let me just say we shifted from PowerSchool to Infinite Campus in April. We pushed out the parent portal in May. It was near the end of the school year. We're going to be doing a big campaign with this being on the website. I wanted to highlight our young people because I think they will draw the attention. Actually, they wrote it so I'm just really proud of them. We're going to have a push so that parents will be able to sign up. That's one of the reasons why I included that report, so that we can monitor and see what schools and parents are more involved with and perhaps have activities to really help parents start utilizing the portal.

Comm. Capers: I would like to recommend in every school those big flyers you guys make. Have a big poster. Great job on this! I like this idea. I see a lot of the Commissioners' ideas in here.

Ms. Powell: Thank you. I'd like to thank my team for their hard work.

Comm. Simmons: I have a question with the parent sign-ups with the activation codes. If you aren't able to get the parents to come in, is it possible to have a temporary? When you send out the letters with the code, can that code be temporary so that it forces them to change their code?

Ms. Powell: I would have to see with Infinite Campus. Our code is very long and I was trying to even have the codes shortened. I'm not sure if there can be a temporary code where they would be able to go in and maybe use the student ID number. I would need to check into that, but that's something we can certainly check into.

Comm. Castillo: Thank you, Ms. Powell. That video was absolutely phenomenal. I loved it. Thank you.

PUBLIC COMMENTS

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

Comm. Castillo: For all of you that are visiting us for the first time, we have a three-minute maximum just so we can be courteous of everyone else's time behind you.

Ms. Rosie Grant: Good evening Madam Chair, Board members, Madam Superintendent, Deputy, staff, and audience. Welcome back. Welcome to the new school year. I hope that it will be a good one for adults and our kids whom we're all here to serve. First, I want to say great job on the promo, Ms. Powell. That was awesome. We'll help to promote it as much as we can. Regarding the Garrett Morgan discussion, every school should prepare our students to be good citizens. Every school should have a service learning component. As you do an audit, if that's the route you go, of our academies and all our high school programs, please do incorporate that in the

curriculum for our kids. My recommendation for Garrett Morgan, which I think would align well with our return to local control plan and our school improvement plan, would be to look at a sustainable community school. A sustainable community school has six pillars – strong and proven curriculum, high quality teacher, inclusive leadership, meaning family and community partners and youth in decision-making, positive behavior practices, family and community engagement, and community support services. The theme can be anything, but it's a theme decided by these people, by the school leadership team, which includes parents and youth. It's on the NEA website. It's a strong program. There's a strong probability that PEA would embrace it since it is supported by their national union and maybe they'll put some funding behind it. Our children need an engineering themed academy. If it's not Garrett Morgan, it needs to be something else. I know that it's offered at some other academies. We've done an equity audit as a part of the Journey for Justice National Equity Audit comparing ACT Academy, because that's the one we chose, to Wayne's Hills High School. We offer introduction to engineering at ACT. Wayne Hills, which is a comprehensive high school, offers advanced design, architectural design and problem-solving, independent design experience, robotics 1, 2, and 3. I think if we compared any of our schools we would find the same thing. So we need to do better around providing our kids with what they need to compete. If we want them to stay in Paterson Public Schools, we need to offer it. Otherwise, they're going to Tech or they're moving out of the district to go somewhere else. The Perkins dollars that we don't now qualify for at Garrett Morgan, Tech can have it. The new laws say they can provide it. So they'll get the kids and they'll get the dollars with it. Those are just some things to consider. Finally, I would like to receive copies of the presentations, please. One more thing since I still have time. Preschool - I listened to the discussion and I'm sitting there going: "Does our Board know that Paterson's preschool is exemplary?" It is lifted up nationally for the work that we're doing in Paterson preschools. I don't think that's a place that we have to worry. I think there are lots of other places that we need to make sure that our kids are maintaining the progress that they gain in preschool through kindergarten and beyond. Thank you.

Ms. Marcella Simadiris: Praise the lord, everyone. The process for acquiring our federal dollars requires submitting an ESEA application. The application submitted on behalf of the Paterson Public Schools this past June, which was authorized by this Board of Ed, demonstrates many things. Three things that it unequivocally demonstrates include the following. There was a lack of time, effort, and care in the planning of how to improve our district. The fact that the identical root cause and data sources was listed for each of the eight needs identified for the students of Paterson Public Schools and resources listed that were not in alignment with need proves this. The purpose of both the ESEA team, which community member Ms. Moody was pivotal in creating, and the multiple community forums held by the Superintendent were not done with the intent of inclusion, but more as an illusion that issues are being addressed in a tangible manner. The exclusion of suggestions and needs brought forward by

community stakeholders proves this. This Board is either willing to blame teachers for every need our students have or that they do not read actions requiring authorizations carefully or at all. The fact that poor teaching instruction was listed for every needs' root cause proves this. More importantly, though, what this application screams to me and what it proves is that we are in dire need of an equity officer. During the community forums and ESEA meetings the suggestions consistently consisted of prioritizing social and emotional needs, developing a more culturally responsible approach by management, quality professional development on restorative practices and adverse child experiences, and the need for more student assistant counselors. Also not included were the data collection sources suggested by community stakeholders who were knowledgeable of the education laws during our district ESEA meetings, which included surveys, focus groups, observations, program evaluations, lawsuits, position evaluations, student and staff demographics, environmental scans, proposals, research reports, census data, suggestion boxes, and document analysis, which happens to be extremely important. Take for instance the core instructional manual which dictates constraining time mandates and recommendations that forces teachers to take mental shortcuts, which tend to make people rely on our biases when making decisions, perpetuating one of the biggest enemies of equity. Assistant Superintendent Warren had it right when she indicated that the district's instructional model would not work at Young Men's Academy. Not because it was a single gender school, but because it perpetuates institutional racism. By the way, I've been advocating for relief from the instructional model for DFN for quite some time, but DFN has not been provided with that. The application serves as evidence that clearly what the district is in dire need of is an equity officer, someone who's capable of analyzing data and perception indicators for the purpose of identifying inequities. How can we accomplish the end goal of equity, which is what the federal law was created for, if we don't list inequities? The whole approach this district takes to budgeting is out of compliance with what the law requires. I'm reading postings for a lead lunch monitor at School No. 19 when the district told me they stripped that from my school. You all are supposed to pour into your comprehensive schools and you're taking from us. They are totally violating the law. You all are included on an email. Only three of you opened it. I don't know if you even read it, but I really suggest that you pay attention to that correspondence because actually, Madam President, it lists what you are trying to request of them. It actually outlines it and puts it into an action plan. So please, stop ignoring me and use my work. Thank you.

Ms. Elizabeth Elias: Hi everybody. I'm Elizabeth. I'm sure everybody knows who I am. I'm here today because I had an issue last week with my son. Prior to that, I had an issue before that for coming up to the microphone and speaking my rights as a parent. I am tired of coming up here. Every time I come up here I try to come in peace. Every time I come up here, I have to come fighting. I'm tired, Ms. Shafer. I'm tired to everybody. I don't know what else to do. I don't know what to say. My plan today was to make a big protest. I got the permit and I didn't do it. I didn't do it because I'm just not like that. I also called the news and I backed down to proceed because I'm tired. I

don't know what else to tell you and everybody in here that works with the schools and you guys who are trying to make money in all these programs. You guys need to stop. There are no more programs that should be made. You guys can't even get it together now with whatever is going on. I understand that everything is for the better, but just to show that somebody approves for this man to talk about thirty days things shows that you guys don't do your job. I'm not saying everybody, but whoever approved it is wrong. You guys don't even have going on right what's going in now. How can we even afford to do another program and take away and start something all over again? You guys don't give the time. You all don't put in work. Nobody puts in work for anything here. I've been asking everybody to visit the schools. There are only 'x' amount of schools. If you take your time in a month, you will really see with your open eyes what is wrong with the schools. It doesn't take a genius. My comments stem from just living it every day. I can't even look at anybody today because I'm hurt. The email was sent and I didn't send it. I sent an email to Ms. Shafer and she worked with me, but I'm not happy with the decision. My son was taking water and doing the custodian's job asked by a teacher because my son was behaved. This is his third time in summer school for reading. Nobody took the time out to say where or what happened. My son was being a kid, being nice, carrying a case of water when he's thirteen years old. On his way back, he just happened to be a kid and he was playing GTA or Call of Duty or whatever he says because I don't even like the game. He doesn't have it at home but he plays it at his dad's house. My son was walking with his friend playing. The other kid didn't get in trouble and it's okay. He was talking and playing like a character and he said something about shooting two times. It wasn't loud and the person who heard it was a security guard. This is what happened. The security guard got up from her desk and told my son something. If it was a category three, that security guard would have proceeded with what happened. I need you to understand that, Ms. Peron. You and I talked and I appreciate when you pick up the phone, but you don't understand that. I'm going to finish saying this because I do not want to go to the news to say my story. I'm going to tell it to everybody here. I know everybody talks with everybody. Because it's me, everybody is going to talk about it. Do you know why I don't call the news? Because I'm tired of bringing bad news to the news! I don't want to be that person. I want to be that person that if I say something and you guys know that I come out here, take me seriously. My son was taking water, Mr. Ventura and Ms. Rodriguez, which is a certified aide, not a real person that's really to work in a summer school where the kids are hyper. When you put the summer school together, you should have asked what's needed. These kids are hyper. They are failed children that already have issues during the school year. You should have been putting the best people there. This is where you need to invest the money. My child went to summer school three times. This is his third year for summer school. Not the first, not the second, but the third. Not one time did I make a protest or anything about the PARCC test. I let my kids take the PARCC test, which I don't have to because it's not a law. I let them because I try to work and I try to challenge my kids. You can do it. Ms. Shafer, Ms. Peron, Mr. Ventura, and everybody said he has to be expelled or move him somewhere else. If my son was supposed to be at School No. 13 because he's a threat, I want him to be at School No. 18 and they told me he couldn't be at School No. 18 because he was a threat. My son is not a threat. My son never got suspended. If it would have been a threat, the

security would have proceeded and called it. It only escalated because the hallways at School No. 18 are so old the other teacher heard what was going on. My son was walking and laughing and he apologized. The teacher that was supposed to be at that security port, which I say is something that's not the whole thing, was not there. Do you know why? Because she confessed and told Ms. Rodriguez and Mr. Ventura she was willing to testify that my son was one of the best kids she ever met and he apologized and said sorry right away. What did Mr. Ventura do? His only way was to push my son out of the school when he was already doing something good, when he was in that hallway because he was helping out a teacher. It's not an excuse, but if it was so loud the security should have called code three. You didn't charge him with that. What you did with my son is against the law. I'm not leaving like that. You guys have to teach the principals that they have to be mentors. It's very hard if your son is in summer school. My son wakes up at 6:45 in the morning to be ready by 7:30 to be picked up by his aunt. My son is here today because he said: "Mom, I'm going to speak." Everybody is interested in the news to be flooded. Everybody that works here, we have to stop this conflict of interest and we have to tell our friends that your work is wrong. When you're wrong, you're wrong. It doesn't matter who you know. How is the NJCDC a charter school? That's another thing. You guys work together. They take money from our public school kids. I don't understand it. I just don't understand it. Where is the common sense? When are we going to work together as one? All of these extra curriculums in all of these schools – that's what is making these kids feel pushed away. Too much dividing! Too much competition! We need to have one program for each kid. If it doesn't, then you find a solution. Then you put them in another build where they fit in our schools. Stop sending them away. The money is here. It's just that nobody wants to do the work. Marcella has great ideas. She can be loud and passionate, but she has great ideas and you guys don't want to follow them. That's what is going to make you fall into a lot of lawsuits. You guys have to pay attention. You guys need to stop the conflict of interest and nepotism. It's not only going to be me. It's going to be another parent. They are watching us now under the local control. You think I thought about it? You all work for Ms. Shafer, but we all have to work together. Stop acting like there is nothing wrong because the nepotism and conflict of interest is getting everybody. Everybody in here eats with each other. Everybody goes to a party because I go on Facebook and see all of you guys. It has to stop. My son couldn't sleep and I couldn't sleep. I have that worry. If I fought for the PTA and the PTO, do you think I'm not going to fight for my son? I'm tired of fighting with you guys. I just need you guys to work together. Work together. That's all I need. And listen. There are no teachers and parents working together because everybody is afraid of the conflict and the retaliation. Stop it. I'm not afraid. I just have common sense and you guys don't like it because everybody is being greedy about their educational money. Stop being greedy! We all can eat. It's big enough. Make up jobs. There are a lot of things. 70 people for attendance? Is it that serious? We have to stop it. My son is going to speak and I just need you to hear his story. That's all. Tell me that it was necessary for me to spend \$10 on a cab today. I thank you, Ms. Shafer. You work with me, but I'm not comfortable with what Mr. Ventura did. My son apologized to him and he didn't look at my son one time. That's why I'm up here. My son apologized to him more than five times or maybe six, but this man did not look at my son and say, "Young

man, do you know the cause that could've happened?" He didn't do that. He said that the only alternative was for him to be out of School No. 13 because he wanted to prove to me. What he doesn't know is that I'm a mother and I don't sit on my behind all day. I do what I have to do. If I have to hit Governor Street and get parents that really are hurting, I will fill this place up. I know where to go. I just try to do it in love. I do my love and I love in peace. Peace is the only thing that's going to get people. God is using me and that's the only person you should fear. Don't be afraid of me. I pray and I get on my knees every day. Be afraid of that. That's all I have to say.

Mr. Wilde Rodriguez: Hi. My name is Wilde Rodriguez. I attend School No. 21 and I am in the 8th grade.

Ms. Elias: This is what he wrote, "My name is Wilde Rodriguez. I attend School No. 21 and I am going to 8th grade in September. The reason why I came today is because I would like for teachers in the future to check out the history of the students before checking what they did during the time they got in trouble." In others words, Mr. Ventura didn't do his due diligence and Ms. Rodriguez neither. She kept him in the room for almost two hours and spoke unethically about other people's situations. He told them he was cold and she still left him there. They didn't turn the air condition off. He's sad. He couldn't sleep because he really got in trouble for being at the wrong place carrying water for a teacher, which is okay because he's a boy. I make him carry the groceries for the neighbor. I don't care. But you have to understand that we need mentors in Paterson. We don't need people to battle us. That's why we're being bashed in because we keep fighting each other. My son is worried. He plays basketball. He's not an A student but he at least has his Bs and Cs. He's never been suspended and the security guard didn't call. Now I'm battling with what I have to do with my son tomorrow. Thank god I met Ms. Freeman. Maybe god wanted me to meet Ms. Freeman because she is excellent. But it's not fair. It's okay papi. He's thirteen. He's not a grown man. He's just tall. He loves this school system. He loves it. He spoke about Ms. Shafer. Tell them what you said about Ms. Shafer. Tell the public because that's why Ms. Rodriguez got mad. I know that's why she got mad. What did you tell her?

Mr. Rodriguez: I asked Ms. Rodriguez if there was anything she could do.

Ms. Elias: So that she can call Ms. Shafer. Do you know why? In his mind, I know what he thought. If my mama goes up and talks to Ms. Shafer, why can't my mama talk to Ms. Shafer and solve this problem? That's how he did it. Ms. Shafer, I thank you. But Mr. Ventura needs a lot of work to do. A lot! He's rude and not nice at all. I don't want to fight anymore. I'm not going to do other things, but I want you guys to look into principals. If these are your buildings, you better run like Mr. Fulmore did. Mr. Fulmore was at School No. 6 when I came from Eastside. It wasn't a good school, but we had mentors. Use your power for the good reasons. Are you okay? Thank you.

Ms. Jolie Batista: Good evening. How are you? My name is Jolie Batista and I have been a resident here in Paterson since I was four years old. I've been around in different places. Hawthorne. I go to Hawthorne gospel and all kinds of different things. I just got to see that the world was different and I got to get out of the area to see that. I didn't learn that in the area. I'm thirty-two years old now and as I grew up I started to notice the dire need of education in children and the importance of it. It's interesting that she's talking about that because one of the things that I wanted to talk about was the ADHD problem that we are having in this community. One of my nephews is actually out of school now because he has ADHD. I have complained to School No. 18 about incorporating some kind of program to bring this out, this awareness. A lot of them are reacting and they don't know why these kids are reacting this way. They're very violent or maybe they say something and they didn't mean to and people are taking them wrong. They're not really fitting in. My nephew is sixteen years old. He was in 8th grade. He didn't even get to graduate 8th grade this year. He came out of school because he just felt embarrassed to go to school because he was sixteen years old and he's in 8th grade. It's embarrassing. They never did anything about it. My sister is not all there. I make it a joke, but she's not concentrating too much. She went through a divorce and after that it's just gone crazy. We've taken the children under our wings. You have to pay attention to these kids. A lot of these kids are not learning. They're sitting down in these classes. They don't know anything. My nephews don't know how to write and how to read right. They probably know a second-grade level. I can't take all of that onto my shoulders because I have my life also, but it is a problem. I try my best to push them and to encourage them. I sit them down, I talk to them, and all these different things that I do. It's out of control in Paterson with not being aware of this problem that these kids are having with ADHD. My nephew has not been medicated for many years and nobody is talking about these things. These kids are not being medicated and they're out there and they're doing all kinds of things. Then they say it's because they live in Paterson that they're doing all these bad things. They're categorizing them and just being bias amongst them. They should really pay attention to this. Another thing I wanted to say and I've been very passionate about is the kids. All these great things that you guys have spoken about are amazing. But these are for kids that the parents are actually paying attention. The parents are coming home from a factory or wherever they're working and they're like, "Come on! Let's do your homework." They're so into their kids' education. How about the children that come home and don't have any food to eat and the father and the mother have drug problems? We kind of have to come to that agreement in our heads. We're not working with great children that the parents are great educators and great motivators. We're not dealing with that. We have to wake up. We're dealing with Paterson here. We have to motivate these kids, like she said. We have to motivate these kids. Bring mentors and change their world for them. If they come out of this place here, they're going to go into a better place and they're going to see the difference in everything, how life is out there. Sometimes I feel like they're in their little bubble and they don't even know where they

are. They don't even know what Whole Foods is, what Trader Joe's is, or how to eat right. This is something that I wanted to bring up and thank you so much for everything.

Ms. Kimbilee Jonas: Good evening, everyone. I'm Kimbilee Jonas. What I wanted to speak on I'm going to have to defer based on what I just heard. I'm Kimbilee Jonas. I'm a product of Paterson Public Schools. I went to School No. 24. I'm an immigrant from Guyana in South America, not to be mistaken with Ghana. I came here when I was four years old. I went to School No. 20 because I was living on 32nd Street. Then I moved to 24th Street and I went to School No. 24. I went on to the great Eastside High School. I'm very proud to be a graduate of Eastside High School. While I was there, it was when the HARP program was just forming. I remember the days when you didn't have all these outside entities coming into the school and doing all of these non-profits and random things. You actually had programs from the school district. We had HARP. We went to St. Joseph's Hospital and we interned and shadowed. From the age of four I had a teacher by the name of Ms. Rittenburg at School No. 24 who was an amazing teacher, who by the way I am still friends with to this day. She lives in Wayne. The little Jewish lady I call her. I love her. She was a passionate science teacher. She enjoyed science. She made me love science. When I was in 5th grade I went from wanting to be an astronaut. I went from wanting to be a historian. Then finally, I settled into wanting to be a forensic pathologist. In 5th grade, I was exposed to that in Paterson, New Jersey. School No. 24 had a passionate science teacher by the name of Ms. Rittenburg. Unfortunately, we don't have those passionate science teachers anymore. As a result of going to School No. 24 and then going on to Eastside High School, I was in the satellite HARP program. It wasn't even officially HARP yet with Mr. Black and having the AP classes. I still have my cat that I dissected that was pregnant in my room on 24th Street. I went on to William Paterson, majored in biology pre-med, and did an internship at the Morris County Medical Examiner's Office. It was an awesome, amazing internship. I got to go on crime scenes and investigations. I didn't leave Paterson yet. I was still living in Paterson. My parents were not very involved in my education, and not because they were drug addicts. Not because they didn't want to be involved, but because they wanted make sure that we weren't on public assistance. My mother worked several jobs at Barnert Hospital and she worked there for many years until it closed. My dad was a plumber by trade that he learned in Guyana. He came here and worked at Christian Health Care and he worked in Fort Lee. They were hardworking people. She didn't come to any PTA meetings. She didn't come to any of my band recitals or at the time All City Band that we used to have in Paterson, of which I was a part of because I played the clarinet. My mother and parents also paid for me to get private piano lessons in Paterson. My brother, who is also a product of Paterson, is an accomplished pianist as well as serving our country in the military as a sergeant, first class. Can I defer to get a few more minutes just to praise what Paterson Public Schools used to be? I say used to be because I'm now going to William Paterson and finishing my degree in pre-med. I decided that I don't want to pursue forensic science, not because I don't have a desire for science, but because our justice system is corrupt

as we know and I saw those things as I interned in the Morris County Medical Examiner's Office. I saw the cases that were in Morristown. We did full autopsies, complete autopsies, but cases that were in Newark, if it was a homicide case of an African-American male, we just did a view. We didn't open the body at all. We just looked for the exit and entrance wound, labeled it as a homicide, cause of death, manner of death, gunshot wound. So I decided that I don't want to pursue forensic science. At this time, I was a junior at William Paterson University. So, I continued to pursue that degree. I said I'm going to use that degree. I worked in several companies, Benjamin Moore and Lipo- Chemicals here in Paterson, just to name a few. I decided the lab is just not where my heart is. I was doing a lot of community service - many community service opportunities from my church, the Faith Organization. I served my community canned food, can drives, and Christmas drives. You name it, I did it. I had a passion for service at a very young age, which I still have. I got a bit frustrated with the level of interest I saw in Paterson when I finished the various jobs that I had and I said I wanted to do more service. I don't really want to do science, I want to do service. I left Paterson and I moved to Georgia and Chattanooga, Tennessee. There I thrived. I represented Paterson. I was a proud Ghost - so proud that Howard High School in Chattanooga, Tennessee wanted to make it Eastside Day. When I was at the schools, I would proudly sing Fair Eastside in all of my classes because I was a proud Patersonian. I was a proud graduate of Eastside and proud to tell people that I was from Paterson, New Jersey. I represented Paterson very well, so well that the director of the community center that I worked for as a result of the health initiative that I brought to the community, the Mayor took note of it and said, "We want to have him on our cabinet." Now he's the youth and family director for the City of Chattanooga. I'm just saying I'm from Paterson, the hood. Can anything good thing come from Paterson? Absolutely! They can, they have, and they do. But do you know what? I came back to Paterson and I wanted to serve. I said before I come back and make money, like real money, I'm going to serve. I've been serving in Chattanooga and in another city for seven years. I'm going to come back to my city, my hood, which shouldn't be a hood. It should be a neighborhood. But we've taken the "neighbor" out of it, so now it's just the "hood". I wanted to come back and I wanted to serve my community. I said Ameri-Corp is great place to serve, or so I thought. I'm thinking I'm going to have an opportunity to serve in the schools. Shafer came to my church and she was talking about these community schools and talked it up. It sounded so great. As I was actually physically in it, I'm sitting in Kennedy High School from 10:00 to 6:00 and from the hours of 10:00 to 2:00, I'm doing absolutely nothing. From 2:00 to 6:00 there's an after-school program, which they have a lot of different resources. What can I do in the morning hours? I feel like I want to utilize my skills and my talents to serve my community. This is what I came here for. This is what I want to do. What about going into the classroom? I know the other Ameri-Corp members that were at other places, like the charter schools, they would be able to go into the classrooms and assist the teachers. Being that I have a science background, can I go into the chemistry class and the biology class and assist kids in taking proper notes and making sure they understand the material? I spoke to

the principal and he said if you ask the teacher and they allow you to do it, you can go in and do it. I went in and I was doing that and the teacher was like, "Ms. Jonas, why don't you come and teach science at Paterson?" I'm thinking about it, but I'm a biologist, not a chemist. I really don't like chemistry, but I did a lot of jobs after college. I stayed in the classroom and I was assisting, not just the students that were in my caseload from the after-school program, but all of the students. I basically stayed in this one teacher's class during all of his chemistry classes and assisted them. The students were doing well. One student even testified and said, "Ms. Jonas, when you're in the class, you inspire me and motivate me to want to do better. I want to raise my hand because I want to impress you." I'm just saying that we have a problem with science and math, and I'm just throwing this out as a suggestion. We can maybe better utilize those people who are coming to volunteer in our schools, especially if they have talent and they have skill sets that can be used. Allow them to be in the classroom. But you know what? The principal didn't want me in the classroom because I was seeing some things, like rats and rodents, and hearing some things. The kids were telling me about the fact that they don't have water. They can't drink from the fountains because the fountains don't work. Wait a second, you're helping the kids but you're seeing too much. I go to the principal and say, "Mr. Hill, this is the situation. I'm seeing rats around and the kids can't learn after they see a rat running across the room. I don't even want to teach. My foot is on the chair." I did this and I was told by the principal, "We don't have rats. We have mice. A lot of these kids have rats and roaches in their house anyway. They don't have any heat anyway." That was my cue that I can't go to you and express any burden for these kids. Then I went to a Board member and sent the pictures of the rats and roaches that I saw and all of the rat droppings that were in our office. As a result of that, I was reprimanded, written up, pulled out of the classroom, and told, "That is not where you're supposed to be. You're only supposed to take them in the afternoon." I'm standing here today. My time of service is coming to an end as far as an Ameri-Corp member and I would have loved to teach in Paterson. Unfortunately, I'm going to be in Newark Public Schools and possibly a Plainfield charter school. I just want to say as far as the Garrett Morgan situation, I have four nieces and nephews that are in the Paterson Public School System. As a STEM person, I want my nephew to be scientist. I know you shouldn't push things on kids, but he is kind of leaning that way anyway. I was like: "You're going to go to International. You're going to go there." We went to that meeting at Kennedy and I remember meeting you, Shafer, because I didn't even know where it was and you directed me as to where I needed to go. I spoke with them. At that time, I was told, "The school next year is not going to be an engineering school. It's going to be a service learning school." I was like, "Service learning? They are going to make a whole school about service learning?" I said my nephew is not going there. Then I proceeded aggressively to get him into Passaic County Technical School, which he will be attending come September. I'm going to end there. I just want to say we need to do better Paterson. This is unacceptable. What I just saw here, unacceptable. As a product of Paterson Public Schools it wasn't even that great when I was a student, but at least they were trying. They had teachers that

wanted us to learn, that were making sure no child was left behind before there was no child left behind. I don't know what it is now. I even reached out to Shafer to recruit science because I was like I can't do it. If they're giving me hell like this and I'm not even an employee, what are they going to do when I am an employee? If I'm being a whistleblower and I'm being harassed and made to work at a hostile work environment. When people want to connect with me they say she's no longer at Kennedy. I said if I can't come here, maybe somebody else can. I connected them with William Paterson University science department and they had a meeting with them. What all became of that? I have no idea. But I did what I can and I would love, like I said, to stay here and help our kids in Paterson Public Schools. I even went to recruit parents. Okay. I know. That's it. I'm good.

Mr. Bob Guarasci: Good evening, Bob Guarasci. With respect to Garrett Morgan, 20 years ago I wrote a proposal that created Garrett Morgan and it was an outstanding STEM academy, Dr. Hodges, as you referenced. It really was. We had 100% student graduation. All of them went on to terrific colleges. I guess I'll just say this. It's pretty clear that the Board wants it to stay as a STEM academy. I just want to be in a position to do everything that I can, personally and through my organization, to make Garrett Morgan radiant. Excuse me for the pun. No matter what the theme would be, it really has a proud history. I just want you to know that I heard the sentiment this evening and I want to be as helpful as I can and as helpful as my organization can to really move Garrett Morgan forward. That's all. Thank you.

Mr. Robert Scott: I'll be short. Good evening everybody. I'm from Paterson. There are no "buts." Nothing! I'm from Paterson. With that being stated, originally I was going to come up a little bit upset because of some of the terminology and innuendo that was placed about our kids that come from Paterson. Taking a step back and using our lord to guide my words and not speaking from emotion and just thinking on a more positive note any journey to get where we have to go has to start some place. With that being stated, with a lot of the information that's being presented and the scenarios that are being shown, a lot of the different ideas and ideologies that are being presented in front of this Board, all we ask and all I'm going to say is using our lord and think about what's being said to guide whatever decisions are going to be made in the future. On that note, like I stated a little bit earlier and just to state again, any type of journey that we start from has to start somewhere and then has to progress through. There are different hiccups, but as long as there's progression everything is going to move positively. I'm the last person and I'm ending it. With all the information that was presented, with everything that was brought up a lot of times to think about what's being said and done to guide whatever decisions the Board and unity and who we voted and have faith in in order to make whatever positive decisions that need to be done. I just want to say thank you. The journey never stops. It just keeps going. Thank you everyone.

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

Comm. Hodges: When I was practicing medicine before I had come to the Board I had an 18-year-old black female with a laceration on her left hand. As I was suturing her hand we got into a conversation. She was using the most atrocious grammar I had ever heard and I stopped my conversation with her and I challenged her on her grammar. We got into an argument, but of course not too much because I was sewing her hand. At some point, she just stopped and began to listen as I explained to her why her grammar is extremely important. Fast forward three or four months later I'm walking through Eastside High School and someone called my name. I turned around and it was this young lady. She came to me and she said, "After that conversation with you I went to my English teacher and since then I've been working doing everything I can to work on my grammar." She's had 12 years of schooling in Paterson, but apparently nobody told her how important her grammar was. During our conversation this young lady did not make a single grammatical error. The problem wasn't that she couldn't do it. She wasn't asked or challenged to. She had the intelligence to do it. It didn't matter who her parents were. She could do it, but we didn't ask her to. That's why I get so angry, because I know that these kids are being cheated. Not because they can't do it, but because we don't ask them. We the adults don't ask them to. Students from Paterson, when they were put in the proper educational environment, our students had the highest cohort GPA and the highest graduation rate on Syracuse University's campus. They were put in a structured environment. They had mentorships. They were trained on how to approach learning. They didn't have high SAT scores. They may not have had great grades, but the person who ran the program worked with the college and got those kids into Syracuse, Penn State, and Ramapo. Again I'll say it - Paterson children had the highest GPA of any cohort on their campus, the highest graduation rate. Their president came here and gave the keynote address because he was so impressed. It's not where these people come from. It just isn't. It's what we try to do with them while they're here. If we give them the tools, they will succeed. It's when we fail them, when we refuse to do what we can to give them the best that they need, that's when our kids fall down. We have to understand that. I don't care how you start out. That isn't the problem. It's where you finish. It's our job to make sure that they're put in a position to finish the best way they can. When we went to Syracuse as a group to ask our students did Paterson prepare you to be in college, they universally said, "No, you didn't challenge us enough." That's why I push even the preschool. We don't challenge them enough. It's not that they can't do it. We are failing them. It's not their parents. It's not their neighborhoods. It's not their incomes. We're not challenging them enough. That's what I want to say. Thank you.

Ms. Shafer: I have a couple of comments. Number one, I did hear that 33 of our students from the Gifted & Talented program are going to PCTI. We will put together some type of a program for their parents and a recruiting program early on. They should be going to our IB program. We will put that together and bring it to the Board before we move forward. As far as moving a school from Kennedy High School and

switching it with Garrett Morgan, Garrett Morgan has 180 seats and the schools at Kennedy High School have between 450 and 650. What we need to do is right now recruit for engineers. We may not make what is described by Perkins, but those engineers would be able to teach those courses, rather than have it be a comprehensive high school going forward until we can make other decisions and the Board has time and so do we in discussing it. We will also put together expectation guides for preschool. I think that's all I have.

Comm. Hodges: Thank you very much.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School approves the payment of bills and claims dated August 1, 2018, beginning with check number 212331 and ending with check number 212353, in the amount of \$1,399,470.63;

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

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. 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, the Paterson Public School approves payment for the list of checks for the month of June in the grand sum of \$3,892,046.79 beginning with check number 212051 and ending with check number 212320 and

Whereas, the Paterson Public School approves payment for the list of checks for the month of July in the grand sum of \$386,378.82 beginning with check number 212321 and ending with check number 212329 and

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

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

It was moved by Comm. Martinez, seconded by Comm. Redmon 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. 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 Paterson Public School approves payment for the list of checks for the month of July in the grand sum of \$951,549.94 beginning with check number 212330 and ending with check number 212330 and

Whereas, the Paterson Public School approves payment for Health Benefits Wire for the month of June and July in the grand sum of \$12,098,556.73 and

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

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

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 3 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

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

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

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

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Vincent Arrington	NJSBA Leadership Regional Training Workshop	August 1, 2018	\$60.29 (registration, transportation)
Board Member	Parsippany, NJ		
Nick Moretta	NJPMA Annual Clinic and Trade Show	August 16, 2018	\$245.00 (registration)
Building Management Services	Branchburg, NJ		
Steven Morlino	NJPMA Annual Clinic and Trade Show	August 16, 2018	\$245.00 (registration)
Executive Director of Facilities	Branchburg, NJ		
Llicerda Munoz	Certification Course and Forms Seminar	August 20-22, 2018	\$1,107.88 (registration, transportation)
Staff Recruiter/Human Capital	Neptune, NJ		
Susan Ronga	GSETA 36 th Annual Workforce Development Conference	October 3-4, 2018	\$379.98
Program Director/Adult School	Atlantic City, NJ		
Emanuel Capers	NSBA CUBE Annual Conference 2018	September 26-29, 2018	\$2,431.00 (registration, airfare, lodging, meals)
Board Member	Las Vegas, NV		
Jonathan Hodges	NSBA CUBE Annual Conference 2018	September 26-29, 2018	\$2,431.00 (registration, airfare, lodging, meals)
Board Member	Las Vegas, NV		
Nakima Redmon	NSBA CUBE Annual Conference 2018	September 26-29, 2018	\$1,931.00 (registration, airfare, lodging, meals)
Board Vice President	Las Vegas, NV		
Hector Montes	NJPSA Convention	October 18-19, 2018	\$292.00 (registration)
Principal/New Roberto Clemente	Long Branch, NJ		

TOTAL CONFERENCES: 9
TOTAL AMOUNT: \$9,123.15

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 4 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 5

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 August 2018 Board meeting.

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

Comm. Redmon: Isn't this presented in the Board personnel packet? We can just go ahead and do this in the personnel packet. It shouldn't be separate in here. Maybe when we do the actual personnel...

Comm. Castillo: That's at the next meeting.

Comm. Redmon: No, it's on there.

Comm. Castillo: That's for next meeting. It's to be voted on.

Comm. Redmon: To be voted for today? Then I will present it and we will come back to it. It's best to let the Board members hear what it is and then we can fall back on it. Just hold it.

Comm. Simmons: Since it's personnel, if there's a discussion can it be discussed out here?

Comm. Redmon: We have an executive session to go to anyway.

Comm. Castillo: What she's saying is if we can hold it off until executive session and then come back and vote on it.

Comm. Redmon withdrew her motion and Comm. Martinez withdrew his second.

Comm. Castillo: We're holding No. 5 until after executive session.

Resolution No. 6

WHEREAS, the Paterson Board of Education Policy Manual receives periodic revisions and additions, and

WHEREAS, the Policy Committee has reviewed policies and regulation for submission to the Board for first reading, and

WHEREAS, a special public comment session will be held at the August 1, 2018, board meeting on said policies and regulation, now therefore

BE IT RESOLVED, that the Board of Education approves the following policies and regulation for first reading:

P1550	Equal Employment/Anti-Discrimination Practices (M)
P1570.1	Non Creation of a Teacher's/Staff Room
P1613	Disclosure and Review of Applicant's Employment History (M)
P2431	Athletic Competition (M)
R2431.2	Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad (M)
P2431.8	Varsity Letters for Interscholastic Extracurricular Activities (M)
P2624	Grading System
P5350	Student Suicide Prevention (M)
P5512	Harassment, Intimidation, and Bullying (M)
P5533	Student Smoking (M)
P5535	Passive Breath Alcohol Sensor Devise
P5561	Use of Physical Restraint and Seclusion Techniques for Students with Disabilities (M)
P8462	Reporting Potentially Missing or Abused Children (M)
P8561	Procurement Procedures for School Nutrition Programs

FINALLY RESOLVED, that in the event any policy, part of a policy or section of the bylaws is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by the State District Superintendent or Board of Education, the remaining bylaws, policies, and parts of policies shall remain in full effect.

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 7

Big Ideas Math/National Geographic Learning

Whereas, In Brighter Futures Strategic Plan 2014-2019, Priority 1: Effective Academic Programs, Goal 1: Increase achievement levels and Goal 3: Increase College Preparedness are both key focuses of the Big Ideas Math Program.

Whereas, Big Ideas Math program provides students equity of access as well as ensures that students not only grasp the key mathematical concepts, but enjoy making connections between concepts and the world around them. The program is dedicated to fostering curiosity and confidence in learners, And

Whereas, The Big Idea Math program will provide the following resources for each student enrolled in High School Mathematics courses (Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, AP Calculus): textbook, e-book, student journals, intervention and enrichment support both digital and print. Materials are available in both English and Spanish. The teachers and students will have digital access to all printed materials for 6 years, along with the student journal being replenished each year, And

Whereas, Big Ideas creates confident learners with the following: dynamic technology for the 21st Century Classroom; complete support for teachers in lesson planning and lesson presentation; dynamic assessment system, research-based content and delivery; rigorous, focused and coherent curriculum; balanced approach to instruction; continuous preparation for high-stakes assessment; and embedded RTI, differentiated instruction and ELL support, And

Whereas, the Paterson Public School District approves Big Ideas Math for the following High School courses: Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, AP Calculus. The program will be financed over a two-year period with no additional interest at a payment of 50% a year (\$297,137.00) for a total not to exceed \$594,274.00.

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 8

New Jersey Schools Insurance Group Educational Risk & Insurance Consortium – West Indemnity and Trust Agreement Resolution to Join

Whereas, N.J.S.A. 18A:18B-1, et seq., enables boards of education to join with other boards of education in school board insurance trusts for the purpose of forming self-insurance pools; and

Whereas, the New Jersey Schools Insurance Group (“NJSIG”) is a joint insurance fund authorized by N.J.S.A. 18A:18B-1, et seq. to provide insurance coverage and risk management services for its members; and

Whereas, the Paterson Public Schools herein after referred to as the “Educational Institution,” has resolved to apply for and/or renew its membership with NJSIG; and

Whereas, the Educational Institution certifies that it has not defaulted on a claim, and has not been cancelled for non-payment of insurance premium for a period of at least two (2) years prior to the date of its application to NJSIG; and

Whereas, the Educational Institution desires to secure protection, services, and savings relating to insurance and self-insurance for itself and its departments and employees; and

Whereas, the Educational Institutional finds that the best and most efficient way of securing this protection and services is by cooperating with other boards of education in the State of New Jersey.

Now Therefore, Be It Resolved, That:

- 1) This agreement is made by and between NJSIG and the Educational Institution;
- 2) The Educational Institution joins with other boards of education in organizing and becoming members of NJSIG pursuant to N.J.S.A. 18A:18B-3(a), for a period of three years, beginning on July 1, 2018, and ending July 1, 2021 at 12:01 a.m.;
- 3) In consideration of membership in NJSIG, the Educational Institution agrees that for those types of coverage in which it participates, the Educational Institution shall jointly and severally assume and discharge the liabilities of each and every member of NJSIG to such agreement rising from their participation in NJSIG. By execution hereof the full faith and credit of the Educational Institutional is pledged to the punctual payment of any sums which shall become due to NJSIG in accordance with the bylaws thereof, the plan of risk management, this Agreement and any applicable statute or regulation;
- 4) The Educational Institution and NJSIG agree that NJSIG shall hold all monies paid by the Educational Institution to NJSIG as fiduciaries for the benefit of NJSIG claimants all in accordance with applicable statutes and/or regulations;

- 5) NJSIG shall establish and maintain Trust Accounts in accordance with N.J.S.A. 18A:18B-1, et seq. and such other statutes and regulations as may be applicable;
- 6) By adoption and signing of this resolution, the Educational Institution is hereby joining NJSIG in accordance with the terms of this Indemnity and Trust Agreement and Resolution to Join/Renew Membership, effective the date indicated below, for the types of insurance as indicated in the Insurance Binder issued by NJSIG;
- 7) The Educational Institution hereby ratifies and affirms the bylaws and other organizational and operational documents of NJSIG, and as from time to time amended by NJSIG and/or the State of New Jersey, Department of Banking and Insurance, in accordance with the applicable statutes and regulations as if each and every one of said documents were re-executed contemporaneously herewith;
- 8) The Educational Institution agrees to be a participating member of NJSIG for the period herein provided for and to comply with all of the rules and regulations and obligations associated with said membership, including, but not limited to the NJSIG's Plan of Risk Management;
- 9) The Educational Institution under its obligations as a member of NJSIG agrees to allow for safety inspections of its properties, to pay contributions in a timely fashion and to comply with the bylaws and standards of participation of NJSIG including the plan of risk management;
- 10) If NJSIG, in the enforcement of any part of this Agreement, shall incur necessary expense or become obligated to pay attorney's fees and/or court costs, the Educational Institution agrees to reimburse NJSIG for all such reasonable expenses, fees and costs on demand;
- 11) The Business Administrator is hereby authorized in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-1, et seq., to execute such contracts and documentation with NJSIG as is necessary to effectuate this resolution; and
- 12) The Business Administrator is directed to send a certified copy of this Indemnity and Trust Agreement and Resolution to Join/Renew Membership to NJSIG.

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 8 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 9

SCHOOL OF GOVERNMENT JROTC GOES TO LEADERSHIP CAMP AT FORT DIX, NJ

Whereas, the School of Government at Eastside High School's JROTC program supports the ideals of teamwork and organizational strategies as they relate to improving a student's understanding and appreciation of leadership principles; and as such has participated in many previous Leadership Camp opportunities to promote the same at Fort Dix, New Jersey;

Whereas, the School of Government at Eastside High School's JROTC program seeks to travel for a total of two hours from Eastside High School to Fort Dix, New Jersey on Monday, June 25, 2018, and remain for a total of five (5) days with a return on Friday, June 29, 2018, in order to participate in the JROTC Leadership Camp at a total cost of \$1,475 (\$875.00 for student registration and \$600 for student camp fees [35 cadets at \$25 each]). Overall, adult supervision from EHS includes a total of four (4) staff members and 35 students, ages 15-17, male and female, that is reflective of the JROTC program community; The Senior Army Instructor from EHS will depart on Sunday, June 24, 2018, via private auto with four (4) cadets who will serve as Senior Leaders throughout the camp experience. These four (4) cadets will participate in separate training on Sunday, June 24, 2018, in order to prepare for the main group of cadets (35)

who will arrive via commercial bus on Friday, June 25, 2018, with one (1) EHS Army instructor, and one (1) female chaperone. The third instructor will arrive on Monday, June 25, 2018, via private auto. All 35 cadets will return via commercial bus on Wednesday, June 29, 2018, and arrive back to EHS at approximately 3:00PM.

Whereas, the School of Government at Eastside High School's JROTC summer camp experience is part of a comprehensive event that is well-organized and executed by over 50 full-time professional and experienced instructors and volunteers from across the state of New Jersey who will serve as chaperones and activity monitors during the entire program. Instructors and chaperones will accompany, supervise, and train students at all times, including but not limited to travel, lunch, dinner, program activities, and night hours where a selected group of instructors will serve as hallway and room monitors. All students will sleep in a multiple-occupied room with doors open and night lights on; and

Whereas, the School of Government at Eastside High School's JROTC program encourages equity among cadet students; a female chaperone will help monitor and mentor male and female cadets from various schools during program activities and night hours including sleep time. For this reason, the female chaperone is paid a \$1000 stipend. Now, Therefore,

Be It Resolved, that the Paterson Board of Education approves the field trip experience to Leadership Camp at Fort Dix, NJ for a group of 35 students (an overall total of \$1,475 for both registration and camp fees) from the School of Government at Eastside High School's JROTC program, and their chaperones (including female chaperone stipend of \$1000) on June 25 – June 29, 2018.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 9 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 10

Overnight Football Team Camp

Whereas, the Strategic Plan for the Paterson Public Schools 2014-2019 Priority I – Effective Academic Programs: Goal 2: Increase graduation rate of students by increasing the participation in extra-curricular activities, including interscholastic sports;

Whereas, the Paterson Public School District is committed to providing student enrichment through various programs and initiatives and, wishes to provide students with the opportunity to learn beyond the traditional school atmosphere; and

Whereas, the District is committed to exposing student-athletes to opportunities that can further their personal, athletic and social development in various areas; therefore, the inclusion in allowing the Eastside High School football team to conduct an overnight training camp at Camp Weequahic, 210 Woods Road, Lakewood, PA 18439, which will assist in the efforts of the promoting safety and good sportsmanship,

Whereas, the bids for transportation to and from Camp Weequahic will be opened as per the PPS Fleet Coordinator and/or Office of Security, and awarded to the lowest bid, (PENDING BID FOR FY2018-19),

Now Therefore, Be It Resolved, that the Board of Education shall remit payment as part of the District's regular bill list, upon the submission and approval of invoice and proper execution by and Camp Weequahic and public carrier through district vouchers and other documents which may be required by the proper fiscal management of the public school district; and

1. Camp cost, \$8,250/Account # 15-402-100-500-051-000-0000-000
2. Transportation cost (approximation), \$3,500 (2 buses/round trip)/
Account # 15-000-270-512-051-000-0000-000
3. Total cost (approximation): \$11,750

Be It Further Resolved, which the Board of Education approves football training camp to be held August 19, 2018 through August 22, 2018. It is affirmed that the coaching staff is paid as per P.E.A. contract (2014—17 Schedule C – Part 2 Athletic Salary Guides, Group A), as this is a part of their regular coaching assignment.

They are as follows: Head Coach – Tyrone Tuner
1st Assistant – James Magazine
Assistant(s) – Vaughn Matthew, Morris McKenzie, Miguel Jimenez
Athletic Trainer – William Ford and Strength & Conditioning Coach –
William Santos

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

Comm. Capers: Just a point of reference here. I guess Eastside's stuff comes so late on the agenda. The one before this the trip already happened. This one is 19 days away. Why is this coming so late onto the agenda?

Comm. Castillo: Number 9, the one prior to, we all received a phone call.

Comm. Capers: I remember that. That's what I'm saying. I'm asking why.

Comm. Castillo: This is our first meeting since June. We don't meet in July.

Comm. Capers: They just made this trip up?

Ms. Shafer: It came in late and it has been addressed.

Comm. Capers: I'm talking about both.

Ms. Shafer: The one in particular, No. 9, because it came in late they were told that they could not go. I said we're not penalizing the kids.

Comm. Capers: We don't want to penalize the kids.

Ms. Shafer: They know now they've been put on notice not to come in late. The football camp... Kennedy's came in in June.

Comm. Capers: In June at the last Board meeting. Did they just make this up that they wanted to go to camp now? We have to do a better job. I'm all for them going to camp, but the administrators have to get on... Thank you.

Ms. Williams: It came and was sent back because they didn't have the schedule of the overnight chaperons.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 11

Recommendation/Resolution: is to comply with purchasing laws to award a contract for "Repairs to Elevated Play Area at PS 9", PPS-299019, during the 2018-2019 school year.

Whereas, 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, the Executive Director of Facilities Department determined that the district has a need for "Repairs to Elevated Play Area at PS 9", PPS-299-19 during the 2018-2019 school year and provided the specifications for this formal public bid process; and

Whereas, bid specifications were emailed to approximately ninety (90) contractors (the list is available for review in the Purchasing Department), of which three (3) responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in The Herald News on April 28, 2018. Sealed bids were opened and read aloud on June 20, 2018 at 11:00 am in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, as per the attached bid summary, the Department Facilities along with the Department of Purchasing recommend that the bid for "Repairs to Elevated Play Area at PS 9", PPS-299-19, be awarded to the lowest responsive and responsible bidder(s) during the 2018-2019 school year to the following vendor(s):

<p>M & M CONSTRUCTION TECHNOLOGY, INC. 661 Pelton Avenue</p>
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Whereas, the awarding this contract is in line with the "Brighter Futures Strategic Plan 2014-2019", Priority II – "Creating and Maintaining Healthy School Cultures", goal 4 – "Create/maintain clean and safe schools that meet 21st century learning standards."

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that M & M Construction Technology, Inc., be awarded a contract for "Repairs to Elevated Play Area at PS 9", PPS-299-19 during the 2018-2019 school year(s) in the amount of not to exceed \$429,786.00 to fully complete the project.

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

Comm. Martinez: I was unaware of any work that needed to be done there. It's a nice number that's attached to it. I need just an overview of the project.

Ms. Shafer: Steve, can you give us a summary of the project?

Mr. Steve Morlino: Good evening. This project involves rehab of the entire playground, asphalt surface, retaining walls, fencing around the entire school perimeter, and other drainage issues in the play yard. It also includes renovation to a retaining wall abutting the neighbor's property. This is a 13-A Grant funded by the New Jersey Schools Development Authority.

Comm. Hodges: I'm a little troubled because I opened up my packet and it only contains eight or nine resolutions. It didn't have any of these latter parts. Number two, I didn't have any curricular background material for the curriculum in instruction and program. I haven't read any of these because when I opened my packet via the email they weren't there. I called today to Cheryl, particularly about the background information, and it wasn't part of the email packet. For 10-16, I haven't seen any.

Ms. Shafer: The reason they came in late is because we changed the Board meeting from the 15th to the 29th and some of these things we need to happen before the 29th.

Comm. Castillo: When I opened it, they were all there. That's why I was a little confused when you said that. These were already on vote for the regular Board meeting and they were just moved over.

Ms. Shafer: There were two different versions that were sent out. The first one was because we were going to have the meeting on the 15th. Then the second one went out, but the items were in the Board packet in their particular section, just moved up to be voted on because we moved the meeting back.

Comm. Redmon: I have to agree with you because it was a little confusing, until I got the phone call about the meeting being changed. When you first opened your consent agenda you got only certain items that were on here. The second one was a revised agenda that was sent to us and it opened up with everything being moved. I understand that we moved our meeting date back, but just for future reference let the Commissioners know that things that might have been moved out of a particular section are now up for a vote. That's all.

Comm. Castillo: If you have any comments, just hold off and let us finish because we're in the middle of a discussion for this.

Comm. Capers: I just want to know the projection of the project being completed. Will be done before school starts?

Mr. Morlino: Substantial completion will be before school starts, but there will still be some work after school begins.

Comm. Capers: When will children be allowed to play on it? Will it be the first day of school? How will that look?

Mr. Morlino: There are going to be some issues. All the sidewalks will be replaced. The retaining wall will be in place. The fencing may not be totally finished at that point. Maybe a temporary fence will be in place. It depends on weather and everything else. It's hard to say. They're shooting for having substantial completion for opening day.

Comm. Capers: When is it going to start?

Mr. Morlino: It's been under way.

Comm. Capers: Thank you.

Comm. Hodges: Wasn't there a great concern about the foundational support for School No. 9 in terms of the roof?

Mr. Morlino: This is School No. 9. This has not started. I apologize. I'm talking about the wrong school. School No. 9 is the elevated playground area. It's going to be totally rehabbed. The garage underneath is going to get extensive work. The façade of the building and the sign on the building is all going to be part of this project. This will go into the school year also so we're looking at making parking provisions. Part of the garage may not be available at school opening. We are going to look to park some of the staff here at 90 Delaware and either shuttle them or walk them across.

Comm. Hodges: So the SDA is doing this.

Mr. Morlino: This is an SDA-funded project. The district is managing it.

Comm. Hodges: There was a problem for a long time with them not wanting to do that. That's why I was so surprised.

Mr. Morlino: There were lots of issues with this project. I apologize. I confused the two. School No. 19 is well under way.

Comm. Hodges: They're overcome with all of the issues. One of them was the...

Mr. Morlino: There were issues with the LED lighting. They didn't want to do the play surface and all kinds of things. It's all been resolved.

Comm. Hodges: Thank you very much.

Comm. Capers: By the start of school, if everything cooperates, what percentage of the project will be completed?

Mr. Morlino: We just got the final eligible costs letter yesterday. We're waiting to transfer funds, which hopefully will be in place Friday. Then they have to set up an account in the business office and we can proceed with issuing a purchase order to the vendor. Hopefully sometime next week the contractor can actually mobilize.

Comm. Capers: Superintendent, can we get a list of all the schools that need facility work before school starts? What are the issues that are going on in the schools?

Comm. Castillo: Comm. Capers, I don't mean to cut you off, but I want to finish this part and then we can have that conversation.

Comm. Capers: That's it.

Comm. Hodges: The cost is under \$500,000.

Mr. Morlino: There's a 20% contingency on top of this.

Comm. Hodges: 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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self

- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 12

United2Read Pilot

Whereas, In Brighter Futures Strategic Plan 2014-2019 Priority 1 – Effective Academic Programs – Goal 1 – Increase achievement levels – expected growth by 20 percentage points for grades 6-12 by 2019. Goal 3 – Increase College Preparedness-

Whereas, Learning Oventions uses an A2i software algorithm that found that 94% of students who use A2i are able to read at, or above, grade level by the end of 3rd grade. The A2i software algorithm is based on research that is designed to help teachers plan and implement effective reading instruction for all the students in their classrooms. A2i is a research-based instructional tool that informs teachers on the right amount and type of reading instruction (making recommendations to Paterson's core: Wonders) so that all teachers can effectively differentiate instruction for all students' needs.

Whereas, Learning Oventions was awarded \$15M in 2017-2018 by U.S. Department of Education Innovation and Research (EIR) – grant to improve literacy skills and close the achievement gap. This is accomplished by using their research proven-effective A2i Professional Support System to individualize for all children in general education classrooms.

Whereas, This grant will fully subsidized technology, training and support for the named Paterson elementary schools for three years in a k-1, k-2, k-3 roll-out (A \$60,000 value per school). The United2Read A2i Grant will bring student outcomes which were demonstrated in 7 randomized control trials: 90+% of children in high need classrooms reading at grade level by the end of third grade, with an average of the fifth grade reading rate by the end of 3rd grade.

Whereas, The Learning Oventions A2i EIR grant focus is on how to deliver the program in the most cost-efficient manner. To do this the control factor will be the type of Professional Development teachers and administrators will receive. Participating in United2read schools will be randomly divided into two groups. Each group will receive the full benefit of the A2i software and thus demonstrates outcomes.

Be It Therefore Resolved, that Paterson Public School District approves a pilot program with Learning Oventions to use a digital platform to assess and provide data on student reading levels for seven elementary schools at no cost to the district.

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

Comm. Hodges: You have to help me out here because I never got a chance to read this. The only reason why we're not doing more schools is because it's a pilot program. What is this going to do for us?

Mr. Eric Crespo: This pilot program is a diagnostic assessment that takes the student 15 minutes to complete. Once the student completes the assessment, it will group them based on their reading level. It will identify for the teachers any type of skill deficiency they may have. It will tell you how long the student should spend on a certain skill in order to become proficient in it. It aligns to our new reading program. If you go to page 35, activity 3.1, the student will be able to catch up on grade level.

Comm. Hodges: It gives you strands of issues. Once this pilot program is over, what is it going to cost us?

Mr. Crespo: Honestly, I would like to assess the pilot program first. Let's make sure it's beneficial for us and see if we want to go forward.

Comm. Hodges: Those are skills that we had hoped the teachers would bring to the table. Since this program is out here, I'm trying to find out if this is something we can train our teachers to do. I don't want Learning Oventions in our pockets for years. Is this a skill that will be learned? Assuming it's a great program, is this a skill that we can teach our teachers to do? Or are they going to be in our pockets moving forward?

Mr. Crespo: There are two aspects to it. One it's a digital program so you're on a digital platform, but one thing that we have planned is we're looking for common trends. For example, if somebody is struggling in a specific skill we are going to log what that skill was and what the program has aligned with Wonders. Once we have that logged, we can go back. It's not like we lost the program and now these students are showing the same trend, what are we going to do? No, we know what we can do because we've logged it.

Comm. Hodges: Okay. We're suggesting that these are skills over and above what our teachers currently have. Is that our premise?

Mr. Crespo: No. I think just the depth of how deep they look into the individual skills. For example, if they're missing a specific component of comprehension, whether it be informational text or literary, they might identify a key element to that, and not just overall literary or informational.

Comm. Hodges: I'll come see you. Thank you.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 13

McGraw Hill: ALEKS – FY 2018/2019

Whereas, The Paterson Public School District recognizes the need to effectively use technology and data driven decision making to ensure that our High School students

increase their levels of proficiency in Math. ALEKS supports the Paterson Public Schools Bright Futures Strategic Plan. Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement.

Whereas, the District is purchasing 5,500 student licenses software through ALEKS for the High School students in all of the High School Academies to utilize as enrichment and intervention. The company will provide an additional 140 student licenses for the High Schools at no cost.

Whereas, ALEKS is an adaptive, artificially-intelligent learning system that provides students with an individualized learning experience tailored to their unique strengths and weaknesses. It is available in both English and Spanish.

Whereas, the vendor has been notified that no goods or services will be provided to the district without first receiving a fully executed purchase order; that the terms of 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; now

Whereas, in addition to these licenses, the vendor will be providing students' licenses for identified Middle Schools at no cost to the District. Focal areas for the pilot will comprise of identified schools with large populations of English Language Learners in grades 6-8.

Therefore Be It Resolved, that the Paterson Board of Education approves the purchase of the following: 3 Professional Development sessions (no cost to the District); 4 embedded online coaching sessions (no cost to the District); 140 extra High School licenses (no cost to the District), and 5,500 student licenses for High School students in the District at a total cost not to exceed \$109,890.00.

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

Comm. Hodges: I'm in the dark here. I apologize. What are these things about? What are we training the teachers on?

Ms. Joanna Tsimpedes: Good evening Commissioners. One of Shafer's priorities was to initiate a math intervention program into our high schools. The training that the teachers are going to receive is on how to utilize the program and then what to do with the data that comes from that program so that they can then plan accordingly their intervention groups and instructional practices.

Comm. Hodges: This will correlate with the Learning Ovarions?

Ms. Tsimpedes: Yes. In the high schools we've never had a math intervention and enrichment program to say that was a digital platform for all of our students. It was always a selected group of students. This is for all of our students in algebra I, II and geometry inclusive of enrichment of our higher elective mathematics. We always want to push the envelope with our students and ensure that they are receiving what they need to be successful.

Comm. Hodges: Thank you.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 14

All In-A Vision in Motion, Inc.

Whereas, the Brighter Futures Strategic Plan 2014-2019 Priority 1 – Effective Academic Programs – Goal 1 – Increase achievement levels – expected growth by 20 percentage points for grades 9-10 by 2019. Goal 3 – Increase College Preparedness –

Whereas, A Vision in Motion Inc. will provide professional development and leadership activities through a keynote speaker for the following districtwide leadership: Assistant Superintendents, Principals, Vice Principals, Executive Directors, Directors, and Supervisors during the Superintendent's Institute in August, and;

Whereas, Gian Paul Gonzalez will be the featured presenter. His expertise is extensive as he has been featured on CNN, Fox News, ESPN for his motivational speaking at educational institutions, government agencies, corporate, and athletic institutions, and;

Whereas, Mr. Gonzalez is also the founder of the 4-one organization. This organization's mission is based on striving for excellence and proving hope for inner-city public schools and juvenile jails, and;

Be It Therefore Resolved, that Paterson Public School approves the agreement with A Vision in Motion Inc., for the All In professional development for districtwide administrators for an amount not to exceed \$3,950.00.

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 14 be adopted.

Ms. Shafer: August 20-24 we're having professional development for every administrator in the district. We will get you that agenda so you can see everything that we're going to be talking about. We wanted to have a motivational speaker as well as someone who's aligned with what our priorities are.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 15

Whereas, the stairwell fire doors at Dr. MLK/PS 30 have been cited as non-compliant by the Paterson Fire Inspection Bureau as per N.J.A.C. 5:70-3, 703.2 and N.J.A.C. 5:70-3, 703.2.2 and,

Whereas, these metal fire rated doors have deteriorated beyond repair. The doors do not close as designed because they are warped and display large gaps. The door hardware has been repaired and replaced several times and is now in disrepair. In the event of a fire, the smoke, toxic gases and fire may enter the stairwells. Replacing these doors will restore the integrity, required fire rating, and Code compliance to these stairwell enclosures, ensuring safe haven and means of egress for the occupants of the building, in the event of a fire, and

Whereas, this constitutes a Life & Safety issue requiring immediate attention, and

Whereas, the Paterson Fire Official will not issue a new Fire Certification for 2018-2019 until this violation has been abated, and

Whereas, the Fire Code grants broad discretionary powers to the local Fire Official that permits ordering expensive fire watches, fines and building closures for unabated violations. The Fire Official can also impose Liability on the owner for the actual costs

of fire suppression where a violation directly or indirectly results in the spread of a fire, and

Whereas, approval of a declaration of emergency will afford the District the ability to expeditiously replace the interior stairwell door to ensure the health & safety of our students and staff, and

Whereas, an Emergency Declaration was submitted on July 10, 2018 to the Paterson School Business Administrator and approved on July 13, 2018, and

Whereas, the awarding of this contract to Garden State Doors and R.D. Sales Door and Hardware is in accordance with 18A:18A-7 Emergency Contracts, and

Whereas, awarding this contract is in line with the "Brighter Futures Strategic Plan 2014-2019", Priority II – "Creating and Maintaining Healthy School Cultures", goal 4 – "Create/maintain clean and safe schools that meet 21st century learning standards";

Now, Therefore Be It Resolved, that the Paterson Public Schools obtained an Emergency Declaration approval from the Interim Executive County Superintendent of Schools on July 19, 2018 to abate these citations by replacing non-compliant fire doors. The Department of Facilities recommends awarding the Emergency Contracts in accordance with 18A:18A-7 to:

Garden State Building Supply in the Amount of \$15,000.00 and, R.D. Sales Door and Hardware in the amount of \$50,000.00

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 15 be adopted.

Comm. Castillo: Just for clarification, this is the amount to fix the stairwell that's not in compliance right now with fire codes, correct?

Comm. Capers: A lot of these things we talked about in committee meetings. Some of the Commissioners didn't get all this information. We should put the committee first before we vote on these different items. Let's talk about the committee first and then start to vote on these different items.

Mr. Morlino: The Paterson Fire Department was in and did their annual inspection and they found the doors on the stairwells were non-compliant. They were warped, not closing properly, hung up, hinges sprung, and issues with the doors. They wrote a forthwith violation to the district to replace those doors. This is strictly for material. The work will be done by skilled trades in the district.

Comm. Hodges: There's a door on the first floor level on 20th Avenue.

Mr. Morlino: This is all the doors.

Comm. Hodges: That one you couldn't close for a while in the past.

Mr. Morlino: That was the issue. They're not fire or smoke tight.

Comm. Capers: Are these newer doors?

Mr. Morlino: Yes. They're completely fire rated doors.

Comm. Hodges: Will they have magnetic releases?

Mr. Morlino: That's not part of this. This is strictly the door itself and the hardware. No tie-in to the fire alarm or anything like that.

Comm. Hodges: I'm more concerned about them being opened.

Mr. Morlino: Being held open with magnets. That's not part of that.

Comm. Hodges: That's something we had talked about. Steve, what would it cost to retrofit those since this is part of our safety plan to do those? If we're already going to put in new doors, I'd much rather do it...

Mr. Morlino: It's about \$1,500 a leaf to install magnetic hold open devices and tie it into the fire alarm system.

Comm. Hodges: For each door?

Mr. Morlino: Yes.

Comm. Hodges: If we have to go back and retrofit, what would that cost?

Mr. Morlino: We can do the magnetic hold-open devices afterwards. That's very commonly done afterward the fact. It doesn't change the door or anything.

Comm. Hodges: That's fine. We do have some additional money, or are supposed to have anyway, the \$20 million. I'm trying to see where it's going because I have a planetarium that needs about \$1 million.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. 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, in accordance with the terms set forth below, CBIZ will perform the services described herein in accordance with the provisions of the Internal Revenue Code, as amended ("IRC") and the Public Health Services Act, as amended ("PHS"), without assuming any responsibility as a plan administrator or plan sponsor under the Plan, and without assuming any responsibility for continuation of extension of coverage laws unless specifically agreed to elsewhere in this agreement, and

Whereas, CBIZ will perform an analysis of all employer related insurance plans including Risk Management Services, and

Whereas, if CBIZ identifies at least One Hundred Thousand Dollars (\$100,000) in total first year savings for all Employer plans combined, Employer agrees to pay CBIZ a fee in the amount equal to one third (1/3) of the dollar amount of savings identified over One Hundred Thousand Dollars (\$100,000.00), and

Whereas, the parties agree that the savings will not be achieved by reducing or eliminating any insurance coverages unless duplication or unnecessary coverage redundancy is identified, and

Whereas, in the event CBIZ is unable to identify at least One Hundred Thousand Dollars (\$100,000.00) in savings for Employer, no fee will be due, and no fee will be due CBIZ unless the Paterson Public Schools acts on the recommendation of CBIZ and agrees on the realized savings, now therefore

Be It Resolved, that the Paterson Board of Education approve entering into a Service Agreement with CBIZ Benefits & Insurance Services, Inc., to perform an analysis of all employer related insurance plans, including Risk Management Services, and if CBIZ identifies at least One Hundred Thousand Dollars (\$100,000.00) in total first year savings for all Employer plans combined, Employer agrees to pay CBIZ a fee in an amount equal to one third (1/3) of the dollar amount of savings identified over One Hundred Thousand Dollars (\$100,000.00), subject to mutually aggregable contract.

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

Comm. Hodges: I want some sort of clear understanding about what this is.

Comm. Capers: We just got it today.

Mr. Murray: Probably a single word would be an audit of various insurance programs ranging from workers' compensation to the various property casualty insurance programs. The firm will do it and any savings would have to be mutually agreed upon. It's not a case that a firm would come back and say here's a checklist of things that we have to check. This would be where there's an agreement between the district and the firm that these are savings. That would be an expectation that we would execute and then make the savings. There are some other parts to this that have to still be refined as far as the final agreement. It comes tonight to the Board so that there can be an approval that we can go forward at this point to structure the rest of the contract. Then we will have it back to make a final vote. The question is really presented to you as to whether or not we'd like to have an audit by an outside firm that if the savings are there, and that's their incentive because there's no cost to us, it would be 1/3 or 2/3. Sometimes you will see where a firm will come in and they're going to get a percentage of what they come up with. Then they come up with things that are simply not going to be implemented. That's not the concept here. Should we go forward with it is really the question I would submit. We might say go forward, but it's still coming back to the Board with a contract. Should we put more time and effort?

Comm. Hodges: That's my concern. I never saw this. Has any committee?

Comm. Castillo: Yes, this came in before finance. It was supposed to come in before. There was a whole situation with it coming on to the resolution because of a mistake so

now it's on. This is basically an audit when we spoke about the company in the finance committee. It wasn't one of the minutes before. It's a company that would come and audit all of our insurance, especially going into self-insurance, risk management, casualty and property just to make sure we've gotten all the savings possible. They are just coming in to take a second look at everything, making sure it's working properly and that we have savings.

Comm. Hodges: Part of the problem we have, as was pointed out in our transition, we're supposed to get our minutes prior to the meetings so we can look at what was discussed. That's not happening for us. That needs to change. I wanted to see the discussion that the finance committee had about this so that I can be directed. I haven't read this yet. I have no idea what I'm looking at and I haven't had the chance to read it. I'm very concerned about being handed stuff. I get very nervous about that. I'd much rather wait and get a good understanding of this. I'm anxious to hear what Mr. Matthews has to say regarding this. That's the way I feel about it.

Comm. Capers: This is why I made the comment before about doing the committee reports prior to doing things that require a vote. I don't know if Mr. Matthews can clear this one up. Are we voting tonight on just the idea of bringing them in? A catch to all of this is the terms of agreement and all this other stuff. I haven't had a chance to read through the terms or anything else like that. It's not clear to me what I'm voting on. The terms and the whole contract are in here.

Comm. Castillo: Mr. Murray, repeat that last part so we can be clear.

Mr. Murray: The vote tonight authorizes Mr. Matthews and I to move forward to come back to you with a contract that you would then vote on. The issue is whether or not there's an interest in having the audit that would cost zero to the Board and the savings would be real, meaning they would be mutually agreed upon, and that there would be a split of a one-third, two-thirds. That's the question. If the answer to that is yes, then we refine the rest of the contract and we vote the contract.

Comm. Capers: I understand that. Was this worked out already?

Mr. Murray: No.

Comm. Capers: What is this that I have?

Mr. Murray: It's subject to that, meaning that it is simply approving that we pursue this and come back to you probably at your meeting on the 29th, if you're interested in having a contract that I've just described.

Comm. Capers: This contract we have can change?

Mr. Murray: It's not a contract. It's subject to. In other words, if you read up to the words 'subject to' that's the operative part of the vote. In other words, if you didn't have

those words you'd be absolutely correct it would be a contract to do this. This is saying this is what we're going to do, but it's still going to be subject to your approving a contract.

Comm. Redmon: Just to clarify something, it's basically an audit of our insurance to make sure that we're doing things in a proper manner. Right now we're going into something new with this self-insurance plan with the teachers. We want to make sure that we're covering ourselves as a district.

Comm. Capers: I get that part. I'm glad we're doing that. We just got this tonight and I just saw the terms of agreement. I didn't want to vote on something I didn't read. That's all I'm saying.

Mr. Richard Matthews: Good evening. Just to try to clarify this, we haven't had our risk management shopped around in over eight years. For 2018-19 we've identified over \$580,000 in savings. For instance, we had CCMSI doing our worker's comp over the last eight years. By just switching them over to this joint insurance fund we reduced their price by \$125,000. This CBIZ would have to identify a savings over and above the identified savings that we've already identified by going to New Jersey Schools Insurance Group, which is \$580,000 and it's categorized by different groups - property, vacant, general liability, and worker's compensation. We have the number of the savings that we're going to incur by going from our past insurance situation to our New Jersey Schools Insurance Group. Anything over and above the identified savings in excess of \$100,000 they will be entitled to. These are real savings that they're going to be able to identify, which we feel is worth us going into this agreement with them. There's no cost to us. It's a win/win for the district. If our insurance carrier isn't identifying all savings and they can find other savings, then we want to take that benefit.

Comm. Hodges: Why can't we vote on this on the 29th?

Mr. Murray: We will put in the rest of the details as outlined by Mr. Matthews that the Board will be interested in pursuing. What we have to be careful and we will be careful on is defining how the cost savings are calculated. This is not just simply a one-off kind of thing. If we have the positive vote of the Board we will then move to the next step and we will bring back to the Board on the 29th that finalized contract for you to review and decide whether you want to do it.

Comm. Hodges: You're a fine and excellent lawyer. I like to read what those terms of agreement say and I can't now because we just received this today. As a lawyer, I'm sure if I asked you to sign an agreement you'd be somewhat skeptical about doing that.

Mr. Murray: That's why I'm not asking you to sign something. While I'm your attorney, I'm also interested, as I have been over the last two years, in saving the Paterson School District money. If there's not an interest in pursuing this contract, we're not going to spend legal time, which costs money, and it would cost more than a few dollars. If there is an interest, we will do it and come back with this kind of contract and

then there will be something to vote yes or no on. That's really what it is. It's as simple as that.

Comm. Castillo: Any other discussion?

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

Paterson Board of Education Standing Abstentions

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- Family

Comm. Capers

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Comm. Redmon

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

Comm. Simmons

- Self
- Family

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Martinez: The I&P committee met this past Monday. We covered Items I&P-1 through I&P-46. Thankfully, the presentations, as they're laid out in the minutes, were grouped together. In other words, they sorted out the different items according to similarities. This way they presented them all together. Some of the big items we actually already discussed today so there's no need to really rehash them. One of them is the situation with Garrett Morgan. We discussed that at length. We also went into the grading presentation, which was also presented today as well. The rest of the items are listed again. If you take a careful look at the minutes you will see that all the items have been chunked together according to similarities. We are presenting Items I&P-1 through I&P-46. If there are any questions at this time, I'd be more than happy to entertain them.

Comm. Hodges: I've already mentioned that I didn't get I&P-1, I&P-2, and I&P-3 in terms of the curriculum and that's what I'm looking for, those curriculum guides.

Comm. Martinez: If I'm not mistaken Items I&P-1 through I&P-3 and inclusive of I&P-4 and I&P-5...

Comm. Hodges: Anything where it says the curriculum guides are attached. I didn't get that.

Comm. Castillo: Cheryl, can you make a note? I got the updated one. Can you resend it and make sure everyone has it for the Board meeting?

Comm. Hodges: Just the curriculum guides. What is the new math textbook resource?

Comm. Martinez: Which item is this?

Comm. Hodges: This is I&P-4.

Ms. Tsimpedes: I just want to give you some background first, Comm. Hodges, on how the textbook was selected. We, at central office, along with the school-based supervisors looked at a variety of textbooks. We narrowed it down to three that we felt met the criteria we wanted and then we brought in a textbook committee that included district administrators, parents, teachers, and different stakeholders throughout the district. Actually, it was kind of funny how it worked out. They wanted Big Ideas Math, which is what we selected, but as an intervention program they selected Alex. Actually, the committee, which consisted of teachers, administrators, and parents, were the ones who selected both programs based on the presentation that they saw and the feedback. The math program that we are hoping to adopt is the Big Ideas Math program, which is one of the well-renowned programs that exist with Matt Larson as the writer. Ron and Matt Larson are one of the top educators and researchers when it comes to math education. This program offers an RTI model embedded in it, response to intervention.

The books are available in Spanish, which was one of the biggest selling points for us. Because of the high level of bilingual students that we have in our high schools it was imperative that we had a textbook that fit the needs of our students. It also has the response to intervention as well as advancing our learners. It also includes a digital component. Students will be able to download it with the one-to-one initiative. They will have an actual hard book as well as an e-book edition at their disposal, which they can use at home. They will also have accessibility to online assessments. We need to move forward into the digital age as we are expecting our students to take assessments. Our students should have that access in the classroom as well to get them better prepared. The high school teachers will be trained on September 4. That's part of the professional development that we have. September 5 will be our Grade A Algebra I teachers. We have Grade A Algebra I in our elementary schools, so they too will receive this resource. We didn't update the pacing guides until it was Board adopted. The company actually took our pacing guides and they were adopted. They are taking our standards and matching them to where they are in the textbook. Once we receive these guides within the next week we will then cross-reference to make sure that everything is aligned the way we have in our guides. Keep in mind we kept our guides intact the way we had them. We didn't take them out and say turn to page 4 and 5. That's not how you teach. You use the textbook as a resource. The curriculum guide is the core. The resource is the textbook that assists students for additional problems and provides teachers also with additional information on how to impact instruction with the various levels of learners in the classroom. It differentiates and provides that for them in the textbook. If you'd like, I can provide you samples.

Comm. Hodges: I certainly would. Thank you.

Ms. Tsimpedes: I can get you samples and I'll have Ms. Williams know when they're ready for you. I'll give you pre-calculus, calculus, and AP calculus as well. That was one of the initiatives we wanted to ensure that not only our core classes had the resources, but also our enriched higher-level math courses.

Comm. Hodges: Pre-calculus would be a very painful memory, but I'll struggle through it. The concern about giving textbooks before is that it did not align to our Common Core Curriculum Standards. I'm assuming that these...

Ms. Tsimpedes: These are New Jersey Student Learning Standards. They're aligned. That was one of the things that we looked at. We took our pacing guide that we had and we cross-referenced it. One of the hesitations we had about adopting a book so quickly as the standards were adopted was that the resources were not aligned quickly enough. We waited a good amount of time for when we switched off from Common Core to New Jersey. The publishers got with it and then started aligning it so that we have a truly aligned textbook resource for our students to use that is aligned to the curriculum and the standards that they are expected to master at the end of each course level.

Comm. Hodges: Okay. What is the new instructional model?

Ms. Tsimpedes: The new instructional model which we're actually going to do a presentation on in September is the balanced instructional model. It's inclusive of the conceptual based approach. However, we have guided, shared, and independent work built into our model.

Comm. Hodges: I will wait until September. I'm curious about what some of these culturally relevant pedagogical strategies are.

Ms. Tsimpedes: One of the things we wanted to do this year as a curriculum department was to ensure that our teachers had examples and strategies within the curriculum to instruct our diverse population of students that we have. When you walk into any classroom in the City of Paterson you will not see the same type of diversity. It's a very mixed representation. One of the things that we wanted to do is to ensure that students are able to relate to the work that is presented to them. If it has no relevance to their personal lives, if they cannot make that connection, it's very hard for them to retain the information that they need. The math curriculum guides were updated into your drive or email. If you take a look at them we provided research that goes behind the work and then we provided examples. We do not want to take the creativity away from the teachers, but we wanted to give them a firsthand experience as to how they can implement that in their classroom. When they're lesson planning they should take this into account to ensure that we are reaching the diverse learners that we have in our communities.

Comm. Hodges: Anything that mentions curriculum guides I need to get a copy of. On page 2 under 'achievement goals' the implementation of the mathematics curriculum will provide a rigorous and comprehensive program for all students. How will we recognize whether the curriculum has been fully implemented versus it not being a rigorous curriculum, if that is the plan, particularly if there's no significant increase in the passage rates of our students?

Ms. Tsimpedes: That's one of the reasons that we moved to adopt a resource as well as an intervention program. One of the best ways to look at the implementation is actually going into the classrooms. Being that it's a new adopted program we were spending a lot of time in the classroom, myself and my supervisors, ensuring that the teachers have the support that they need in implementing the resource with fidelity. That's one of the most important things. Fidelity plays key to a program being successful. A lot of it is going to weigh on the administrators going into the classrooms, ensuring the proper support is in place, as well as professional development to the teachers because it is a new program. From the time that we adopted a textbook many moons ago things have changed very much so.

Comm. Hodges: Hence my concern.

Ms. Tsimpedes: With the new program on September 4 our high school teachers will be equipped with the tools they need to start the implementation. It's not a one and

done deal. These teachers will continually receive professional development because one of the most important things in ensuring a program works is fidelity to the program and ensuring the teachers have the tools they need in order to be successful and for our students to be successful.

Comm. Hodges: Hence my question, how will we know that it's being fully implemented? I can tell you right now cursive writing is not occurring across the board. Notetaking is not occurring across the board. I want to know how the Board knows that this is being fully implemented in every classroom so that I can then say if there are future concerns in terms of results we can then take a look at the curriculum itself. How do we do that?

Ms. Tsimpedes: One of the tools that we utilize as a district is our classroom walkthroughs that we implement. When we go into the classroom one of the questions is, is the teacher following the district curriculum? That's a report that can be pulled to say how many classrooms we entered that were aligned and how many were not.

Comm. Hodges: Then I'd like the Board to get that report.

Ms. Tsimpedes: You have to give us some time for us to implement the program first. Usually the first round happens by the end of October.

Comm. Hodges: That's fine.

Ms. Tsimpedes: Not a problem.

Comm. Hodges: Again, this question refers to all of the curriculum. Thank you.

Ms. Tsimpedes: Dr. Hodges, do you want teacher editions as well as student editions for the textbooks? I think the teachers will show you the type of resources that are available to the teachers at their disposal.

Comm. Hodges: The science is not here.

Ms. Tsimpedes: No. My supervisor left a little while ago. Do you have any questions I can answer?

Comm. Hodges: I notice that there are no culturally relevant pedagogical strategies for teaching of science.

Ms. Tsimpedes: Sarah was actually the one who presented the culturally relevant pedagogy PD to the district supervisors back in June. She has had extensive training and that's one thing that she's going to be working on as one of the goals for the science plan for 2018-19, to ensure that our teachers are equipped. That's a district goal for everyone with curriculum, that culturally relevant pedagogy is seen and evident throughout the entire district, not in just pockets. You're right, you do tend to see it in

pockets, but that's where we go into the classrooms with our supervisors and we ensure that the teachers are implementing. If they're not sure how to do it, then we provide that professional development that's targeted towards that.

Comm. Hodges: It's not in writing so I don't believe it. Until I see it in writing...

Ms. Tsimpedes: Everything I told you usually comes to fruition...

Comm. Hodges: I need to see it in writing.

Ms. Tsimpedes: We're actually working on the professional development plan for 2019-19. Once it's completed and all the content areas and programs have put in their information we will make it available.

Comm. Hodges: I went through these things and I didn't see that there. I saw it in the other areas. Until I see it, I'm not taking anybody's word for it. On page 2 there was no answer to the question what outcome measures or data will be used to demonstrate successes or lack of success to the program.

Comm. Castillo: Before you answer, I just want to be mindful we do have executive session still tonight.

Comm. Hodges: I did not know that.

Comm. Castillo: We do have some space to overlook once we get all the information some time allowed for the next meeting to ask more questions. We only have two presentations next week so we have a little more time to work with.

Comm. Hodges: Next week?

Comm. Castillo: Next meeting.

Ms. Tsimpedes: I'll answer your question very quickly. Unit assessments that our students take in algebra I, II and geometry will be one of the measurements to see the progress our students are making. Also our intervention program should impact our students' ability in the classroom. Their growth would be their initial baseline, which they're going to be taking in September, and then we would have checkpoints throughout. You have to give them time to go on the program and utilize it in order to see the growth. Also, you have your summative assessments such as PARCC and teacher grades in the classroom. Now that we have a grading policy having the fidelity with how many assessments and units of weight they have will also take into effect.

Comm. Hodges: Those don't come to us. As I was just surprised tonight by learning that Garrett Morgan Academy didn't have a program, I don't want to be surprised next year that so-and-so is not doing well. We don't have a chance to interact, get to the bottom of it, and try to channel some money in terms of a policy or priority that we can

establish to address the needs of a particular school that's not doing well. That's why I want to be alerted ahead of time. Are we pulling I&P-16?

Comm. Castillo: Yes.

Comm. Hodges: Thank you.

Operations

Comm. Redmon: Operations just met tonight, so we'll report at the next meeting.

Fiscal Management

Comm. Martinez: The fiscal committee met on July 25. We discussed food services. We had a thorough overview of the facility updates from Mr. Morlino. As we discussed this evening, we spoke of CBIZ. The holdup of the sale of School No. 5 we will discuss in executive session, the slight hiccup. The bills list was reviewed and approved. We discussed the agenda for tonight's meeting. Any questions on fiscal we can entertain?

Comm. Hodges: It would be helpful to me, when you say discuss, if you gave us a little synopsis of what the discussion was about. You may have covered some issues and I did not know what the concerns were based on the information that you had in front of you. To say that you discussed doesn't help me understand what the hiccup was that you thought it was important to cover.

Comm. Martinez: One point we can talk about in executive session. As it pertains to the food services agreement, it's explained right here. I can read it verbatim. We spoke about the little hiccup that we had as far as the late deliveries of food that day.

Comm. Castillo: The idea was why it happened and how we can stop it from occurring again. They spoke to us about the entire process. Something I learned, which was the difficulty, we pay per the amount of food that we get. Let's say there are 100 students, we pay for 100 meals. It's not a full contract. Let's say it's 500,000 per year. That was the issue with the summer school program. The numbers of students were varying from one day to another. In the first day that was the situation. There were a number of students that was supposed to be there...

Comm. Hodges: We gave them the wrong number.

Comm. Castillo: We gave them the wrong number. There's an action plan for how they remediated that. With technology they're going to make sure that they have a count the morning of very early just to make sure if there is additional food that is required on that area. It works similarly during the school year, but we don't have that problem because it's usually more consistent as opposed to the summer program.

Comm. Hodges: Thank you. I didn't know that. Thank you.

Comm. Castillo: With CBIZ, I think Mr. Murray read it by point. We might be interested in having another pair of eyes to oversee the insurance and the risk management to make sure if there any other savings. With facilities we discussed the overall. We have been seeing that there is a high use of overtime coming from facilities. We had a depiction of why. Essentially, they need more bodies. That's the basic part of it. That's why they have been using a little bit of overtime on that. I'll give more in-depth information at the next meeting or send an email about the recreation department and how that partnership is making our overtime go higher. There are a lot of athletic programs done and we're covering the personnel for that. Also, there are now more Saturday programs plus the extra recreation that we've been doing in the schools. It's jumped up our overtime use for our chief custodians. It's something that was brought up. That's why they're seeing overtime from the amount of money that they have budgeted for the year. This is from last year. We were going over the things that occurred last year and that we can change for this year during the summertime. We have School No. 5, which we will be talking about in executive session, and the bills list.

Personnel

Comm. Redmon: Personnel met July 19. Presiding was myself. Members present were Comm. Castillo and Mr. Rojas. Subjects discussed were Insight. We discussed the reason why we needed to increase the budget for the year. Some costs were associated with the state testing, vacant teacher positions, as well as vacant aide positions. The new resolution on the agenda represents the final bill for the 2017-1018 school year. The district held a job fair on July 18. Approximately 33 certified staff were hired - general education was 8; special education was 6; two science teachers; two math teachers; one business librarian/media; one reading specialist for grades 6 and 8 language arts; two art teachers; one technology in-school suspension; one ESL; two English teachers; one world language teacher; and one preschool teacher. The next district job fair is on August 1, which happened today. They have another one coming up on August 15. We also discussed cabinet level positions. Discussed was Ms. Shafer's recommendation for Ms. Coy's chief special education officer. I'm not going to say any names. We also discussed the reorganization and names of the human resources. It's going to go from human capital back to human resources. Right now the true vacancies are a total of 70. That concluded our meeting at 5:00 p.m. I would like to go back to our agenda item No. 5. We asked to hold it until I read the actual committee report. I finished the report. I'm going back to No. 5 because when we first initially read it there were questions. I asked to hold that item. It's not for executive session, but I can hold it until we come out of executive session.

Comm. Castillo: She just wanted to read the report.

Comm. Redmon: I can go back and vote on it now, but if you have any further questions because it's a personnel matter we have to discuss it in executive session. Initially the item was read. There was a question. I asked to defer until I could read my committee report. I read my committee report. If you still have any other questions you

can go back to my questions. Then I can go back to my actual item that was on the agenda.

Comm. Simmons: We didn't know what the recommendations were. We just heard the recommendations. She's asking now to go back and entertain the motion based on the recommendations. At the time we didn't know what the recommendations were. She just read them.

Comm. Hodges: I haven't read the minutes because I received them today.

Comm. Capers: Are we capturing the numbers of people coming to these job fairs?

Comm. Redmon: Yes.

Comm. Capers: Not who got the job, but who's coming. How many?

Comm. Redmon: I'll defer to Mr. Rojas.

Comm. Capers: Do you know how many from Paterson are attending?

Mr. Luis Rojas: I don't. That piece of data I don't have. We do have a sign-in sheet when people walk through. We keep accurate data as far as how many walk through the door, how many we hire, and what position we hire.

Comm. Capers: Can we add the city where you're from?

Mr. Rojas: Sure. I can do that. We have a job fair on the 16th. This room is being used on the 15th, so we had to move it. I can do that starting the next job fair.

Comm. Capers: Thank you. What was the number?

Mr. Rojas: For today it was 76 that walked through the door and we hired 37.

Comm. Capers: The one prior?

Mr. Rojas: The one prior was 116 that walked through the door and we hired roughly in the mid-20s.

Comm. Capers: Is this counting online people that applied?

Mr. Rojas: No. This is actually walking in the door and sitting in front of someone with a live interview.

Comm. Capers: Do you know that data, how many people applied online?

Mr. Rojas: Sure. I can pull that for you.

Comm. Capers: Thank you.

Comm. Simmons: The budget had to be increased for Insight because of testing. Why?

Mr. Rojas: That was one of the factors of why the Insight budget has increased this year. We say Insight because that's our contractor, but it could be Source for Teachers, Insight or district. Our numbers have grown because this year we staffed a lot more aides than we typically do. Roughly \$1.7 million in Insight staffing was used to staff some of our aides. Our state testing was roughly \$675,000 that we had to use Insight subs to cover classroom teachers who were performing state testing. Those two pieces alone were right around \$2.3 million. It had nothing to do with absences.

Comm. Castillo: Mr. Murray, can we just refer back to the agenda for a vote now after Comm. Redmon read it?

Mr. Murray: Yes.

Comm. Hodges: A vote on...?

Comm. Castillo: Number 5.

Resolution No. 5

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 August 2018 Board meeting.

PERSONNEL

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

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

A. POSITION CONTROL ABOLISH/CREATE

NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
To create pc#'s	Bilingual Media Specialist Physical Education Music Art	Academic Services and Special Department	Justification: Positions is needed for additional instructional opportunities for students and compliance in our district
To create pc#	Senior Specialist	Department of Early Childhood	Justification: Position is needed due to retirement of Mariel Ceden Funding Source 20218200105705
To create pc#	Confidential Secretary A	Superintendent's Office	Justification: Position is currently a substitute position Funding Source 11000230105700
To create pc#'s	17 Part -Time Chronic Absenteeism Specialist	Culture, Climate, and Non-Traditional Programs	Justification: Position is needed to go into the fields for truancy students
To create pc#'s	Part-Time Intern Planetarium	PANTHER Academy	Justification: Is needed to assist the Principal Funding Source 15000221110054
To reclassify pc#'s	5182- Site- Based Supervisor of Literacy 5929- Site Based Supervisor of Math	Academic Services and Special Department	Justification: Reclass Funding Source 20231200102653

POSITION CONTROL ABOLISH/CREATE (CONT.)

NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
To reclassify pc#'s	2017-2018 BIL/ESL High School Supervisors	Central Office Unit 3	Justification: Reclass
To reclassify pc# 265	From: Biology Teacher To: Physical Science	International HS	Justification: Reclass Funding Source 15140100101055
To reclassify pc# 2222	From: Teacher Grade 7 To: Teacher Grade 8 Math	Don Bosco Academy	Justification: Reclass
To abolished pc# 5020	Master Teacher	Department of Early Childhood	Justification: Position is no longer needed

B. SUSPENSIONS- N/A**C. RESIGNATION/ D. RETIREMENTS**

NAME	POSITION	LOCATION	DISCUSSION
Salazar, Francisco	Teacher	District	Resignation
Silverio, Katherine	Teacher	District	Resignation

E. TERMINATIONS**F. NON-RENEWAL**

NAME	POSITION	EFFECTIVE DATE
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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
Abaza	Zainah	New Roberto Clemente	teacher Gr. 6-8 Science	\$57,605.00	filling vacancy
Acera	Alicia	CAHTS	Teacher Resource Science	no change	transfer for 18- 19

Adams	Philomena	Sch 21(.26), Sch 18(.25), Sch 10 (.25), Sch 3 (.24)	Supervisor of SPED	no change	location change
Alam	Khudeja	Payroll Dept	Payroll Specialist	\$32,092	filling vacancy
Alam	Khudeja	Payroll	Payroll Coordinator	\$32,092.00	filling vacancy
Almanzar-Montes	Rosemary	School #10 (.5) & School #12 (.5)	Teacher World Language	\$53,465	filling vacancy
Anderson	Thomas	School 2	Teacher Grade 6-8 Math	\$52,260	filling vacancy
Angatia	Daudi	School #24	Teacher Grade 6-7 Science	no change	transfer for 18-19
Annaguey	Angela	International H.S.	Teacher Social Studies	\$52,865	filling vacancy
Antigua	Rosio	School #2	Teacher Social Worker	\$57,605	filling vacancy
Aqeel	Abdullah	Dr. Hani Awadallah	Teacher Grade 5-6 Science	no change	return from non-renewal

Last Name	First Name	School/Location	Title	Salary	Reason
Arroyo	Alexandra	Don Bosco	Teacher World Language	\$52,865.00	filling vacancy
Assal	Victoria	School #24	Teacher Grade 1	no change	transfer for 18-19
Auletta	Sanda	School #3	Teacher Grade 1	no change	transfer for 18-19
Aviles	Loida	Edward Kilpatrick	Teacher Kinder/Grade 1 Dual Language	no change	title change
Aviles	Elizabeth	School #16	Instructional Aidecog Mild	no change	title change for 18-19
Baez Ortega	Wendy	School #8	Teacher Library Media Specialist	\$61,105	filling vacancy

Baldwin	Sharon	School #6	Teacher Reading Specialist	\$58,105	filling vacancy
Barca	Santina	Human Resources	Supervisor of Staff Attendance, Health Benefits and Pension	\$91,792	reclassifying title and increase
Barksdale	Heather	Dr. Hani Awadallah	Leave Replacement Guidance Counselor	\$53,465.00	leave replacement
Basilcato	Janice	Sch. 19 (.18), Sch. 1(.17), Sch. 29 (.17), NSW (.16), RC (.16), ULA (.16)	Supervisor of Math	no change	location change
Beauchamp	Veronica	School #15	Instructional Aide Preschool	no change	transfer for 18-19
Bello	Tania	JFK-SET	Teacher Special Ed. Resource	\$22,000	perm sub until certs issued
Bengtsson	Becky	School #16	Teacher Bilingual/ESL	no change	transfer for 18-19
Bensh	Melissa	Martin Luther King	Teacher Grade 2	no change	transfer for 18-19
Bermeo	Carolina	JFK-SET	Teacher Guidance Counselor	\$52,865	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Bess	Nellista	International (.12), GMA (.12), GFA (.12), Silk (.12), STARS (.12), HARP (.17) and Panther (.23)	Supervisor of Science	no change	location change
Blake	Jeffrey	New Roberto Clemente	Teacher Grade 7 Science	\$53,165.00	filling vacancy
Blake	Jeffrey	New Roberto Clemente	Teacher Gr. 7 Science	\$53,165.00	filling vacancy
Boone	Esther	Human Resources Dept	Confidential Secretary to the Assistant Superintendent of Human	from \$76,410 to \$79,409	title change and increase for additional responsibilities

			Resources		
Brink	Savannah	School #25	Teacher Grade 2	no change	transfer for 18-19
Brink	Savannah	School #25	Teacher Grade 5	no change	transfer for 18-19
Brooks	Kimberly	School #15	Teacher Special Ed. LLD	no change	transfer for 18-19
Brooks	Lisa	School #24	Teacher Grade 4	\$58,605	filling vacancy
Brooks	Millie	School #26	Teacher ESL	no change	transfer
Brown	Bree	School # 27	Teacher Kindergarten	no change	transfer for 18-19
Brown	Jaimeo	School #21	Teacher Music	\$63,105	filling vacancy
Brubaker	Paul	Central Office	Public Information Officer	\$90,000.00	filling vacancy
Burke	Egbert	EHS-GOPA	Teacher Math	\$67,105	filling vacancy
Burke	Barry	Facilities	Maintenance Worker Plumber	\$43,585.00	filling vacancy
Cabral	Hayzer	School #25	Preschool Instructional Aide	\$30,309	filling vacancy
Cadet	Patricia Ann	School #8	Teacher Grade 1	no change	transfer for 18-19
Caiazza	Luisa	New Roberto Clemente	Teacher Gr. 6 Language Arts	\$53,165.00	filling vacancy
Callegari	Laura	School #5	Teacher ESL	\$57,605	filling vacancy
Campanarro	Andrew	School #6	Teacher Grade 5	\$53,165	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Cancel	Donna	EHS-GOPA	Teacher ESL	\$53,465	filling vacancy
Cantatore	Angela	Martin Luther King	Teacher Grade 7 Math	no change	transfer for 18-19
Carilli	Nicole	School #16	Teacher Special Ed Resource	no change	transfer for 18-19
Carson	Leilani	Panther Academy	Teacher Guidance	no change	transfer
Casale	Alexandra	School #1	Teacher Gr. 2	no change	transfer for 18-19
Cassimiro	Kavita	School #5 (.26), #26 (.24), Dr. Hani (.25) and MLK (.25)	Supervisor of Mathematics	\$85,401.00	filling vacancy for 18-19
Cassini	Jennifer	School #24	Teacher Grade 7	no change	transfer for 18-

			Math		19
Catinella	Krista	Young Men's Academy	Teacher grade 6-8 Lang. Arts	\$61,105.00	filling vacancy
Chaux	Natalie	School #18	Teacher Special Ed. Resource	\$52,865.00	filling vacancy
Chavez	Susette	Human Resources	Supervisor of Human Resources & Network Services	\$71,500	reclassifying title and increase
Chestnut	Beverly	Don Bosco Academy	School Secretary	no change	transfer
Choy	Maria	Purchasing Dept.	Purchasing Coordinator	\$50,000.00	new appointment
Chromey	Rosemarie	Sch. 25 (.21), Sch. 16 (.17), Sch. 14 (.20), Sch. 27 (.20), YMA (.20)	Supervisor of Math	no change	location change
Ciccone	Sara	School #7	Teacher Art	\$52,865	filling vacancy
Cobb	Narissa	Business Office	Accountant	End \$500.00 stipend	temporary additional responsibilities
Cobian	Maria	Human Resources Dept	Senior Employee Services Representative	from \$74,032 to \$77,032	increase for additional responsibilities
Cobos	John	School #16	Teacher Grade 6 Lang. Arts	no change	transfer for 18-19
Cole	Tonia	School #1	Teacher Grade 1	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Collado	Jeanette	Human Resources Dept	Human Resources Coordinator	no change	title change to reflect HR
Collins-McCoy	Naiasia	New Roberto Clemente	Teacher 8th Grade Language Arts	\$52,865.00	filling vacancy
Colon-Rodriguez	Carolina	School #21	Teacher Grade 3 Bilingual	from \$22,000 to \$52,860	from perm sub to permanent teacher
Comen	Muhammed	School #10	Teacher Technology	\$22,000	perm sub until certs issued
Competiello	Michael	School #8	Teacher Special Ed. Resource	\$52,865	filling vacancy
Cooper	D'Angelo	Dr. Hani Awadallah	Teacher Music	\$57,500.00	filling vacancy

Correa	Nancy	School #16	Vice Principal	Remove \$850/month stipend	Principal Returned, no longer Acting
Cox-Tober	Crystal	Young Men's Academy	School Secretary	\$41,409.00	New Appointment
Coy	Cheryl	Special Services Dept	Chief Special Education Officer	\$148,181	filling vacancy
Crocker	Jennifer	Dr. Hani Awadallah	4th Grade Teacher	no change	title change for 18-19
Cruz	Edgar	JFK-SET	Teacher Guidance Counselor	\$53,165	from leave replacement to permanent
Cruz	Sigifred	School #18	Teacher Sped LLD	\$52,865.00	filing vacancy
Cruz	Tanya	School #24	Teacher Dance	no change	transfer for 18-19
Cunningham	Jennifer	School # 16	Leave Replacement Teacher Grade 4-8 S.S.	\$57,605.00	leave replacement
Curley	Craig	EHS-SOIT	Teacher Special Ed. Resource	\$57,605	filling vacancy
Dailey	Cecelia	Business Office	Senior Accountant	End \$300.00 stipend	temporary additional responsibilities
Darleen	Rankin	Human Resource Services	Substitute Administrator	\$350/day	Per diem basis
Davidson	Mercedes	School #3	Teacher Grade 3	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Davis	Shenita	EHS CAHTS (.34-home), GOPA (.33), SOIT (.33)	Supervisor of Science	no change	location change
De Rosa	Cherie	School #18	Teacher Grade 6 Lang Arts	\$52,260	hiring permanent from Leave Replacement
De Rose	Alexa	School #15	Teacher Physical Ed/Health	\$52,560	filling vacancy
Debell	Rosemarie	School #10	Teacher Grade 6-8 Lang. Arts	no change	transfer for 18-19
DeNaples	Gina	Alexander Hamilton Academy	Teacher Grade 2	\$52,865	filling vacancy

Derios	Ursula	School #2	Teacher Grade 6 math	No change	transfer for 18-19
Dever	Karen	Human Resources	Director of Staffing, School Support Services	\$107,248	reclassifying title and increase
Dias	Melaika	Urban Leadership	Teacher Grade 4	no change	transfer for 18-19
DICKSON	BREEANA	054 PANTHER ACADEMY EARTH & SCIENCE	School Nurse	no change	renewal of Emergency Cert
Direnzi	Gina	STEM	Teacher of English	\$61,105	filling vacancy
Doroudi	Shideh	Nursing Dept	School Doctor	\$12,000	filling vacancy
Duby	Suzana	Silk City	Teacher English	\$65,105	filling vacancy
Easterbrook	Thomas	EHS GOPA (.26-home), SOIT (.25), CAHTS (.25), RPHS (.24)	Supervisor of English	no change	location change
Edwards	Asha	School #20	Teacher Grade 5 ELA	\$58,105	filling vacancy
Eid	Hoda	School #16	Instructional Aide Cog Mod.	no change	title change for 18-19
Emeghara	Solomon	Young Men's Academy	Teacher Math Elementary	\$63,105	filling vacancy
Esposito	Corey	STEM	Teacher Social Studies	\$52,865	filling vacancy
Estupinan	Dany	School #10	Teacher ESL	no change	internal transfer

Last Name	First Name	School/Location	Title	Salary	Reason
Estupinan	Dany	School #24	Teacher ESL	no change	transfer for 18-19
Fabre	Adalis	Newcomers at #11	Teacher Gr. 6-8 Bilingual Science	\$58,105.00	filling vacancy
Fabregues	Bertha	Edward Kilpatrick	Teacher Kinder/Grade 1 Dual Language	no change	title change
Faggiani	Mary Joe	School #24	Teacher Grade 6 Math	no change	transfer for 18-19
Faherty	John	Dr. Hani Awadallah	Teacher Grade 7-8 Science	\$63,105	filling vacancy
Farrington	Mathew	School #13	Teacher Music	\$52,865.00	filling vacancy
Fede	Michael	School #16	Teacher Special Ed. Resource	no change	transfer
Feder	Caryn	School #21	Teacher Music	\$57,605	filling vacancy

Flores	Samantha	School #5	Teacher Bilingual	\$53,465	filling vacancy
Flynn	Kevin	School #3	Teacher Special Ed. Resource	\$59,105	filling vacancy
Fontin	Nadia	School #27	Preschool IA	\$30,008	filling vacancy
Francess	Lillian	School #16	Teacher Grade 7-8 Science	no change	
Fuller	Mona	School #21	Personal Aide	no change	transfer for 18-19
Gajadhar	Judy	School # 6	Teacher Grade 4	no change	transfer for 18-19
Garbeck	George	Communications Dept	Supervisor of Communications	\$63,758	reclassify title & Increase
Garcia	Daniel	Great Falls & Adult High School	Teacher Guidance	no change	transfer
Garcia	Marilee	School # 15	Teacher Preschool	\$58,605	filling vacancy
Gary-Maple	Pamela	RPHS (.60-home), SOIT (.40)	Supervisor of Math	no change	location change
Gayles	Steve	Urban Leadership	Teacher Grade 3	no change	transfer for 18-19
Gayles-Varlack	Stephanie	Facilities	Accountant of Facilities	no change	transfer
Ghodiwala	Avanti	Young Men's Academy	Teacher ELA	\$52,865.00	filling vacancy
Gibbs	Nicole	Don Bosco	Vice Principal	no change	transfer
Gomez-Rodriguez	Noemi	School #26	Teacher Special Ed. Resource	\$58,605	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Gonzalez-Ferguson	Cristeta	School #24	Teacher Grade 5-6 Science	no change	transfer for 18-19
Greco	Kristen	School #24	Teacher Grade 2	\$53,465	Revised Salary due to contract settlement.
Greenwald	Gwen	School # 6	Teacher Coordinator	\$62,342	filling vacancy
Gregory	Berdie	Human Resources Dept	Employee Services Representative	from \$89,468 to \$92,467	title change and increase for additional responsibilities
Grullon	Liliana	STARS Academy	Teacher Special Ed.	\$53,165	filling vacancy
GUTIERREZ	STEPHANIE	670 NURSING SERVICES	School Nurse	no change	renewal of Emergency

					Cert
Gynergrowski	Angelica	School #26	Teacher Grade 5	\$52,860	filling vacancy
Haghighatijou	Faidim	New Roberto Clemente	Teacher Phys Ed. Health	\$53,465.00	filling vacancy
Hall	David	Garrett Morgan Academy	Teacher Art	\$61,105	filling vacancy
Hamdeh	Zynab	Dr. Hani Awadallah	Teacher Grade 1	\$52,865	filling vacancy
Harrell	Tammie	NRC (.26), DBT (.25), Newcomers at NRC (.25), School #8 *.24)	Supervisor of Special Education	\$85,401	filling vacancy
Harris	Melissa	School #3	Teacher Grade 1	\$53,165.00	filling vacancy
Harris	Stanley	Dale, Newcomers, and NRC	Teacher Music	\$52,865.00	
HASAJ	KATHY	030 MARTIN LUTHER KING	School Nurse	no change	renewal of Emergency Cert
Haschak	Jennifer	EHS-CAHTS	Teacher Special Ed. Resource	\$52,865.00	filling vacancy
Haslach	Sarah	School #10	Teacher Grade 4	\$53,165	filling vacancy
HERNANDEZ	JEANETT	052 ROSA PARK H S OF FINE	School Nurse	no change	renewal of Emergency Cert
Hilbert	Tyeshia	JFK-GOPA	Vice Principal	\$91,001	transfer
Hoxha	Fitore	School #21	Teacher Grade 5	\$52,865	filling vacancy
Hughes	Alicia	Technology Department	Secretary Confidential (NB)	\$66,471.00	reclassify title

Last Name	First Name	School/Location	Title	Salary	Reason
Iannuzzi	Megan	School #6	Teacher Grade 1	\$53,165	filling vacancy
ILINA	EKATERINA	TEACHER NURSE	School Nurse	no change	renewal of Emergency Cert
Infante	Anthony	Technology Department	Director of Technology Finances	no change	transfer
Ishkanian	Alex	ULA	Teacher Sped. Resource	\$63,105	filling vacancy
James	Carolina	EHS-GOPA	Teacher English	\$57,605	filling vacancy
James	Deborah	JFK-SET	Instructional Aide Sped Cog Mild	no change	transfer

Janes	Karen	School #24	Teacher Grade 6-8 Lang. Arts	\$67,105	filling vacancy
Jasper	Aaron	EHS-GOPA	Teacher Business	\$59,605	filling vacancy
Jaworowski	Jennifer	School #27	Teacher Technology	no change	transfer for 18-19
Johnson	Stacey	School #4	Teacher Speech Language Specialist	no change	transfer for 18-19
Johnson	Kareen	School #6	Teacher Grade 6	\$57,605	filling vacancy
Johnson	Kim	Purchasing Dept.	Purchasing Coordinator	\$61,926 + Longevity	reclassify title & Increase
Johnson	Thurston	School #16	Personal Aide to JB	no change	student change
Jones	Lular	School #20	Teacher Special Ed. Resource	no change	transfer for 18-19
Jones Rhodes	Joselyn	School 26	Teacher 2nd Grade	\$52,260.00	filling vacancy
Joswick	Patricia	JFK-ACT	Teacher Chemistry	\$57,605	filling vacancy
Jurgensen	Miranda	EHS-GOPA	Teacher English	\$59,105	filling vacancy
Kelly	Samantha	School # 27	Leave Replacement Teacher Grade 6 S.S.	\$22,000.00	leave replacement
Kennedy	Elizabeth	Don Bosco	Teacher Grade 6-8 Lang. Arts	No change	transfer for 18-19
Kim	Sunjoo	School #1	Teacher Gr. 4 Math	no change	title change

Last Name	First Name	School/Location	Title	Salary	Reason
Kolldani	Florenca	Panther Academy	Math Teacher	\$52,260.00	filling vacancy
Laguna	Deborah	School 25	Teacher Preschool	\$52,560.00	filling vacancy
Lantigua	Melanio	School #9	Teacher Grade 6-8 Social Studies	no change	transfer for 18-19
Leach	Debra	School #12	Teacher Grade 5	\$53,465	filling vacancy
Leon	Sulay	School #16	Teacher Grade 8 Math	no change	transfer for 18-19
Lewis-Francis	Camille	School #21	Reading Specialist	\$63,105.00	filling vacancy
Lighty	Cynthia	School #25	Teacher Special Ed. Resource	no change	transfer for 18-19
Liguori-Grecco	Kristen	School #24	Teacher Grade 4	no change	transfer for 18-19

Llano	Christina	Legal Dept	Workers Compensation Manager	\$70,996.21	title change and increase due to additional responsibilities
Llueu	Whitney	School #2	Teacher Special Ed. Autism	\$57,605.00	filling vacancy
Luna	Yissel	School #9	IA Kindergarten	no change	transfer for 18-19
MAHLER	KATIE	077 GREAT FALLS ACADEMY	School Nurse	no change	renewal of Emergency Cert
Mahonchak	Sean	CAHTS	Teacher of Culinary Arts	\$59,000	filling vacancy
Mandara	Penny	School #20	Teacher Sp. Ed. Resource	no change	Transfer
Mann	Ericka	EWK	Instructional Aide Preschool	\$31,878	filling vacancy
Martinez	Miosotty	New Robertro Clemente	Teacher World Language	\$52,865.00	filling vacancy
Matthews	Michael	Young Men's Academy	Teacher Special Ed. Resource	no change	transfer for 18/19
Mattson	Jonathan	Human Resources	Human Resources Recruiter/Partner	\$55,000	filling vacancy
Maus	Harold	DBTA	Teacher Grade 8 Math	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Mazokh	Narina	School #25	Teacher Grade 5 Math	no change	transfer for 18-19
Mc Eachern	Kim	Dr. Hani Awadallah	Personal Aide	no change	transfer
McCaffrey	Mary	School #1	Teacher Grade 4	no change	transfer internally
McCarthy	Molly	School #26	Teacher Grade 3	\$53,165	filling vacancy
Mc Collum	Andre	School #6	Principal	\$153,875 + longevity	transfer and increase
McKeon	Kelsey	School #18	Leave Replacement Grade 4-6 Lang. Arts Teacher	\$52,865	filling vacancy
McMillan	Myesha	School #3	Teacher Grade 2	no change	transfer for 18-19
Mendoza	Rocio	School #24	Cafe Monitor	\$9.70/hr	filling vacancy
Messina	Marielle	Sch 18 (.26), Sch 10 (.25), Sch 3	Supervisor of ELL/BIL	no change	location change

		(.25), Sch 21(.24)			
Miah	Zakir	International H.S.	Teacher Math	\$57,605	filling vacancy
Mik	Ewa	School #16	Personal Aide	no change	transfer with student
Miller	Kimberly	International H.S.	Teacher English	\$61,105	filling vacancy
Miller	Theresa	Purchasing Dept.	Purchasing Coordinator	\$71,776 + Longevity	reclassify title & Increase
Miraglia-Malkin	Rosalba	School #27	Teacher Kindergarten	\$53,465	filling vacancy
Mongelli	Patricia	School #16	Teacher Grade 8 Lang. Arts	no change	transfer for 18-19
Mora-Lopez	Leidy	Human Resources Dept	Human Resources Coordinator	no change	title change to reflect HR
Morales	Wanda	EHS-SOIT	Teacher Spanish	\$52,865	filling vacancy
Moran	Veronica	Sch 8 (.21), Newcomers @ NRC (.20), DBT (.20), NRC(.19)	Supervisor of Math	no change	location change
Murray	Bernadette	DHA (.26), Sch 26 (.25), Sch 5(.25), MLK (.24)	Supervisor of SPED	no change	location change
Mustafa	Ayman	Dr. Hani Awadallah	Teacher ESL	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Nam	Christina	School #8	Teacher ESL	\$59,105	filling vacancy
Napoleone	Gerald	ACT Academy	Teacher Special Ed. Resource	no change	filling vacancy
Nathan	Aubrey	School #1	Teacher Grade 5	\$57,605	filling vacancy
Nelson	Jeffrey	JFK-ACT	Teacher Special Ed. Resource	80,895.00	filling vacancy
Nieradka	Tracy	School #21	Teacher Grade 6-7 Lang. Arts	\$52,865	filling vacancy
Nieves	Kathia	School #9 (.21-home), #28 (.20), AHA (.20), EWK (.20) and Dale (.19)	Supervisor of Mathematics	\$96,601	filling vacancy
Oliva	Rosa	School #9	IA Kindergarten	no change	transfer for 18-19
Ollo	Michael	JFK-SET	Vice Principal	remove stipend	transfer for 18-19
Osika	Aleksandra	Don Bosco	Teacher Grade 8 Math	\$53,165	filling vacancy

OTVERCHENKO	ELENA	003 SCHOOL #3	School Nurse	no change	renewal of Emergency Cert
Owoeye	Abolade	JFK-SET	Instructional Aide Sped LLD	no change	transfer
Panagiotidis	Vicky	Rosa Parks HS	Teacher Math	\$65,105	filling vacancy
Paton	Tatyana	Adult School	Teacher Basic Skills	\$63,006	filling vacancy
PAYANO	NANCY	034 ROBERTO CLEMENTE SCHOOL	School Nurse	no change	renewal of Emergency Cert
Pearson	Nashonda	School #10	Teacher Kindergarten	\$52,865	filling vacancy
Peixoto	Ellen	School #5	Teacher Grade 3 leave replacement	\$53,165	filling vacancy
Perez	Walner	Martin Luther King	Teacher Guidance Counselor	\$52,865	filling vacancy
Peron	Alexa	School #28	Instructional Aide Preschool	no change	transfer for 18- 19
Perry	Raquel	School #16	Teacher Bilingual/ESL	no change	transfer for 18- 19
Petingi	Roberto	CAHTS	Teacher Biology- Bilingual	\$80, 895	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Petrick	Michael	School #7	Teacher Grade 6-8 Social Studies	no change	transfer for 18- 19
Picinich	Salvatore	Martin Luther King	Teacher Grade 6-8 Social Studies	no change	transfer for 18- 19
Pilgrim	Brandon	EHS-CAHTS	Teacher English	\$53,165	filling vacancy
Pina	Kelly	School #10	Teacher Grade 4 Bilingual	no change	transfer for 18- 19
Piscoya	Norma	School #29	Cafe Monitor	\$9.70/hr	filling vacancy
Ponte	Megan	School #15	Teacher Special Ed. Resource	\$53,165	filling vacancy
Porcelli	Michelle	School #25	Teacher Grade 1	no change	transfer for 18- 19
Postol	Collin	Field Maintenance and Repair	Director of Field Maintenance and Repair	\$124, 500.00	filling vacancy
Presley	Antony	School #6	Teacher In School Suspension	\$63,105	filling vacancy

Pustilnik	Michael	International HS	Teacher Physical Science	\$67,105.00	being hired perm from leave replacement
Queen	Talena	School #24	Teacher Grade 1	no change	transfer for 18-19
Queen	Talena	Martin Luther King	Teacher Grade 5	no change	transfer for 18-19
Rabanles	Jeremy	School #6	Teacher Art	\$52,865	filling vacancy
Randolph-Hammond	Andrea	Dr. Hani Awadallah	Teacher Gr. 3	no change	title change for 18-19
Ranger-Dobbs	Boblyn	School #12	Principal	\$129,771 + Longevity	transfer and reduce salary for 18-19
Reagan	Adam	Garrett Morgan Academy	Teacher Biology	\$53,465	filling vacancy
Reider	Kim	HARP (.25), GM (.14), SILK (.15), STARS (.15), Intl (.16)	Supervisor of Literacy	no change	location change
Renberg	Abigail	School #21	Teacher Grade 6-7 Lang. Arts	\$53,165	filling vacancy
Renshaw	Kaitlin	School #18	Teacher Special Ed. Resource	\$53,465	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Reuter	John	New Roberto Clemente	Teacher Grade 8 Math	\$53,165.00	filling vacancy
Reyes	Gisela	School # 25	Teacher Grade 2	\$52,865	filling vacancy
Reyes	Melany	School #16	Teacher Grade 4	no change	transfer for 18-19
Reyes	Stephanie	New Roberto Clemente	Teacher Gr. 6-8 Math Bilingual	\$53,165.00	filling vacancy
Rezzonico	Gabrielle	School #16	Teacher Grade 4	no change	transfer for 18-19
Ribitzki	Joseph	ACT (.20), BTMF (.20), STEM (.20), SET (.21- home), GFA (.19)	Supervisor of Social Studies	no change	filling vacancy
Rieder	Jason	JFK ACT (.20), BTMF (.21- home), STEM (.20), SET (.20), Panther (.19)	Supervisor of English	no change	location change
Rieder	Kim	International (.16), GMA (.14), GFA (.15), Silk	Supervisor of English	no change	location change

		(.15), STARS (.15), HARP (.25-home)			
Rink	Erica	School #24	Teacher Grade 6 Lang. Arts	no change	transfer for 18-19
Rivera	Giseritz	School 18	Teacher Gr. 3 Bilingual	\$52,260.00	filling vacancy
Rivera	Altagarcia	EWK	Instructional Aide	\$30,022.00	filling vacancy
ROBINSON	IRIQUE	302 SINGLE GENDER ACADEMY	School Nurse	no change	renewal of Emergency Cert
Rodriguez	Carlita	Sch 15 (.26), Sch 12(.25), Sch 4(.25), Sch 24 (.24)	Supervisor of SPED	no change	location change
Rodriguez	Joshua	Roberto Clemente	Teacher Grade 1	no change	transfer for 18-19
Rojas	Luis	Human Resources Dept	Assistant Superintendent of Human Resources, Labor Relations and Affirmative Action	no change	title change to reflect HR

Last Name	First Name	School/Location	Title	Salary	Reason
Rosario-Gomez	Elba	Sch 15 (.26), Sch 12(.25), Sch 4(.25), Sch 24 (.24)	Supervisor of ELL/BIL	no change	location change
ROSE	EMILY	055 INTERNATIONAL HIGH SCHOOL	School Nurse	no change	renewal of Emergency Cert
Rothstein	Sherri	School #10	Teacher Grade 6-8 Lang. Arts	no change	transfer for 18-19
Roy	Rumita	JFK-SET	Teacher Chemistry	\$53,165	filling vacancy
Rubina	Miguel	School #16	Personal Aide to DM	no change	title change for 18-19
Rubolino	Barbara	Human Resources Dept	Senior Employee Services Representative	from \$72,716 to \$78,715	increase for additional responsibilities
Rugel	Mary Ann	School #1	Teacher Kindergarten	no change	transfer for 18-19
Ruppel	Kyle	Human Resources Dept	Human Resources Partner	no change	title change to reflect HR

Rust	David	HARP (.20), Panther (.21-home), GFA (.20), Silk (.20) STARS (.19)	Supervisor of Math	no change	location change
Said	Nerveen	School #9	Teacher Preschool	\$57,605.00	filling vacancy
Salama	Ahmed	Panther Academy	Math Teacher	\$ 59, 105.00	filling vacancy
Salerno	Julieanne	School #26	Teacher Grade 4 Leave Replacement	\$52,865	filling vacancy
Salgado	Kelly	School #24	Teacher Grade 5	no change	transfer for 18-19
Salviano	Robert	ACT (.24), BTMF (.25), STEM (.26-home), SET (.25)	Supervisor of Math	no change	location change
Sanchez	Katherine	19, Roberto Clemente, ULA	Teacher World Language	\$53,465.00	filling vacancy
Schiffrin	Jennifer	School #6	Teacher Special Ed. Resource	\$59,605	filling vacancy
Scrivanich	Alexa	School #24	Teacher Grade 4	\$53,165	filling vacancy
Selfo	Alma	School #21	Instructional Aide Sped LLD	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Settle	Nicholas	School #20	Teacher Music	\$53,465	filling vacancy
Shafi	Zainab	School #7	Teacher Special Ed. Resource	\$57,605	filling vacancy
Shah	Sahil	School #26	Teacher Sp. Ed. Resource	no change	Transfer
Shenton	Philip	HARP Academy	Teacher English	no change	transfer for 18-19
Sheppard	Diane	School #20	IA Kindergarten	no change	transfer for 18-19
Sheppard	Marcus	Facilities	Maintenance Worker Plumber	\$47,435.00	filling vacancy
Shoulars	Darrell	Young Men's Academy	Teacher Grade 6-8 Lang. Arts	\$63,105	filling vacancy
Silverstein	Jane	ACT (.25), BTMF (.25), STEM (.26-home), SET (.24)	Supervisor of Science	no change	location change
Singh	Tillie	Urban Leadership	Teacher Grade 4	no change	transfer for 18-19
Sisco	Janelle	Sch 6 (.26), Sch 2(.25), Sch 13(.25), Sch	Supervisor of SPED	no change	location change

		20(.24)			
Slopey	Diana	Sch. 24 (.26), Sch 12 (.25), Sch 15 (.25), Sch 4 (.24)	Supervisor of Math	no change	location change
Small	Christopher	School #19	Teacher Special Ed. Resource	no change	return from non-renewal
Smith	Dennis	Alexander Hamilton Academy	Teacher Grade 5	no change	transfer for 18-19
Sosa	Jeanette	EHS-CAHTS	Teacher ESL	No change	transfer for 18-19
Stamps	Monique	School #20	School Secretary	no change	transfer
Stein	Robyn	RC (.5) & ULA (.5)	Teacher Music	\$53,465.00	filling vacancy
Stepien	Conrad	School #15	Teacher Grade 4	\$52,260	filling vacancy
Stern	Glenn	Panther (0.6) & Stars (0.4)	Teacher ESL	no change	transfer for 18-19
Storch	Debra	School #14	Teacher Art	no change	transfer for 18-19
Storch	Debra	School #14	Teacher Art	no change	transfer for 18-19
Suleiman	Iman	Alexander Hamilton Academy	Teacher Grade 5	\$53,165.00	filling vacancy

Last Name	First Name	School/Location	Title	Salary	Reason
Sultanof	Jeffrey	School # 14	Teacher Library Media Spec.	\$58,105.00	filling vacancy
Suro	Benjamin	JFK-STEM	Vice Principal	\$91,001	filling vacancy
Taherisefat	Morteza	CAHTS (.25), GOPA (.26-home), GMA (.24), International (.25)	Supervisor of Math	no change	location change
Tambone	Louisa	School # 27	Teacher Grade 5	\$58,105	filling vacancy
Tavarez	Rhina	DBTA	Teacher Grade 7 Math	no change	transfer for 18-19
Teichman	Hillary	School #13	Teacher Art	\$53,165.00	filling vacancy
Tengson	Roger	Nursing Services	Medical Director	\$22,800	adjusting from 10 month to 12 month employee
Testa	Arielle	School #24	Teacher Grade 2	\$52,865	filling vacancy
Thomas	Nathan	School #18	Teacher Music		

Tolerico	Richard	Human Resources Dept	Executive Director of Human Resources	no change	title change to reflect HR
Tomasheski	Paul	School #24	Teacher Grade 6-7 Social Studies	no change	transfer for 18-19
Tyrell	Sharifa	School #16	Teacher Special Ed. Resource	no change	transfer for 18-19
Udotong	Nonye	Panther Academy	Teacher Physics	\$57,605	filling vacancy
Ulerio	Jennie	School #24	Teacher Grade 1	\$52,865	filling vacancy
Undiano	Lorena	School #5	IA Kindergarten	no change	transfer for 18-19
Van Houten	Gloria	EHS GOPA (.25), SOIT (.25), CAHTS (.26-home), HARP (.24)	Supervisor of Social Studies	no change	filling vacancy
Vandervoort	Jennifer	Human Resources Dept	Human Resources Coordinator	No change	title change to reflect HR
Velazquez	Judith	JFK-BTMF	Teacher Social Studies	no change	transfer for 18-19
Vizcaino	Katherine	School #24	Teacher ESL	no change	transfer for 18-19

Last Name	First Name	School/Location	Title	Salary	Reason
Walker	Mariko	School #18	Teacher Grade 6-8 Social Studies	\$58,605	filling vacancy
Washington	Sande	School #12 (.8) & AHA (.2)	School Secretary	no change	transfer
Wilkins	Anna	School #12	Teacher Grade 6-8 Lang. Arts	no change	transfer for 18-19
Williams	Rachel	School # 6	Teacher Kindergarten	\$52,865.00	filling vacancy
Wilson	Lakisha	Early Learning Center	IA Preschool	from \$31,703 to \$40,818	adjusted salary due to credits obtained at the time of hire
Wilson-Redmond	Deidre	School #16	Teacher Grade 7 Lang. Arts	no change	transfer for 18-19
Won	Katherine	School #13	Leave Replacement Teacher Kindergarten	\$52,865.00	filling vacancy

Wormald	Lindsey	School #19	Teacher Music	\$52,865	filling vacancy
Wright	Theresa	School #10	Teacher Kindergarten	no change	transfer for 18-19
Wright	Stephanie	705 - Early Childhood	Supervisor	\$94,601	new appointment for 18-19
Wright	Theresa	School #26	Teacher Grade 1	no change	transfer for 18-19
Yacono	Mark	JFK-BTMF	Teacher Social Studies	no change	transfer for 18-19
Yar	Megan	School #27	Teacher Grade 1	no change	transfer for 18-19
Ygnacio	Becky	School #16	Teacher Bilingual/ESL	no change	transfer for 18-19
Younan	Nanette	School #18	Teacher Art	\$52,865	filling vacancy
Zaledzieski	Toni	School #6	School Secretary	no change	transfer

J. DISTRICT/SCHOOL PROGRAM HIRING

NAME	POSITION	LOCATION	DISCUSSION
Dorino, Gloria Ramos, William	Device Manager	Eastside HS and JFKHS	Justification: Device Manager Date: August 15, 2018 – July 30, 2018 Rate of pay: \$34 per hour not to exceed \$3,400 Funding Source 20231200100653053
Malone, Barbara Freire, Jeanna Ramos, Jorge Sumter, Patricia Balise, Jeanette Kwiecinski, Leigh Ann	Teachers	Family and Community Engagement	Justification: Presenter for Parent Workshop Date: December 12, 2017 Rate of pay: \$34 per person not to exceed \$408.00 Funding Source 20231200100653053
Pina, Kelly Javier, Juana Sibrian, Adalila Morel, Ana Abrishamian, A	Teachers	Family and Community Engagement	Justification: Presenter for Parent Workshop Date: May 9, 2018 Rate of pay: \$34 per person not to exceed \$408.00 Funding Source 20231200100653053
Johnson, Kimberly	Teacher	Family and Community Engagement	Justification: Presenter for Parent Workshop Date: June 5, 2018 Rate of pay: \$34 not to exceed \$68.00 Funding Source 20231200100653053
Dennis, Helen Peralta, Lily Javier, Mery	Teachers	Family and Community Engagement	Justification: Presenter for Parent Workshop Date: May 15, 2018 and May 17, 2018

			Rate of pay: \$34 per person not to exceed \$102.00 Funding Source 20231200100653053
Visco, Jade Attieh Fermin, Tania King, Alessandra Zeynup, Fresolone Simmons, Samantha Barone, Ronalds Finley, Shirley Herbert, Janelle Paramo, Gladys Stalter, Courtney Guerecki, Sharon Krainski, Amy	Teachers	Family and Community Engagement	Justification: Presenter for Parent Workshop Date: February 27, 2018, April 17, 2018 and April 26, 2018 Rate of pay: \$34 per person not to exceed \$884.00 Funding Source 20231200100653053

NAME	POSITION	LOCATION	DISCUSSION
Acevedo, Edwyn Chavis-Ferrer, Lauren Colli, Louis Cotto, Florita Dransfield, Fran Estupinan, Dany Olsen, Nicole Powell, Nina Rodriguez Minier, Giovanna Thompson, Carol Ventura, Jorge	Teachers	Department of Special Education	Justification: Summer School Remediation Programs Dates: 7/9/18-8/3/18 Rate of pay: \$240 per day not to exceed \$49,000.00 Funding Source 20250200110655839
Aranibar, Evangeline Dickson, Breeana Toomey-Tomascheck, Kathy	Nurses	Department of Special Education	Justification: ESY Special Education Program Dates: 7/9/18-8/3/18 Rate of pay: \$34 per hour not to exceed \$18,700.00 Funding Source 20250200110655053
Emery, Samantha Harrell-Simmons, Tammie Kennedy, Jasmine Matthews, Tai Lydner, Kaara	Lead Teachers	Department of Special Education	Justification: ESY Special Education Program Dates: 7/9/18-8/3/18 Rate of pay: \$40 per hour not to exceed \$24,000.00 Funding Source 11422100101749053
Drozdowski, Amanda	Teacher	BTMF-JFKHS	Justification: Freshman Orientation Date: 8/29/18 Rate of pay: \$34 per hour not to exceed \$680.00 Funding Source 15421100101306053

Munk, Walter	Instructional Assistant	BTMF-JFKHS	Justification: Freshman Orientation Date: 8/29/18 Rate of pay: \$34 per hour not to exceed \$680.00 Funding Source 15421100101306053
Llanos, Ricardo	Teacher	BTMF-JFKHS	Justification: Freshman Orientation Date: 8/29/18 Rate of pay: \$34 per hour not to exceed \$680.00 Funding Source 15421100101306053

NAME	POSITION	LOCATION	DISCUSSION
Beco, Isaura	Teacher	BTMF-JFKHS	Justification: Freshman Orientation Date: 8/29/18 Rate of pay: \$34 per hour not to exceed \$680.00 Funding Source 15421100101306053
Liskay-Fedo, Kimberly	Guidance Counselor	BTMF-JFKHS	Justification: Summer Guidance Counselor Date: 7/1/18-8/31/18 Rate of pay: \$34 per hour not to exceed \$4,080.00 Funding Source 15000218104306053
Brown, Diana	Teacher	BTMF-JFKHS	Justification: Freshman Orientation Date: 8/29/18 Rate of pay: \$34 per hour not to exceed \$680.00 Funding Source 15421100101306053
Jordan, Tanya	Guidance Counselor	BTMF-JFKHS	Justification: Summer Guidance Counselor Date: 7/1/18-8/31/18 Rate of pay: \$34 per hour not to exceed \$4,080.00 Funding Source 15000218104306053
Aziz, Farhana Baldwin Brown, Marlon Correa, Carmen DiAlva-Leon, Margie Ducos, Sara Ellis, Jacqueline Espinal Santa Hansen, karen Hill, Deborah	Bus Monitors	Department of Transportation	Justification: Bus Monitors Dates: September 2018- June 2019 School Year Rate of pay: \$24 per hour not to exceed \$7500.00 Funding Source 11000270107685062

Ortiz, Santiago Osorio, Maria Ramirez, Steffani Sams, Alexandra Scott, Anica Spencer, JeBarr Tejada, Darbelin Velez, Miriam			
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NAME	POSITION	LOCATION	DISCUSSION
Hollaway, Pamela Cruz, Edgar Douglas, Desirae	Guidance Counselor	School of Education and Training - JFKHS	Justification: Summer Guidance Counselor Dates: 2017-2018 School Year Rate of pay: \$34 per hour not to exceed \$5,100.00 Funding Source 15000218104305053
Abdo, Khawla	Teacher (Sub)	Adult School	Justification: Paterson Adult Programs Dates: 2018-2019 School Year Rate of pay: \$34 per hour not to exceed \$237,456.00 Funding Source 20621100101410053 13601100101410053 13602100101410053
Kirby, Karen	Teacher	Don Bosco Academy	Justification: Summer School Scheduler Date: 7/2/18 Rate of pay: Stipend of \$1,700 Funding Source 15000218104068053
Garrity, Mary	Teacher	GOPA	Justification: JROTC Summer Camp Chaperon Dates: 6/25-6/29, 2018 Rate of pay: \$100 per night not to exceed \$1,000 Funding Source 15422100101062053
Davis, Halverie Carson, Leilani	Guidance Counselor	PANTHER Academy	Justification: School Counselor Summer Dates: July-August 2018 Rate of pay: \$34 per hour not to exceed \$3,400 Funding Source 15000218104054053
Elherawi, Hanan	Guidance Counselor	Silk City Academy	Justification: School Counselor Summer Dates: July-August 2018 Rate of pay: \$34 per hour not to

			exceed \$1,360.00 Funding Source 15423218104042053
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NAME	POSITION	LOCATION	DISCUSSION
Brown, Shantee Moyett-Wright, Melissa	Guidance Counselor	HARP Academy	Justification: School Counselor Summer Dates: July 2, 2018-August 31, 2018 Rate of pay: \$34 per hour not to exceed \$4,080.00 Funding Source 15000218104053053
Bell, Faith Busker, Kara Cangenlosi, Lisa Chernasky, Nataliyah Collucci, Aileen Didyk, Christine Fresolone, Zeynep Johnson, Stacy Lomax, Heather McCauley, Carolyn Rivers, Lauren Romano, Fiordaliza Schwartz, Monia Stewar, Jean Zolotosky, Rebecca-	Speech Therapists	Department of Special Education	Justification: ESY SPED Program Dates: 7/9/18-8/3/18 Rate of pay: \$75 per hour not to exceed \$112,500 Funding Source 20250200110655053
Carpenter, Arthur	Teacher Coordinator	Department Guidance & Counseling	Justification: Teacher Coordinator of Scheduling Dates: July, August and September 2018 Rate of pay: \$34 per hour not to exceed \$5,100 Funding Source 15000218104062053
Forte, Ann	Teacher Coordinator	Department Guidance & Counseling	Justification: Teacher Coordinator of Scheduling Dates: July, August and September 2018 Rate of pay: \$34 per hour not to exceed \$5,100 Funding Source 15000218104062053
Fierro, Mary	Teacher Coordinator	Department Guidance & Counseling	Justification: Teacher Coordinator of Scheduling Dates: July, August and September 2018 Rate of pay: \$34 per hour not to exceed \$5,100 Funding Source

			15000218104062053
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NAME	POSITION	LOCATION	DISCUSSION
Veronica, Ricigliano Bush, Tarinesha Horlacher, William Acevedo, Javier Alade, Olanreqaju "Ola" Avella, Herlan Cagilus, Rose Cepeda-Garcia, Milqueya Charles, KellyAnn Conforti, Biagio Davis-Pierre, Sharon DeFlumeri, Anthony Ebanks, Jacqueline Freema, Verraina Fulmore, Anita Gagnon, Joseph Galizia, Ralph Goldenberg, Tatyana Gurrieri, David Hernandez, Yiset Jackson, Toni Jones, Lular Kardashinetz, Mary Karsian, Keith Langan, Diana Mezle, Frank Molina, Isabel Prince, Elliot Scianna, Lindsay Singletary, Raegan Smith, Jacqueline Smith, Sharol Vancheri, Anthony Vargs, Yasmine Vickers, Brian Williams, Joseph Willis, Wynter Wood, Peter Ybarra, Anntonette Horlacher, William	Teachers	Department of Special Education	Justification: ESY SPED Programs Dates: 7/9/18-8/3/18 Rate of pay: \$34 per hour not to exceed \$7,480.00 Funding Source 11422100101749053

NAME	POSITION	LOCATION	DISCUSSION
Cotton, Candice Douglas, Shaun Espinoza, Mauricio Jackson, Ronald Jordan, Tanya Nunez, Sandra Thompson, Jarius Zizza, Maria	Coordinator and Counselors	Department of Special Education	Justification: ESY SPED Programs Dates: 7/9/18-8/3/18 Rate of pay: \$34 per hour not to exceed \$29,920.00 Funding Source 20250200110655839
Acevedo, Jacqueline MacMillian, Desarie Brown-Crandol, Shaye Burton, Deborah Byrne, Caitln Caraccio, Jean Chestnut, Thaddeus Chipelo, Manuel Cockcroft, Kaitlyn Dahab, Thomas Delgado, Natalie Dias, Marie Donovan, Kelly Dwyer, Erin Ferraro, Esther Fraser, Angela Gerin, Linda Ghodiwala, Setal Glover, Tayron Charles, KellyAnn Hadi, Samira Hadyka, Jonathan Harris, Todd Hill, Chantanette Kelley, Valerie Kline, Wesley Koppenaal, Kimberly Ky, Leakhena Lawless, Lindsey Lawrence, Trudi-Ann Lester, Simon Wong, Seleene Manlapid, Enrique Matar, Rosemary Mathlib, Afia McFadden, Ophelia McKeinney, Shakia Barber, Angel Miller, Leon Montijo, Jennifer	Teachers	Department of Special Education	Justification: ESY SPED Programs Dates: 7/9/18-8/3/18 Rate of pay: \$34 per hour not to exceed \$280,500.00 Funding Source 20250200110655839

Motola, Melissa Musa, Nalan Steling, Katelyn Norto, Joanna Omar, Dwayne Pakovicsm Claudia Palamone, Gary Panetta, Lauren Park, Hyunjin Pearson, Tracy Penkalski, Krista Petillo, Kristina Plaza, Ariele Powell, Lois Robinson, Clevans Hammond, Marc Rosas, Milena Sciarrino, Sydney Scorsune, Kaitlin Simone, Dyann Speller, Kimberly Taylor, Christopher Toscano, Lisa Marie Valdez-Montes, Rosa VanRensalier, Zina Vancheri, Cindy Varga, Yasmine Weissman, Kathleen Womack, Stephen Wright, Christina Giselle, Estevez Woods, Amy Fogle, Alva			
Lopez Almonte, Kelly Scott, Anisha Smith, Richina Brown, Bree Robles, Yulisa Tatis, Jhilda Velez, Francis	Teachers	Department of Early Childhood	Justification: Packing up classroom Dates: 6/25-29, 2018 Rate of pay: \$34 per hour not to exceed \$1,190.00 Funding Source 1620218100101705053
Silfa, Hortencia Bostick, Vernita Major, tangy	Guidance Counselors	SOIT-EHS	Justification: Summer Guidance Counselor Dates: 7/5/18-8/31/18 Rate of pay: \$34 per hour not to exceed \$5,100.00 Funding Source 15000218104063053

NAME	POSITION	LOCATION	DISCUSSION
Raphael, Adam Bandeli, Rima Smikle, Andrea	Guidance Counselor	School of Culinary Arts - EHS	Justification: Summer Guidance Counselor Dates: 7/5/18-8/31/18 Rate of pay: \$34 per hour not to exceed \$5,100.00 Funding Source 15000218104063053
Guzman, Ramona Hernandez, Carlos Louis, Mary Ann	Guidance Counselor	GOPA-EHS	Justification: Summer Guidance Counselor Dates: 7/3/18-8/31/18 Rate of pay: \$34 per hour not to exceed \$5,100.00 Funding Source 15000218104063053
Phalon, Janella	Teacher	New Roberto Clemente	Justification: SIG Extended Day Dates: 5/2018-6/2018 Rate of pay: \$40 per hour not to exceed \$1,760 Funding Source 20456200100653053
Colon, Anardi	Program Custodian	Full Service Community School	Justification: Saturday Adult Program Dates: April to June 2018 Rate of pay: \$41.52 not to exceed \$166.08 Funding Source 20473200100815051
Aleman, Victor Broukian, Natalie	Teachers	Department of PE/Health	Justification: Curriculum Writers Dates: 2018-2019 School Year Rate of pay: \$34 per hour not to exceed \$1,870.00 Funding Source 11000221110653053
McGee, Caitlin	Teacher	New Roberto Clemente	Justification: Scheduler Dates: 7/23-8/31 Rate of pay: \$34 per hour not to exceed \$1,360 Funding Source 1915000218104316053

NAME	POSITION	LOCATION	DISCUSSION
Guzman, Juannys	Guidance Counselor	Rosa Parks HS	Justification: Summer Guidance Counselor Dates: 7/1/-8/31-2018 Rate of pay: \$34 per hour not to exceed \$1,700 Funding Source 1615000218104052053
Garcia, Daniel	Guidance	Great Falls	Justification: Summer Guidance

	Counselor	Academy	Counselor Dates: 7/9-8/31,2018 Rate of pay: \$34 per hour not to exceed \$850.00 Funding Source 11000218104707053
Mojica, Andrew Chisolm, Jamaal Mighty, Jerome Briggs, Latasha Dunbar, Chirell Alston, Theresa Garaffa-Severino, Genesis	Group Leaders	Full Community Service	Justification: 21 st CCLC Program Dates: 2018-2019 School Year Rate of pay: \$14 per hour not to exceed \$1,960 Funding Source 20474100100815088
Mojica, Andrew Chisolm, Jamaal Mighty, Jerome Briggs, Latasha Dunbar, Chirell Alston, Theresa Garaffa-Severino, Genesis	Group Leaders	Full Community Service	Justification: 21 st CCLC Program Dates: 7/2/-8/31, 2018 Rate of pay: \$14 per hour not to exceed \$13,230 (\$1,890 per group leader) Funding Source 2A474100100815088
McCoy, LaToya Levendusky, Elaine	Site Supervisors	FSCS	Justification: 21 st CCLC Program Date: 6/30/18 Rate of pay: \$40 per hour not to exceed \$1,280 Funding Source 20474200100815053
McCoy, LaToya Levendusky, Elaine	Site Supervisors	FSCS	Justification: 21 st CCLC Program Dates: July-August 31, 2018 Rate of pay: \$40 per hour not to exceed \$8,800 Funding Source 2A474200100815053
Learn, Alyssa Cunningham, Azaria Diaz, Natalie	Teachers	FSCS	Justification: 21 st CCLC Program Dates: July 16-August 31, 2018 Rate of pay: \$34 per hour not to exceed \$8,415 Funding Source 2A474100101815053

NAME	POSITION	LOCATION	DISCUSSION
Alston-Page, Lekeysha	Instructional Assistant	FSCS	Justification: 21st CCLC Program Dates: July 16-August 31, 2018 Rate of pay: \$24 per hour not to exceed \$240.00 Funding Source 20474100106815053
Alston-Page, Lekeysha	Instructional Assistant	FSCS	Justification: 21st CCLC Program Dates: July 2-August 31, 2018

			Rate of pay: \$24 per hour not to exceed \$1980 Funding Source 2A474100106815053
Arena, Christine Beckford, Swayne Cannon, Monique DeGraw, Rachel Sifen, Victoria Williams, Joseph	Teachers	FSCS	Justification: 21 st CCLC Program Dates: July 9, 2018-August 31, 2018 Rate of pay: \$34 per hour not to exceed \$22,440 Funding Source 2A474100101815053
Arena, Christine Becfor, Dwayne Cannon, Monique Cunningham, Azaria DeGraw, Rachel Diaz, Natalie Learn, Alyssa Sifen, Victoria Williams, Joseph	Teachers	FSCS	Justification: 21 st CCLC Program Date: June 30, 2018 Rate of pay: \$34 per hour not to exceed \$3,060 Funding Source 20474100101815053
Ocasio, Francisco	Supervisor	FSCS	Justification: 21 st CCLC Program Date: June 30, 2018 Rate of pay: \$40 per hour not to exceed \$840 Funding Source 20474200100815053
Ocasio, Francisco Beckford, Dwayne	Supervisor	FSCS	Justification: 21 st CCLC Program Dates: July-August 31, 2018 Rate of pay: \$40 per hour not to exceed \$4860 Funding Source 2A474200100815053

NAME	POSITION	LOCATION	DISCUSSION
Frankoski, Peter	Teacher	Department of Academic Services	Justification: Administer District Printing Dates: September 1, 2018-June 30, 2019 Rate of pay: \$34 per hour not to exceed \$6,800.00 Funding Source 20231200100653053
Soto Gracia, Danilo	Teacher	Department of Academic Services	Justification: Administer District Printing Dates: September 1, 2018-June 30, 2019 Rate of pay: \$34 per hour not to exceed \$6,207.00 Funding Source 20231200100653053
Frankoski, Peter	Teacher	Department of	Justification: Administer District

		Academic Services	Printing Dates: July and August 2018 Rate of pay: \$71.65 per hour not to exceed \$8,598.00 Funding Source 20231200100653053
Borak, Michele Esquiche, Ronald	Teachers	Department of Federal Programs	Justification: Testing Coordinators for Summer School Programs Dates: July 24, 2018 – August 16, 2018 Rate of pay: \$34 per hour not to exceed \$4,624.00 Funding Source 20231200100653053
Forte, Ann	Teacher	John F. Kennedy HS	Justification: Summer Scheduler Dates: July 2018- August 2018 and September 2018 Rate of pay: \$34 per hour not to exceed \$1,020 Funding Source 15000218104304053

NAME	POSITION	LOCATION	DISCUSSION
Fierro, Mary	Teacher	HARP Academy	Justification: Summer Scheduler Dates: August 1-August 31, 2018 Rate of pay: \$34 per hour not to exceed \$1700 Funding Source 15000218104053053
Fierro, Mary	Teacher	Rosa Parks HS	Justification: Coordinator for Summer Dates: August-September 2018 Rate of pay: \$34 per hour not to exceed \$2,020.00 Funding Source 15000218104052053
Fierro, Mary	Teacher	Rosa Parks HS	Justification: Coordinator for Summer Dates: July 1-July 31, 2018 Rate of pay: July @ 1/10 th of salary Funding Source 15422218104053
Alexander, Marquette Bushart, Michelle Cassimiro, Kavvita Forfia, Catherine Grant, Martine Green, Jaymie Jones, Tristan LeProtto, linda Matar, Rosemary Ramdath, Kenrick	Teachers Supervisor	Department of Academic Services	Justification: Curriculum Writing Dates: 7/9/18-6/30/19 Rate of pay: \$34 per hour not to exceed \$6,800 Supervisor \$40 per hour not to exceed \$6,400 not exceed \$13,200.00 Funding Source 11000221111650053

Scala, David Todhe, Meri	Supervisor Supervisor		
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To hire 172 Instructional Aides and Personal Aides for ESY Special Education Programs from 7/9/18-8/3/18 at pay rate of \$24 per hour not to exceed \$454,080.00 **Funding Source** 11422100106749053

To pay an hourly stipend for three (NRC) Administrators, (58) NRC Teachers, one Nurse, two Secretaries, seven Instructional Assistant, and one Security Guard to participate in NRC's Extended Year Program from July 2, -18, 2018. Funding Source 2A456200103653053 not to exceed \$208,360

To pay an hourly stipend for three SFLS Administrators, (49) SFLS Teachers, two Secretaries, one SFLS Nurse, (14) SFLS Instructional Assistant, and one SFLS Security Guard to participate in SFLS's Extended Year from July 2, -13, 2018. Funding Source 2A455200100653053 not to exceed \$144,298

K. MISCELLANEOUS

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

Account:	Amount to be Paid	Mentor to be Paid:	Novice Teacher
11.130.100.101.690.110	\$1,000	Belinda Casias	Morrison, C
11.130.100.101.690.110	\$550	Jennifer Arroyo-Bellini	Petrelli, Z
11.120.100.101.690.110	\$1,000	Anne Marie Przybylski	Oraby
11.130.100.101.690.110	\$550	Kristin Clark	Reyes
11.130.100.101.690.110	\$550	Laura Osback	Glore
11.140.100.101.690.110	\$550	Sarai Molina	Gilligan
11.140.100.101.690.110	\$550	Carolyn Hobbs	Trastoy
11.130.100.101.690.110	\$550	Shante Clark-Williams	Rementilla
11.130.100.101.690.110	\$550	Anna Pellosie	Nunez
11.130.100.101.690.110	\$550	Christine Mc Grath	Balaban
11.130.100.101.690.110	\$550	Melissa De Block	Archetto
11.140.100.101.690.110	\$550	Shamika Cope	Lian
11.130.100.101.690.110	\$550	Anntonette Ybarra	Rivera
11.130.100.101.690.110	\$550	Eric Larro	Barry
11.130.100.101.690.110	\$550	Heidi Irons	Salazar
11.120.100.101.690.110	\$550	Marina Majbour	Torres
11.140.100.101.690.110	\$550	Jennifer Spear	Towns

11.130.100.101.690.110	\$550	Dana Khaddash	Ehlermann
11.140.100.101.690.110	\$550	Charles Coronato	Santiago
11.130.100.101.690.110	\$550	Etta Jones	Kose
11.130.100.101.690.110	\$550	Kathleen Ruhle	King
11.130.100.101.690.110	\$550	Marie Scott	Reinholt
11.140.100.101.690.110	\$550	Luis Araoz	Hichar
11.140.100.101.690.110	\$550	Diana Scimeca	Castillo
11.140.100.101.690.110	\$666.66	Patricia Spiliotopoulos	Ahn
11.140.100.101.690.110	\$333.33	Joanne Lyons	Ahn
11.130.100.101.690.110	\$1,000	Martha Cruz	Lippman
11.130.100.101.690.110	\$550	Julie Lorman	VanHorn
11.130.100.101.690.110	\$550	Patricia Mongelli	Sagain
11.130.100.101.690.110	\$550	Karen Pabst	Linter
11.140.100.101.690.110	\$550	Mary Chowhan	Dimichele
11.130.100.101.690.110	\$550	Millie Brooks	Fiore
11.140.100.101.690.110	\$550	Yasmin Pagan	Toporivska
11.140.100.101.690.110	\$550	Diana Brown	Capouet
11.140.100.101.690.110	\$1,000	James Avino	Berkin
11.140.100.101.690.110	\$1,000	Douglas Rayot	Giardina
11.130.100.101.690.110	\$1,000	Mercedes Davidson	Hansen
11.120.100.101.690.110	\$500	Katarzyna Ferrone	Korsak
11.120.100.101.690.110	\$500	Tameca Johnson	Korsak
11.130.100.101.690.110	\$1,000	Jasmine Kennedy	Rosenberg
11.130.100.101.690.110	\$1,000	Mahzabeen Choudhury	Salha
11.130.100.101.690.110	\$299.99	Mahzabeen Choudhury	Obeidallah
11.130.100.101.690.110	\$699.99	Jennifer Ciocco	Obeidallah
11.130.100.101.690.110	\$1,000	Mercedes Lorenzo	Molina
11.130.100.101.690.110	\$1,000	Kara Leslie	Rajathilagam
11.140.100.101.690.110	\$550	Tammie Harrell-Simmons	Henry
11.130.100.101.690.110	\$550	Lauren Schwerin	Posten
11.130.100.101.690.110	\$293.33	Dana Hailstock	Toscano
11.130.100.101.690.110	\$421.66	Jaclyn Dorrman	Goldfond
11.130.100.101.690.110	256.67	Heather Moschberger	Toscano
11.140.100.101.690.110	\$550	Vidal Rodriguez	Pinkerton
11.120.100.101.690.110	\$550	Anna Verrone	Dykstra
11.140.100.101.690.110	\$550	Therese Hipkins	Santos
11.140.100.101.690.110	\$1,000	Leira Rodriguez	Figuerio
11.140.100.101.690.110	\$1,000	Vito Bini	Patel
11.130.100.101.690.110	\$400	Maria Elena Colon	Muttar
11.130.100.101.690.110	\$600	Janette Selino	Muttar
11.140.100.101.690.110	\$1,000	Angela Crockett- Coxen	Sia

11.140.100.101.690.110	\$550	Robert Black	Aguguliaro
11.130.100.101.690.110	\$550	Mahzabeen Choudhury	Azzam
11.130.100.101.690.110	\$1,000	Mazuza Matari	Manu
11.120.100.101.690.110	\$1,000	Louise Albert	Dilone
11.130.100.101.690.110	\$550.00	Vanessa Gonzalez	Barrientos
11.130.100.101.690.110	\$550	Anthony Jones	Crespo
11.130.100.101.690.110	\$550	Azaria Cunninham-Smith	Segovia
11.140.100.101.690.110	\$256.66	Diana Brown	Esposito

To pay stipend to Damon Wright for lunch coverage at School No. 25 for the 2018-2019 School Year in the amount of \$2,000.00 Funding Source
15120100101025056- Substitute will be Randell White and Marcus Hammond

To renew the Lead/Cafeteria Monitors for the 2018-2019 School Year.

LAST NAME	FIRST NAME	LOCATION
PISCITELLI	ELEANOR E	SCHOOL # 29
FIGUEROA	ILSA	SCHOOL # 3
GARCIA	VENTURA	SCHOOL # 3
GUTIERREZ	BERTILA	SCHOOL # 3
OSPINA	DERLY	SCHOOL # 3
PAREDES	RAFAELINA	SCHOOL # 3
LLERENA	ROSA M	SCHOOL # 3
ARROYO	DEANET	SCHOOL # 5
GUTIERREZ DE SANCHEZ	NANCY	SCHOOL # 5
VILCHEZ	GLADYS	SCHOOL # 5
BONILLA	ELENIA	SCHOOL # 5
MATTIEX	LAMAL	SCHOOL # 6/APA
HOLMES	KAWANDA	SCHOOL # 6/APA
RICHARDSON	RIAH	SCHOOL # 6/APA
SPENCER	TAWANA	SCHOOL # 6/APA
JOHNSON	DEMETRIA	SCHOOL # 6/APA
BROWN	LENORA	SCHOOL # 7
JACOBS	YOLANDA	ALEXANDER HAMILTON ACADEMY
MORRISON	SUSIE	SCHOOL # 7
HANLON	MARYANN	SCHOOL # 7
ELZAHABY	SALWA	SCHOOL # 8
PINERO	BERNARDA	SCHOOL # 8
SANCHEZ	MARIANNY Y	SCHOOL # 8
TANN	RUBY L	SCHOOL # 8
TINEO	MARIA	SCHOOL # 8

ABDELAZIZ	MAHA	SCHOOL # 9
ASLO	NAJAT	SCHOOL # 9
HAMDAN	AMAL	SCHOOL # 9
HASHOQ	MONA	SCHOOL # 9
ISSA	NAYELAH	SCHOOL # 9
MAHMOUD	HAYFAA	SCHOOL # 9
SERBEST	ELENA	SCHOOL # 9

LAST NAME	FIRST NAME	LOCATION
SHAMROUKH	ADLA M	SCHOOL # 9
WAHDAN	TAHRIR	SCHOOL # 9
CALIK	DILEK	SCHOOL # 9
MOSS	TANIKA	SINGLE GENDER ACADEMY
SANCHEZ	DIANA	URBAN LEADERSHIP
BHUIYAN	NARGISH	URBAN LEADERSHIP
JIMENEZ	MARIBEL	URBAN LEADERSHIP

To renew Home School Community Liaison for the 2018-2019 School Year.

PAR_LAST_NAME_01	PAR_FIRST_NAME_01	Location
CROMARTIE	CHARLENE	765 PARENT RESOURCE CENTER
CRUZ	ALBELICIA	765 PARENT RESOURCE CENTER
DEMAREST	EVELYN L	765 PARENT RESOURCE CENTER
FOXWORTH	JENNIFER	765 PARENT RESOURCE CENTER
GARCIA	ANA C	765 PARENT RESOURCE CENTER
MASON	JOYCE	765 PARENT RESOURCE CENTER
ORTIZ	JAJAIRA	765 PARENT RESOURCE CENTER
SANCHEZ	RAMONA	765 PARENT RESOURCE CENTER
SEVILLANO	GLENDAX	765 PARENT RESOURCE CENTER
SILVER	JEAN	765 PARENT RESOURCE CENTER
SIMONE	ROSA	765 PARENT RESOURCE CENTER
TOBDZIC	ELIZABETH	765 PARENT RESOURCE CENTER

To process payment for (38) employees for sick and vacation days due to retirement effective 7/1/18 as per the contractual agreement. **Funding Source** 11000291299690058 not to exceed \$936,874.93

NAME	LOCATION	TITLE	SICK	VAC	TOTAL	PER DIEM	\$ AMT
ALLEN, DEBORAH	#2	SOCIAL WORKER	18		18	515.54	9,279.72
AMBROSE, NOREE	#20	TCHR	79		79	511.71	40,425.09
APRILE, JOHN	STARS	TCHR	10.75		10.75	459.11	4,935.43

BEGYN, ROSEMARY	RC	TCHR	38.5		38.5	502.00	19,327.00
BOATNER, PATRICIA	#25	TCHR	28		28	500.14	14,003.92
BUSSANICK, CLAIRE	GOPA	TCHR	49.25		49.25	366.03	18,026.98
CLAYTON, ARLENA	#10	SOCIAL WORKER	90		90	542.04	48,783.60
COMPESI, JOANN	GMA	TCHR	56.5		56.5	502.00	28,363.00
COSTARELLI, PATRICIA	ACT/JFK	TCHR	16.75		16.75	482.61	8,083.72
D'AMELIO, LORI ANN	#9	TCHR	20.5		20.5	487.61	9,996.01
DITARANTO, ANTONIA	#311	CAFÉ	61.5		61.5	104.48	6,425.52
ERNEST, LINDA	#14	TCHR	84.25		84.25	519.54	43,771.25
FABIAN, LEAH	#8	TCHR	90		90	487.61	43,884.90
GAKUO, MUMBI	305/JFK	TCHR	30.75		30.75	306.32	9,419.34
GIBLIN, KAREN	305/JFK	TCHR	90		90	511.71	46,053.90
HARDING, CAROLYN	#20	NURSE	46.25		46.25	492.64	22,784.60
HAYEK, BEVERLY ANN	#653	SECY SPECIALIST	52.25	26.5	78.75	243.55	19,179.56
HICKMON, ROSA	#311	CAFÉ	44.5		44.5	106.35	4,732.58
JOHNSON, KAREN	EHS	PRINCIPAL	90		90	708.40	63,756.00
KESTECHEER, DONNA	#27	TCHR	53.5		53.5	502.00	26,857.00
LIGUORI, ANNA	#26	TCHR	31.25		31.25	502.00	15,687.50
LIGUORI, KAREN	#19	TCHR	36.75		36.75	502.00	18,448.50
LIGUORI, PATRICIA	#27	TCHR	90		90	500.14	45,012.60
MAGED, KATHLEEN	#18	TCHR	53		53	508.04	26,926.12
PABST, KAREN	DON BOSCO	TCHR	90		90	500.14	45,012.60
PUERTA, NOHEMY	KILPATRICK	PA	41.5		41.5	264.52	10,977.58
SCHEMLY, VERA	#10	TCHR	87.75		87.75	500.14	43,887.29
SERBER, STEPHANIE	#14	TCHR	33		33	319.03	10,527.99

NAME	LOCATION	TITLE	SICK	VAC	TOTAL	PER DIEM	\$ AMT
SETTEDUCATO, JOHN	GFA	TCHR	72.5		72.5	500.14	36,260.15
VAN HOOK, JUDY	#705	TCHR	63.75		63.75	511.71	32,621.51
WACHSMAN, CRAIG	#705	TCHR	33		33	511.71	16,886.43
WILSON, LINDA MARIE	MLK	TCHR	14.5		14.5	487.61	7,070.35
WILSON, PAMELA	#12	GUIDANCE COUNSELOR	16.5		16.5	483.21	7,972.97
WOHL, JAN	ACT/JFK	TCHR	85		85	500.14	42,511.90

WOJCIK, DONNA	STEM/JFK	TCHR	45.75		45.75	478.11	21,873.53
WOODCOCK, JAMES	#9	TCHR	87.5		87.5	500.14	43,762.25
YOUNG, ROBERT	#5	TCHR	29.5		29.5	487.61	14,384.50
ZANGARA, JUDY	#3	TCHR	17.25		17.25	519.54	8,962.07
						Grand Total	936,874.93

To withhold increments of the 10 and 12-month employees (39) for the 2018-2019 School Year. Employees did not fulfill the required amount of days as per the negotiated contract between the District and the PEA, PAA, PFSA, and PCMA for salary advancement for the 2017-2018 School Year.

NAME	LOCATION	TITLE	Total Deduct Days
ALFAOURI, RAFAA	002 SCHOOL # 2	TEACHER ESL	106
ARTIS, N'KWEVAH S	020 SCHOOL # 20	PERSONAL AIDE	78
BAGNATURO, LISA M	980 LEAVES OF ABSENCE	TEACHER GRADE 1	83
BANKS, LASHANNA J	980 LEAVES OF ABSENCE	TEACHER SPECIAL ED RESOURCE	106
BARNES, ZAKIYYAH R	980 LEAVES OF ABSENCE	LOA	134
BLAND, JODI E	010 SCHOOL # 10	TEACHER GRADE 1	78
BRANNAN, DANA	980 LEAVES OF ABSENCE	TEACHER MUSIC	159
BRYANT, CHIVONNE D	063 INFORMATION TECHNOLOGY	TEACHER SPECIAL ED RESOURCE	74
CARAFELLO, CHRISTINE	313 DR. HANI AWADALLH SCHOOL	TEACHER SPECIAL ED RESOURCE	66
CEDENO, MARIEL	980 LEAVES OF ABSENCE	SECRETARY ADMINISTRATIVE	232
DI PADOVA, ALYSSA	980 LEAVES OF ABSENCE	LOA	167
DUMAS, SHERRY	980 LEAVES OF ABSENCE	FOOD SERVICE EMPLOYEE 1	77
FARADIN, AMIRAH	309 SCHOOL # 16	INSTRUCTIONAL AIDE PRESCHOOL	68
FULMORE, SHERRY	980 LEAVES OF ABSENCE	TEACHER SOCIAL WORKER	76
GENAO, LINETTE	980 LEAVES OF ABSENCE	TEACHER GRADE 1 BILINGUAL	88

NAME	LOCATION	TITLE	Total Deduct Days
GERLADIS, ALYSON	980 LEAVES OF ABSENCE	LOA	173
GHEE, VERTRICA	980 LEAVES OF ABSENCE	TEACHER SPECIAL ED MD	71
GILL, KIA MONIQUE	013 SCHOOL # 13	TEACHER GRADE 4	69.5

GOMEZ, JOSE F	040 URBAN LEADERSHIP	CUSTODIAL WORKER CHIEF A	96
HUERTA, ELIZABETH	980 LEAVES OF ABSENCE	FOOD SERVICE EMPLOYEE 5	84
JASPER, AARON	980 LEAVES OF ABSENCE	PERSONAL AIDE	73
KERZELIS, MELISSA S	024 SCHOOL # 24	TEACHER PRESCHOOL	98
KOLB, JENNIFER	053 HARP ACADEMY	TEACHER MATH	74
LADUCA-SMITH, ROSALIE	013 SCHOOL # 13	TEACHER KINDERGARTEN	127.5
LESSER, EDWARD S	980 LEAVES OF ABSENCE	LOA	94
MACK, KAREN D	075 NORMAN S WEIR	INSTRUCTIONAL AIDE SPECIAL ED./ COG MILD	65.5
MADANI, SUSANNE	980 LEAVES OF ABSENCE	Teacher	86
MATHIAS, JEANNE	980 LEAVES OF ABSENCE	TEACHER ESL	159
MILLS, JACQUELINE	309 SCHOOL # 16	PERSONAL AIDE	71
MILLS, WILFRED	980 LEAVES OF ABSENCE	LOA	153.5
MORAH, KANENE A	309 SCHOOL # 16	TEACHER GRADE 3-4 SCIENCE	77
NATIVO, ANNA	980 LEAVES OF ABSENCE	LOA	121.5
PAINO, TARA	980 LEAVES OF ABSENCE	TEACHER SPECIAL ED RESOURCE	111
PALACIO, IOHAN	980 LEAVES OF ABSENCE	LOA	139.5
PERKINS JR, HORACE	980 LEAVES OF ABSENCE	LOA	197
PESCHINSKY, OLGA	005 SCHOOL # 5	TEACHER GRADE 5	99
REDDING, ASHLEY	980 LEAVES OF ABSENCE	TEACHER PSYCHOLOGIST	81
REINER, LISA	015 SCHOOL # 15	TEACHER GRADE 4	88
SANDERS, TREVOR	950 SUSPENDED W/O PAY	TEACHER'S ROOM	73
SAUCHELLI, MINDY L	028 SCHOOL # 28	TEACHER SPECIAL ED RESOURCE	83
SOLIMAN, HODA	055 INTERNATIONAL HIGH SCHOOL	TEACHER WORLD LANGUAGE	78.5
STEWART, ALICIA M	062 GOVERNMENT AND PUBLIC ADMINISTRATION H. S.	INSTRUCTIONAL AIDE SPECIAL ED/LLD	114
WILLIAMS-YOUNG, PAMELA Y	028 SCHOOL # 28	INSTRUCTIONAL AIDE SPECIAL ED/LLD	68
ZEIDIA, AMAL	980 LEAVES OF ABSENCE	LOA	106

To hire Child Study Team Members for the 2018 Summer Program, July 9th through August 31st location Department of Special Education rat of pay 9% of salary as per negotiated contract, for the number days not to exceed \$42,174.00 Funding Source 20250200110655053 Funding Source- 11000219104749053- \$177,000

To hire the PA's for OOD students attending 2018 ESY Lamar Miller assigned to student at DCF form 7/5=8/31 from 8:30 am-2:30 pm at a pay rate of \$24 per hour not to exceed \$3,480.00 and Tonette L. Townsend assigned to student attending BCSS Washington Elementary 7/2-8/10

from 8:30 am-1:30 pm at a pay rate of \$24 per hour not to exceed \$6,048. Funding Source 11422100106749053

Certified Staff to be paid for lunch duty as voluntary stipend for 2018-2019 Christine Arena not to exceed \$2,000.00 **Funding Source** 15130100101030056

Certified Staff to be paid for lunch duty as voluntary stipend for 2018-2019 Latoya McCoy not to exceed \$2,000.00 **Funding Source** 15130100101030056

To adjust the 2018-2019 salaries of the list of Principals. The increases are based on their 2017-2018 Administrators Practice Evaluation Scores as per the PPA contract.

LAST NAME	FIRST NAME	SALARY	LONGEVITY AMOUNT	TOTAL SALARY	2017/18 Practice Score	2018/2019 Base Salary	LONGEVITY AMOUNT	LONGEVITY 2 AMOUNT	TOTAL SALARY
HOLDER	CHARLA	95,706	3,100	100,806	4.00	97,620	4,100	0	103,720
NEAL	RICHELE B	108,143	700	108,843	4.00	110,306	700	0	111,006
VENTURA	JORGE	112,094	700	113,694	4.00	114,336	700	1,800	116,836
MEDLEY	MARC A	108,250	3,100	114,050	3.00	110,144	4,100	2,700	116,944
BOOKER	NICOLE ANDREA	109,171	3,100	114,971	3.50	111,354	4,100	2,700	118,154
LYDE	JALYN E	113,009	4,100	117,109	4.00	115,269	4,500	0	119,769
NIEVES	EDGARD	114,931	1,100	117,831	4.00	117,230	2,100	2,700	122,030
WHITE	KELLI A	115,671	4,900	120,571	4.00	117,984	4,900	0	122,884
EVERING	DEWITT F	115,388	4,100	122,188	4.00	117,696	4,100	2,700	124,496
BARCA	JO ANN	116,041	5,900	121,941	3.50	118,362	6,400	0	124,762
SIMON	BORIS E	119,378	700	122,778	3.00	121,467	700	2,700	124,867
VAUGHAN	LOLITA A	117,765	6,400	126,865	3.50	120,120	6,400	2,700	129,220
GLISSON	GERALD E	128,285	0	128,285	3.75	130,851	0	0	130,851
GAINES	VIVIAN	121,776	4,500	128,976	4.00	124,212	4,500	2,700	131,412
ROMANIELL O	ANNETTE	132,127	1,100	133,227	4.00	134,770	2,100	0	136,870
COTTO	FLORITA	129,506	1,100	132,406	4.00	132,096	2,100	2,700	136,896
HOFF	DERRICK	130,362	1,100	134,762	3.75	132,969	2,100	3,300	138,369

LAST NAME	FIRST NAME	SALARY	LONGEVITY AMOUNT	TOTAL SALARY	2017/18 Practice Score	2018/2019 Base Salary	LONGEVITY AMOUNT	LONGEVITY 2 AMOUNT	TOTAL SALARY
JOHNSON	CHRISTINE J	128,660	4,500	135,860	4.00	131,233	4,500	2,700	138,433
CASTRO	NANCY	128,914	4,500	136,114	4.00	131,492	4,900	2,700	139,092
GLOVER	COURTNEY M	128,598	5,900	137,798	3.00	130,848	6,400	3,300	140,548
REYES	OLGA L	135,634	700	138,134	4.00	138,347	700	2,700	141,747
MONTES	HECTOR	136,539	700	139,939	4.00	139,270	700	2,700	142,670
MCGINLEY	MICHAEL	141,905	0	141,905	4.00	144,743	0	0	144,743
LIZ-MORELL	PETRA	134,989	4,100	141,789	4.00	137,689	4,500	2,700	144,889
FLOREZ	MONICA L	137,732	4,900	145,332	4.00	140,487	5,400	2,700	148,587

BACCHUS	SHAM	146,329	700	149,729	4.00	149,256	700	2,700	152,656
SPARROW II	HILBURN	145,612	3,100	152,012	4.00	148,524	4,100	3,300	155,924
RANGER-DOBBS	BOBLYN	152,188	4,100	158,988	4.00	155,232	4,500	3,300	163,032
GIGLIO	GRACE M	154,427	6,400	164,127	4.00	157,516	6,400	3,900	167,816
DOUGE	DOROTHY	161,736	700	168,636	4.00	164,971	700	2,700	171,871
BESPALKO	ROSALIE	143,336	6,400	153,636					
CARRIERO	DOMENICO G	112,234	1,100	113,334					
CARTAGENA	DEYANIRA	134,154	3,100	139,954					
CECALA	REBECCA	107,323	1,100	108,423					
GALIZIA	VIRGINIA	128,622	6,400	137,722					
GARCIA	RAMONA	110,306	2,100	112,406					
HEARD-HACKETT	NATALIE	118,653	700	125,553					
HILL	MICHAEL M	116,624	0	116,624					
HOOVER	NORA	141,558	6,400	150,658					
MAYNOR	VERNON	112,325	0	112,325	2.50	Low Practice score no increase.			
McCollum	ANDRE S	145,970	4,900	154,170					
MICKENS	SANDRA D	157,276	6,400	171,676					
MOODY	ZATITI K	125,790	4,100	133,190					
ORTIZ	CARLOS	138,227	4,500	146,627					
OSORIA	JORGE	123,908	700	124,608					
O'TOOLE	CECILIA	146,079	6,400	155,779					
PUGLISE	FRANK	128,914	5,900	137,514					
PURYEAR-CASTRO	ROBINA	118,055	4,500	128,755					
QUINCE	CORA	138,572	6,400	148,872					
RIVERA	MIRVA	156,890	6,400	167,790					
RIVIELLO	JOANNE	169,259	6,400	175,659					
RODRIGUEZ	LOURDES C	154,427	6,400	165,327					

LAST NAME	FIRST NAME	SALARY	LONGEVITY AMOUNT	TOTAL SALARY	2017/18 Practice Score	2018/2019 Base Salary	LONGEVITY AMOUNT	LONGEVITY 2 AMOUNT	TOTAL SALARY
RODRIGUEZ	STEVEN F	128,914	4,100	136,314					
SANDUCCI JR	RICHARD A	137,496	5,900	146,696					
SUMTER	STANLEY	110,793	4,100	116,693					
VAN LIEW	FELISA V	145,971	6,400	155,671					

To process payments for the following employee for the Perfect Attendance Incentive Program.
Payment due on July 31, 2018. **Funding Source** 11000291290690050

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
ABADA	LAMINE	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
ABDELAZIZ	EYAD	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ACEVEDO	ANGELINA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
ACHERIL	MATHEW	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ADDISON	ALICIA	PEA	10	PERS. AIDE	\$500.00	\$600.00	\$1,100.00
AHN-MURPHY	GRACE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
AITA	FRANK	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
AJIMOB	DEBORAH	PEA	10	SOCIAL WORKER	\$0.00	\$1,250.00	\$1,250.00
AL HOUSSEIN	MARYAN	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
ALADE	OLANREWAJU	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
ALBRITTON	MICHELLE T	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
ALCALDE GUARDIA	GRACE	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
ALESSIO	NANCY	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
ALI	SYED MUHAMMAD S	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ALLAN	ROCIO	PEA	10	IA	\$500.00	\$0.00	\$500.00
ALLEN	CHARLENE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
ALMANZAR	LAURA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ALMONTE DE MERCEDES	CHARITIN	PFSA	10	FOOD SERVICE	\$400.00	\$0.00	\$400.00
ALTIDOR	CHARITE	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
ALVAREZ	ISAAC	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
AMATO	EUGENE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
AMER	NIMEH	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
AMMAR	MAYSOUN	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
ANDERSON	WILLIAM	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
ANDREWS	MAMIE	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
ANSHIEN SETLESS	MARILYN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ARBULU	MARY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ARMSTRONG	FELESHA	PAA	VP/DH	SUPERVISOR	\$500.00	\$0.00	\$500.00
ARNONE	PATRICIA	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00

ARRIETA	LOURDES	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
ARROYO	WANDA	PFSA	10	FOOD SERVICES	\$400.00	\$0.00	\$400.00
ASHE	BEATRIZ	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
ATIEH	AMANDA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
AVELLA JR	HERLAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
AZIZ	FARHANA	PEA	10	IA	\$500.00	\$0.00	\$500.00
AZZOLINI	CAROLYN	PEA	10	TEACHER	\$0.00	\$1,125.00	\$1,125.00
BACHKHAZ	HANAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
BACHKHAZ	LANA	PEA	10	IA	\$0.00	\$600.00	\$600.00
BAJRAMOV	SEJHAN	PCMA	12	CUST/MAIN	\$250.00	\$0.00	\$250.00
BALDWIN	ROSE	PEA	10	IA	\$500.00	\$0.00	\$500.00
BANCROFT	MARY JO	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BARONE	DENISE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BARRETT	PETER	PCMA	12	CUST/MAIN	\$250.00	\$0.00	\$250.00
BASHKANJI	JOSEPH	PEA	10	IA	\$0.00	\$600.00	\$600.00
BASILE	CODI	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BATCHELOR	CHARLIE JR	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
BATCHELOR	GLORIA	PEA	10	IA	\$500.00	\$0.00	\$500.00
BATISTA	JOSE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BEACH	JAMIL	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BEAUCHAMP	VERONICA ROCIO	PEA	10	IA	\$500.00	\$0.00	\$500.00
BECKFORD	FELESHA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BEGYN	ROSEMARY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BELLIARD	ROSA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
BENALI	SOMIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BENSON	KIMBERLY S	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
BERNAL	CATALINA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BEST	NICOLE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BHATTACHARYY A	SRIPARNA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BIDO	KOZETA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BIEN-AIME	EDRED	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
BINI	VITO	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BLACK	SHELLY	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00

BLUE	GWENDOLYN	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
BOATNER	PATRICIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BODNAR	EDWARD	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BORBON	JUANA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
BOWEN-WILLIAMS	CHERYL	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
BRACTEA BEY	EUGENES ALLAND	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BRANDT	JASON	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
BRITO	ROSA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
BROUKIAN	NATHALY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BROWN	MARLON	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
BROWN	LISA R	PEA	12	REGISTRAR	\$0.00	\$600.00	\$600.00
BRUINS	MAUREEN A	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
BURKE	THOMAS	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
CABALLERO	ORLANDO	PEA	10	SOCIAL WORKER	\$500.00	\$1,250.00	\$1,750.00
CAHUANA	LINCOLN	PCMA	12	CUST/MAIN	\$250.00	\$2,728.00	\$2,978.00
CAHUANA	CESAR	PCMA	12	CUST/MAIN	\$250.00	\$2,661.00	\$2,911.00
CALATAYUD	EVELYN I	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
CAMACHO-RAMUNDO	ALISA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CAMPOS	VANESSA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CAMPOS	JESSICA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CAPONE	ROSANNE	PEA	10	NURSE	\$0.00	\$1,250.00	\$1,250.00
CAPPELLO	EDWARD	PCMA	12	CUST/MAIN	\$250.00	\$2,557.29	\$2,807.29
CARABALLO	IVETTE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CARNEMOLLA	JOSEPHINE	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
CARNICELLA	ROBERT	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CARRANZA	VILMA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CARRASQUILLO	SHEILA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CARROLL	RAYMOND	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CASCIO	ELIZABETH	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CASILLA	YSABEL	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
CEPERO	OFELIA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00

CHICA	JOHANA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CHOWDHURY	YASMIN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CHOY	MARIA	PEA	12	PURCHASIN G	\$500.00	\$0.00	\$500.00
CLARK	KRISTIN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CLEMENTS	MICHELLE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
COCKCROFT	MEGAN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
COLLADO	ANA L	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
COLLAZO	MARIA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
COLLUCCI	AILEEN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
COLON	TAIRIS V	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
COMPITELLO	JOSEPH	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CONFORTI	GESUALDA DINA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
CONLEY	DWAUNE	PEA	12	SECRETARY	\$500.00	\$300.00	\$800.00
CONSTABLE	NANCY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
COONEY	CINDY	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
COOPER	GEORGE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
COPE	SHAMIKA T	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CORONATO	CHARLES	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
CORREA	CARMEN	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
COSBY	RONA P	PEA	12	SECRETARY	\$0.00	\$600.00	\$600.00
COX	ROSIE	PEA	10	IA	\$500.00	\$0.00	\$500.00
CRAWFORD	WENDELL	PEA	10	TEACHER	\$0.00	\$0.00	\$0.00
CRAWFORD	WENDELL	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CRAWFORD	HEATHER	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
CRAWFORD	CONSTANCE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CRINCOLI	CARMELINA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
CRUZ	WANDA	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
CRUZ	ARACELIS	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CRUZ	MARIA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
CUNNINGHAM- SMITH	AZARIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
CURRIE	CAROLYN	PEA	10	IA	\$500.00	\$0.00	\$500.00
CUSACK	AMANDA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00

DALY	MARJORIE C	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
DANIELS	ROBIN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DAVINO	KAREN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DAVIS	SYLVIA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
DAVIS	DONALD	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
DAVIS-PIERRE	SHARON	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DAVSON	ALAN	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
DE FENZA	STACY	PFSA	10	FOOD SERVICE	\$400.00	\$0.00	\$400.00
DE GRAFF	TANKA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DE LEON	ANGELA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
DE LILLO	KAREN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DEEB	MOHAMMAD	PEA	10	PERS. AIDE	\$500.00	\$600.00	\$1,100.00
DEFREESE	AYANNA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DELEON	EFRAIN	PCMA	12	CUST/MAIN	\$250.00	\$2,973.95	\$3,223.95
DELEON-SMITH	LISA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DELGADO	CARMEN	PEA	10	SOCIAL WORKER	\$500.00	\$0.00	\$500.00
DELVALLE-ENCISO	LOURDES	PEA	10	IA	\$500.00	\$0.00	\$500.00
DETT	ESTHER	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
DETTORRE	FRANCO	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DI ALVA-LEON	MARGIE	PEA	10	IA	\$500.00	\$0.00	\$500.00
DI PRIMA	DEBRA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
DICHELLIS	ALANA	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
DILONE	CINTHIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DIMARCO	DANIELLA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DITTMER	DANIELLE P	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
DOKTOR	MALGORZATA	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
DOKUR	NESIME	PEA	10	DENTAL AST	\$500.00	\$600.00	\$1,100.00
DOMBROSKI	CHRISTOPHER	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DORINO	GLORIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DOWNS	CHRISTOPHER	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DUBJEL	OLINKA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
DUNCAN	SONIA	PEA	10	IA	\$500.00	\$0.00	\$500.00
DURAN	DIANE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
DURKIN	PRISCILLA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00

EASON	FELICIA	PEA	12	IA	\$500.00	\$0.00	\$500.00
EASTON	CAMILLE	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
ECHEVARRIA	MARYBEL	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
EDWARDS-MCCLAM	ANGELITE	PEA	10	PERS. AIDE	\$500.00	\$600.00	\$1,100.00
EHLERMANN	SAMANTHA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ELMAHJOUBI	MOHAMED	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
ELSON	JERI	PEA	10	TEACHER	\$500.00	\$625.00	\$1,125.00
ESCORCIA	SOBEIDA D	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
ESPINAL	BELKYS E	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
ESTUPINAN	ANA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
EVERETT	JOYCE	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
FABIAN	DAISY	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
FABIAN	VIANEL	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
FALU	XIOMARA T	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
FARADIN	AMIRAH	PEA	10	IA	\$500.00	\$0.00	\$500.00
FASHAH	GASSAN	PCMA	12	CUST/MAIN	\$250.00	\$2,592.70	\$2,842.70
FASHAH	IHSAN	PCMA	12	CUST/MAIN	\$250.00	\$2,592.70	\$2,842.70
FERRADANS	ESTELA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
FERRARELLA	PARICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
FERRARO	ESTHER	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FERRER	CHARLES	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FERRERI	VILMA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
FIERRO	MARY	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
FILEDS	NANCY	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
FISCHER	MATTHEW	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
FISHER	TARA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FLETCHER	STEFANI	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
FLOOD	DAISY	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
FLORENTINO	AGRIPINA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
FLORES	PEDRO	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
FLORES	ALFREDO	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FONSECA	MARIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FORD	WILLIAM	PEA	10	TEACHER	\$500.00	\$625.00	\$1,125.00
FRANCO	JOANNE	PEA	10	NURSE	\$500.00	\$0.00	\$500.00

FRANCO	STEVEN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
FULTON	DENISE	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
GALIANO	EDWIN	PCMA	12	CUST/MAIN	\$250.00	\$2,590.62	\$2,840.62
GALIZIA	RALPH	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GALLINA	DIANNE G	PEA	11	TEACHER	\$500.00	\$0.00	\$500.00
GALLO	LINDA	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
GARAY	LILIA R	PEA	10	IA	\$500.00	\$0.00	\$500.00
GARCIA	VICORIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GARCIA	RAFAEL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
GAYDOS	THOMAS	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GELIR	FATMA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
GENAO	ALBA	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
GERDING	SUSAN	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
GETHINS	MARIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GIESLER	PATRICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
GIL	JAQUELINA	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
GONZALEZ	FELICIA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
GONZALEZ	MARIA ELENA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
GONZALEZ	ANDRES	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
GONZALEZ	YVONNE	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
GONZALEZ-FLORES	ELIZABETH	PEA	12	DATA ANALYST	\$500.00	\$0.00	\$500.00
GORDON	PATRICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
GORUN	CHARLOTTE	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
GOULD	YELENA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GOULD	WALLACE	PEA	10	PSYCHOLOGIST	\$500.00	\$0.00	\$500.00
GREAVES	BRAIN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GREEN	JAYMIE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
GRIECO	PATRICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
GRILES	JUAN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00

GRUPPUSO	SUSAN	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
GUARDUCCI	LAUREN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
GUECI	MARIA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
GUIBOVICH- ALARCON	ELIZABETH G	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
HALL	CATHIE	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
HAMMAD	TAGHREED H	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HAMMAM	INEAM	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
HAMMOND	MARCUS	PEA	10	GUIDANCE	\$500.00	\$1,250.00	\$1,750.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
HAMMOND	DOREEN	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
HAMMOUDEH	SANA	PEA	10	IA	\$500.00	\$0.00	\$500.00
HANANIA	LOUISE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HARDY	BLENDIA	PEA	10	IA	\$500.00	\$0.00	\$500.00
HARILAOU	NIKOLAOS	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HASSEN	NAHED	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HAWRYSCHUK	MARY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HENRY	VERNON	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
HILL	DEBORAH	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
HILL	CHARLES	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
HOBBS	CAROLYN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
HODGES	FAITH ANN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HOLMES	WALTER	PEA	10	IA	\$500.00	\$0.00	\$500.00
HORLACHER	WILLIAM	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
HOWARD	DEBBIE	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
HOWE	MICHAEL	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
HUNTER	VINCENT	PEA	10	IA	\$0.00	\$600.00	\$600.00
HUNTINGTON	JOYCE	PEA	12	REGISTRAR	\$500.00	\$0.00	\$500.00
IACOBELLI JR	GEORGE	PEA	12	SECURITY	\$500.00	\$600.00	\$1,100.00
INGRAM	SHONTAINE	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
IZQUIERDO-RIJO	SUSAN	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
JACH	PAUL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
JACOBS	LINDSEY	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
JAMES	DEBORAH	PEA	10	IA	\$500.00	\$0.00	\$500.00
JIMENEZ-ABREU	WILNA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
JOHNSON	KIM	PEA	12	SPECIALIST	\$500.00	\$600.00	\$1,100.00
JOHNSTON	MAXINE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
JONAS	CAROL	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00

JONES	JOSELYN	PEA	10	IA	\$500.00	\$0.00	\$500.00
JOVEN	GERARDO	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
JOYCE	ADELA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KAJAJIAN	MAGUIE	PEA	12	PARENT COORD	\$500.00	\$0.00	\$500.00
KALSI	KAWALJIT	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KARDASHINETZ	MARY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KATAT	ZIZY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KELLEY	ARLETHIA M	PEA	10	IA	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
KENNEDY	GRACE	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
KHADDASH	DANA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KINCERLOW-WARREN	LAKISHA M	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
KING	STEPHANIE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KLEINENDORST	PERLA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
KLEINENDORST	PERLA	PEA	10	TEACHER	\$0.00	\$0.00	\$0.00
KLINE	WESLEY	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
KRAPOHL	CHERYL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
KRAUZE	RAFAL	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
KRISAK	MARYELLEN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
KUSTIN	JANE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
LA GALA	TINA	PEA	10	NURSE	\$0.00	\$1,250.00	\$1,250.00
LAVERGNE	CLARA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LEBEDA	CHARLES	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LEE-HALL	INGRID	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
LEO	JESSICA	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
LEWIS	RONALD	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
LEWIS	MICHAEL	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
LIGUORI	JULISSA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
LINDSEY	CHRISTOPHER	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
LIPARI	KAREN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
LISKAY FEDO	KIMBERLY G	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LLINAS	JOANNA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LOPEZ	LILIAN	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
LOPEZ	JULIO	PCMA	12	CUST/MAIN	\$300.00	\$0.00	\$300.00
LOPEZ	ANNY	PEA	10	IA	\$500.00	\$0.00	\$500.00
LOPEZ ALMONTE	KELLY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LORENZO	MARIA	PEA	10	IA	\$500.00	\$600.00	\$1,100.00

LUGO	LILLIAN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
LUGO	CARMEN	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
LYNCH	PATSY	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
MAH-ESSIET	EDEM	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
MAHLER	KATIE	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
MALONE	SHANNON	PAA	VP/DH	VP	\$500.00	\$0.00	\$500.00
MANLAPID	ENRIQUE	PEA	10	TEACHER	\$500.00	\$750.00	\$1,250.00
MARTIN	APRIL	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
MARTIN-CONYERS	ANISSA M	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
MATHEWS	ANN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MATTHEWS	PATRICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MATUTE-CODERO	JESSICA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
MC EACHERN	KIM	PEA	10	PERS. AIDE	\$1,000.00	\$600.00	\$1,600.00
MC KOY	TAMISHA	PAA	VP/DH	SUPERVISOR	\$500.00	\$0.00	\$500.00
MCDANIEL	SONJI	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
MCKIERNAN	VICKI	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
MCMAHON	MICHAEL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MCPHERSON	NADINE	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
MEDINA	JACKELYN	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
MEDLEY	BRENDA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
MEDRANO	DORA	PFSA	10	FOOD SERVICE	\$400.00	\$0.00	\$400.00
MEISELES	RANDI	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
MENCHON	NORMA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
MERKERSON	LESLIE RENEE	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
MEYER	MEGAN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MEYERS	QUADO	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
MIAH	ZAKIR	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
MILLER	SHARON	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MILLS	GRETA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MIRANDA	CARLOS	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
MITCHELL	ALBA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
MITLITSKY	THERESA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MONASTERIO MORALES	HELEN	PEA	10	IA	\$500.00	\$0.00	\$500.00
MONCRIEFFE	SOPHIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00

MONTAGUE	SHINDANA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MONTEAGUDO	SANDRA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MONTERO	NATALIA	PEA	12	DATA	\$500.00	\$0.00	\$500.00
MOORE	KATHLEEN	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
MOORE	MELISSA	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
MORALES	SANDRA	PEA	10	IA	\$500.00	\$0.00	\$500.00
MORALES	LAURA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MORAN	FLORENCIO	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MOREL	ANA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
MORETI	MARIA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
MORRISON	ANN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MOSLEY	ARLENE	PEA	12	PERS. AIDE	\$500.00	\$600.00	\$1,100.00
MUCKLE	ANDREW	PEA	12	SECURITY	\$500.00	\$600.00	\$1,100.00
MUNEM	AZIZA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
MUNEM	MAYRA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MURPHY	LAURENE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MURRAY	BERNADETTE	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
MUSA	NURCAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MUSA	NURDAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MUSTAFA	AYMAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
MYER, JR	DARROLL	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
NARANJO	GLADYS A	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
NAVEDO	SANDRA	PEA	10	IA	\$500.00	\$0.00	\$500.00
NDUKWE	JAMES	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
NELSON-PICCOTT	LATOYA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
NORIEGA	JUANA M	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
NORMAN	JACQUELYN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
NORRIS	JENINE	PEA	12	IA	\$0.00	\$600.00	\$600.00
NORTON	JOANNA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
NUNEZ	KENIA	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
OBELLE	VICTORIA	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
OLCSVARY	DANIEL	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
OLIVERA	CECILIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
OLLO	MICHAEL	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
ORELLANA	RICARDO E	PEA	10	IA	\$500.00	\$0.00	\$500.00
ORTEGA	EUGENIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
ORTIZ	RAFAELA	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
ORTIZ	FELIX	PCMA	12	CUST/MAIN	\$250.00	\$2,461.45	\$2,711.45

ORTIZ-RAMIREZ	JOSE	PEA	12	IA	\$500.00	\$0.00	\$500.00
OSBACK	LAURA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
OSMAK	JACQUELINE	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
OTUBANJO	ADERONKE O	PEA	10	PERS. AIDE	\$500.00	\$0.00	\$500.00
PACHECO	VIOLETA	PEA	10	IA	\$500.00	\$0.00	\$500.00
PAKOVICS	CLAUDIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
PALACIO	LUIS F	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
PALAMONE	GARY	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
PAREDES	ADALGIZA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
PATSCHER	DEBRA ANN	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
PATTERSON	ROMAL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
PEREZ	SILENY	PEA	10	IA	\$500.00	\$0.00	\$500.00
PEREZ-MATOS	ROSMERIS	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
PERRY	JOAN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
PERSAD	WINSTON	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
PETRAZZUOLO	VINCENZA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
PICINICH	SALVATORE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
PIEDRABUENA	SYLVIA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
PINA	KELLY	PEA	10	TEACHER	\$1,000.00	\$0.00	\$1,000.00
PINCHUS	DONNA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
PINKERTON	GEORGE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
PIRARD	ALEXANDRA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
PLEASANT	ROBERT	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
POLANCO	OMAR	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
POLIZZOTTI	ELIZABETH	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
PORCELLI	MICHELLE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
POWNER	LEEANN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
PROFITA	ANGELA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
PROSPERI	MINDY	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
QUINTERO	CARMEN	PEA	10	IA	\$500.00	\$0.00	\$500.00
RAYOT	DOUGLAS	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
RAZZAK	EVA	PEA	10	IA	\$500.00	\$0.00	\$500.00
REAVES	JOHN	PEA	12	SECURITY	\$500.00	\$600.00	\$1,100.00
REILLY	MICHAEL	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
RHEIN	GILBERT	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
RICHTER	JUDITH	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00

RIDGWAY-STALLARD	MARIE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
RIEDER	JASON	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
RIVERS	ANDRE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
RIZACK	SHIRELL R	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00

Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
ROBLES	GLORIA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
ROBLES	GISELLE	PEA	10	IA	\$0.00	\$600.00	\$600.00
ROBLES	YULISA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
RODRIGUEZ	LEIRA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
RODRIGUEZ	JOSEPH	PEA	12	SECURITY	\$500.00	\$600.00	\$1,100.00
RODRIGUEZ	RUTH DEL ROSARIO	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
RODRIGUEZ	MARGARITA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
RODRIGUEZ	YAJHAIRA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
ROJAS	NAMY	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
ROLLINS	RHONDA	PEA	12	SECRETARY	\$0.00	\$600.00	\$600.00
ROMAN	KENNETH	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
ROONEY	GAIL	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
ROSADO	NELIDA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
ROSA-PAULINO	GLENIS	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
ROSARIO	ALBA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
ROSARIO	BELKIS	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
RUBINA	MIGUEL	PEA	10	IA	\$0.00	\$600.00	\$600.00
RUIZ	ELISA	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
SALCE	MARIA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
SALEH	RANDA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SANABRIA	SUSAN	PEA	10	TEACHER	\$1,000.00	\$1,250.00	\$2,250.00
SANCHEZ	ROSARIO	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
SANCHEZ	CAYETANA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SANCHEZ-KLINE	YOMARA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
SANGSTER	ROGER RJ	PEA	10	IA	\$1,000.00	\$0.00	\$1,000.00
SANTANA	DAISY	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00

SARWAR	JESMIN	PEA	10	IA	\$500.00	\$0.00	\$500.00
SCHIMPF	KATHLEEN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SCHULTZ	NICOLE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SERAFIN	MAGDALENA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SERRANO	EVELINE	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
		Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
SHAHIN	BRIGETTE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SHANAHAN	MARTA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SHENTON	PHILIP	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SHERMAN	KARA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SIBRIAN	ADALILA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SIERRA	ANDREA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
SIKSNIUTE- ARBUCKLE	ZIBUTE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SILAGHI	PATRICIA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SILVANI	ANI	PEA	10	TEACHER SAC	\$500.00	\$0.00	\$500.00
SIMADIRIS	MARCELLA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SIMEUS	MARIE	PEA	10	NURSE	\$500.00	\$1,250.00	\$1,750.00
SIMMS	TAYASIA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
SIMPSON	SIOBHAN A	PEA	10	GUIDANCE	\$500.00	\$1,250.00	\$1,750.00
SIMS	RESPONDA	PEA	12	SECRETARY	\$500.00	\$0.00	\$500.00
SKLAR	PHYLLIS J	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
SMITH	PEATRICE	PEA	10	PERS. AIDE	\$500.00	\$600.00	\$1,100.00
SMITH	DERWIN	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
SMITH	JACQUELINE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
SOSA	JUANA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
SOSA	MIGUEL	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00
SOSA	JUANA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
SPENCER	DARYL	PEA	10	GUIDANCE	\$500.00	\$0.00	\$500.00
SPINA	LUISA	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
STANDARD	DEBORAH A	PEA	10	IA	\$0.00	\$600.00	\$600.00
STEWART	BRENDA	PEA	10	IA	\$500.00	\$0.00	\$500.00
STOBALL	EMMA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
SUPER III	JOHN	PAA	VP/DH	VICE PRINC	\$500.00	\$0.00	\$500.00

SWEETMAN	MICHELLE	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
TAFT	KENYETTA	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
TAMBINI	ANIBAL	PCMA	12	CUST/MAIN	\$250.00	\$2,626.00	\$2,876.00
TATIS	JHILDA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
TAVAREZ	BRENDA	PFSA	10	FOOD SERVICES	\$200.00	\$0.00	\$200.00
TAYLOR	ERIN	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
TAYLOR	CHRISTOPHER	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
TAYLOR- KAMARA	AKMED	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
TERWILLIGER	DEBORAH	PEA	10	TEACHER	\$500.00	\$625.00	\$1,125.00
THOMAS	DWYANE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
THOMPSON	RHONDA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
TIERNEY	JOSEPH	PEA	10	SOCIAL WORKER	\$500.00	\$0.00	\$500.00
TOWNSEND	TONETTA	PEA	10	PERS. AIDE	\$1,000.00	\$600.00	\$1,600.00
TUBIL	LOURDES	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
VALENZ	SHARI	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
VAN DIVER	ALICIA	PAA	VP/DH	SUPERVISOR	\$500.00	\$0.00	\$500.00
VANCHERI	CINDY	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
VARANO	MEGAN	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
VARGAS	CARLOS	PCMA	12	CUST/MAIN	\$250.00	\$2,461.45	\$2,711.45
VASQUEZ	ANTHONY	PCMA	12	CUST/MAIN	\$250.00	\$0.00	\$250.00
VELASCO- ROSADO	CINTHYA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
VELEZ	MIRIAM	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
VELEZ	FRANCIS	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
VICIOSO	JACQUELINE J	PEA	10	SOCIAL WORKER	\$500.00	\$1,250.00	\$1,750.00
VICIOSO DE LUGO	GRACE	PEA	10	IA	\$500.00	\$0.00	\$500.00
VROEGINDEWEY	JOHN	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
VYSOTSKY	JULIE	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
WADE	DARLENE	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
WADE	PATRICIA M	PEA	12	REGISTRAR	\$500.00	\$0.00	\$500.00
WALTON	ROSALYN A	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
WARRICK	ADRIENNE	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
WECHTLER	MICHELE	PEA	10	NURSE	\$500.00	\$0.00	\$500.00
WEL	DINORAH	PFSA	10	FOOD	\$200.00	\$0.00	\$200.00

				SERVICE			
Last Name	First Name	Union (PEA, PFSA, PCMA)	10 or 12 months	Position	PERFECT ATTENDANCE Amount	BUYBACK AMOUNT	TOTAL AMOUNT
WEST JR.	JOHN	PCMA	12	FOOD SERVICE TRUCK DRIVER	\$50.00	\$0.00	\$50.00
WESTLEY	GREGORY	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
WHEELER	GLORIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
WILLIAMS	JUANITA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
WILLIAMS	SYLVIA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
WILLIAMS	VIVIAN	PFSA	10	FOOD SERVICE	\$200.00	\$0.00	\$200.00
WILLIAMS JR	JOSEPH	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
WILLIS	WYNTER	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
WIMBERLY	NAKEIA	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
WINSTON	KADEDREA	PEA	10	TEACHER	\$500.00	\$1,250.00	\$1,750.00
WORKMAN	TAWANNA	PEA	10	TEACHER	\$0.00	\$1,250.00	\$1,250.00
WU	HORNGYU	PEA	10	TEACHER	\$500.00	\$0.00	\$500.00
YARBOROUGH	CASSANDRA	PEA	10	TEACHER	\$0.00	\$750.00	\$750.00
ZAKI	ASSER	PEA	12	SECURITY	\$500.00	\$0.00	\$500.00
ZUMARAN ALAYO	GUILLERMO E	PEA	10	IA	\$500.00	\$600.00	\$1,100.00
ZUNIGA	ANA	PEA	12	SECRETARY	\$500.00	\$600.00	\$1,100.00
					\$222,800.00	\$232,845.16	\$455,645.16

To compensate Marianne Ferrandino and Tara Patula for voluntary lunch supervision during the 2018/19 School Year. Not to exceed \$4,000.00 **Funding Source** 15120100101027056

To return from Non-Renewal Lillian Francess into pc# 1680 at School No. 16 Teacher of Grade 7-8 Science effective September 1, 2018. **Funding Source** 15130100101313

To rescind non-renewal for Abdel Hamid Salha effective.

To assign Dorita Diaz to the District because of a Donaldson hearing held on May 22, 2018. Ms. Diaz is being assigned as a cafeteria monitor at Martin Luther King School. Effective 9-1-18.

To amend PTF#18-1988 additional hours for Administrator & Substitute at Eastside High School Campus for the Summer School Program.

To amend PTF# 18-1989 additional hours for Administrator & Substitute at John F. Kennedy High School for the Summer School Program

To amend PTF# 18-1992 Summer School Program at John F. Kennedy HS Complex

To amend PTF#2174 to compensate (150) Teachers for the 2018 Summer Intervention and Remediation Program will begin July 9-August 3, 2018

To approve the new Collective Bargaining Agreement between Paterson Public Schools and the Paterson Ed. Assoc.

- Effective July 1, 2017, base salaries of the Association shall be increased by 3.2%
- Effective July 1, 2018, base salaries of the Association shall be increased by 3.4%
- Effective July 1, 2019, base salaries of the Association shall be increased by 3.0%
- Effective July 1, 2020, base salaries of the Association shall be increased by 3.0%
- Effective July 1, 2021, base salaries of the Association shall be increased by 3.0%

Request authorization to give one Business Teacher a sixth-class period as per agreement between PEA and the Paterson Board of Education for the 2017-2018 school year.

To pay (2) people a lunch stipend for the 2018-2019 School Year at the following amounts: Nicole Wilczynski \$2,000 and Carlos Miranda \$2,000 5 lunch Periods at CJR/#9

Funding Source 15120100101009056

This is a legal memorandum of agreement made this 19th day of June 2018 by and between The State Operated School District of the City of Paterson (Hereinafter referred to as the "District") and Teresa Hansen

To hire/compensate Mary Garrity for working as JROTC summer camp female chaperone June 25-29, 2018. Not to exceed \$1000. **Funding Source** 15422100101062053

To compensate Teachers for cafeteria lunch coverage in accordance with the current PEA contract for the 2017/2018 School Year.

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

Comm. Capers: It says recommendations.

Comm. Castillo: There's like 30 people on that list.

Comm. Simmons: She read a whole list.

Comm. Capers: The job fair is a part of the Superintendent report. Got it!

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Mr. Rojas: P-1 talks about tax annuities that we have in the district. We have to bring them back every year. We're just bringing them back for September. Some of the tax annuities have been here for years. The associations have their own tax annuities that their own members can only use. With some of the non-bargaining groups the doors are open to a lot more vendors. These are tax annuity firms that anybody can join. You can read their pamphlets and their information. If it works for the employee it's somewhere they can store their money for retirement.

Comm. Hodges: The difference between P-1 and P-2 is the addition of the last one?

Mr. Rojas: One is the 407B and the other one is the 403B. They're two different types of retirement plans.

Comm. Hodges: At some point, I'll come and ask you what those are. We'll just move on for now. You mentioned the incomes. Have we resolved the issue of Insight using

our software? They weren't supposed to use our software because they have their own.

Comm. Simmons: They were clocking in.

Comm. Hodges: Right.

Comm. Simmons: I think we were okay with it because we couldn't track the substitutes.

Mr. Rojas: Right. We have one of our technology individuals who have set up a wall where they're only able to see their own functions. There isn't an additional cost to the district and it's a way for us to monitor and get a good value so we can do our requisitions and bounce our bills against the people that are swiping in. It's a better system for us so that we can take a look at the money that we're paying and make sure that it's accurate for what we're being billed. They are using our clocks, but they're paying for their own hardware and cards. They are using our system, but it's almost like an A and B system.

Comm. Simmons: There's a partition.

Mr. Rojas: There's a partition so they can't view our information at all.

Comm. Hodges: We're not getting any money back for that.

Mr. Rojas: It's at no additional cost.

Comm. Hodges: What is the connection between AESOP Absence & Substitutes?

Mr. Rojas: AESOP is just a system that we use for our attendance tracking.

Comm. Hodges: The substitute management program.

Mr. Rojas: Correct. When a teacher is out absent you call AESOP to mark your absence. That is the system that you call in to log in your absence.

Comm. Castillo: Thank you, Mr. Rojas.

Governance

Comm. Martinez: The governance committee met on the 25th. Due to the nature of some of the proceedings I would suggest that we discuss this in executive session. You can read through the notes and then we can discuss them in executive session in great detail.

Comm. Castillo: Some of these are some of the reasons why we voted to go into executive session.

Comm. Martinez: Correct.

Subcommittee Reports

Technology Committee

Comm. Simmons: Technology met on the 25th. It was basically an update meeting. It only lasted 15 minutes just to get an update on some of the projects that are going on from AESOP to cabling and configuration of some switches and UPS power sources, which are all projects that are completed. Then there are some projects that are under way. That was the gist of our meeting. It was really just an update.

Parent/Community Committee

Comm. Castillo: Parent/Community Engagement will be meeting next week so you will have a report for the next meeting.

Policy Committee

Comm. Simmons: Policy met on June 19. Today you just voted on policies for first reading. All of those policies were covered in that meeting.

Comm. Hodges: I have a question about the passive breath alcohol sensor device, which I don't see how it escaped me because I don't remember that. I had all kinds of questions behind that.

Comm. Redmon: I think we just got updates on those policies two weeks ago. You should have it. I had some questions on it too, but we did get them and I think they were stated mandated updates.

Comm. Hodges: Whether they're mandated or not, there are some questions. We'll discuss that.

OTHER BUSINESS

It was moved by Comm. Redmon, seconded by Comm. Capers that the Board goes into executive session to discuss litigation and personnel:

- 1. Litigation: Settlement for Tempco and Sanders**
- 2. Lawyer Client Privilege (Robert E. Murray, Esq.)**

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

The Board went into executive session at 10:35 p.m.

The Board reconvened the meeting at 11:40 p.m.

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

Comm. Castillo: Mr. Murray, are we only voting on one settlement?

Mr. Murray: Yes. Mr. Blenda is on vacation this week. He will be here and you will vote on Sweeney at the next Board meeting.

Resolution No. 17

Whereas, in July 2014 the District entered into contract Temco Building Maintenance, Inc. ("Plaintiff") for custodial services (the "Contract");

Whereas, pursuant to a complaint filed by Plaintiff on June 28, 2017, bearing Docket No.: PAS-L-2125-17 (the "Complaint"), Plaintiff alleged that the District wrongfully withheld equipment, failed to provide materials and supplies at the beginning of the Contract, and failed to pay two Temco invoices in connection with purchase order numbers 309309 and 308544; and

Whereas, the District has denied, defended, and disputed the allegations and claims contained in the Complaint; and

Whereas, the Parties do hereby wish to settle fully and finally all claims, causes of action, counterclaims and disputes among them, known and unknown, which have or could have been asserted against each other related to the within matter regarding the Contract, and

Whereas, the Parties intend for the attached Settlement Agreement ("Agreement") to constitute the full and final settlement of all claims and/or matters arising from the Contract; and

Whereas, the Agreement shall not be construed as admission of liability by any Party to any other Party, but is knowingly, willingly and voluntarily entered into by all Parties, after consultation with their respective counsel, to settle and compromise disputed claims, and to avoid the expense and inconvenience of protracted litigation, and

Whereas, the Board desires to resolve this matter amicably to avoid the uncertainty of a judgment in this matter in accordance with the terms of the attached Agreement.

Be It Resolved, that the City of Paterson Board of Education hereby approves the terms and conditions of the attached Settlement Agreement in the matter of Temco Building

Maintenance, Inc. v. the Superintendent of the State Operated School District of the City of Paterson, et al., including the one-time payment of \$600,000 within seven (7) days of the Board approving the Agreement, and

Be It Further Resolved, that the City of Paterson Board of Education also authorizes the Superintendent of Schools, the School Business Administrator/Board Secretary, and the Board General Counsel and Litigation Counsel to take all steps to effectuate the purposes of this Resolution and the attached Settlement Agreement.

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Mr. Murray: As we discussed, the check will be expedited for tomorrow. Thank you.

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

The meeting was adjourned at 11:45 p.m.