

MINUTES OF THE PATERSON BOARD OF EDUCATION REGULAR MEETING

October 21, 2015 – 7:15 p.m.
John F. Kennedy High School

Presiding: Comm. Jonathan Hodges, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Chrystal Cleaves
*Comm. Christopher Irving
Comm. Errol Kerr
Comm. Manuel Martinez

Comm. Lilisa Mimms
Comm. Flavio Rivera
Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

The Salute to the Flag and Posting of the Colors was led by Eastside High School JROTC.

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:

**Regular Meeting
October 21, 2015 at 7:00 p.m.
John F. Kennedy High School
61-127 Preakness 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.

PRESENTATIONS AND COMMUNICATIONS

National History Day Recognitions

Dr. Evans: The first recognition is for National History Day for several of our students. I'm going to go to the podium on the floor for this recognition and in just a moment I'll ask the Board to join me. As I walk the halls of several schools each and every week, I am very proud to see the great strides that our district continues to make towards realizing our vision of being the leader in educating New Jersey's urban youth. As we

work towards this vision and our college and career ready mission, it is truly important that we pause to celebrate some of our successes. I especially enjoy the moments when we can recognize our students in particular who exemplify some of our districts' best and brightest. You have often heard me say that people around the State of New Jersey and even today across the nation are taking notice of the things that we are doing here in Paterson and the outcomes that have resulted from our efforts. One of those outcomes is our student's continual outstanding performance at the National History Day Competitions. These are held locally, at the state level, and then at the national level. Thanks to the concerted efforts of our humanities department, our excellent principals, dedicated teachers, and highly motivated and engaged students, I am proud to say that we have once again performed at very high levels in these competitions. Since the competitions are held late in the school year, we wanted to ensure that we rightfully honor and recognize three students from Rosa Parks High School for their outstanding work in this past year's National History Day Competitions. We have two young ladies in particular who did exceptionally well at the state level competition and one young man who was the only competitor from the State of New Jersey to place in the top ten in the national competition. Let me say that again. This Paterson Public School student was the only competitor from the state to go all the way to the top ten in the national competition. Indeed, these three students represent what we as a district are seeking to achieve for all our students, young adults who are prepared for college and their future career and they truly deserve our praise. So without further delay, I would like to invite to the podium Ms. Lisa Brown, who is one of the teachers at Rosa Parks, to lead this recognition. At this time, if Board members would join me on the floor I would appreciate it.

Ms. Lisa Brown: This is my tenth year doing National History Day with our students in Paterson and this was our very first national win. Peter worked really hard. He practiced every single day. I think he said his lines in his sleep. He did amazing research and he was able to research and interview Cesar Chavez' relatives for his performance on Cesar Chavez. He's just amazing and made us very proud. Juliana Braka is not here and Shakila Gaskins is not here, but they also did an excellent job. So if I can call up Peter Echevarria.

Mr. Peter Echevarria: Participating in National History Day was an honor for me. Although it was a challenging process, I was able to persevere through intense research. With a background in theater, since I go to Rosa Parks, it was able to help me a little bit more. I really have to thank Ms. Brown for almost everything because she did push me through some points that I felt I wasn't going to make it. Without her I don't think I would have made it to nationals.

YES Academy Students

Dr. Evans: Next, we have students and staff from YES Academy coming to address the Board. Recently, the students came to our office at 90 Delaware, I met with them, and we had a great discussion around concerns that the students in particular had about how they were being perceived by this community and how the students were represented in some of the discussions about YES Academy. So I offered them the opportunity to come and address the Board and the community in their own way to express their concerns. I thought the way they did it with me was great. There were four speakers that represented the entire group and they covered what they needed to cover. I really did appreciate their approach and how they handled it. So the word that I received today is that they want in their own way to come and address the Board on how they feel. I think they also have some audio/visual information to share as well. So if you would come forward.

Mr. Shindana Montague: Good evening, Dr. Evans and members of the Board. I am going to ask if you are a current student at YES Academy if you would come up and stand behind me at the podium. In fact, since they are here, if you're one of the proud alumni of YES Academy, can you come up and stand behind me at this podium? Since I see them over there, if you are a staff member at YES Academy, can you come up here and stand behind me at this podium? If you are a parent of any of these children, you can come up here also and stand behind us at this podium. If you're security at YES Academy, you can come up here too. Before anybody freaks out, everybody that's standing behind me is not going to speak. But we think it's important for everyone here, for the Board to see, for this community to see, and for anyone who's watching on television or online to see what YES Academy represents. The first people that are going to speak to you are some of our student leaders.

Ms. Wendy Jimenez: Hi. My name is Wendy Jimenez and I'm a student at YES Academy. I'm currently a 12th grader. Thank you. Dear Dr. Evans, thank you for taking time out of your busy schedule to meet with students from YES Academy. We would also appreciate if you expressed our gratitude to the other members of your cabinet who shared information with us. We take our education very seriously and we trust that you do as well. As you know, the most critical part of any relationship is communication and we are confident that if we keep the lines of communication open we can continue to work together towards resolving the relocation concerns of YES students.

Ms. Jasmine Rodriguez: I'm Jasmine Rodriguez, currently a senior at YES Academy. Decisions continue to be made without fair consideration being given to our point of view. Although you may feel that you have considered our feelings, how can that be true if decisions were made without consulting YES students? It is disheartening that we had to sacrifice time from our classes to have the opportunity to share our concerns with you. Hundreds of students have been thrown into educational limbo with no end in sight. It is time for the district to put together a relocation plan that ensures all students get the education that you promised to them.

Mr. Isaiah: I'm Isaiah, a current student at YES Academy. We are very concerned about us meeting our graduation requirements. We have very serious concerns about not having adequate gym and science facilities as well as the delivery of instruction due to the lack of resources as a result of the instructional materials being housed in trailers. We are constantly reminded that we need to reach benchmarks while our teachers struggle without basic needs like their own classrooms and, of course, storage space. We need assurance that our graduation will not be affected by the district's inability to provide our teachers with the necessary resources to deliver a thorough and effective education.

Mr. Aaron Miller: My name is Aaron Miller and I'm a senior. Our school culture has been drastically affected. The learning environment of YES Academy is unrecognizable from previous school years. This school year can be best described as chaotic and stressful. We have constantly adjusted schedules. We have crowded lunch periods that go as late as eighth period. A family atmosphere that made YES special now feels like a tense Thanksgiving dinner. This is not what our school is about. It's about a family that works together towards a common goal. It's about making sure we all get the academic and social skills that will prepare us for our future. The family culture has come under attack because the district has failed to value and preserve it. Dr. Evans, as unfortunate as these circumstances are, the real tragedy of all this is it has turned students against students. How can you support anything that has turned students who should be supporting each other against each other? We should all be in this together and we can really make a difference working together. Let's try it, please.

Mr. Montague: I'm next going to call the parent of one of our current students. Can you guys make way for Sherman's mom to come forward?

Ms. Shernette Palmer: Good evening, my name is Ms. Shernette Palmer. That gentleman that just spoke got me very emotional because everything that I feel is what he just said. You're teaching these children how to discriminate against each other. This is something that we've talked about many times trying to change. You're putting them in an unstable situation. You're setting them up for failure. How can you expect them to succeed if they don't have the necessities to move forward? My son did not do well in JFK and he was transferred to YES Academy. He didn't want to go to school and he wasn't interested in learning when he was at JFK. Now he's at YES Academy and he wants to go to school. When they were at their last location, the stable location, he actually said, "Mom, come on. We have to go. It's time for me to go to school." Now in this present situation he is crying to me, "Mom, I don't want to go to school because they have nothing set up for us. There's no way we can learn in the present situation that we are in." The conditions are catastrophic and he's having a very difficult time. He's actually made immense progress in moving forward and he actually got on track to graduate at his right age because of YES Academy. It is said to believe that YES Academy is for delinquents and criminals. My son is not a criminal. My son has never gotten in trouble with the law, ever. The only reason my son ended up in YES Academy is because he's lazy and I can admit that as a parent. He is lazy. He needed caring teachers and teachers who were willing to do their work to make sure that he did what he needed to do as a student because not every child learns the same way. We always tell our children we understand that you don't all learn the same way, but yet you expect them to move accordingly the same way. No, that's not the case. He needed a smaller setting and the smaller setting worked for him until the uprooting. Now he's in a catastrophic situation. Secondly, how can you expect him to succeed or any of these children to succeed if you don't show that you care? There's no way you can care because you uproot them putting another group of students in their location and they're in limbo. How is that fair to them? When did you ever inquire how they would feel about the move? When did you ever think about their welfare? You never thought about their welfare. You thought about what was beneficial for your pockets. You thought about what was beneficial to get the funding. That's all that you were worried about. We talk about being there for our children. We talk about looking out for their best interest. But let me ask you, what is in their best interest? How is this catastrophic situation in their best interest? My son is now on track to graduate 12th grade at 18 years old. You explain to me how I try to tell him that the system is here for him when he cannot see it because he is in a disarray of not meeting the deadlines because of the unstable, uncooperative, unimaginable behavior of our Board and the society that we're in? How can I say that I am advocating for the Board of Education when it's not advocating for my child? I don't see how that's fair. I don't see how I can do that. Yes, I am more emotional because my son is involved, but I'm also a caring mother. I run a 24-hour daycare and I would not want to see any parent go through what I'm going through right now dealing with my son coming home every day telling me he can't handle and it's not working out. He's 18 and he wants to actually have a future. He wants the opportunity to go to college. He's interested in school now because of the teachers and the family unit that they developed at YES Academy. Dr. Evans and School Board, I'm asking you to give them a stable environment so that their future can be sealed and they can see that there is success and they can once again have faith the School Board. Thank you.

Mr. Montague: Our third speaker tonight is going to be from our science department, Mr. Damour.

Mr. Jean Damour: Good evening. My name is Mr. Damour and I am the earth science and physics teacher at YES Academy. Paterson Public Schools has a mission stated on their website, to prepare each student for success. This mission is complemented by its vision, which is to be the leader in education of urban youth in the State of New Jersey. If Paterson Public Schools has a vision to be the leader we need to remind you all of what leadership is. Standard one, education and educating leaders build a shared vision of student academic success and well-being, which includes acting in ways that consistently reflect the vision, mission, and values of the school district. Was uprooting a successful program part of that vision? How are the students of YES supposed to be successful? Paterson Public Schools has cast away its challenging students and relegated them to be in a building that is its last leg. Then it was done twice more. What was once three schools were cramped and coexisted as one small location where there is no room to store supplies from all of the schools. Was this the vision that Paterson Public Schools had in mind? Standard two, educating leaders champion and support instruction and assessment that maximizes student learning and achievement. Some teachers are teaching two different subjects in the same classroom at the same time. Teachers are lugging around and carting around their supplies around the building because many of us do not have dedicated classrooms. How does this support instruction? Please tell us. The teachers are expected to teach in as many as four different classrooms during the day. We are asked to maintain two, three, or four learning environments. Standard four, educational leaders cultivate a caring and inclusive school community dedicated to student learning, academic success, and professional well-being of every student. This standard goes to say education leaders create a healthy, safe, and supportive school environment. We are all sick. We are all coughing. Our current location makes it hard for students and staff to breathe again. Paterson Public Schools has demonstrated how much it cares for the health and safety of the students by placing them and their teachers next to a condemned building, which is also an active construction site with poor air quality. Standard four also states that schools should foster a culture defined by high expectations, trust, and a collective sense of responsibility for the academic success of all students. Our trust has been broken. We have been promised a new building for September, which has come and gone. Then we were told to wait two weeks for October, sometime in November, and now January. The promises of the district have lost their value. How are you fostering a sense of responsibility of our alternative programs? Are alternative students not considered as part of all students? Do we count at all? Standard five, effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff. Educational leaders strive to ensure that staff has the requisite organizational resources, time, structure, and roles to increase student achievement. The district left instructors out to dry. While our supplies were on hold for almost two months of the school year each of the teachers were given a box of chalk in a school full of whiteboards, 15 folders, two highlighters, and a few paper clips, these to substitute an assortment individualized lesson tools and specific supplies acquired by time to supplement quality instruction. It is only yesterday when we were granted access to the boxes we packet back in June of last year, boxes that were clearly mishandled, boxes that one mover valued so much he held a conversation with me as he sat on a few of them. Standard seven states that educating leaders administer and manage operations efficiently and effectively. It is clearly obvious that this entire situation has been administered and managed poorly. How can Paterson Public Schools aspire to be a leader in educating urban youth when it is clear that when it comes to educational leadership it deserves a rating of ineffectiveness? As far as leadership standards are concerned Paterson Public Schools should be on a CAP itself. The teachers, parents, administrators, and most of the students deserve better and we will continue to stand up until we get better.

Mr. Montague: Dr. Evans, I wish that I could say that it's a pleasure to speak to you tonight, but frankly it's not. I don't know that I ever imagined that I would be here speaking to you to fight for my students. I've grown accustomed to fighting in the streets for the souls of my students. I've grown accustomed to fighting low test scores and poor attendance. I've even grown accustomed to fighting the weight of carrying the hopes and dreams of all these black and brown children home with me every night. I never thought I'd have to come to a meeting like this to feel like I'm in a battle with you. Nothing that I've ever experienced in my life could have prepared me for this. Every day I drive past an abandoned factory, park a used car my salary barely allows me to afford, and walk into a crowded building where courageous teachers do their best to educate young people that everyone seems to have thrown away. This year feels like you have thrown them away too. These children are what the bible refers to as the least of these, but every day they prove they are the greatest of these. They have not come up on flowerbeds of ease. They have come up the hard way. They have real life problems and they need real help. For five years my colleagues, my friends and I have tried to do whatever could do to help them. I want to tell you about two of those children. One of them is Jamar Virgo. He's standing right there. Jamar is actually the first student in the history of YES Academy. He was the first kid there on the very first day and he was the first kid in the first class I ever taught as a teacher. In that first week there was nobody in that classroom except me and Jamar and I met his whole family. I know his twin brother. I know his mother. I know his grandparents. At Jamar's graduation he stood up and read a speech about what this school meant to him. He cried through the whole thing and I cried through the whole thing. Jamar is extraordinary. He's a great athlete. He's a magnificent musician. He's so good in fact that he came to my church in Orange, New Jersey. I lead the praise of worship team there and Jamar got up and played the drums for that service on New Year's Eve in front of 1,600 people. His musicianship and his ministry as a 20-year-old stunned everybody in that church. Another student is Chris Rivera. When Chris came to YES he used so much profanity I couldn't stand it. His attendance was a disaster and his work ethic didn't exist. So I went to his house and I met his mother and his grandmother cooked me one of the best meals I've ever had in my life. I promised him that he would graduate even if it killed me. It took a while and a lot of patience, but he pulled it together. Right now Chris is an EMT and he's in college. When Chris walked off this stage two years ago his mother, his grandmother, and I were standing at the edge of it. Just like I am now, I wept when that boy walked off that stage. Last year I got sick at work and they called an ambulance for me and took me to St. Joe's. About an hour later I was sitting in the emergency room hooked up to machines. I was scared, by myself, and hungry. Then Chris walked in. Someone had called him and told him that I was in the hospital and they had to take me out of the school. He left his job to come and check on me. When he realized I hadn't eaten, after he cursed out the emergency room, he went and got me something to eat. He came back and we sat there and we cried again. I talk to him every day. Every day he calls me to let me know what he's doing. I don't call him Chris anymore. That's my son. He calls me pop. I can tell you dozens of stories like this and so can everybody on the staff at YES. This isn't a school. This is a family and right now our family is homeless. Just like so many other black and brown families, we feel like we've been talked about and made to feel less than. I feel like a parent whose kids are being picked on. What's worse is it feels like they're being picked on by the very people who should be defending them. That's a feeling that we've become accustomed to as well - the feeling that the people who should be standing up for us have let us down. My students know what that feels like. But the good news is it doesn't have to be this way. We are not asking for much, just what you promised us. Just the right to give our kids the best education that we can in the building you said you were renovating for us, the building you told us would make up for the fact that you had kicked us out of our home. Please tell us that these children mean more to you than graduation rates or the

cost of unloading a truck or figuring our bus routes. Tell me that you believe what I believe, that these children are precious and beyond value. Better yet, don't tell me. Show me. Show me by telling me right here right now that we can move into the home that you promised us. These are not my students. These are my children and they don't deserve anything less.

*Comm. Irving enters the meeting at 7:50 p.m.

Comm. Hodges: Before you go, Dr. Evans does want to address some of your concerns. I want to assure you that despite having some of the worst facilities in the State of New Jersey, and that's not us saying it but the State of New Jersey, we know you deserve better. We know all the students in the city deserve better. We have nine schools that are over 100 years old, but that's not your issue. That's our responsibility to address. There is nothing more powerful than students coming before this Board and demanding a better education. There's nothing that touches us, moves us, and that reaches into our hearts than hearing that and seeing that. Your presentation tonight is chilling and it sends the message, not just to the Board, but to the community about what's important to you and what's possible from you. I heard mention that people look down on you. I can assure you it doesn't really matter where you start in life. It only matters where you choose to finish. From what I'm seeing, you are making great headway in finishing well. Those applauses are for you. Do not think that this Board or this administration is dismissive of what you're going through or does not care about you as individuals. There's nobody else that we care more about. There's nobody else that this process is designed to deliver for over and above you.

Dr. Evans: First, I want to explain to the Board and to the community why I invited the students to come to the microphone to address the Board tonight. When they came to me they expressed two major concerns. One was the facility concern. They wanted to know what the next steps were and assurance that they were going to be in a facility that met their needs and the specifications that were required for the program. The answer was yes and I'll say more about that in just a minute. But the bigger reason that I asked them to come was because they felt that they had been mischaracterized by those who were talking about them in the previous Board meeting. They felt that individuals in this community, some of which are in our schools and in our school district, saw them as youngsters who were problematic and were the typical – if there's such a thing as typical – alternative education student. They had major problems or issues that made them problematic in our schools across the district. I know better and they know better and I indicated to them that in their own way they needed to come and say that to the community. They are students who want to graduate, they are on point for graduating, and they are not the students that people think they are. They are all great students and I know a lot of them myself. I've been in and out of the school. I helped set up the school so I know who they are. I wanted them to say what they said to me in terms of their desires, hopes, and dreams; and that YES provided the perfect venue for them to realize their dreams and hopes academically and in other ways. With regards to the facility, I assured them and I'll say it again, they will be included in the new Colt Street building. They wanted some assurances and I assured them that they are and we are still on point for making that happen. I also suggested that the administration and the teachers in the school begin to work with their colleagues in the other school that will be a part of the building and begin to establish connections and relationships now rather than waiting on January 4 when the building will open so that the students will know each other. The misconceptions will have been addressed in advance. These are typical average young people who have the same hopes and desires as any other student in our district. The other students that will be in that building and the other adults need to recognize and know that. Again, based on some

things that were said there were clearly some mischaracterizations and misunderstandings that needed to be cleared up. I appreciate the fact that the students came to my office on their own. They didn't ask adults for permission to come. They came and we sat and had a great conversation. They shared with me their concerns and I responded to them. One of the items that I assured them of was the fact that they are going to be included in the new facility when it opens. Unfortunately, the vendors that are still there are finally working, but they're having some challenges. It appears to be on point, unless something has happened today that I don't know about, for opening on schedule on January 4. The work is taking place, but I want to assure these students they are our top priority and we are about them. The reason the school didn't open had nothing to do with the students or us. It had to do with the work stoppage that Verizon experienced. When work doesn't get done then we can't meet specs and we don't get certificates of occupancy and we can't put students in the building. That's literally what happened. That was beyond our control. But for the most part, the work now is moving and it should be ready very soon. In fact, I'm hoping that we can move you in ahead of schedule. Thank you, Mr. President.

Mr. Montague: We just want to be clear because I'm an English teacher and sometimes I ask my students questions that are open-ended, sometimes we have short answers, sometimes we have multiple choice, sometimes the answers are true or false, and sometimes the answers are yes or no. I think what we would want to know without all of the platitudes and the flowery words is when Colt Street opens, whether that's January 4 or sooner, are my children going to be at Colt Street.

Dr. Evans: Yes.

Mr. Montague: Thank you.

Comm. Irving: I want to apologize because I just came out of class myself so I'm coming here on the back end of this conversation. I want to make one thing abundantly clear for these students and their staff and for the people watching on television. While at the last Board meeting there were certainly comments made by members of the community pro and con, this Board made no action towards the school in realigning you or placing you anywhere else. That action was placed by the Superintendent's office. I want to make it very clear that as we're having this conversation tonight that the decision initially or the conversation initially to move the students did not come from the nine members who sit here but from the Superintendent of Schools who sits in the middle. I feel it's important to share that because when you get invited to come to the Board I don't want folks to assume that it was the nine of us who made that decision. I think it would be unfair to this body for you all to leave here and for me to not stand up for the nine of us and say that. I certainly may or may not have agreed to it, but I was never asked my opinion on it. So it is very clear for me to just say to Dr. Evans I appreciate your reversal of the decision. I think it's probably the right thing to do and I think it's great that these young people stood up for themselves, their character, their beliefs, their values, and their educational experience to be able to come back to you and say they deserve a quality education, too. I thank you all for interjecting yourselves into that conversation because it was one that the nine of us did not participate in. Thank you.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have two other items as it relates to the Superintendent's report. First of all, I would like to remind everyone, especially our eighth grade students and their parents, that Paterson Public Schools Annual High School Academy Fair is scheduled

for Wednesday, October 29 at the John F. Kennedy Complex from 6:00 p.m. to 8:00 p.m. This fair provides our students the opportunity to learn more about the 12 high school academy choices that are available to them for the fall of 2016. Also following the Annual Fair, each high school academy will host its own open house event during the month of November to provide parents and students an additional opportunity to explore the various academy options and make their selections. For more information, please visit the district's website. Yesterday, October 20, the New Jersey Department of Education released the preliminary report that presents data received from PARCC, the Partnership for Assessment of Readiness for College and Careers, regarding our 2015 statewide assessment. The information included statewide results. PARCC is a multi-state consortium that allows states, including the State of New Jersey, to pool resources and expertise to develop a meaningful, comparably high-quality assessment, one that can be used to guide our efforts to continually improve our educational system by supporting teaching and learning, identifying struggling schools, informing teacher development, and providing parents with feedback on their own child's strengths and challenges. PARCC provides the most accurate reflection of student progress towards our academic standards that we have ever had. The data that was provided can best be characterized as baseline data. Any time you start with a new test to replace an old one you can expect some adjustments and you cannot make inferences from that data. It is the first time that it's implemented and the data is being displayed. So you can only consider it baseline. You can't compare it to previous tests. There is a lot of information regarding this test on the website for the Department of Education, including how parents, teachers, and schools can use the data. I would invite everyone who's interested to go to the website and read the material that's there. I've addressed it with principals today and asked them to take the lead in making sure parents get information on PARCC and how to use it and getting it out. The data that was provided today is only statewide data. Very soon in the coming weeks we're going to get district-specific data, school-specific data, and then data comparing districts within our district factor group. As that data is made available, information from the Department will also be made available as to how to interpret the performance data. But the major takeaway here is we shouldn't take that data and compare it to previous performance. This test is measuring different standards than NJASK or HSPA measured. So it can best be characterized as a starting point. My last comment has to do with one of our senior staff members for whom this is her last Board meeting. Actually, it's her last day as an employee of our district. Some of us are challenged by that greatly. That is Marnie McKoy. Ms. McKoy came to us recently, two years ago, to help us with our teacher and principal evaluation system and work related to that. You all may recall the energy that was put in developing that model. Ms. Patterson led it and then Ms. McKoy succeeded Ms. Patterson in that effort. She has brought to us tremendous credibility and strength as it relates to administrative skills, people skills, and being able to work with our teachers and principals in understanding the model. She has been a superior colleague with the other individuals sitting at that table and supporting me and Ms. Shafer's work as leaders of the work that we're doing districtwide. She represents a great loss for our district, but we understand certainly. I think her new office is 10 minutes from her home and she won't have the long drive that she has to get here. Nonetheless, we're going to miss her and as I said to her in our cabinet meeting when it comes to the work that she's been doing, the evaluation system, the data, and other things related to that, she is leaving the district in a much better place than it was when she found it. So thank you very much and we wish you well. That concludes my report, Mr. President.

Comm. Simmons: If we can, I would like to take a moment of silence for Private First Class Kevin Rodriguez who was also a student from PANTHER Academy. He graduated two years ago. He was killed in a military training accident in Kentucky.

REPORT OF BOARD PRESIDENT

Comm. Hodges: I just have two brief items. I went to the Urban Boards Committee Meeting in Trenton on Friday and they brought the representatives from the RACs to talk to the Urban Boards about their relationship and interactions with the school boards. I guess one of the prevailing concerns with not just Paterson but Jersey City and Newark was that there has not been any interaction between the RACs and the school boards. For instance, the principals in our schools don't know what the plans are. We don't know how effective those plans are. We have very little information about what they're doing at all. As a Board we're forced to pay the salaries of these people and we can't effectively exercise oversight over that operation. One of the consequences of that is if a Priority School is not responding to what the RACs say is an appropriate approach, there's the risk that we could lose that school to the State of New Jersey. The concern would be does the plan work? Is the plan appropriate? Is the plan being followed? We really don't know. The conversation was actually extensive. They came for a 10-minute discussion and I think he became the entire meeting with a listing of some suggestions about how it should be mandatory that they give at least a quarterly report to the boards as to what's happening, what they intend to see happen, and how much progress they see occurring in the schools that they're working with. Additionally, they have a responsibility to share their plan with the parents in the buildings, but not with the boards of education. Though the sharing and this interaction does occur in non-takeover districts, it does not seem to occur in the takeover districts. There were some other districts that did have quite amicable RAC interactions, but that didn't seem to take place in the takeover districts. We respectfully requested that something be done about and something be done to tighten up the interaction with the parents, particularly in those takeover districts. Lastly, in the news you've no doubt read about the wonderful return to local control process that is unfolding in Newark and recently Jersey City, but there has not been any comment about Paterson. Quite frankly, we have been in discussions with the State of New Jersey for two or three months along the very same lines as Newark and Jersey City, but we were requested to remain quiet about it. I want to thank each and every member of this Board because despite what seemed to be unfolding in other cities this Board was asked to say nothing about anything that we were doing with the state at the state's request and they held firm to that each and every person. You may not understand that there is a lot of pressure out there because people are wondering, "Look at Jersey City and Newark. Why isn't anything happening in Paterson?" The reason we were not responding was not because nothing was happening, but because as a request from the state, we were asked to be quiet about what we were doing. With the recent events in Jersey City there has been some change in the state's position and this process. I made it very clear to the state that under the circumstances this community needed to understand that Board members here weren't sitting with folded hands doing nothing. As a matter of fact, we have worked diligently to move this district as close as we could to local control and had felt that we had made substantial progress, progress that perhaps even surpassed those two other districts, but we have not seen the same kind of recognition during the QSAC process. The state wanted me to confine my remarks to a narrow paragraph and I'm going to read what the state wanted said as a courtesy to them. I'll conclude my remarks. Coming from the Department of Education, they agreed to schedule an expedited QSAC review and then assemble a community-based panel to review the results and develop plans for districtwide improvements resulting hopefully in returning additional areas to local control in the near future. I suggest to you that the efforts of our committees and Board members over the last several years have demonstrated quite substantially that we deserve that and more. The question of capacity to do the job of oversight and planning has been developed on this Board, but for whatever reason, the QSAC scores, which do not reflect what the Board is doing

with the supervision of the state, have not demonstrated that. But we are in negotiations and we are in serious discussions around local control and we wanted the community to have that understanding moving forward. Thank you very much.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Dr. Hodges, Commissioners, Dr. Evans, staff, and fellow community members. I'd like to start by saying congratulations to Peter, the National History Day superstar. That was really refreshing to have a Paterson student make it to the nationals in this competition. I was saddened by the presentation made by the students, faculty and parents of YES Academy. I want to request that something be done for them really soon. Besides moving into the new building in January, I think there needs to be some work around building morale and letting these children know that they're valued and that their education is as important as the education of any other child in this district. I don't know what it is. I'd be happy to think with you about it, but I think something a little extra needs to be done for this body of students and adults. I'd like to remind the community that the School Board election is coming up on November 4. PEF has gone green this year so we did not mail our usual 6,000 copies of the Voter's Guide. We did put them up and they're available on our website electronically. Anyone who does not have access to the internet can call our office at (973)881-8914 to request a mailed or printed copy of the Candidates Guide. Also on our website is the Candidate's Forum where we did have participation from five of the six candidates who are vying for the three three-year terms. So if you go to paterson-education.org, right on the front page you will see a vote picture. You click on it and it will take you to the page that has the links to both the Candidates Guide and the Candidates Forum. We really need every registered voter to vote in the School Board election and to cast an informed vote by educating yourselves about the candidates and their issues. Dr. Hodges, I appreciate your deference to the state in reading the statement about returning to local control. We've been under state operation since 1991. I've been here the whole time and PEF has been advocating for this district to be returned to local control for all those 24 years. We've done the work, as you said. There's no doubt that this community has citizens that are capable of the oversight that is demanded of school boards, no less so than any other district in New Jersey. So while you remain quiet and do due diligence, we will continue to advocate every opportunity we get to have Paterson returned as soon as possible.

Comm. Hodges: We're not being quiet anymore.

Ms. Linda Reid: Good evening. I was happy when I came here tonight because I was going to talk about the good report we just received about Paterson and breakfast in the classroom going from underachiever to ranking number five in the State of New Jersey, but number one in high-priority school districts. I think that's awesome and I wanted to say congratulations to all that had faith and believed in the children in receiving Breakfast After the Bell, but especially thanks to Ms. Shafer for all the work that she did. I believe that if it wasn't for her leadership in this it would not have succeeded in the manner that it did. I just want to say thank you to Ms. Shafer. Like Rosie Grant, I too am very heavy hearted about hearing all the problems that YES Academy is having. Even with that, I still have to go back to special education in this district. I want to let you know that it has been one year since I've come to this podium to talk about my granddaughter having her needs met through an IEP. To this day, it still has not been

completed. For the life of me I just don't understand what is happening in this district around special education. I just don't know if there's anyone that can explain to me why it would take a whole year for a child to be evaluated and still not get the service that they need. Why would it take a school that had a full team for as long as I can remember to go down to two days a week? Since October of last year it's two days a week, and if the school is closed on a Monday then it's one day a week. I just don't understand. Dr. Evans, you told me in October that you were going to work on it and make it right and it has not been right yet. Somebody needs to explain to me what to do next. As much of an advocate as I am, and just to keep saying, "sue," I don't want to do that because that's not going to solve anything. Something needs to be done and I know I am not the only parent that has this issue. So I really need you to talk to me.

Dr. Evans: Can I ask you to talk to Ms. Coy? That's exactly what she's doing right now.

Comm. Hodges: Why don't you hold that conversation offline?

Ms. Hanan Elherawi: My name is Hanan Elherawi. I'm here on behalf of Arab community. I'm one of the Arabic leaders in the community. I'd really like to thank the Paterson Board of Education, specifically, Comm. Irving, for respecting our needs. The Paterson Board of Education is a great role model for other districts and we're looking for other districts to respect what Paterson has respected, our holidays, our food, and lots of other stuff. It's not just for the Muslim community, but for others, but I'm here talking on behalf of the Muslim community. I did speak to a couple of Board members and I was amazed at how knowledgeable there were about our culture and our Islam religion as well. I can say that Mr. Irving really amazed me while I was talking to him about how knowledgeable he was. I'm looking forward to meeting Dr. Evans and learning more about how much he knows about our needs. We still need more and more. As we know, the Arabic community and Arabic countries are going through a crisis and so much difficulty. More and more we have immigrants coming here and the number is increasing and the needs are increasing as well. First of all, what has been done is great and I'm very thankful for that. We're looking forward to having more. Thank you so much, Dr. Evans.

Mr. Gregory Ray: Good evening everybody. I was here once before about a month ago. I'm a HARP Academy parent and I have a few concerns. Dr. Evans, I don't mean any disrespect, but this is the way it's coming off. You seem to be talking out of both sides of your mouth. A month ago your Assistant Superintendent Maria Santa came to HARP and had a meeting with us. There were about 100 of us in the room and she told us on three separate occasions that the Colt Street building would only be housed by HARP students. We asked her over and over again three times and she spoke for you. That's why I'm saying you're talking out of both sides of your mouth. Tonight when the YES students come up here of course everybody deserves an education. They deserve a building and we deserve a building. But for you to say one thing and then your assistant to say another, something is not right here. That's an issue I have. We were also told that we were going to get a tour and stuff like that on how the building was going to be safe. You basically addressed everything when you spoke with them. My main concern is about this building thing. They were invited down here. Why don't you invite the teachers, students, and faculty down here and hear our concerns? They're sitting in a room with us and on three separate occasions in that meeting she told us you said we were going to be the only ones in that building. Now you're telling them one thing. If you would have made that decision, don't you think it would have been a good idea to let us know before your people are telling us that we're going to be the only ones in the building? I don't think that's right. I want to know which one is true. What you said here tonight? You're putting us in a bad position here. I believe that's a good

school. We're a good school. Right now a lot of things have been bouncing back and forth on social media that's been said on both sides. You're old enough to know back in the day with Kennedy and Eastside there was a big problem. They were on opposite sides of the town. When we had football games, we had fights and everything. I feel now it's not the fault of the students of either school. Because of everything that's being said it's a powder keg. Once you put both schools together, security isn't going to be able to stop it because students have been talking about each other on both sides of what they're going to do and how they don't like each other. I think it's going to be a big issue. I think you should get your story straight, telling one school one thing and telling another school another thing. Thank you.

Dr. Evans: Before he left I wanted to address his question because it's a legitimate question. After the last meeting where the concerns of the HARP parents were communicated we did make a decision to put a hold on the moving of YES. Then those students came to see me several weeks later. We had a great conversation. They shared with me their concerns. They felt that they were grossly misunderstood and that the HARP parents and students did not understand who they were. They had mischaracterized them. I had two outcomes for that. One was that I ask Ms. Nicole Payne who is not here tonight and who is responsible for Alternative Programs – Ms. Davis was to work with her – to bring together the faculty at HARP and YES and begin to bridge the gaps which mostly appear to be communication and not understanding who the two student bodies are, address that issue, and then slowly bring the students together. All of that needs to be occurring right now this fall before January 4. Then ultimately they would get to a point where the two groups of students and the faculties could cohabitate. I said to the students if they would participate in that, then they most certainly could. The students said they would be happy to go over and interact with the HARP students. They actually didn't feel the problem was the HARP students. They felt that it was the faculty, the adults, and they were very willing to do whatever they needed to do to sell themselves to help the students and their parents understand who they were and that they weren't who they were being characterized to be. That was the reason I also asked them to come. I told them that the community needed to hear what they were sharing with me and it was only the students. The students came without any adults. They were very honest in discussing with me their concerns and in wanting to prove to the world that they're not who people thought they were.

Mr. Ray: So the assistant superintendent lied that was speaking for you.

Dr. Evans: No. At the time that the assistant superintendent talked to you I had said we're not moving forward. She was accurate, but those students changed my mind.

Mr. Ray: But you never listened to the other side. You have to listen to both sides before you make a decision. That's my point. I'm not saying there's anything wrong with YES. Maybe they've been mischaracterized. But my point is you listened to one side and made a decision for both sides. You didn't listen to the other side. That's what I feel is unfair. I'm not saying anything wrong. The problem with your decision is that you have to listen to both sides. I don't know how you do things. Why don't you listen to both sides? Why can't you listen to the HARP side before you make a final decision?

Dr. Evans: You guys were here. You communicated your side here in the last Board meeting.

Mr. Ray: We never communicated down at 90 Delaware. My point is that you told us one thing and now you're telling us another. I still think you should have notified us before this decision. We would have been down here.

Dr. Evans: I will still hold to the fact that the students, faculties, and parents need to get together.

Mr. Ray: Adults can make adult decisions. But do you really think students are going to make adult decisions?

Comm. Irving: Mr. President, point of privilege. Both of you are right in the points you're making. The parents of HARP did have the opportunity to come and express their concerns. The kids of YES came and expressed their concerns. What I do think should have happened is there should have been a communication to both parties when the decision was made ultimately to revert back to the original plan. But I do believe, Dr. Evans, you're absolutely right. There has to be a plan and conversation between the communities that are going to share that space. It's your decision. This is your final decision that you're going to make. There should be a conversation between the faculty, the students, and the parents in particular. At the end of the day, it's going to be the parents who send their children to these schools and they have to feel comfortable doing so. They need to have conversations with each other to know that they're speaking to parents of children who they know have a level of accountability just like your children will be accountable to you and vice-versa. Dr. Evans, you're saying that should be happening now.

Dr. Evans: I directed Ms. Payne and Ms. Davis to start. Actually, it should have started already. This conversation took place...

Comm. Irving: But it sounds like it's not. My suggestion would be before the end of this week that a memorandum be given to both sets of parents and students to invite them to several community meetings and forums for the students of the schools to sit down and talk and for the parents to sit down and express their concerns. Because of the venues we have coming in your office and to Board meetings no one is getting the opportunity to sit down together and say, "What are our wants, needs, and expectations for this educational complex?" I would hope that when everybody gets together the prevailing minds will come together and say we have a great understanding of who we are as a community. But in the absence of that there is just ambiguity and innuendo and I think that is the part that is troubling even for myself. The parents of both communities need to have that opportunity. But the Superintendent can change his mind. I think that's the issue that you're looking for.

Mr. Ray: I know he can change his mind.

Comm. Hodges: And be mindful that the facilities here are extremely limited. We don't have a lot of options.

Mr. Ray: But he should not have said it in the first place.

Comm. Hodges: He has said he has changed his mind but the opportunity to discuss with the parents, as Mr. Irving has pointed out, I don't want to put words in his mouth, but I imagine that he might want to find some way to address that.

Dr. Evans: Yes.

Mr. Ray: I'm just saying we could have greased the squeaky wheels before we made it public. You didn't make a decision public. Your assistant told us in private. Now you're making this decision public. I'm thinking it should have been eased over before it was

made public. We shouldn't have been blindsided like this. We could have had discussions. That's all I'm asking. Now you made a final decision public. Nobody has heard the decision that was made with us in private. I think it's not fair to them either because they didn't even hear the decision that was made in private. They don't even know why we said what we said because of what was said to the assistant superintendent in private. That's why they think we're as bad as we are. They didn't hear what was said in private because we actually showed concern for them in private. All I'm saying is it should have been greased before we approached this point.

Dr. Evans: Understood. When I said what I said before though I gave a directive to staff to follow up. I know it sounds as if they did follow up and that there were some conversations just based on other conversations I've had with some students. I don't know how much was shared though with the HARP faculty, staff and parents.

Mr. Ray: That's my point.

Dr. Evans: Good point.

Mr. Ray: What else is going to happen with this? I know your decision is final, whatever that means. But what's going to happen from this point on?

Dr. Evans: I will follow up to staff to make sure that my directive is followed in terms of bringing everyone together, both faculties, both student bodies, and parents of the students and work through this.

Mr. Ray: Other than the security concerns, age concerns were also an issue.

Dr. Evans: What concerns?

Mr. Ray: Age as far as the students being blamed. I'm not talking about security. I'm not talking about them causing problems. I'm talking about overage students being in school with younger students. That was also part of our concern.

Dr. Evans: Can I ask Ms. Davis to come to the microphone because I think she has age information for the YES students.

Ms. Elaine Davis: I can say that we have tried our best to communicate with all the stakeholders, the students, the faculty, and the parents. As we received information on the status of Colt Street, on whether the move was going to happen and what timeline we really tried to tell them it was not an exact process but that we were listening to them and we were very concerned. Then the students were talking to each other, as the teacher said, on Facebook and through social media and it became very mean-spirited. I said to Dr. Evans that we will address this with some sessions that I know I've had when I was an educator and students were showing prejudice toward each other. I said to the HARP students when I met with them you cannot afford to not love your fellow Patersonians. These are your family members. You go down the road a couple of blocks and you're going to have people who are going to be prejudiced against you. So that's not a behavior that we will condone on any level and we have to give you the skills to understand what it means to accept others. Other adults must be filling your heads with some sense that one population of students is less valued than another and that's totally unacceptable. So I am reaching out to a group that I know does this type of work in schools and talking to children and their parents so they can begin to build community, team-building, and have a shared appreciation for each other. If some of the students had to walk in the shoes of some of those YES students and how difficult

it's been for them to stay focused, they may not have the strength to do that. I don't know where this criminal element piece came from. I think there was a student in the picture that was held up from two years ago. There was a HARP student that also went to YES Academy because he was having problems in adjusting to that school and he successfully graduated. So it's our job as educators to make sure all the children leave the school with better skills in coping with change and understanding the value of the human life of every person that they interact with. This is a global society. Who knows where these children will end up? I think it's important.

Comm. Hodges: I guess the gentleman's question was about the age differential. Do we have data?

Ms. Davis: They are older children, yes. I don't have the statistics here. They are 17 and 18 and they are finishing up their senior year. Some of them will be 19 when they finish. Some will be 18. That's not the majority of them. I can get that data for the parent. But just because they're older doesn't mean that they're not responsible and not good students. They're taking the lead from some very passionate teachers who you can see treat them more like family and go way beyond any contractual responsibilities for relating to children.

Comm. Hodges: Thank you very much.

Comm. Irving: That sounds great. I would still ask the parents of both sides to be furnished with a letter and a plan for the process. You talked about team-building and all this great work, which is an amazing pedagogy to creating community and unity among young people, but you know that to be true and they do not. I say to you again and to the Superintendent, a document should be presented and sent by the end of this week to the students and to the parents of both communities outlining the activities that will precede the unity of both schools coming to the school building. The ability of those parents to have that information and to have the option to engage or disengage is the most important part that we can do. We can't force the kids and the parents to want to play well in the sandbox. But what we can do is give people the opportunity to do so. Opportunity begets information and you have to give them the opportunity to have that information in a notable time. That's all I'm saying.

Comm. Hodges: I do believe that the Superintendent is looking at some shared activities with the students moving forward. I didn't want to outline it here, but they are going to have some shared activities moving forward. That's a good suggestion. Thank you very much.

Mr. Ray: In finishing, because I feel the grounds have been tainted I as the parent of a HARP student am going to do my best to try to make this work. I know our teachers and the Principal Ms. White will do their best at making this work. I just feel that things have been tainted to the point where it's going to be real difficult trying to get the students to meld together. That's just my concern. I'm hoping we can do this. If that's your final decision we're going to try to do this. We're going to try to make it work the best we can because I don't want any friction. I'll pull my kid out of school before that happens. You can tell adults to get along. That's difficult enough. It's going to be very hard to tell kids to get along after the things that have been said out there. I'm not even going to go into them because all it's going to do is cause more problems. All I'm saying is be aware of that. I understand they both deserve an education, but putting them both together I truly feel is a powder keg. That's just my opinion. Thank you.

Ms. Raquel Soto: My name is Raquel Soto. I'm the mother of Genesis Maysonet. She attends Rosa Parks and I also have another child that attends School 7, Marc Maysonet. I'm here not to complain today. I'm here because Cheryl Coy just came aboard not even a month ago and what took me two years to do for my daughter in mediation it took Ms. Coy a week to do for my son. She needs to be recognized. She's only been here in that position for a month and she has moved mountains to make sure that my son got everything he needed. The movement that this Board and Dr. Evans made was the best move that you made with the new administrator of special education. I think she should be applauded for what she's done. I usually come here and complain, but she needs to be recognized because as soon as I got in touch with her she said we have to get this going. I don't want to do any more mediation. I don't want to do any more complaints. I think we should all be aboard because it's my kids. Another thing I want to say is that I know that something is going to come in front of you guys to vote on it on behalf of my daughter Genesis. We have a pending one that's going to court and I'm going to bring it up because the decision is the Board's decision on the second case of bullying. I hope you guys make the right decision. We still have something else pending that's going to go to court. That's it. Thank you.

Ms. Naomi Gamorra: Good evening. I'm here to speak on behalf of School 21. I want you to imagine 800 students behind me and 90 adults. I don't know why I'm the only one here, but I am. Just because I'm the only one here that does not diminish the importance of what I'm going to say to you tonight. School 21 is in a crisis. It is underfunded. It is understaffed. It is a travesty of education. Children are not being educated. There is no seventh grade and fifth grade language arts. There are no math teachers in the seventh grade. There is no instruction in the seventh grade. How are you preparing those children for success in careers?

Comm. Hodges: Did you say there are no math teachers?

Ms. Gamorra: No seventh grade math teachers. Those children have been there for two months without instruction - two months, 20% of the year. How does that affect the school? 50% of the school is not being instructed as they deserve as children in Paterson. You have no social studies and science teacher in fourth grade. You have no fifth grade language arts teacher. That affects the whole fifth grade. You have no bilingual sixth grade teacher and no bilingual eighth grade teacher. That affects the whole bilingual middle school. You have no math or language arts in seventh grade for two months. How are you going to get those children back? Then do not tell me that my school is failing next year or the year after when you have understaffed it. Do not close my school because it is failing because it is not the fault of the school. How can my students be successful if they are not being educated? That's all I have to say. We don't have art. How is there parity in the school? I work in two schools. Alexander Hamilton has two art teachers. How do we make decisions in this district? Why is there not parity for my School 21?

Dr. Evans: I'd also like for Ms. Crescione to add to what I'm about to say. I was actually in School 21 last week talking to the principal. At that point she indicated she had a number of vacancies. She had submitted those requests to hire to the HR unit. I see Ms. Ayala giving me a signal. Last week.

Ms. Gamorra: This is since September 1. This is since August 15.

Dr. Evans: She said she had just submitted them.

Comm. Hodges: You need to come to the microphone because we can't hear you.

Ms. Gamorra: There's one more point I have to make. Talk about special education? Who gets pulled? No ESL. No special education. You're lucky that you don't have parents out here. I could have a whole line going out this building. My special education students are being denied services because who's substituting? All the resource room teachers! I have children who have not gotten services. This district assumes that people won't complain. If this was in any other district you'd have parents in your office all day and all night because their students are not getting services.

Dr. Evans: If I can provide a little background. Actually, I can provide a lot of background because I did spend some time talking with the principal. The concern had come to me so I went to the school to talk to the principal. She had a number of teachers, I understand, that just left. I don't remember exactly how many of them resigned. Ms. Crescione may know the exact number, but it was more than normal. She immediately went through the processes to request that those positions be filled and we approved them immediately. The unfortunate reality is, particularly with math and special education, those are critical shortage areas and having available people to come in to fill those positions is part of the problem. I'm going to let Ms. Crescione fill in the rest because she also spent time with the principal as well in trying to expedite getting positions. But I know for a fact a lot of teachers just simply left at the last minute.

Ms. Gamorra: I would like to comment on that because I was here on September 16 and on September 24 at our special education meeting I again told you that there were 10 vacancies at School 21. You told me, Dr. Evans, that I would see a difference in a week. Now it's October 21. You shook my hand and you told me that.

Dr. Evans: I went out to the school as a result of that. Your conversation is the reason I went to the school.

Ms. Gamorra: That was on September 24.

Dr. Linda Crescione: There are several vacancies as you know because we have been updating with Ms. Ayala and keeping reports with our Deputy Superintendent regarding the number of vacancies that we have. School 21 is probably the highest number of vacancies that there are in the district. However, once that information was made available, Ms. Peterson posted for the positions as quickly as possible. Every one of those positions has been posted. She's interviewing. She has a few candidates who are waiting to be hired. They're in the middle of the hiring packet. Unfortunately, it takes time to interview and find qualified candidates. We just don't want to hire anyone. We need to make sure that the candidates that we do choose go through the process, that they do a demonstration lesson, and that they are not just teachers that we're hiring because we have a vacancy. As a former principal, I will tell you that I would leave a room vacant rather than hire someone who I knew was not going to be a qualified teacher. I would make sure that the substitutes were given the supports that they need. I will share that unfortunately it's difficult sometimes to find substitutes and that is another issue that we are working on because we want qualified substitutes in the room as well. But I share the concern because I speak to the parents who call saying that they're concerned that their children are meeting with a substitute. I share with them that we are aware, we support their concern, and we are doing everything we can as quickly as we can to find the candidates.

Ms. Gamorra: If you look at this sheet, this was handed out September 1. There were vacancies from September 1. It's not a matter of resignation. The school was understaffed from the get-go and I just find it unacceptable.

Comm. Teague: Given the circumstances at School 21, how in the world can anyone justify giving a lucrative contract to Brenda Patterson? I'm just going to say it like that. It's already in the newspaper. How can it be justified to give a lucrative contract...

Comm. Hodges: You might want to just refer to a contractor as opposed to...

Comm. Teague: Okay, a contractor, \$150 an hour or whatever. How can we justify that when we have an emergency situation going on at School 21?

Comm. Hodges: I don't want to lose control of my Board meeting here. There's ample time to raise some of those issues during Board comments.

Comm. Teague: This is an emergency.

Dr. Evans: It's a legitimate question. The problem isn't money. There has been money all along to hire the teachers. The money is not the problem. It's finding teachers.

Ms. Gamorra: I'll be here next month. I hope there's a difference.

Comm. Teague: Let me say something else. I'm also an elected official here and if I bring up a topic or a subject that I think is important to me I will address it. I don't have to wait until any comments or anything. This is an emergency and it needs to be addressed now.

Ms. Gamorra: Thank you.

Dr. Evans: But again, I just want to be clear. At School 21 we have the funds and have had the funds. The problem is Ms. Peterson finding teachers.

Comm. Hodges: Before this gets out of hand and it's getting out of hand...

Comm. Irving: How is it out of hand?

Comm. Hodges: May I finish my statement and I will tell you! What I really want to have happen is certain comments about other issues to be addressed in another venue. If we were talking about the particular concern before us, that's one thing, but when we start to broaden the discussion into another area that's a problem. The public is here to speak to us. This portion is Board comments. If you have an issue that you want to reference regarding this issue, then by all means.

Comm. Irving: That's my point. The challenge I have, and I expressed this two months ago, is that in the beginning of school there's clearly a roster. We have to be frank with ourselves here. There's clearly a roster of classes, kids, and teachers. A principal, an assistant superintendent, a deputy superintendent, or a Superintendent, someone has to go to that roster and say we have 10 classes and five out of ten don't have teachers. In August that process should have been addressed.

Dr. Evans: We did.

Comm. Irving: Dr. Evans, I find it very difficult that in August that process began and it's taking us almost two and a half months to fill the vacancies to the frequency that we need. I say that given all the inconsistencies I've seen in the last two months. You sat on this dais and told us a month and a half ago that we had 700 kids in this district and now we don't. You have to be true to this process and to this Board in the sense that a

lot of what we've done in opening has not measured up. I think it's just because of folks not paying attention. There's got to be some level of saying we screwed up, we're fixing it, and here's a process for how we're fixing it. Just tell us if it's five teachers that are now in the hopper to be hired and four more still need to be. Just let the Board know that because if folks come up here and make those claims it makes the district look like we're not doing anything. In fact you're saying things are happening but what are those things and what process are we in. That's when staff comes up here and says we're hiring people and we've interviewed. We have to be very specific and prepared to be able to deal with issues like that because we're two months in and parent deserve the right to have their kids have a quality teacher from day one not from day three or four.

Dr. Evans: I concur with everything you've said. However, just as folks come and bring information – and I don't know the source of that information – we have information. All I would ask is that you allow us the opportunity to share with you what we knew, when we knew it, when the principal became aware of the problem, and when we began to act on it.

Comm. Irving: That's fair.

Dr. Evans: ...which is different from the message that's being communicated. That's my point.

Comm. Irving: Just please get that information back to us in a timely fashion.

Dr. Evans: I'll be happy to.

Comm. Hodges: Let me just point out to you that there have been some concerns in the community about the vacancies and the district was approached to assemble data about the number of vacancies, and more importantly, the class sizes throughout the district. We're hearing concerns that there are an extraordinary number of students in some buildings and some classrooms and we've been asked to look at that. As soon as that data is assembled it will be going to each one of the Board members.

Dr. Evans: Can I clarify something with that data? That data will have not only the numbers of students, but numbers of teachers, which is the important question, the student/teacher ratio. School 9 has operated for years with two teachers in one classroom, for example. So their student/teacher ratios have been average for the district, but if you look at the class 30 or 35 kids and in some cases larger. School 25 operates the same way. I was in School 25 today and walked in and counted 33 heads and got excited until I saw that there were two certified teachers in the classroom. So the student/teacher ratio is lower. Just be aware and we will clarify when we get you that information it's more than how many students are in a classroom. It's the certified teacher/student ratio in that one classroom. I think some people are looking and not noticing there's a second teacher in that classroom.

Comm. Hodges: It is not my intent to stifle discussion. As you all know, I'm trying to stop myself from running my mouth more times than others. I'm not trying to do that. I do want to keep things in an orderly manner because this period of time is set aside for the public to speak. Unless we are addressing something that's germane to their conversation, that's what I'm trying to confine the discussions to and not to expand the discussion beyond that. The parents and the public are here to listen and have their issues be addressed. This particular conversation about the class size and the teachers is extremely important because, again, it stems from the illegal underfunding of the district by the State of New Jersey. It led to 363 teachers and instructors being

released from the district. What you have to understand is that those teachers that were let go underwent substantial amounts of training at great cost to this district. That training was designed to address many of the needs and approaches that we wanted to take to help with instruction and improve instruction in our classrooms. Just hiring anybody in September or October is a problem because number one, if they were in great demand they wouldn't be around in September and October. That's the first issue. Number two, when they come in brand new they're not going to have the benefit of that training that we poured millions of dollars into. That's a problem. What happens as a result of this illegal underfunding is the teaching staff that we receive is going to be substantially less equipped to do the things that we were asking them to do because they won't have training that we have moving forward. That's one of our big concerns and it's also one of the reasons people are paying a little bit more attention to who they do have to hire. I'm not here to defend the administration. That's not what I saying. I'm just expanding the conversation so that you recognize this is not a cut and dry situation.

Dr. Evans: I'm not taking issue with funding. Yes, we need more funding. No question about that. But every teacher that a principal has requested has been funded. We have provided it. The problem is finding them in many cases. I just want to make that clear. School 10, which sounds like the extreme, has asked for those teachers and we have funded them. I just want to be clear about that.

Ms. Marcella Simadiris: Peace and blessings. At the workshop that we had at 90 Delaware a parent came with me. I'm just a little concerned because afterwards someone from the Board approached her and made comments about the playground at School 4 and commented on how they thought it was great. My concern is that we all are here to serve this community. So when people from the community come up and they express themselves your first job is just to listen. It's not your child going to that school so your opinion on how it looks isn't really important. You really should just listen and don't discredit. You can't validate what they think is good enough for their child. Listen to what they think is good enough. I really needed to make that comment and moving forward I hope that everyone within this district does a better job listening to the parents and the community and not really telling them what they should be receiving or what they should be satisfied with. Along with the poor design of the playground work orders were put in for the gravel and ditches that are unsafe within that playground and that still hasn't been resolved. There was all this planning that went into this two years ago and then it got lost. Then something got thrown there and I guess from people speaking up at the last workshop people reached out about ideas for painting. They sent information out and you're supposed to give them suggestions by the end of the day. It's just a lack of respect. They're just really disrespectful. Just to think that you can just throw whatever you're doing to the side and just respond to whatever they need. When you do things right it takes time and care. The students at Napier Academy deserve time, care, and attention put into all things that are planned for them. Moving forward I want people to be mindful of that and not just throw things out there just to say things were done, but rather put time and care into it. I did want to bring to your attention November 4 they will be hearing public comments in Trenton for the proposal of the managing for Equality and Equity in Education with amendments. It had expired and now they want to readopt it, but they're making a couple of amendments. In one section it says equality in school and classroom practices, which addresses the elimination of discrimination by narrowing the achievement gap providing equity and educational programs and opportunities for students to interact positively with others. The section further requires district boards of education to ensure all students have access to adequate and appropriate counseling services. It's clear we don't have this from Ms. Lepore's presentation where she said it went from 24 to 12. I can also testify that there's only one SAC counselor at Napier Academy.

Comm. Hodges: Please conclude your remarks.

Ms. Simadiris: I'm trying, Dr. Hodges.

Comm. Hodges: I need you to do more than try. You can forward the materials to us and I'll make sure that the Board members get a copy.

Ms. Simadiris: Within it, it also has an economic impact statement saying that they don't have to give you money for it. So what I'm suggesting is that people show up to Trenton on the 4th to testify and let them know that the amendments aren't... I'm asking the Board. I'm asking you all to come. There's a lot more that needs to be said.

Comm. Hodges: Thank you very much.

Ms. Simadiris: I feel discriminated against, but okay.

Ms. Zaidi Cabrera: Good evening Board members. I'm Sailus Cabral. You all know me. I promise to be on time today, Dr. Hodges, and not to frighten you.

Comm. Hodges: Don't cut into your time worrying about me.

Ms. Cabral: I just want you to respect us as parents. I want you to stop giving us two-sided stories. Either there's a shortage or there were teachers that were let go. Teachers were let go. You said that they were well-qualified. Go back and get those teachers into these schools that they're missing teachers in. You said that you poured millions into those teachers. Bring those back. Problem solved. Back to my topic, I'm here on behalf of School 19 today. We all have the best interest of our children at heart. It is scientifically proven that parents who are involved in their child's day-to-day school activities and school life foster healthier and successful children. This school should no longer be the 119-year-old forgotten school. As parents, students, and staff we would like to see the following changes made to our school. We need a full-time nurse on staff at all times in our school. Emergencies are not part-time. We need a qualified certified nurse readily available to act when an emergency occurs. The facilities at the school need updating and renovating such as the blacktop needs to be repaved entirely, not patched as you've done and we're supposed to accept it as good enough. The school needs to be heated and cooled properly. This means fixing or replacing all and any damaged furnaces and/or air conditioners. The children need to be safe while in school. We need additional security guards at the doors on site during drop-off and pick-up. We need crossing guards around the perimeter of the school. We have none. We don't have signs to slow down. I invite all of you to visit our school on dismissal so you can see how chaotic that really is. We have children that walk home from school and we're talking about k-4, not eighth graders. You need to remember that. School 19 is k-4. Many of our children walk home. Doors should be locked at all times to avoid strangers walking into our school other than the main entrance. Do we all need to remember and recall the Sandy Hook massacre? The loudspeakers in the school, or should I say around and outside of the school., whenever an announcement is being made inside the school everyone in the neighborhood when they're in their homes, walking by, or driving by can hear everything that's announced in the school, including when the surprise drills are going to happen for the safety of our children giving them the vulnerability. When these surprise drills happen, whoever has an agenda knows when this is taking place and can act on it. Whenever the I-pads are being sent to the main office in the cart, anyone with a bad agenda knows exactly where to locate it and where to go. The retaining walls around the school property should be repaired and/or

replaced. It's hazardous. It's falling apart. It's not going to last. You keep putting Band-Aids all over our school.

Comm. Hodges: Ma'am, if you have additional items... I'm holding people accountable today. What happened in the past is not going to happen anymore and I meant that. If you have additional items that you want us to..

Ms. Cabral: It's very important. Yes, I do have additional items to mention.

Comm. Hodges: Then you can forward us a copy and I'll make sure that the Board members...

Ms. Cabral: The sidewalks in the school need to be replaced.

Comm. Hodges: Please cut the mic because I'm not playing today. Turn off the microphone.

Ms. Cabral: In front of the school there are major gaps, which I myself and plenty of children fall...

Comm. Hodges: I will have security come and remove her now. Can we have security? Please remove her from the microphone. Is there another speaker? Ma'am, we're willing to listen to your items. Yes, I am. Please remove this young lady. Please escort her from the chamber. Please escort her from the chamber. Ma'am, you're causing a disruption to our meeting.

The Board took recess at 9:20 p.m.

The Board reconvened the meeting at 9:25 p.m.

Comm. Hodges: Let me just say I don't have any problems with parents coming down and speaking. I really don't. And I give parents leeway. People can speak long, and they do, but this is not going to be a pattern of disruption. We were willing to entertain the conversation and the concerns and we're willing to take the information. But you cannot think and expect to come here and go substantially beyond your time when you've been told previously that it won't be allowed anymore. There are other people who want to come before this Board and put their issues before this Board. In addition to that, we have a full agenda that we have to follow and that has to take place. So I do not apologize for putting an end to that kind of behavior and it will be the order to maintain order at this Board meeting.

Mr. Charles Ferrer: Good evening, Charles Ferrer, First Vice President of the PEA. I'm going to start with School 4 because of the workshop when the grandparent came with her son to talk about the playground area. I had the opportunity to go there and visit the site and I was offended. The equipment outside of the basketball court is to build yourself up and it says right there "13 years and older." Then there's a pushup bench and when I looked at the bars I was like, is this the picture that we're trying to paint here? I'm requesting that those two apparatuses be removed. We need slides and things like that there. Most children before the age of 14 should not be doing anything other than pushups and maybe pull-ups. That's it. You do not want to put muscle that can cause their growth to be stunted. You don't want to do those things. A lot of stretching and things like that. You don't need those things there. I'm concerned because I saw a posting for an assistant business administrator position. Have we hired the business administrator yet and will that person have input into hiring this

assistant business administrator? That's one of my questions. Many people are talking about the overcrowded classrooms and the lack of staff. I just want to bring to the Board's attention that when I had some of the Donaldson hearings for members that were RIF'd they had letters that said poor performance but they had summative evaluations that said that they were effective, 3.20 and so forth. So it's not hard for us to have to find the people. You can reach out to those. I know you've reached out to some. Unfortunately, many have decided to go to other districts because they don't want to go through that same scenario next year. Especially young people are trying to begin their careers and they're looking to start their families and one thing that they need to be able to be sure of is that they have income to provide for their families. So we have to take that into consideration on how we spend our money. When the Commissioner was here in September he talked about we have to look at how we spend our money. So I pulled up item C-14 on Red Circle Consulting and I'm looking at the positions that we're advertising through them at \$63,000. I spent some time in the corporate world and I've owned my own businesses and things like that. If we have a fiscal cliff these kinds of expenditures are unacceptable when our classrooms and our students are struggling to survive. I'm sorry. The talent is here. We don't need consulting companies like this. One of the things we talked about with the Commissioner is we need to do away with consulting companies. It's a tremendous amount of money. You use them when all your other areas have been taken care of. You do not spend money after things like that when you know you need that money here. Our children are struggling in overcrowded classrooms. We cannot spend money for this. I have to agree with the Commissioner even bringing back anyone is unacceptable until we take care of the classrooms first.

Comm. Hodges: Thank you.

Ms. Ferrer: You want our teachers to do more with less and our students to do more? We have to ask administration to do more with less and put the money where it belongs, with the students.

Ms. Kaniyah Teague: Good evening Paterson. My name is Kaniyah Teague and I am Comm. Teague's daughter. My father loves to help the community. He loves to help other people. He really loves to be friends with other people, too. He loves his daughter and his son and he is fighting for the children, too. He loves to help other people out. He loves his daughter and son. I really don't have that many words to say because I'm a child. God bless all of you.

Comm. Hodges: Thank you very much.

Ms. Oshin Castillo: Good evening. It's a little difficult to go after that. This is what you have to apply. My name is Oshin Castillo and I'm your candidate for the Board of Education. As we all know, the district is definitely not in the best position right now. There's a different perspective from what you guys are working and what the community has. I think it's a challenge that I'm willing to work with. It's something that I want to be a part of as a Patersonian. I grew up in Paterson and I stress the fact that I came out of the Paterson School District because maybe it will encourage a few other young people to go to college, get a degree, and come back to the community and make a change and help the students, the community, and the people where they grew up. That's why I stress that I'm from this district, because I want to encourage at least one other student to come and do the same thing that I'm doing here. I'm asking for your support on November 3. I want to help. I want to enjoy the community. I think our students deserve better. I think our students deserve someone that has been in their shoes. I grew up like a lot of these kids. Our parents worked one of two jobs, parents who don't

speak the language. I think I'm that mediator where the kids may understand and the kids may see someone and say, "If she did it, I can do it." I can be there for the parents. We can help you. I can be there to help moderate and help bring our control back and help you guys bring a new spark and something new. I ask for your support as a Patersonian, as a student from your district, as a student that grew up here, and who now wants to serve my community in the Board of Education. Vote for me, 3D, on November 3. Thank you.

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

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Hodges presented the minutes of the September 2, 2015 Workshop Meeting, the September 2, 2015 Executive Session, the September 16, 2015 Regular Meeting, and the October 7, 2015 Executive Session, and asked if there were any questions or comments on the minutes.

It was moved by Comm. Irving, seconded by Comm. Cleaves that the minutes be accepted with any necessary corrections. On roll call all members voted in the affirmative. The motion carried.

CURRICULUM AND INSTRUCTION COMMITTEE

Comm. Hodges reported that the Curriculum and Instruction Committee met, reviewed and recommends approval for Resolution Nos. A-1 through A-39:

Resolution No. A-1

Whereas, The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified in the Common Core State Standards, and

Whereas, New Jersey law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards in every school for all students, and

Whereas, the attached documents indicate the proposed kindergarten through eighth grade English Language Arts courses of study, and

Whereas, the proposed English Language Arts curriculum is aligned to the pacing and student learning objectives determined by the New Jersey Department of Education's Model Curriculum.

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached English Language Arts curricula for implementation in the Paterson Public Schools.

Resolution No. A-2

Whereas, The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified in the Common Core State Standards, and

Whereas, New Jersey law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards in every school for all students, and

Whereas, the attached documents indicate the proposed ninth grade Freshman Seminar course of study, and

Whereas, the proposed Freshman Seminar curriculum is aligned to the pacing and student learning objectives determined by the New Jersey Department of Education's Model Curriculum.

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached Freshman Seminar curricula for implementation in the Paterson Public Schools.

Resolution No. A-3

Whereas, The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified in the Common Core State Standards, and

Whereas, New Jersey law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards in every school for all students, and

Whereas, the attached documents indicate the proposed Algebra I Honors, course of study, and

Whereas, the proposed Mathematics curriculum is aligned to the pacing and student learning objectives determined by the New Jersey Department of Education's Model Curriculum.

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached Mathematics curriculum for implementation in the Paterson Public Schools.

Resolution No. A-4

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 3-11 by 2019. Goal 3 – Increase College Preparedness – The Association for Language Arts Teachers of New Jersey will provide Paterson ELA teacher's grades 3-11 a five week writing unit in preparation for the PARCC writing task.

Whereas, the Association for Language Arts Teachers of New Jersey will create a scripted combination of lessons and activities for the students of Paterson Public Schools. The units will include different levels of difficulties to accommodate different populations.

Whereas, the Common Core State Standards for English Language Arts serves as the foundation for this purchase, as the PARCC assessment section on writing test students mastery of the CCSS.

Whereas, the Association for Language Art's teachers of New Jersey will provide exemplars, revision techniques, self and peer evaluation, holistic scoring guide, and Master binders for each school.

Be It Therefore Resolved, that Paterson Public School approves the agreement with the Association for Language Arts Teachers of New Jersey for the 2015-2016 school year to create a PARCC Writing Unit. The unit will be focused on the ELA writing portion of the PARCC assessment for an amount not to exceed \$30,039.90.

Resolution No. A-5

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 3-11 by 2019. Goal 3 – Increase College Preparedness – The Association for Language Arts Teachers of New Jersey will provide Paterson ELA teacher's grades 3-12 with four and a half days of professional development on the PARCC assessment. Sessions will be half-day sessions for grade clusters of teachers. Each half-day session will consist of three hours of instruction for a total of six hours a day.

Whereas, the Association for Language Arts Teachers of New Jersey will help teachers deepen their understanding of the PARCC assessment by providing information on formulas to choose the correct and identify the incorrect answers.

Whereas, the Common Core State Standards for English Language Arts serves as the foundation for this purchase, as the PARCC assessment test students mastery of the CCSS.

Whereas, the Association for Language Art's teachers of New Jersey will provide over 100 pages of materials and lessons that may be duplicated and used in classrooms immediately.

Be It Therefore Resolved, that Paterson Public School approves the agreement with the Association for Language Arts Teachers of New Jersey for the 2015-2016 school year to render services on four and a half Saturdays. The training sessions will be focused on the ELA portion of the PARCC assessment for an amount not to exceed \$15,750.00.

Resolution No. A-6 was pulled.

Resolution No. A-7

Whereas, the Paterson Public School District supports and encourages International High School, located at 200 Grand Street, Paterson, New Jersey, 07502, to commence a partnership with Garden State Scholars, Inc. (the “Garden State Scholars”) for the 2015-2016 academic school year, and

Whereas, the Garden State Scholars Program is strategically designed to support young minority males starting from their freshman year of high school through their senior year by providing a range of targeted services that support and enhance the students’ academic performance and social development with the goal of increasing students’ graduation rate, and overall potential to succeed in high school and beyond. Students will be required to meet and complete all program academic and attendance requirements to remain enrolled in the program through each consecutive year of high school. The program will conclude upon the qualifying students’ completion of all program requirements and their senior year of high school, and

Whereas, the Paterson Public School District seeks to “meet and exceed” the standard instructional practices within the classroom by sponsoring various co-curricular activities that promote an understanding of global culture, diverse communities and workplaces that rely on cross-cultural collaborative relationships, character education and an intensely competitive and constantly changing worldwide marketplace that cannot be readily replicated within the classroom environment. International High School, recognizes that this partnership with Garden State Scholars supports its academic mission and scholastic goals for its students, and

Be It Further Resolved, that The Paterson Board of Education approves this partnership between International High School and the Garden State Scholars for their Scholars Program for the 2015-2016 academic school year. The Scholars Program shall support young minority males starting from their freshman year of high school through their senior year by providing a range of targeted services that support and enhance the students’ academic performance and social development. The Scholars program shall commence on October 1, 2015 and conclude on the last calendar day of school. The present partnership Agreement shall be subject to annual review and renewal. The Scholars Program shall take place at 200 Grand Street, located in Paterson, New Jersey. Activities planned for the students will take place one to two weekdays per week during after school hours as well as on Saturdays. Any costs incurred for field trips and transportation in support of co-curricular and extra curricula activities will be incurred by the Garden State Scholars.

Resolution No. A-8

Whereas, the first priority of the Paterson School District’s Strategic Plan is to provide Effective Academic Programs, the required IB Category 1 Workshops for teachers will facilitate the implementation of the IB Diploma Programme and serves the purpose of providing rigorous instruction that challenges students of all ability levels.

Whereas, The New Jersey Department of Education stipulates that teachers receive high quality, relevant and timely professional learning experiences, both individualized and collaborative, that is integral to the educator life cycle and necessary for continued professional growth. Educators engage in sustained professional learning to refine and expand their practice in order to help students perform at higher levels.

Whereas, New Jersey teachers must earn at least 20 hours of professional development annually, in accordance with N.J.A.C. 6A:9C-3.4. The 20 hours include formal courses (regular or online) and conferences. These experiences include, but are not limited to, workshops, seminars, institutes, and/or other such programs; and

Whereas, the International Baccalaureate Organization (IBO) requires that all designated IB subject area teachers are required to attend an IB Sponsored Category 1 Workshop during the candidacy year; and

Therefore Be It Resolved, that the Paterson Public School district approves the online International Baccalaureate Category 1 Conference Professional Development at a cost not to exceed \$2,400 for the school year 2015-2016.

Resolution No. A-9

- 1) Whereas, the Paterson Public School District is in favor of developing and supporting all efforts to increase and enhance the social and emotional health of all its students and;
- 2) Whereas, the Paterson Public School District supports the efforts of its students to engaged in community-building activities initiated by the students themselves, and
- 3) Whereas, the Paterson Public School District recognizes the beneficial impact the creation of a Memorial Garden by members of the Student Body at Paterson Public School #6 would have on the School Community;
- 4) Now Therefore Be It Resolved that the Paterson Public school District approves the creation of a Memorial Garden on the Carroll Street entrance to Paterson Public School #6 dedicated to the memory of those students whose premature demise prevented the realization of their full potential.

Resolution No. A-10

Whereas, N.J.A.C. 6A:8-1.2 mandates that all students, including those with disabilities, be exposed to curriculum and instruction methodologies to assist students in achieving the Core Curriculum Content Standards; and

Whereas, approving MSU Community Outreach Plan 2015-2016 Priority 1 – Effective Academic Programs – Goal 1 – Increase Student Achievement Extended Learning Opportunities, Priority 2 – Goal 1 – Create Schools with Healthy School Cultures and Climates; and

Whereas, students enrolled at S.T.A.R.S. Academy must satisfy the New Jersey State Core Curriculum Content Standards for Visual and Performing Arts.

Whereas, providing MSU Community Outreach will permit art instruction that specified in the Core Curriculum Content Standards for Art.

Whereas, the MSU Community Outreach will reflect Art Instruction as listed in the Core Curriculum Content Standards for Art 1.3.2.A.1, 1.3.2.A.2, 1.3.5.A.2, 1.3.5.A.3, 1.3.5.B.2, 1.3.2.C.2, 1.3.2.C.3, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.5, 1.3.5.D.5; and

Whereas, MSU Community Outreach possesses the artistic expertise in creative Art appreciation instruction to educate students at S.T.A.R.S. Academy in art; and

Whereas, N.J.S.A. 18A:18A-5.a. (2) authorizes the Board of Education to approve the proposal Montclair State University College of the Arts K-12 Residency without public advertising for bids and bidding therefore; and

Whereas, MSU Community Outreach does not charge for this residency; and

Now Therefore Be It Resolved, that Paterson Public Schools accepted the proposal with MSU Community Outreach for specialized Art appreciation instruction to meet the needs of the students at S.T.A.R.S. Academy for the 2015-2016 school year non-gratis.

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

Resolution No. A-11

Whereas, Priority I, Goal of the 2014-2019 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

Whereas, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to Dawn Treader Christian School in the amount of \$1,560.00 to provide technology to all nonpublic students; and

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

Whereas, the district will charge 5% of the state aid to cover for administrative cost; and

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

Now, Therefore, Be It Resolved that the Paterson Board of Education approve the contract between Dawn Treader Christian School located in the City of Paterson and Paterson Public Schools for the grant period of October 22, 2015 through June 30, 2016.

Resolution No. A-12

Whereas, Priority I, Goal of the 2014-2019 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

Whereas, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to Dr. F.H. LaGarde, Sr. Academy in the amount of \$520.00 to provide technology to all nonpublic students; and

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

Whereas, the district will charge 5% of the state aid to cover for administrative cost; and

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

Now, Therefore, Be It Resolved that the Paterson Board of Education approve the contract between Dr. F.H. LaGarde located 535 Martin Luther King Jr. Way in the City of Paterson and Paterson Public Schools for the grant period of October 22, 2015 through June 30, 2016.

Resolution No. A-13

Whereas, Priority I, Goal of the 2014-2019 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

Whereas, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to St. Gerard School in the amount of \$4,212.00 to provide technology to all nonpublic students; and

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

Whereas, the district will charge 5% of the state aid to cover for administrative cost; and

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

Now, Therefore, Be It Resolved that the Paterson Board of Education approve the contract between St. Gerard School located in the City of Paterson and Paterson Public Schools for the grant period of September 1, 2015 through June 30, 2016.

Resolution No. A-14

Whereas, Parent and Community ESL Classes, a family and community engagement initiative, supports Brighter Futures District Strategic Plan in Priority III: Family and Community Engagement under Goal 4: Increase parent education opportunities to meet parents' needs;

Whereas, St. Paul's Community Development Corporation has been selected to provide the Parent and Community ESL Classes;

Whereas, St. Paul's Community Development Corporation partnered with New Roberto Clemente in 2014-2015 and thirty-three parents and community members successfully participated in the program;

Be It Resolved, that the Paterson Board of Education approves the implementation of Parent and Community ESL Classes provided by St. Paul's Community Development Corporation at a class rate of \$70.00 for 75 classes for a total of \$5,250.00.

Estimated Number of Classes: 75			
Vendor:	Per Diem Rate:	Hourly Rate:	Total: (Per diem rate x 75 days)

St. Paul's Community Development Corp.	\$70.00	\$35.00	\$5,250.00
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Resolution No. A-15

Whereas, expanding partnerships with community organizations, agencies and institutions is Goal 3 of Priority 3 of the 2014-2019 Brighter Futures Strategic Plan for the Paterson Public School District (the District);

Whereas, the District has a long-standing partnership with the Paterson Education Fund (PEF), a not-for-profit organization whose mission is to stimulate community action for positive change in Paterson Public Schools so as to ensure that all children in the City of Paterson achieve high academic standards;

Whereas, the District seeks expanded access to grant funds and 501(c)(3) tax-exempt contributions that may be available to its schools and its students;

Whereas, PEF has offered to accept monetary and in-kind donations on the District's behalf, as well as grant funds, and to distribute same to the District upon receipt and in accordance with any specific donor instructions;

Whereas, the parties wish to execute a Memorandum of Understanding (MOU), pursuant to which PEF will not accept contributions that are made to the District directly from government sources, except as permitted by Internal Revenue Code § 501(c)(3) and any applicable grant requirements, which shall in no way restrict PEF's advocacy mission or work; and

Whereas, pursuant to the MOU, PEF will be entitled to charge an administrative fee for managing and administering grant funds, in an amount not to exceed 20% of the approved grant budget, which will be paid only in accordance with the approved grant budget, but such fees will not be paid to PEF for other monetary or in-kind donations, and the amount of these fees shall be jointly decided by PEF and DISTRICT on a grant by grant basis and paid to PEF from the donated funds on a quarterly basis.

Now, Therefore, Be It Resolved That, the District approves the Memorandum of Understanding with the Paterson Education Fund, accepts its terms and conditions as written, and formally authorizes all action required to effectuate same for the 2015-2016 school year.

Resolution No. A-16

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 3-11 by 2019. Goal 3 – Increase College Preparedness;

Whereas, Houghton Mifflin Harcourt Read 180 upgrade to Next Generation will meet the rigorous reading and writing expectations of the new standards. These new enhancements will ensure that students and educators are prepared to tackle the new standards and assessments head on and succeed.

Whereas, the Common Core State Standards for English Language Arts serves as the foundation for this purchase, as the PARCC assessment test students mastery of the CCSS.

Whereas, Houghton Mifflin Harcourt Read 180 upgrade includes more rigor throughout, new grade-level text, new text-dependent questions, more nonfiction, new performance-based assessments, new Educator Dashboards and a new Writing Zone – all available for iPad™.

Be It Therefore Resolved, that Paterson Public School approves the agreement with the Houghton Mifflin Harcourt to upgrade current Read 180 licenses to Next Generation. These new enhancements will ensure that students and educators are prepared to tackle the new standards and assessments for an amount not to exceed \$125,900.

Resolution No. A-17

The School-Based Youth Services Program (SBYSP) at Eastside High School provides educational enhancement services, individual and family substance abuse counseling, leadership development, life skills development, health and nutrition counseling, anti-violence training workshops, employment counseling and placement, recreational and cultural activities, teen parenting and emergency child care services.

Whereas, Youth Consultation Services will serve as the lead agency in the School-Based Youth Services Program at Eastside High School and have a focus on implementing its programmatic plan by focusing on the priorities in the “Brighter Futures Strategic Plan” for the Paterson Public School District, with a heavy concentration on Priority I, Goal I, Increasing Student Achievement. Goal II, Creating Healthy School Cultures, Goal III, Improving Graduation Rate, Reduce Dropout Rate. Priority II, Safe, Caring, Orderly Schools, Priority III, Family and Community Engagement and;

Whereas, The program at Eastside High School follows the state model for School-Based Youth Services; and

Whereas, the New Jersey Department of Human Services grant is contingent upon the district's contribution to the program; now

Therefore Be It Resolved, that the Paterson Board of Education approve \$74,245 cash; \$50,761 in kind; total not to exceed \$125,006.00 support the School-Based Youth Services Program at Eastside High School from July 1, 2015 through June 30, 2016, in accordance with an agreement to be executed by the parties. (see attached documentation)

Not to exceed the amount: \$125,006.00

Resolution No. A-18

Introduction: The following schools in Paterson will become members of the Professional Development Network @WPU for the School Year 15-16. The schools are 2, 6, 13, 28, MLK. This network will provide a customized approach to professional development for the attached schools that will include access to free workshops at the university campus for all teachers and administrators (approximately 30) participation in grant opportunities as they come available to the university, opportunities to attend and present at state and national conferences, participation in a parent workshop regarding college and career readiness, priority placement of preservice teachers, student participation in annual art contest, a professor in residence on site to provide customized support for professional development and identification of status as a Professional Development School in university newsletters, website and communications regarding the state and national professional development network.

Whereas, the Paterson Public Schools Brighter Futures Strategic Plan calls for strengthening academic programs through professional development opportunities and partnerships with universities;

Whereas, the Paterson Public Schools has developed SCIP Professional Development teams in all schools to meet the requirements of Achieve and TEACHNJ;

Whereas, the Paterson Public Schools is committed to building the capacity of the teaching force to assure a high quality education for every student;

Be It Resolved that the schools indicated above will be members of the WPU PD network for the 15-16 SY.

Resolution No. A-19

Purpose: Resolution is to comply with purchasing laws in the process of purchasing Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente (NRC) School, RFP-442-16, for the period of July 1, 2015 through June 30, 2017 school years; and

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

WHEREAS, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority I: Effective Academic Programs; and

WHEREAS, the Director of Federal Programs determined that the District has a need for professional development for Science, Technology, Engineering, Arts and Mathematics and provided the technical specifications for the formal Request for Proposal process for the 2015-2017 school years; and

WHEREAS, on the Authorization of the Interim Business Administrator the competitive contracting process N.J.S.A. 18A:18A-4.5, using the request for proposal (RFP) document, was solicited for Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente (NRC), RFP-442-16, for the 2015-2016 and 2016-2017 school years. Twelve (12) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which one (1) vendor responded as follow:

Ramapo College of New Jersey 505 Ramapo Valley Road Mahwah, New Jersey 07430-1623

WHEREAS, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on Friday, July 3, 2015. Sealed proposals were received on Tuesday, July 28, 2015 at 11:00 a.m. at 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

WHEREAS, based on the recommendation of the Evaluation Committee Members, consisting of representatives from the Federal Programs Department, New Roberto Clemente School and School 6 for Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente

(NRC), RFP-442-16, it is recommended that Ramapo College of New Jersey be awarded a contract based on 18A:18A-4.5 as follows:

Vendor: Ramapo College of New Jersey			
2015-2016 School year			
School:	Instructional Classes:	Professional Development Days:	Sub Total:
6	455 instructional classes @ \$148.00 per class = \$67,340.00	18 professional development days @ \$350.00 per day = \$6,300.00	\$73,640.00
NRC	1,352 instructional classes @ 148.00 per class = \$200,096.00	5 professional development days @350.00 per day = \$1,750.00	\$201,846.00
Grand Total for the 2015-2016 school year			\$275,486.00

2016-2017 School year (pending the availability of funds)			
School:	Instructional Classes:	Professional Development Days:	Sub Total:
6	455 instructional classes @ \$148.00 per class = \$67,340.00	18 professional development days @ \$350.00 per day = \$6,300.00	\$73,640.00
NRC	1,352 instructional classes @ 148.00 per class = \$200,096.00	5 professional development days @350.00 per day = \$1,750.00	\$201,846.00
Grand Total for the 2016-2017 school year (pending the availability of funds)			\$275,486.00

Item	Criteria	Weight	Sub Total Technical Score
A	<i>The vendor's detailed technical approach and methodology to provide Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente (NRC) School as required by the Scope of Work of this RFP to Paterson Public Schools.</i>	30	1020
B	<i>The vendor's documented experience in successfully providing and implementing Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs and related as detailed by the Scope of Work.</i>	20	660
C	<i>The qualifications and experience of the vendor's management, supervisory, support staff and other key personnel assigned to the contract, with emphasis on documented experience in successfully providing Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs to school districts for at least two (2) years.</i>	20	620
D	<i>The overall ability of the vendor to mobilize, undertake and successfully implement Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs for the duration of the contract. This judgment will include, but not be limited to the following factors: the number and qualifications of management, supervisory and other staff proposed by the vendor to complete the contract, the availability and commitment to the contract of the vendor's management, supervisory and other staff proposed and the vendor's contract management plan, including the vendor's contract organizational chart and financial capabilities.</i>	20	640
E	<i>The vendor's cost proposal.</i>	10	380

Total Technical Score	3320
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WHEREAS, based on the technical scores of the Request for Proposal process from the evaluation committee on page 2 of this document, the departments of Federal Programs and Purchasing recommend that Ramapo College of New Jersey be deemed as the sole, awarding vendor who was both responsive and responsible in providing the best, qualitative proposal to the District, be awarded a contract for Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente (NRC); and

NOW THEREFORE, BE IT RESOLVED that the State District Superintendent supports the Federal Programs and Purchasing Departments that Ramapo College of New Jersey, located at 505 Ramapo Valley Road, Mahwah, New Jersey 07430 be awarded a contract for Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 & New Roberto Clemente (NRC), RFP-442-16, for the 2015-2016 and 2016-2017 school years at a not to exceed amount of \$\$275,486.00 annually.

Resolution No. A-20

Whereas, the first priority of the Paterson Public School District's Strategic Plan is to provide Effective Academic Programs; The Seal of Biliteracy serves the purpose of honoring graduating seniors who have attained multiple language proficiencies and signals this achievement to colleges and potential employers.

Whereas, the New Jersey Seal of Biliteracy is a statement by a school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills they attain, and provides evidence of skills that are attractive to future employers and college admissions offices; and

Whereas, the New Jersey Seal of Biliteracy allows students from diverse backgrounds to be recognized for the inherent value of their native language as well as the added value of another language that they acquire. The Seal rewards English Language Learners for the strides they have made in learning English at the same time that it honors their own linguistic heritage; and

Whereas, as language and culture are intertwined, the New Jersey Seal of Biliteracy is a means to document a student's cultural literacy. Through study of a world language, students acquire knowledge of the cultural products, practices and perspectives of that language. Schools can raise awareness of the diversity of their student population and cultivate respect for cultural differences by adopting the Seal of Biliteracy. Through this process, ELL students are equally recognized with their peer world language learners; and

Whereas, the New Jersey Seal of Biliteracy is a step toward equipping future college graduates with crucial skills for today's job market. Understanding the collaborative nature of the 21st-century workplace, language skills are increasingly not just desired, but expected; and

Therefore Be It Resolved, that the Paterson Public School district approves the Seal of Biliteracy Pilot Program for the school year 2015-2016.

Resolution No. A-21

Whereas, the Paterson Public School District is in favor of supporting quality community services for its students, and

Whereas, the Paterson Public School District received a request to participate in an after-school basketball program in collaboration with the Taub Foundation and the City of Paterson, Division of Recreation for the 2015-2016 school year with a total cost for operation of \$165,607.00:

Taub Foundation	\$61,600.00
Paterson Public Schools	\$74,150.00
Paterson Recreation	\$29,857.00

Whereas, the Paterson School District costs are stipends for staff, transportation, and busses to transport students to basketball games for the Taub Doby Foundation Basketball League is as follows:

<u>Position</u>	<u>Salary</u>	<u>Responsibilities</u>
Coordinator	\$4,000 (1)	Coordinate League
Site Director	\$2,500 (3)	Supervise Sites
Official Assignor	\$1,000 (1)	Assign Officials
Basketball Coaches	\$1,000 (22)	Team Coach
Cheerleading Coaches	\$1,000 (22)	Squad Coach
Van Drivers	\$14 per hour – (2) \$7,600	Transportation
Buses	\$2,450	Transportation
TOTAL	\$74,150.00	

Whereas, the Paterson Public Schools as an active partner with the Taub Foundation and the City of Paterson, Division of Recreation would like all students who wish to participate in the Taub/Doby Basketball League to meet the following criteria:

1. All students unless his/her IEP states otherwise, should have at least a “C” average.
2. All students must be in good standing in his/her school, i.e.: any student who is placed on suspension will not be able to participate in the league while on suspension.

Whereas, the Paterson Public School District will administer the funds for staff stipends, now therefore

Be It Resolved, that the Paterson Board of Education approves entering into an agreement with the Taub Foundation and the City of Paterson Division of Recreation to participate in an after school basketball program during the 2015-2016 school year, at an amount not to exceed \$165,607.00, with the district’s share for the program being \$74,150.00.

Resolution No. A-22

WHEREAS, the District is eligible for State Aid-Chapter 193 Non-public funding to provide Initial and Annual Evaluation services to Paterson students attending non-public schools: and

WHEREAS, the District will comply with the term and conditions of the grant and target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient manner: and

NOW, THEREFORE, BE IT RESOLVED, that the District authorize acceptance of the Chapter 193 Non-public funding grant to provide Initial and Annual Evaluation services, Supplemental Instruction and Corrective Speech services to Paterson students attending Non-public school for the 2015-2016 school year at a total cost not to exceed \$83,862.00

July 1, 2015 –June 30, 2016

Supplemental Instruction	826.00 per pupil x 32 pupils = 23,762.00 (rounding -.37)
Corrective Speech	930.00 per pupil x 46 pupils = 38,459.00 (rounding -.22)
Initial Evaluations	1,326.17 per pupil x 15 pupils = 17,883.00 (rounding -.41)
Annual Evaluations	380.00 per pupil x 11 pupils = 3,758.00 (rounding +1.00)
	<u>Total – 83,862.00</u>

* Prorated @ 89.90%

Resolution No. A-23

WHEREAS, the District's first priority under the 2009-2014 Strategic Plan is effective academic programs; and

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

WHEREAS, homeless children who temporarily reside in the City of Paterson are eligible for enrollment in District schools pursuant to the Stewart B. McKinney-Vento Homeless Assistance Act, which is codified at 42 U.S.C. §§ 11431, et seq.;

WHEREAS, the District is entitled to receive tuition reimbursement for the education of homeless children from other school districts pursuant to N.J.S.A. 18A:7B-12 and N.J.A.C. 6A:17-2.3;

WHEREAS, it has been determined that student R. C. is a homeless child who attends school in the District, and whose school district of origin is the Garfield school district;

WHEREAS, the Garfield school district is required to pay tuition reimbursement and provide transportation for the student in accordance with N.J.A.C. 6A:17-2.9.

NOW, THEREFORE, BE IT RESOLVED, that the District approves entering into a contract with the Garfield school district to receive tuition reimbursement payments, in an approximate sum of \$6,770.40 (\$80.60 per day for 84 days), for the education of student R.C. (SID No. 6003645794) during the 2015-2016 school year.

Resolution No. A-24

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

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Bancroft School represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Bancroft School for a total cost not to exceed \$18,656.00 during the 2015-2016 school year.

July 7, 2015 – June 30, 2016 (ESY 32 days / RSY 180 days) (Haddonfield Program)

A.C. 2023516 MD (1:1 AIDE) \$88.00 per diem x 212 days = \$18,656.00

*Revised agreement due to change in per diem cost for extraordinary services

Resolution No. A-25

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

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

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

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

WHEREAS, Benway School represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Benway School for a total cost not to exceed \$75,382.88 during the 2015-2016 school year.

September 3, 2015 – June 30, 2016

\$208.24 per diem x 181 days = \$37,691.44 x 2 students=\$75,382.88

K.W. 5212666 AUT E.C. 2024598 OHI

*Share-time program

Resolution No. A-26

WHEREAS, the District's priority is effective academic programs under the 2014-2019 Strategic Plan. The Department of Special Education has aligned programs to meet this priority; and

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

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

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

WHEREAS, Bergen County Special Services represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide tuition reimbursement to Bergen County Special Services for a total cost not to exceed \$2,588,100.00 during the 2015-2016 school year.

September 1, 2015-June 30, 2016

<u>BCSS – Woodridge Transitional</u> – M.A. 5207649	D.G. 5221788	S.L. 2024052(1:1 AIDE)
D.N. 2031196	F.R.R. 2047359	M.M.V. 2052865 C.M. 2061358
<u>BCSS Venture Program – Venture Program</u>	A.F. 2025628	E.G. 2019829
<u>BCSS Bela Program –</u> A.J. 5210223		
<u>BCSS Visions Elementary</u> - D.J. 5202253	A.P. 5203980	
<u>BCSS Union Street</u> - K.B. 2061200 M.G. 2030070	J.G. 2048178	J.G. 2054331 J.I. 2050319 Z.J.
2045561		
I.R. 5221713 J.R. 5221714 J.S. 5221461	A.S.P. 5212565	M.S. 5208848 G.N.P. 5212708
<u>BCSS Ship-Hackensack</u> S.M. 2022627	C.J. 5209079	
<u>BCSS New Bridges HS</u> - D.L. 2023665		
<u>BCSS New Bridges Middle School</u> - F.M.A. 2057539		
<u>BCSS Springboard School</u> - K.M. 2030771		
<u>BCSS Washington Elementary</u> - H.S. 205421 K.R. 2046413		
<u>BCSS Norman Blesman</u> - W.F. 2035802 J.H. 2023774	C.H. 2023316	L.J. 5221204 M.S. 2009282

Resolution No. A-27

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

WHEREAS, the Department of Special Education Services has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Commission for the Blind and Visually Impaired represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approves an agreement to provide payment to the Commission for the Blind and Visually Impaired for a total not to exceed \$3,800.00 during the 2015-2016 school year.

Level 1 Services – A.R., T.D. 2@1,900.00=\$3,800.00

Resolution No. A-28

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

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Department of Children and Families Regional Schools represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Department of Children and Families Regional School for a total cost not to exceed \$778,487.00 during the 2015-2016 school year.

July 1, 2015-June 30, 2016

\$186.2411 per diem x 220 days = \$40,973.04 x 19 students (rounding -0.76) = \$778,487.00

G.A.D. 2058751 MD	R.A. 2041699 MD	R.B. 2046414 MD	S.B. 2036033 MD
J.C. 2057439 MD	M.D. 2035815 MD	O.D. 2013009 MD	F.F. 1413614 MD
M.G. 2049583 MD	P.H. 2012799 MD	T.H. 2058847 MD	R.J. 2012932 MD
O.L. 2022959 MD	A.R. 2048171 MD	A.S. 2023762 MD	G.S. 2003754 MD
Q.S. 2028373 MD	O.T. 0047250 MD	J.Z. 2009416 MD	

Resolution No. A-29

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

WHEREAS, the Department of Special Education Services has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Essex Regional Educational Services Commission represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Essex Regional Educational Services Commission for a total cost no to exceed \$59,986.00 during the 2015-2016 school year.

September 1, 2015-June 30, 2016

Essex High School - \$4,158.50 monthly x 10 months = \$41,585.00

A.R. 2035295 OHI

Essex Campus Academy - \$1,840.10 month x 10 months = \$18,401.00

J.B. 2018204 N/C

Resolution No. A-30

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

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Essex Valley School represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Essex Valley School for a total cost not to exceed \$179,852.40 during the 2015-2016 school year.

September 8, 2015-June 30,2016

\$333.06 per day x 180 days = \$59,950.80 x 3 students = \$179,852.40

S.V. 2028906 ED H.S. 2031963 ED D.W. 2036996 ED

Resolution No. A-31

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

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Felician School represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Felician School for a total cost not to exceed \$5,776.76 during the 2015-2016 school year.

July 1, 2015-July 30,2015

\$262.58 per diem x 22 days = \$5,776.76

D.M. 2011486 MD

Resolution No. A-32

WHEREAS, the District's priority is effective academic programs under the 2014-2019 Strategic Plan; and

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

WHEREAS, the State District Superintendent has determined that the District is in need of bedside instruction for students placed in residential treatment center due to addictive disorders; and

WHEREAS, Integrity House represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Integrity House for a total cost not to exceed \$30,000.00 during the 2015-2016 school year.

September 1, 2015-June 30, 2016

\$20 per hour x 1,500 hours = \$30,000.00

A.A. 2048281 SLD

Resolution No. A-33

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

WHEREAS, the Department of Special Education has aligned its education goals and efforts to create schools with healthy school cultures and climates; and

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

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

WHEREAS, Legacy Treatment Center represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Legacy Treatment Services for a total cost not to exceed \$59,877.40 during the 2015-2016 school year.

August 6, 2015-June 30, 2016

\$320.20 per diem x 187 days = \$59,877.40

J.W. 2048150 MD

Resolution No. A-34

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

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

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

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

WHEREAS, NJEDDA represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide tuition reimbursement to NJEDDA for a total cost not to exceed \$4,984,560.47 during the 2015-2016 school year

July 1, 2015-June 30, 2016 ESY 22 days/RSY 182 days

A.R. 5209195 MD (1:1 AIDE)	Y.Z. 5214531 MD (1:1 AIDE)	J.R. 5213053 MD (1:1 AIDE)
K.M. 2036730 MD(1:1 AIDE)	F.L. 2046319 MD (1:1 AIDE)	K.H. 2061382 MD (1:1 AIDE)
J.F. 5200116 MD (1:1 AIDE)	D.U. 2024310 MD	H.U. 2049948 MD S.W. 0047979 MD
N.W. 2022786 MD	Y.R. 2022786 MD	L.O. 2041507 MDI.P. 5222449 MDA.R. 2012798 MD
C.R. 2012806 MD	R.R. 2023432 MD	B.R. 1417732 MDM.U. 5212122 MD G.B. 2023819 MD
G.C. 2048045 MD	M.B. 5208467 MD	A.B. 2063637 MD A.A. 2023791 MD P.A. 2023730 MD
G.A. 0044775 MD	M.M. 2012673 MD	J.M. 2004291 MD A.D. 2022785 MD K.G. 0044968 MD
V.L. 2012949 MD	M.O. 2022992 MD	L.M. 2046232 MD Y.C. 2036731 MD (1:1 AIDE)
J.D. 2008539 MD (1:1 AIDE)	S.D. 2015393 MD (1:1 AIDE)	D.H. 2049890 MD (1:1 AIDE)
J.K. 2017419 MD (1:1 AIDE)	A.T. 2022842 MD (1:1 AIDE)	

Resolution No. A-35

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

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

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

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

WHEREAS, NJEDDA represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide tuition reimbursement to NJEDDA for a total cost not to exceed \$156,071.32 during the 2015-2016 school year

July 1, 2015-June 30, 2016 ESY 22 days/RSY 182 days

C.T. 5205130 MD (1:1 aide)

July 1, 2015 – June 30, 2016 (revised agreement)

Extraordinary Services – Y.C. 2036032

Resolution No. A-36

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

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

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

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

WHEREAS, Windsor Preparatory High School represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve tuition agreements to provide reimbursement to Windsor Preparatory High School for a total cost not to exceed \$49,556.40 during the 2015-2016 school year.

September 2, 2015-June 30, 2016 /RSY 183 DAYS
\$270.80 per diem x 183 days = \$49,556.40
T.Y. 2033793 MD

Resolution No. A-37

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 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 Friday, October 23, 2015, and remain for a total of two (2) days with a return on Sunday, October 25, 2015, in order to participate in the JROTC Leadership Mini-Camp at a total cost of \$1,250 (\$350.00 for Camp Registration, \$00 for Student Fees, and \$500 for transportation). There will be a total of three (3) JROTC staff members plus one (1) adult female chaperone and approximately thirty (30) students, ages 15-17, male and female, that is reflective of the JROTC program community;

Whereas, the School of Government at Eastside High School's JROTC program is part of a comprehensive event itinerary that is well-organized and executed by a full cadre of professional and experienced instructors who will serve as chaperones and monitors during the entire program. Instructors/Chaperones will accompany and supervise students at all times, including but not limited to travel, lunch, dinner, program

participation, and night hours where they will serve as hallway monitors, and students will sleep in a multiple-occupied room with doors open; and

Whereas, the School of Government at Eastside High School's JROTC program encourages equity among cadets; instructors/chaperones will accompany and help supervise male and female cadets from various schools during but not limited to travel, breakfast, lunch, dinner, program participation, night hours and sleep accommodations. The female chaperones will be paid a stipend of \$100.00, per day. Now, Therefore

Be It Resolved, that the Paterson Board of Education approves the field trip experience to Leadership Mini-Camp at Fort Dix, NJ for a group of thirty (30) students at a total cost of \$1,250 (\$350.00 for Camp Registration, \$400 for Student Fees, and \$500 for transportation) from October 23-25, 2015.

Resolution No. A-38

The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified by the New Jersey Core Curriculum Content Standards, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards in every school for all students and is reflected in the Curriculum Frameworks and course guidelines of Life and Career Education in the 21st Century.

Whereas, the Paterson Public Schools District seeks to "meet and exceed" the standard instructional practices within the classroom by sponsoring various co-curriculum activities that promote an understanding of global culture, diverse communities and workplaces that rely on cross-cultural collaborative relationships and virtual social networks and an intensely competitive and constantly changing worldwide marketplace that cannot be readily replicated within the classroom environment.

Whereas, The 2016 Senior Class of International High School are seeking to travel for a total of three days during the dates of April 7th, 8th, & 9th 2016 to Orlando, Florida. The mode of transportation will be chartered bus to the airport, then an airline 3 hour flight. This field experience is open to the students of the senior class of 2016 who have maintained a grade point average of at least a 2.0. The population of students will consist of approximately 40 students male and female, ages 17-20 that is reflective of the various racial/ethnic groups in the Paterson Public School District, and

Whereas, the itinerary is developed, organized and executed by First Stop Group Travelers, where there will be one adult chaperone for every 5 students and will be inclusive of both males and females. Chaperones will accompany and supervise students during breakfast, lunch, dinner and through the duration of all field tours. Chaperones will rotate the supervision of students during overnight hours through the duration of the field trip.

Whereas, this trip will be solely paid by the students and will not require any funding from the district. Each student will make the initial \$100.00 deposit; additional costs will be obtained through parental payments and fundraisers.

The cost per student for this trip will be approximately: \$705.00. The breakdown is as follows:

Accommodations, admission to the parks & meals	250.00
Round trip airfare	300.00
Ground transportation to airport	155.00

Be It Further Resolved that the Paterson Public School District approves the field trip experience to Orlando, Florida for a group of 65 International High School students and their chaperones for a total of 3 days on April 7th, 8th & 9th 2016. This will be at no additional expense to the District, as students and their parents/guardians will incur the cost of this field trip experience and offset costs by various fundraising activities that are within the parameters of the District/local government guidelines.

Resolution No. A-39

Whereas, The State of New Jersey under NJAC 6A:8-3.1, requires district boards of education to ensure that the district curriculum is designed and delivered to demonstrate knowledge and skills specified in the Common Core State Standards, and

Whereas, New Jersey Law requires each school district to adopt annually the curriculum and courses approved for the schools of the district, and

Whereas, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves curriculum that supports student achievement of the Common Core State Standards in every school for all students, and

Whereas, the attached documents indicate the proposed Kindergarten through Eighth grade Instructional Technology courses of study,

Now, Therefore, Be It Resolved, that the Paterson Public Schools Board of Education approve the attached Instructional Technology curricula for implementation in the Paterson Public Schools.

It was moved by Comm. Simmons, seconded by Comm. Cleaves that Resolution Nos. A-1 through A-39 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board, and Comm. Rivera and Comm. Martinez who abstained on anything dealing with the NJCDC, if necessary. The motion carried.

LEGAL COMMITTEE

Ms. Pollak: Just a note that in legal the HIB action is the one that's in front of you slightly revised as to the numbers.

Comm. Simmons reported that the Legal Committee met, reviewed and recommends approval for Resolution Nos. B-1 through B-3:

Resolution No. B-1

Whereas, the State-Operated School District of the City of Paterson (the "District") and the City of Paterson annually are required to enter into an agreement regarding cooperation between education officials and law enforcement agencies; and

Whereas, the form of the agreement is mandated by the State of New Jersey; and

Whereas, the Uniform Memorandum of Agreement has to be executed by the State District Superintendent and by the President of the Board of Education;

Now, Therefore, Be It Resolved, by the Board of Education of the City of Paterson that the execution of the Uniform State Memorandum of Agreement between the Paterson Public Schools and the Paterson Police Department for the 2015-2016 school year is hereby approved.

Resolution No. B-2

Whereas, the operation of public schools that are clean, safe, and aligned with 21st Century Learning Standards is Goal 4 of Priority 2 of the 2014-2019 Strategic Plan for the Paterson Public School District (the "District");

Whereas, Penn Reach, Inc. is a nonprofit community development organization that coordinates the use of facility space which is located at 685 East 34th Street in Paterson, New Jersey and is owned by Pennrose Management Company;

Whereas, Pennrose Management Company and Penn Reach, Inc. have offered to lease a portion of the facility to the District for school purposes; and

Whereas, this arrangement is memorialized in a written Facility Use Agreement.

Now, Therefore, Be It Resolved That, the District approves this agreement with Pennrose Management Company c/o Penn Reach, Inc., from September 1, 2015 until June 30, 2016, at an annual cost not to exceed \$72,900.00 during the 2015-2016 school year.

Resolution No. B-3

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

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

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

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

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

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

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the HIB investigations for the month of September, 2015, in which there were a total of 31 *investigations reported, 5 being confirmed* bullying incidents requiring consequences, and

BE IT FURTHER RESOLVED, that the Board of Education affirms the chief school administrator's decision in accordance with the law.

It was moved by Comm. Irving, seconded by Comm. Cleaves that Resolution Nos. B-1 through B-3 be adopted.

Comm. Hodges: This item has been revised in what manner?

Ms. Pollak: The numbers of investigations reported and confirmed are slightly different. It is 34 reported and 6 confirmed.

Comm. Simmons: 34 investigated, instead of 31?

Comm. Hodges: We have 31 investigations reported and 5 confirmed. That's what the language says.

Ms. Williams: 31 and 5.

Ms. Pollak: It is 31 and 5. That's the old one.

Comm. Hodges: Which one changed?

Comm. Simmons: Are there any other questions?

On roll call all members voted as follows:

Comm. Cleaves: Yes with the noted corrections.

Comm. Irving: Yes with the noted corrections.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Mimms: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Hodges: No.

The motion carried.

POLICY COMMITTEE

Comm. Simmons: The policy committee met on October 8. Everyone has a detailed report, so I won't read it. I will submit it for the minutes.

Comm. Simmons reported that the Policy Committee met, reviewed and recommends approval for Resolution No. E-1:

Resolution No. E-1

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

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

WHEREAS, a special public comment session will be held at the November 4, 2015, workshop meeting on said policies and regulations, now therefore

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

3322	Staff Member's Use of Personal Cellular Telephones/Other Communication Devices
4322	Staff Member's Use of Personal Cellular Telephones/Other Communication Devices
R5200	Attendance
5305	Health Services Personnel
5330	Administration of Medication (M)
R5330	Administration of Medication (M)
5339	Screening for Dyslexia (M)
5350	Pupil Suicide Prevention
5615	Suspected Gang Activity
5756	Transgender Students
8540	School Nutrition Programs
8550	Outstanding Food Services Charges
8820	Opening Exercises/Ceremonies

BE IT FURTHER RESOLVED, that the following regulation has been recommended to be abolished:

R8540	Free and Reduced Rate Meals
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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. Martinez, seconded by Comm. Cleaves that Resolution No. E-1 be adopted.

Comm. Hodges: Does this policy group contain the issue regarding sanctions for failure to follow the procedures in terms of confirming orders?

Comm. Simmons: We did discuss that. We decided to send that back to the fiscal committee. This does not include it.

Comm. Hodges: Okay.

Comm. Simmons: Are there any other questions?

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

FISCAL COMMITTEE

Comm. Kerr: The fiscal committee met on October 15. Members present were Comm. Rivera and myself. From the staff we had our IBA Ms. Daisy Ayala, Mr. Jose Mantilla, and Mr. Lance Gaines from the Purchasing Department. Our meeting started at approximately 5:00 p.m. with an overview presentation of the purchasing department led by Mr. Mantilla. His presentation covered the order of process flow in the procurement of goods and services. Particular areas of focus were public purchasing laws, purchasing department responsibilities, purchasing threshold, methods of procurement, and bid exemptions. Regarding bid exemptions it was pointed out that purchases through state contracts, corporate purchases, textbooks, and copyright materials, are all exempt from the bid under the New Jersey state law. Confirming orders or unauthorized purchases – the committee was informed by the IBA that our policy draft designed to address this issue is being returned to the fiscal committee for additional language to determine culpability in case of non-compliance with the rules. After some discussion we decided to add appropriate language. IDEA-B carryover - we were informed that this program would be moved into the business office. The suggested move was welcomed by us with the hope that it will accrue to the benefit of the district by creating greater oversight and cross-training for the staff. Next, we reviewed the year-to-date overtime breakout costs of the district. Based on what was presented to us, if trends continue it should be much less than what was spent last year for security and janitorial overtime services. However, there were some questions regarding our receivable accounts. How much is the outstanding balance and who owes it? To address this matter, Comm. Rivera recommended that in the next overtime status report the BA incorporates a couple more columns detailing events and costs associated with each event. Maintenance contracts – it was suggested that we start the process of going through all our maintenance contracts. It is very important that we go through these contracts to find out if we can do any better than what we are presently doing. We consider this to be very important, so we are placing it squarely on the administration's radar for their focus and executions. We then reviewed the bills list, which we found to be in good order. Our meeting ended at approximately 7:00 p.m.

*Comm. Irving leaves the meeting at 9:42 p.m.

Comm. Kerr reported that the Fiscal Committee met, reviewed and recommends approval for Resolution Nos. C-1 through C-14:

Resolution No. C-1

BE IT RESOLVED, that the list of bills and claims dated October 16, 2015, beginning with vendor number 86 and ending with vendor number 799535, in the amount of \$20,730,390.90; and beginning with check number 195374 and ending with check number 195694 in the amount of \$8,752,867.23 that were approved on October 7, 2015; and

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

Resolution No. C-2

WHEREAS, the School Business Administrator, pursuant to 18A:22-8.1, has prepared and presented for approval the monthly transfer report 1701, for the month of August 2015, and

WHEREAS, the New Jersey Administrative Code 6A:23A-13.3 requires the Board Secretary and the Board of Education to certify that no budgetary line item account has been over-expended and that sufficient funds are available to meet the District's financial obligations, all transfers were fully executed consistent with code and policy prior to obligating funds.

NOW THEREFORE BE IT RESOLVED, that the Board of Education approve transfer of funds within the 2015-2016 school year budget, for the month of August 2015, so that no budgetary line item account has been over-expended and that sufficient funds are available to meet the district's financial obligations, as requested by various budget managers, and as identified in the list of transfers attached hereto and shall be made part of the minutes. Furthermore, the transfers were approved by the Department of Education.

Resolution No. C-3

WHEREAS, the School Business Administrator, pursuant to 18A:17-9, has prepared and presented the Board Secretary Report, A-148, for the month of August 2015, and

WHEREAS, the School Board Administrator certifies, pursuant to N.J.A.C. 6A-23A-16.10(c)(3), that no line item or program category account has been over expended, and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

WHEREAS, the Board Secretary's Report is in agreement with the Treasurer's Report, A-149, and

WHEREAS, the Board Secretary's Report is subject to adjustments following annual audit and Department of Education directions regarding Fund 15's School Based Budgets, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt and certifies the Board Secretary Report for August 2015 pursuant to N.J.A.C. 6A-23A-16.10(c)(4), acknowledging no line items or program category account has been over expended and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Board Secretary's Report for the fiscal period ending August 2015, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. C-4

WHEREAS, the Treasurer of School Monies, pursuant to 18A:17-36, has prepared and presented the Treasurer's Report, A-149, for the month of August 2015, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Treasurer's Report for August 2015 and acknowledges agreement with the August 2015 Board Secretary's Report, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Treasurer's Report for the fiscal period ending August 2015, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. C-5

Whereas, the students of School 12 in Paterson, NJ want to participate in student activities that will be student-directed, funded through student-generated events and expended on behalf of the students; and

Whereas, these activities require the establishment of a Student Activity Account to be held at TD Bank in Haledon, NJ; and

Whereas, the principal of School #12 will be responsible for working with the students and professional staff in implementing the policies adopted by the Board and providing guidance to the students;

Now, Therefore, Be It Resolved, that Paterson Public School is approved to establish a Student Activities Account; and

Be It Further Resolved, that this resolution shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

Resolution No. C-6

Introduction: The Paterson Public School District Scholarship Committee wishes to recognize three (3) 2015 graduating high school seniors who have attained academic excellence and disburse 2015 scholarship bank funds.

Whereas, the District Scholarship Committee met and reviewed students applications to determine eligibility for the scholarship as per the Board of Education Policy.

Whereas, the Paterson Public School District Committee wishes to congratulate the following three individuals from among all the 2015 high school graduates.

Whereas, the 2015 Paterson Public School District Scholarship recipients are:
Ms. Trenice B. Brockington, Ms. Mariangely Colon, Ms. Shereen Murrah

Whereas, in recognition of their accomplishments and to encourage these three individuals to continue to pursue academic excellence, if the above named individuals provide proof of enrollment and registration at a college or university, they each will be awarded a \$500 scholarship check payable to the individual listed above.

Therefore, Be It Resolved that the Paterson Public Schools District Board of Education approves disbursement of \$1,500 (three \$500 scholarship checks), from the 2015 Paterson Public School Scholarship Bank Account.

Resolution No. C-7

Introduction: The Paterson Public School District Scholarship Committee wishes to recognize two (2) 2015 graduating high school seniors who have attained academic excellence and disburse 2015 scholarship bank funds.

Whereas, the District Scholarship Committee met and reviewed students applications to determine eligibility for the scholarship as per the Board of Education Policy.

Whereas, the Paterson Public School District Committee wishes to congratulate the following individuals from among all the 2015 high school graduates.

Whereas, the 2015 Paterson Public School District Scholarship recipients are:
Ms. Moymun Alam, Graduate of HARP Academy and Ms. Jeniffer Williams, Graduate – EHS – GOPA

Whereas, in recognition of their accomplishments and to encourage these individuals to continue to pursue academic excellence, if the above named individuals provide proof of enrollment and registration at a college or university (see attached), they each will be awarded a \$500 scholarship check payable to the individual listed above.

Therefore, Be It Resolved that the Paterson Public Schools District Board of Education approves disbursement of \$1,000 (two \$500 scholarship checks), from the 2015 Paterson Public School Scholarship Bank Account.

Resolution No. C-8

The New Jersey Department of Education, Office of Bilingual/ESL Education, has conducted an NCLB Title III LEP and Title III Immigrant Desk Audit and administration of the Bilingual/ESL Department for 2014/2015 School Year. The review was made in accordance with standards, rules and regulations established by the New Jersey Department of Education.

Whereas, The New Jersey Department of Education, Office of Bilingual/ESL Education, conducted an NCLB Title III LEP and Title III Immigrant Desk Audit of the Paterson Public Schools' data used for the LEP and Immigrant students and administration personnel, and;

Whereas, the Paterson Public Schools, Department of NCLB/Federal Programs, has reviewed the findings and recommendations of the NCLB Title III LEP and Title III Immigrant Desk Audit and has developed a Corrective Action Plan addressing the findings contained in the report as included with this resolution, and;

Whereas, the district utilized funding sources under Title III LEP and Title III Immigrant, which were determined to be funded under Title I, as per the audit findings, in the amount of \$139,354.41, and;

Be It Resolved, that the Paterson Public Schools District Board of Education accepts that Title I Carryover Funds will be utilized to correct the NCLB Title III LEP and Title III Immigrant Desk Audit – 2014/2015 School Year findings in the amount of \$139,354.41 and that this resolution shall take effect upon its adoption for the purpose stated above.

Resolution No. C-9

Whereas, the acceptance of School Improvement Grant funds and the implementation of grant activities aligns to the District Strategic Plan in Priority I: Effective Academic Programs under Goal 1: Increase achievement levels, Goal 3: Increase College preparedness and in Priority III: Family and Community Engagement under Goal 4: Increase parent education opportunities to meet parent's needs and in Priority IV: Efficient and Responsive Operations under Goal 4: Increase administrative and staff capacity,

Whereas, the Fiscal Year 2015-2016 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 2/3 in the amount of \$1,865,797 for School 6. Grant Agreement Start Date: 9/1/2015 Grant Agreement End Date: 8/31/2016 is to be expended within the following categories:

Salaries/Stipends	924,271
Supplies and Materials	97,966
Other Objects	9,300
Other Salaries	400,780
Benefits	220,605
Purchased Professional	158,835
Misc. Purchased Services	18,555
Travel	1,550
General Supplies	7,935
Other Objects	<u>26,000</u>
	\$1,865,797.00

Be It Resolved, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for School 6 in amount of \$1,865,797 for the grant period of 09/01/15 through 08/31/16 for the purposes stated above.

Resolution No. C-10

Whereas, the acceptance of School Improvement Grant funds and the implementation of grant activities aligns to the District Strategic Plan in Priority I: Effective Academic Programs under Goal 1: Increase achievement levels, Goal 3: Increase College preparedness and in Priority III: Family and Community Engagement under Goal 4: Increase parent education opportunities to meet parent's needs and in Priority IV: Efficient and Responsive Operations under Goal 4: Increase administrative and staff capacity,

Whereas, the Fiscal Year 2015-2016 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 2/3 in the amount of \$1,879,728 for NRC. Grant Agreement Start Date: 9/1/2015 Grant Agreement End Date: 8/31/2016 is to be expended within the following categories:

Salaries/Stipends	1,044,636
Supplies and Materials	44,176
Other Objects	6,000
Other Salaries	276,999
Benefits	210,808
Purchased Professional	238,146
Misc. Purchased Services	32,348
Travel	200
General Supplies	415
Other Objects	26,000
	<u>\$1,879,728.00</u>

Be It Resolved, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for NRC in amount of \$1,879,728 for the grant period of 09/01/15 through 08/31/16 for the purposes stated above.

Resolution No. C-11

Whereas, the Paterson Public School District is in favor of supporting quality community services for its students, and received a request to participate in an after school basketball program in collaboration with the Taub Foundation and the City of Paterson, Division of Recreation; and

Whereas, Joseph and Arlene Taub from the Taub Foundation have made a donation to operate the After-School Taub/Doby Basketball League for the 2015-2016 school year; and

Whereas, the Paterson Public School District has received the donation in the amount of \$61,600.00; now

Therefore, Be It Resolved, that the Board of Education of the State Operated School District of Paterson accepts the donation of sixty-one thousand six hundred dollars (\$61,600.00) to support the collaboration with the Paterson Public School District, the Taub Foundation, and the Division of Recreation for the 2015-2016 school year.

Resolution No. C-12

Whereas, The Paterson Public School District; Bright Futures Strategic Plan Priority 1: Effective Academic Programs and is aligned with the CCCS 1.12, 1.2, 1.3 and 1.4.

Whereas, CUMAC has agreed to donate five (5) TI-84 graphing calculators for students in various schools throughout the Paterson School District to utilize with the Grade 8 Algebra I program.

Now, Therefore, Be It Resolved, that the Board of Education approves the acceptance of the donation of the graphing calculators to various Paterson Public Schools and use them for the Grade 8 Algebra I program. The calculators have an estimated value of \$500.00.

Resolution No. C-13

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 HVAC Services District Wide (T & M), PPS 241-16 during the 2015-2016 school year and provided the specifications for this formal public bid process; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on July 8, 2015. Sealed bids were opened and read aloud on July 21, 2015 at 11:00am 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 recommends that the bid for HVAC Services District Wide (T & M), PPS 241-16 be awarded to the lowest responsive and responsible bidder(s) for the 2015-2016 school year(s) to the following vendor(s):

A & A Industrial Piping, Inc. 6 Gardner Road Fairfield, NJ 07004
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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 A & A Industrial Piping, Inc. of Fairfield, NJ be awarded a contract as needed for HVAC Services District Wide (T & M), PPS 241-16, for the 2015-2016 school year(s).in the amount of not to exceed \$350,000.00 annually, during the two-year contract period.

Resolution No. C-14

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Executive Search Support Services, RFP 410-16 for the 2015-2016 school year(s). Eight (8) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendors responded as follows:

Redwood Circle Consulting 3385 Herrier Street Oakland, CA 94602
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WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on August 21, 2015. Sealed proposals were opened and read aloud on September 9, 2015 at 11:30 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

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

WHEREAS, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for Executive Search Support Services, RFP 410-16, to Redwood Circle Consulting, based on 18A:18A-4.5 as follows:

Description	Amount
Recruitment and Selection Support for a Chief Data and Accountability Officer	\$30,000.00
Recruitment and Selection Support for a Chief Technology Officer	\$30,000.00
Advertising costs billed separately up to:	\$3,500.00
Total Project Cost	\$63,500.00

NOW THEREFORE, BE IT RESOLVED that the State District Superintendent supports the above mentioned recommendation that Redwood Circle Consulting be awarded a contracts for Executive Search Support Services, RFP 410-16 for the 2015-2016 school year(s) in the amount of not to exceed \$63,500.00 annually, PENDING BUDGET APPROVAL.

It was moved by Comm. Cleaves, seconded by Comm. Simmons that Resolution Nos. C-1 through C-14 be adopted.

Comm. Rivera: I requested the administration to provide me with some consultant POs and their invoices just to see the detail of the work they're performing. I'm going to revise that request. In any future bills list, just so you know, when we analyze the bills list the way it's presented to us all it has is the name of the vendor and the amount we're paying them. Given the situation that we're in as a district and all the layoffs, I am interested in seeing at least for a specific period of time how the consultants that we have hired are providing services to the district before I authorize any of those payments. Going forward I would like to see any payments to any consultants, the actual purchase order, and the invoice with some sort of detail of what work was performed. Thank you.

Comm. Kerr: Any other discussion?

On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Rivera and Comm. Martinez who abstained on anything dealing with the NJCDC, if necessary. The motion carried.

FACILITIES COMMITTEE

Comm. Hodges: We received the report at workshop. The work has started in earnest at Colt Street and it is presumed that we will conclude before January. We had a fire at School 4 on Thursday and the damage was confined primarily to one room with extensive water damage in other places. However, they were able to clean a

substantial portion of the building and resume operation on Monday morning. They're now back up. At HARP we're still hoping to pursue the ability to engage in lease purchase agreements, which will enable us to take advantage of a more realistic facility space that comports well with the theme of HARP students in close proximity to St. Joe's Hospital. That concludes my report on facilities. Are there any further questions?

Comm. Hodges reported that the Facilities Committee met, reviewed and recommends approval for Resolution Nos. D-1 and D-2:

Resolution No. D-1

Whereas, the first District's first priority under the 2014-2019 Strategic Plan is effective academic program; and

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

Whereas, the district is required under N.J.A.C. 6A:14, Special Education to ensure that the programs for students with disabilities are located in facilities that are accessible to the disabled in order to receive a free, appropriate public education; and

Whereas, the district is required under N.J.A.C. 6A:26, Educational Facilities, to ensure that the educational facilities in the State are safe, healthy, and educationally adequate to support the delivery of the thorough and efficient education to which all students are entitled; and

Whereas, the State District Superintendent has determined that the District is in need of a reorganization of the special education programs to improve student achievement; and

Now, Therefore, Be It Resolved, that the District establish two (2) Preschool Disabilities classrooms at EWK, one (1) Multiple Disabled classroom at School 1, one (1) Language/Learning Disabilities classroom at Dale Avenue, five (5) Autism classrooms at School 6, one (1) Language/Learning Disabilities classroom at School 28, one (1) Language/Learning Disabilities classroom at School 4, one (1) Language/Learning Disabilities classroom and one (1) Behavioral Disabilities classroom at School 20 for the 2015-2016 school year.

Resolution No. D-2

Whereas, the first District's first priority under the 2014-2019 Strategic Plan is effective academic program; and

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

Whereas, the district is required under N.J.A.C. 6A:14, Special Education to ensure that the programs for students with disabilities are located in facilities that are accessible to the disabled in order to receive a free, appropriate public education; and

Whereas, the district is required under N.J.A.C. 6A:26, Educational Facilities, to ensure that the educational facilities in the State are safe, healthy, and educationally adequate

to support the delivery of the thorough and efficient education to which all students are entitled; and

Whereas, the State District Superintendent has determined that the District is in need of a reorganization of the special education programs to improve student achievement; and

Now, Therefore, Be It Resolved, that the District eliminate one (1) Language/Learning Disabilities classroom at School 1, one (1) Multiple Disabled classroom at EWK, two (2) Language/Learning Disabilities classrooms at School 24, two (2) Autism classrooms at School 28, two (2) Language Learning Disabilities classrooms, two (2) Preschool Disabilities Classrooms at School 6, and one (1) LLD at School 18 for the 2015-2016 school year.

It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution Nos. D-1 and D-2 be adopted. On roll call all members voted in the affirmative. The motion carried.

TECHNOLOGY COMMITTEE

Comm. Simmons: The technology committee met on October 15. In attendance were myself and Dr. Hodges along with Jose Correa, Kenny Sumter, and Chris Lewis. We discussed a number of items. We spent quite a bit of time discussing Category II E-Rate. There were some changes to it and it's a new program which covers wireless infrastructure and talked about some budgeting aspects. Just to give you an example, if we increased the technology budget by \$675,000, which at this point is \$1.9 million, the way E-Rate works is we get funding back. At a \$675,000 increase in budget we're looking at something like \$4.5 million back. That was used as the example.

Comm. Hodges: I'm not sure the Superintendent heard that. Would you repeat that?

Comm. Simmons: We were discussing possible projects and at the next workshop meeting we have requested that there be a presentation on E-Rate so that the Board gets a full understanding of the possibilities. Some of those things are the district becoming completely wireless and more wireless hotspots in most of the schools. There are some infrastructure concerns. There's some equipment that's coming to end-of-life like switches, fire walls, and routers. Those things are coming to the end of their life, so those will be included in that project. In the end we discussed that even though \$675,000 may sound like a lot, in terms of technology it is not a lot considering what the return is both financially and for the technological infrastructure that we have. So it actually brings the district into the 20th Century. There are some budgetary concerns. We did talk about various sources like facilities. There may be a way to move some money from the facilities budget to get some of these things done. The other thing was student email accounts. There was discussion about the group moving to Google, which gives you a larger space for storage of emails. It's unlimited. I know that at my job we use it and it's unlimited. I hate Google, but the storage is unlimited. You can't beat free storage.

Comm. Hodges: We don't currently have email accounts for our students.

Comm. Simmons: No, we don't. Just to cover some of what that \$1.9 million in the technology budget covers, most of it is bills, license fees, and maintenance fees. That's the majority of what they cover. To do things like infrastructure upgrades with the current budget it really can't be done. I know that some of the schools do their own

thing in terms of buying licenses. When the school purchases a particular license that purchase may cover three years and after that third year that cost is transferred over to the technology department. We did talk about continuing to find a way to keep that cost at the school level or with a district this size looking at establishing enterprise agreements with some of the companies that we deal with, which in some cases could give you unlimited licensing. That is another avenue to look at. We also talked about creating a policy which will be sent to the policy committee. We don't want to stifle creativity in terms of teachers using technology in the classroom. There are sites where teachers get technology donated that doesn't always fit with our infrastructure. So our technology team is stuck with making it work even though it's something we probably shouldn't use. So before people purchase technology or get technology donated, we need to find a way to make sure that it is approved by the technology department so we spend less time trying it make stuff work that we really don't support. That was the crux of our discussion that day.

Comm. Hodges: Was there any discussion about the search for a head of technology? Dr. Evans, is there any information about that?

Dr. Evans: Yes, the search is underway. There is a search currently underway for a chief technology officer.

Comm. Hodges: Okay.

Comm. Simmons: That concludes my report, Mr. President.

Items Requiring Acknowledgement of Review and Comments

PERSONNEL COMMITTEE

Comm. Martinez: The personnel committee was unable to meet this month, although we were in constant communication in sharing of information. We have been able to keep each other abreast of moves that have been made in personnel. There will be some information that will be coming to us this Friday which we will be forwarding to you, Mr. President, and the other Commissioners. Thus we have acknowledged and reviewed the comments of the personnel recommendations for the State District Superintendent for October. That concludes my report.

Comm. Martinez reported that the Personnel Committee met, reviewed and recommends approval for Resolution No. F-1:

Resolution No. F-1

WHEREAS, the State District Superintendent recommends the appointment, salary adjustments, transfers, leave of absence approvals, dismissals, contract renewals of tenured and non-tenured employees which supports the Bright Futures Strategies Plan for 2009-2014 which amongst its strategies goals is Priority I – Effective Academic Programs – Goal I – 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 the Paterson Board of Education communicated its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements;

NOW, THEREFORE, BE IT RESOLVED, the advisory Board of the Paterson Board of Education acknowledges reviewing and making comments based on the personnel recommendations of the State District Superintendent adopted in the October 2015 Board Meeting.

PERSONNEL

F.1 Motion to acknowledge that the board of the Paterson Public Schools has reviewed the recommendation of the State District Superintendent and made comments as appropriate on the personnel recommendations by the Chief School Administrator including any appointments, transfer removals or renewal of certificated and non-certificated officers and employees. Further, the advisory board communicates its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements. In addition, the State District Superintendent recommends the submission of the County Superintendent applications for **emergent hire** 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 et.

A. POSITION CONTROL ABOLISH/CREATE

	NAME	POSITION	LOCATION	DISCUSSION
1	To create pc#	Systems Programmer	Department of Technology	Justification: Position is needed to maintain and develop Alio, Kronos, Media X, Aesop and other District systems Funding Source 11000252100643000
2	To reclass pc# 7608	from Teacher High School to Teacher Coordinator	Eastside HS	Justification: Instructional need due to increased enrollment Funding Source 15140100101063

POSITION CONTROL ABOLISH/CREATE (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
3	To reclass & activate pc# 2985	Teacher Grade 5	School 24	Justification: Instructional need due to increased enrollment Funding Source 15120100101024
4	To reclass & activate pc# 975	Teacher Grade 1	School 12	Justification: Instructional need due to increased enrollment Funding Source 15120100101012
5	To reclass & activate pc#1007	Teacher Special Education	School 12	Justification: Instructional need due to increased enrollment Funding Source 15213100101012
6	To reclass & activate pc# 147	Guidance Counselor	HARP Academy	Justification: Instructional need due to reorg Funding Source 15000218104
7	To reclass & activate pc# 1792	Teacher Special Education Resource	HARP Academy	Justification: Instructional need due to over classroom enrollments for pull out Funding Source 15213100101

POSITION CONTROL ABOLISH/CREATE (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
8	To reclass pc# 9176	From Teacher Grade 2 Bilingual to Teacher Grades 1-2 Bilingual pc# 1965	School 21	Justification: Instructional need due to increased enrollment Funding Source 15240100101021
9	To reclass pc# 9162	From Teacher Grades 3-4 Bilingual to Teacher Grade 4 Bilingual	School 21	Justification: Instructional need due to increased enrollment Funding Source 15240100101021
10	To abolish pc# 5725	Cafeteria Monitor	Department of Early Childhood	Justification: Position is no longer needed

B. RESIGNATIONS

	NAME	POSITION	LOCATION	EFFECTIVE DATE
1	Al-Farraj, Sahar	Cafeteria Monitor	School 12	6/30/15
2	Stas, Manaf	Custodial Worker Chief	School 28	8/17/15

C. SUSPENSIONS**D. RETIREMENTS**

	NAME	POSITION	LOCATION	EFFECTIVE DATE
1	Alva, Carmen	Teacher	Department of Early Childhood	10/1/15
2	Morlino, Steven	Executive Director	Department of Facilities	9/1/16
3	Patino, Rdrigo	Teacher	New Roberto Clements	11/1/15
4	Roosma, Donna	Teacher	School 30	1/1/16
5	Tirri, Peter	Teacher Union President	Legal Department	9/1/15
6	Dipini, Rosa	Assistant Supervisor	Department of Payroll	10/1/15
7	Egan, Barbara	Cafeteria Worker	Department of Food Services	9/1/15

8	Garvey, Tina	Cafeteria Worker	Department of Food Services	10/1/15
9	Reyes, Maria	Cafeteria Monitor	School 4	9/1/15

E. TERMINATIONS

	NAME	POSITION	LOCATION	EFFECTIVE DATE
1	Cintron, Victor	Truck Driver	Department of Food Services	8/17/15
2	Ahmed, Shamim	Substitute Teacher	District	8/3/15

F. NON-RENEWAL

G-1. LEAVES OF ABSENCE

	NAME	POSITION	LOCATION	EFFECTIVE DATE
1	DeLeon, Jannilka	Coordinator	Department of Special Services	8/17/15-9/2/15
2	Jones, Christopher	Maintenance Worker Mason	Department of Facilities	8/31/15-9/30/15
3	Legette, Daisy	Cafeteria Worker	Department of Food Services	4/21/15-6/30/15
4	McPherson, Sandra	Manager	Department of Food Services	2/1/15-6/30/16
5	Webb, Bondell	Instructional Assistant	BTMF-JFK	6/15/15-6/30/16
6	Adeyinka, Grace	Teacher	School 30	6/1/15-6/30/16
7	Barrise, Monique	Teacher	Garrett Morgan Academy	5/26/15-6/30/15
8	Blakeslee, Barbara	Teacher	School 8	9/1/15-10/19/15
9	Cano-Molina, Myriam	Teacher	School 24	9/1/15-6/30/16
10	Decker, Jennifer	Teacher	School 12	10/16/15-12/2/15
11	Desino, Gina	Teacher	Norman S. Weir	9/1/15-12/1/15
12	Dorrman, Jaclyn	Teacher	School 5	11/1/15-4/14/16
13	Drummond, Ines	Supervisor	John F. Kennedy HS	8/18/15-10/2/15
14	Johnson, Stephanie	Teacher	Destiny Academy	9/1/15-9/11/15
15	Logan, Theresa	Vice Principal	School 4	10/16/15-12/31/15
16	Mongelli-Caamano, Rosanna	Teacher	School 3	2/1/16-6/30/16
17	Patterson, Renee	Teacher	School 12	9/1/15-9/16/15
18	Vargas, Omayra	Teacher	CATHS/EHS	9/28/15-1/18/16

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

	NAME	POSITION	LOCATION	EFFECTIVE DATE
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H. APPOINTMENT

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
1	Fernandez, Justin \$50,900/BA/Step 1 Funding Source 15120100101075	Leave Replacement Physical Education	Norman S. Weir	9/1/15	Justification: Leave replacement teacher 9/1/15-12/1/15
2	Cooper, Gregory \$89,401/BMA30/Step 9 Funding Source 15402100100063	Supervisor of Athletics and Co-Curricular Activities	Eastside HS	8/20/15	Justification: Appointment due to Ms. Michelle Howe who went on maternity leave
3	Wilder, Cara \$51,000/BA/Step 2 Funding Source 15120100101027	Teacher Grade 3	School 27	9/1/15	Justification: New position is due to high enrollment
4	Gitelle, Elisabeth \$55,442/MA+30/Step 4 Funding Source 15140100101305	Leave Replacement Teacher	SET-JFK	9/1/15	Justification: Leave replacement teacher 9/1/15-12/1/15
5	Espinal, Aury \$50,900/BA/Step 1 Funding Source 15240100101064	Leave Replacement Teacher	CAHTS-Eastside	9/1/15	Justification: Leave replacement teacher 9/1/-1/18/16
6	Nelson, Traceyan \$51,500/BA/Step 3 Funding Source 15130100101012	Teacher Grades 6-8 Social Studies	School 12	9/1/15	Justification: Recall due to transfer
7	Yanson, Edmin \$67,000/BA+30/Step 14 Funding Source 15130100101068	Teacher Grades 6-8 Math	Don Bosco Academy	9/1/15	Justification: Recall due to resignation
8	Hankerson, Robbin \$50,000/BA/Step 1 Funding Source 15130100101068	Teacher Grades 6-8 Science	Don Bosco Academy	9/1/15	Justification: Recall due to resignation

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
9	Dunn, Alphonso \$48,454/Step 14	Instructional Assistant	STRIVE (Alternative	9/1/15	Justification: Recall due to

	Funding Source 15423100106039		Middle School)		transfer
10	Boyle, Collin \$51,500/BA/Step 3 Funding Source 15140100101052	Teacher English	Rosa Parks HS	9/1/15	Justification: Recall due to resignation
11	Caccavella, Elizabeth To be pay stipend \$900.00. Funding Source 11000219104655	Acting Executive Director	Department of Special Services	7/1/15	Justification: Appointment is due to retirement
12	Simon, Boris \$108,894/CMA30/Step 5 Funding Source 15000240103020	Principal	School 20	7/16/15	Justification: Appointment due to transfer
13	Desvarieux, Harry \$30,309/Step 2 Funding Source 15190100106302	Instructional Assistant	Young's Men Academy	9/1/15	Justification: New hire due to new school
14	Chironis, Domenica \$54,000/MA/Step 5 Funding Source 15130100101007	Teacher Special Education	School 7	9/1/15	Justification: Recall due to transfer
15	Maxwell, Calvin \$50,900BA/Step 1 Funding Source 152091001010305	Teacher Special Education	School 30	9/1/15	Justification: Recall due to resignation
16	Manlapid, Enrique \$50,900/BA/Step 1 Funding Source 15204100101028	Teacher Special Education	School 28	9/1/15	Justification: Recall due to non-renew
17	Lipari, Karen \$50,900/BA/Step 1 Funding Source 15120100101024	Teacher Art	School 24	9/1/15	Justification: Recall due to termination
18	Nicoloch, Anthony \$56,553/MA/Step 7 Funding Source 11000262107	Teacher Special Education	School 30	9/1/15	Justification: Recall due to retirement

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
19	Saparito, Jennifer \$54,922/MA+30/Step 3 Funding Source 11000219104655	School Psychologist	School 20	9/1/15	Justification: Recall due to resignation
20	Rosado, Crystal	Teacher	School 5	9/1/15	Justification:

	\$50,900/BA/Step 1 Funding Source 15120100101005	Grade 4			Recall due to resignation
21	Shah, Hiren \$50,161/MA/Step 1 Funding Source 15140100101063	Teacher Social Studies	School of Information- Eastside	9/1/15	Justification: New position due to termination
22	Garcia, Laura \$51,000/BA/Step 3 Funding Source 15140100101062	Teacher of English	School of Govt & Public- Eastside	9/1/15	Justification: Recall due to resignation
23	Press, Bryan \$50,900/BA/Step 1 Funding Source 15201100101075	Teacher Grade 7	Norman S. Weir	9/1/15	Justification: Recall due to resignation
24	Dorcent, Randolph \$50,900/BA/Step 1 Funding Source 15130100101028	Teacher Science Grades 6-8	School 28 G&T	9/1/15	Justification: Recall due to transfer
25	Zavaka, Rachell \$58,815/MA/Step 10 Funding Source 15120100101013	Teacher Grade 3	School 13	9/1/15	Justification: Recall due to resignation
26	Feimster, Cassandra \$50,900/BA/Step 1 Funding Source 15120100101012	Teacher Grade 1	School 12	9/1/15	Justification: Recall due to transfer
27	Davis-Pierre, Sharon \$51,733/BA/Step 9 Funding Source 202311001011653 .50 1512010010112 .50	Teacher Kindergarten	School 12	9/1/15	Justification: Recall due to resignation
28	Wirkmaa, Chris \$50,900/BA/Step 1 Funding Source 15140100101055	Teacher Social Studies	International HS	9/1/15	Justification: Recall due to new program ACI/IB Cohort Program
29	Tineo, Rosamn \$50,900/BA/Step 1 Funding Source 15130100101	Teacher World Language	School 26 (.5) School 30 (.5)	9/1/15	Justification: Recall due to resignation

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
30	Flores, Alfredo \$53,091/MA/Step 2 Funding Source 151201100101015	Teacher Technology	School 15	9/1/15	Justification: Recall due to transfer

31	Ekanem, Mary \$51,000/BA/Step 2 Funding Source 15213100101306	Teacher Special Education	BTMF-JFK	9/1/15	Justification: Recall due to transfer
32	Ramnarais, Kavita \$57,558/BA/Step 9 Funding Source 15140100101052	Teacher Math	Rosa Parks HS	9/1/15	Justification: Recall due to transfer
33	Thompson, Clifton \$108,214/DMA30/Step 5 Funding Source 15423240103077	Principal	Great Falls/Destiny Academy	8/15/15	Justification: Appointment due to transfer
34	Hunt, Michael \$98,601/BMA30/PHD Funding Source 15000221102053	Acting Vice Principal	HARP Academy	8/10/15	Justification: Appointment due to transfer
35	Rios-Otto, Lisa Monthly Stipend \$ 850.00 Funding Source 11000221102805	Acting Director Bilingual/ESL/WL	Department of Academic Services	7/1/15	Justification: Appointment due to resignation
36	Fede, Michael \$99,042/MA/Step 16 Funding Source 20231100101653	Teacher Math Intervention	Young's Men Academy	9/1/15	Justification: Appointment due to new school
37	Cecala, Rebecca \$95,456/BMA/Step 3 Funding Source 15000240103007	Principal	School 7	8/17/15	Justification: Appointment due to leave of absence
38	Jackson, Georgiana \$51,500/MA/Step 3 Funding Source 15213100101055	Teacher Special Education Resource	International HS	9/1/15	Justification: Recall due to transfer

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
39	Fusco, Joseph \$67,000/BA/Step 14 Funding Source 15140100101304	Teacher Chemistry	STEM-JFK	9/1/15	Justification New hire due to resignation
40	Phalon, Patrick No change in salary Funding Source 20231100101653	(.5) Climate and Culture (.5) Data Mentor	Young Men's Academy	9/1/15	Justification: Appointment due to new school
41	Loukas, Sofia \$56,051/BA+30/ Step 6 Funding Source	Master Teacher	Department of Early Childhood	9/1/15	Justification: Appointment due to

	20218200176705				retirement
42	Murphy, Kaitln \$52,166/BA/Step 4 Funding Source 15120100101036	Teacher Grade 2	Alexander Hamilton Academy	9/1/15	Justification: New hire due to resignation
43	Luberza, Luisa \$8.55 per hour Funding Source 15000262107029	Cafeteria Monitor	School 29	9/3/15	Justification: New hire due to termination
50	Canonico, Alexis \$91,326/AMA/Step 10 Funding Source 1620231	Vice Principal	School 9	8/31/15	Justification: Appointment due to transfer
51	Garcia, Lourdes \$91,801/AMA30/Step 10 Funding Source 15000240103316	Vice Principal	New Roberto Clemente	9/1/15	Justification: Appointment due to transfer
52	Leo, Jessica \$82,401/BMA/Step 1 Funding Source 20231200102653	Supervisor of Literacy Instruction	School 12	9/2/15	Justification: Appointment due to transfer
53	Perez, Zuleima \$85,601/BMA30/Step 1 Funding Source 20231200102653	Supervisor of Literacy Instruction	School 21	9/1/15	Justification: Appointment due to transfer

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
54	Garcia, Marisol \$50,900/BA/Step 1 Funding Source 15130100101316	Teacher Grades 6-8 Science	New Roberto Clemente	9/1/15	Justification: Appointment due to transfer
55	Yar, Megan \$54,000/MA/Step 5 Funding Source 15120100101027	Teacher Technology	School 27	9/1/15	Justification: Recall due to resignation
56	Quinchia, Angela \$27,455/Step 7 Funding Source 1500024000105008	School Secretary	School 8	9/3/15	Justification: Recall due to resignation
57	Ferrigno, Melissa \$50,900/BA/Step 1 Funding Source 152204100101018	Teacher Special Ed. LLD	School 18	9/1/15	Justification: Recall due to resignation
58	McKenna, Teresa \$56,973/MA+30/Step 7	Teacher World	International HS	9/2/15	Justification: Recall to new

	Funding Source 15140100101055	Language			position
59	Ramos, Monique \$51,500/BA/Step 3 Funding Source 15120100101302	Teacher Grades 3-5	Young Men's Academy	9/1/15	Justification: Recall to new school
60	Ove, Libby \$47,801/Step 15 Funding Source 15000240105002	School Secretary	School 2	9/1/15	Justification: Recall due to leave of absence R. Sims former secretary with no return date
61	Gerdes, Sarah \$68,494/MA/Step 14 Funding Source 15000218104003	Guidance Counselor	School 3	9/1/15	Justification: Appointment due to transfer
62	Perez, Jeimy \$82,401/AMA30/Step 1 Funding Source 15000240103027	Vice Principal	School 27	9/1/15	Justification: Appointment due to transfer
63	Caccavella, Elizabeth Monthly Stipend \$900 Funding Source 11000219104655	Acting Executive Director of Special Services	Department of Special Program	11/1/15- 1/31/16	Justification: Appointment due to retirement

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
64	Cifelli, Luann \$31,212/Step 5 Funding Source 11000217106655	Personal Aide	School 5	9/8/15	Justification: Recall for student NE
65	Cruz, Natalia Maria \$27,521/Step 2 Funding Source 20218100106705	Instructional Assistant	Edward W. Kilpatrick	9/1/15	Justification: Recall to assist with Preschool students
66	Scott, Anica \$33,879/Step 9 Funding Source 20218100106705	Instructional Assistant	Dale Avenue	9/1/15	Justification: Recall to assist with Preschool students
67	Both, Raffaella \$33,621/Step 8 Funding Source	Instructional Assistant	School 18	9/1/15	Justification: Recall to assist with

	20218100106705				Preschool students
68	Perez, Mariana \$31,267/Step 6 Funding Source 20218100106705	Instructional Assistant	School 10	9/1/15	Justification: Recall to assist with Preschool students
69	Zumaran, Guillermo \$30,610/Step 3 Funding Source 20218100106705	Instructional Assistant	School 18	9/1/15	Justification: Recall to assist with Preschool students
70	Reyes, Connie \$30,309/Step 2 Funding Source 20218100106705	Instructional Assistant	School 24	9/1/15	Justification: Recall to assist with Preschool students
71	Perez, Maria \$29,999/Step 3 Funding Source 20218100106705	Instructional Assistant	Dale Avenue	9/1/15	Justification: Recall to assist with Preschool students

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
72	Figuerola, Janeth \$8.55 per hour Funding Source 15000262107015	Cafeteria Monitor	School 15	9/15/15	Justification: New hire due to resignation
73	Smikle, Andrea \$50,900/MA/Step 1 Funding Source 15000218104025	Leave Replacement Guidance Counselor	School 25	9/3/15	Justification: New hire due to previous employee on leave (workers' compensation) with no return date
74	Cadet, Jennie \$89,126/AMA/Step10 Funding Source 15000240103021	Vice Principal	School 21	9/1/15	Justification: Appointment due to transfer
75	Healey Dormann, Kathryn \$50,900/BA/Step 1 Funding Source 16130100101028	Teacher Grade 3 G&T	School 28	9/10/15	Justification: New hire due to transfer

76	Perez, Lillian \$89,126/AMA/Step 10 Funding Source 15000240103024	Vice Principal	School 24	8/24/15	Justification: Appointment due to transfer
77	Gibbs, Nicole \$91,326/AMA/Step 10 Funding Source 1500022110202	Vice Principal	School 20	8/26/15	Justification: Appointment due to transfer
78	Rivera, Dennis \$51,000/BA/Step 2 Funding Source 15140100101305	Teacher Physical Education/ Health	SET-JFK	9/8/15	Justification: Recall Leave replacement teacher until 12/3/15
79	Galitz, Bairis \$60,443/MA/Step 11 Funding Source 15120100101012	Teacher Reading Intervention	School 12	9/1/15	Justification: Recall Leave replacement teacher until 12/2/15

APPOINTMENT (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
80	Lockhart, Jeanetta \$8.55 per hour Funding Source 15000262107302	Cafeteria Monitor	Young Men's Academy	9/15/15	Justification: Recall new school
81	Lee, Heber \$55,442/MA/Step 7 Funding Source 15130100101009	Teacher World Language	School 9	9/8/15	Justification: Recall due to administrative leave
82	Espinoza, Mauricio \$51,000/MA/Step 2 Funding Source 15000218104018	Guidance Counselor	School 18	9/15/15	Justification: Recall due to transfer
83	Efelis, Petra \$69,000 Funding Source 1660910310100310	Wellness Coordinator	Department of Food Services	10/1/15	Justification: Appointment to new position

I. TRANSFER

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
1	Maas, Cheryl	Teacher Grade 4	School 20	Guidance Counselor	School 19 .5 School 1 .5	9/1/15
2	Harley, Dorothy	Teacher Grade 5	School 8	Teacher Grades 6-8 ELA	School 8	9/1/15

3	Anderson, Kelly	Teacher SAC	School 2 .2	Teacher SAC	New Roberto Clemente .2	9/1/15
4	Black, Darryl	Teacher SAC	School 2 .2	Teacher SAC	YES .4	9/1/15
5	Persaud, Harold	Teacher SAC	Great Falls Academy .6	Teacher SAC	STRIVE ALT MS .2	9/1/15
6	Silvani, Ani	Teacher SAC	School 24 .2	Teacher SAC	AHA .2	9/1/15
7	Rodriguez, Daniel	CW Chief C	School 24	CW Chief C	John F. Kennedy HS	9/1/15
8	Reyes, Julio	Custodian Worker	School 24	Custodial Worker	Department of Facilities	9/1/15

TRANSFER (CONT.)

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
9	Byndloss, Robert	Chief Custodian A	YES	Chief Custodian A	School 1	9/1/15
10	Doyle, Doreen	Teacher Math Grades 6-8	School 20	Teacher Math Grades 68	School 12	9/1/15
11	Ayala, Graciella	Vice Principal	School 27	Interim Vice Principal	School 6 Turnaround School	8/17/15- Stipend monthly \$2,300.00
12	Brandt, Diana	Teacher Grade 5	School 15	Teacher Grade 2	School 15	9/1/15
13	Van Esselstine, Jeff	Teacher Special Education	Destiney Academy	Teacher Special Education	HARP Academy	9/1/15
14	Rivera, Maria	Teacher Career Development	CAHTS-Eastside	Teacher Career Development	Culinary Arts-Eastside	9/1/15
15	Prosperi, Mindy	Teacher Biology	HARP Academy	Teacher Technology	John F. Kennedy HS	9/1/15
16	Barry, Elissa	Teacher Kindergarten	School 12	Teacher Grades 6-8 LAL	STRIVE Academy	9/1/15
17	Ludena, Elias	Chief Custodian A	School 1	Chief Custodian A	YES Academy	9/1/15
18	Monahan, Michael	Teacher Grades 6-8 Science	Alternative Middle School	Teacher Grades 6-8 Science	School 18	9/1/15
19	Maddock, Ryan	Teacher Grades 6-8	School 7	Teacher English	STEM-JFK	9/1/15

		LAL				
20	Assaf, Sabreen	Teacher Special Education	School 7	Teacher Grades 6-8 LAL	School 7	9/1/15
21	Gallina, Dianne	Teacher Coordinator	Department of Professional Development	Teacher Mentor of Data	School 4	7/1/15

TRANSFER (CONT.)

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
22	Verrone, Anna	Teacher Intervention	Edward W. Kilpatrick	Teacher Reading Intervention	Edward W. Kilpatrick	9/1/15
23	Reilly, Michael	Teacher Grades 6-8 LA	New Roberto Clemente	Teacher Basic Skills	Adult School	9/1/15
24	Lee, Linette	Teacher ELA Grade 4	School 15	Teacher Grade 3 G&T	School 28	9/1/15
25	Calabria, Sebastian	Supervisor of Elementary	School 4 (.5)	Supervisor of Elementary	School 12	9/1/15
26	Weeks, Randi	Teacher of Special Education	School 6	Teacher of Special Education Resource	Young Men's Academy	9/1/15
27	Lee, Milca	School Secretary	Alternative Middle School (STRIVE)	School Secretary	STARS Academy	9/1/15
28	Guerrero, Yuvelky	School Secretary	STARS Academy	School Secretary	SOIT-EHS	9/1/15
29	Jackson, Virginia	School Secretary	Eastside HS	Student Attendance	Senior Specialist	9/1/15
30	McCombs-Re'Voal, Sharon	Senior Specialist	Student Attendance	School Secretary	Great Falls Academy	9/1/15
31	Basilicato, Janice	Supervisor of Math Instructional	Department of Academic Services	Supervisor of Math Instructional	Alexander Hamilton Academy	9/1/15
32	Tuck, Tanisha	Supervisor School Based	Information Tech-EHS	Social Worker	School 18	9/1/15
33	Davis, Sharon	Vice Principal	School 12	Vice Principal	School 4	9/1/15
34	Matos, Elizabeth	Teacher Grade 2 Bilingual	School 15	Teacher Grade 2/ESL	School 15	9/1/15
35	Tomlinson, Venita	LOA	School 15	Teacher Grade 3	School 15	9/1/15

36	Carcih, Natasha	Teacher Grade 4	School 15	Teacher Grade 3	School 15	9/1/15
37	Girardi, Michelle	Teacher Grade 3	School 15	Teacher Grade 4	School 15	9/1/15
38	Gates, Michelle	Teacher Grades 4-8 LAL G&T	School 28	Teacher Grades 4-8 LAL G&T	691- Teachers' room	9/1/15

TRANSFER (CONT.)

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
39	Gould, Yelena	Teacher Special Education Resource	International HS	Teacher LDTC	School 4 (.6) School 28 (.4)	9/1/15- annual stipend of \$400 child study team services
40	Tookmanian, Patricia	Teacher Special Education Grade 7	Norman S. Weir	Teacher Special Education Resource Grades 6-8	Norman S. Weir	9/1/15
41	Harvell, Calvin "Gene"	PEA- Vice President	PEA Office	PEA-Vice President	Department of Labor Relations	7/1/15-until retirement 11/1/15
42	Kreger, Julie	Guidance Counselor	Don Bosco	Guidance Counselor	SET-JFK	9/1/15
43	Benjamin, Quatarra	Guidance Counselor	YES Academy (.6) AMS (.4)	Guidance Counselor	Great Falls Academy	9/1/15
44	Thompson, Jarius	Guidance Counselor	Garrett Morgan Academy (.5) International HS (.5)	Guidance Counselor	Garrett Morgan Academy (.4) International HS (.6)	9/1/15
45	Griffiths, Mervine	Guidance Counselor	School 24	Guidance Counselor	Don Bosco	9/1/15
46	Jordan, Tanya	Guidance Counselor	Silk City Academy	Guidance Counselor	School 24 (.6) Young Men's Academy (.4)	9/1/15
47	Benerjee, Banmali	Supervisor	School 18	Supervisor	691- Teachers' room	8/19/15

48	Albanese-Benvento, Katherine	Teacher Art	HARP (.5) PANTHER (.5)	Teacher Art	Great Falls Academy	9/1/15
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TRANSFER (CONT.)

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
49	Livigne, Nicholas	Teacher Art	Great Falls Academy	Teacher Art	HARP (.5) PANTHER (.5)	9/1/15
50	Kolb, Jennifer	Teacher Math	Rosa Parks HS	Teacher Math	HARP Academy	9/1/15
51	Lassiter, Krystal	Teacher Special Education	School 6	Teacher Special Education	ACT-JFK	9/1/15
52	Ondmu, Jacqueline	Teacher Special Education	School 5	Teacher Reading Recovery	School 5	9/1/15
53	Rodriguez, Maggie	Teacher Grade 5	School 5	Teacher Special Education Resource	School 5	9/1/15
54	Morton-Comer, Maria	Teacher Bilingual	School 24	Teacher Grade 5	School 24	9/1/15
55	Lopez, Daniella	Teacher Grade 3	School 24	Teacher Grade 4	School 24	9/1/15
56	Russini, Edward	Teacher Grade 5	School 24	Teacher Grade 4	School 24	9/1/15
57	Guzman, Magdeline	Teacher Grade 4 Bilingual	School 24	Teacher Grade 3 Bilingual	School 24	9/1/15
58	Vizcaino, Katherine	Teacher Grades 6-8 LA	School 24	Teacher grades 6-8 LA	School 24	9/1/15
59	Golaub, Ramesha	Teacher Special Education	School 24	Teacher Grade 3	School 24	9/1/15
60	Alvarez-Farraye, Nilza	Teacher BIL/ESL	School 5	Teacher BIL/ESL	School 29	9/1/15
61	Larrauri, Amanda	Teacher BIL/ESL	School 29	Teacher Kdg Bilingual	14 th Ave Early Learning Center	9/1/15

TRANSFER (CONT.)

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
62	Jimenez, Miguel	Teacher Phys. Ed/Health	GOPA-EHS	Teacher Phys. Ed/Health	School 13	9/1/15
63	Levine, Michael	Teacher Phys. Ed/Health	School 13	Teacher Phys. Ed/Health	CAHTS- EHS	9/1/15
64	Vogel, Melissa	Teacher Phys. Ed/Health	CAHTS- EHS	Teacher Phys. Ed/Health	School 12	9/1/15
65	Leslie, Kara	Teacher Grade 5	School 27	Teacher Grades 3-5 Math	Young Men's Academy	9/3/15
66	Dimitrion, Debra	Teacher Middle School Social Studies	School 6	Teacher Grade 5	School 6	9/1/15
67	Burke, Thomas	District Officer	PANTHER Academy	District Officer	Edward W. Kilpatrick	9/1/15
68	Olimpio, Steve	District Officer	Destiny	District Officer	School 1	9/1/15
69	Liguori, Emir	Fleet Maintenance Coordinator	Office of Operations	Fleet Maintenance Coordinator	Department of Security Services	9/1/15
70	Simpson, Siobhan	Teacher Grade 5	School 21	Guidance Counselor	School 21	9/1/15
71	Stancil-Lawson, Marcia	Instructional Assistant	School 2	Instructional Assistant	691- Teachers' room	9/1/15
72	Setteducato, John	Teacher Math Intervention	School 3	Teacher Special Education	Great Falls Academy	9/1/15
73	Chironis, Domenica	Teacher Special Education	School 7	Teacher Grades 6-8 LAL	School 7	9/3/15
74	Russo, Nicola	Teacher Grades 6-8 LAL	School 7	Teacher Special Education	School 7	9/3/15
75	Ozbek, Gulderen	Teacher Math	School 21	Teacher Math	International HS	9/1/15
76	Pincus, Donna	Teacher Grade 3 G&T	School 28	Teacher Grade 4 G&T	School 28	9/1/15

J. DISTRICT/SCHOOL PROGRAM HIRING

	NAME	POSITION	LOCATION	DISCUSSION
1	Agudelo, Luz Calizaya, David Campo, Laura Carranza, Vilma DeAngelo, Lorraine Khalil, Omar LeProtto, Linda Lynch, Patsy Norton, Joanna Ortega, Eugenia Purciello, Valerie Reilly, Kenneth Reilly, Michael Rivera-Carvalho, Maria Rivera, Jose Scimeca, Diana Sklar, Phyllis Toomey, Christopher Vilas, Candido Zoeller, Lorraine	Teachers	Adult School	Hire for: Adult School Program Dates: 9/1/15-6/30/16 Rate of pay: \$34 per hour not to exceed \$116,896.00. Funding Source 13601100101410053
2	Vilas, Jacinta	Teacher	Adult School	Hire for: Workforce Learning Link Program Dates: 2015-2016 school year Rate of pay: \$34 per hour not to exceed \$103,408.00 Funding Source 206041001014100000 000002. -50 136021001014100000 000002. -50
3	Locke, Gizele	Guidance Counselor	Adult School	Hire for: New Jersey Department of Labor and Workforce Development Program Dates: 2015-2016 school year Rate of pay: \$34 per hour not to exceed \$69,494.00 Funding Source 20606200104410 - 50% 136021001044100000 00002- 50%

DISTRICT/SCHOOL PROGRAM HIRING (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
4	Olga Sakac Karen Hanson	Teachers	Dale Avenue	Hire for: Lunch Coverage Dates: 2014-2015 school year Rate of pay: Stipend \$2,000.00 each not to exceed \$4,000.00 Funding Source 11201100101690056
5	Alonso, Rosalynn	Instructional Assistant	Adult School	Hire for: Adult High School Dates: 9/1/15-6/30/16 Rate of pay: \$24 per hour not to exceed \$5,184.00 Funding Source 13602106410053
6	Botti, Francis Dupree, Nicole Fontanella, Paul Garrabrant, Kenneth Hoover, Nora	Teachers	Adult School	Hire for : Adult High School Program Dates: 9/1/15-6/30/16 Rate of pay: \$40 per hour not to exceed \$41,824.00 Funding Source 13601200102410053-\$13,544.00 13602200102410053-\$23,040.00 13602200110410053-\$5,250.00
7	Forfia-Dion, Catherine Yilmaz-Thornton, Dorothy Wirkmaa, Christopher	Lead Teacher Teacher Teacher	International High School	Hire for: Accelerated Cohort Summer Bridge Program Date: 8/2015 Rate of pay: Lead Teacher \$40 per hour not to exceed \$1,600.00 Teachers \$34 per hour each not to exceed \$2,720.00 Totaling \$4,320.00 Funding Source 1611421100101816053

DISTRICT/SCHOOL PROGRAM HIRING (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
8	Verrico, Dan Fernandez, Rocio	Teachers	Eastside HS	Hire for: Tech Support Persons Dates: 2015-2016 school year Rate of pay: \$34 per hour each not to exceed \$1,360.00 Funding Source 15421100101063053
9	Verrico, Dan Fernandez, Rocio	Teachers	Eastside HS	Hire for: ID Creators/Distributors Dates: 2015-2016 school year Rate of pay: \$34 per hour each not to exceed \$1,360.00 Funding Source 15421100101062053
10	Fierro, Mary	Teacher	HARP Academy	Hire for: Scheduler Date: 8/2015 Rate of pay: \$34 per hour not to exceed \$1,360.00 Funding Source 1615000218104053
11	Ackerman, Nancy Alonso, Rosalynn Fernandez, Ada Reilly, Ivonne	Secretaries	Adult School	Hire for: Adult Education Program Dates: 9/1/15-6/30/16 Rate of pay: \$17.50 per hour for each not to exceed \$18,375.00 Funding Source 13601200105410053- \$7,350.00 20621200105410053- \$11,025.00
12	Cefalo, Caterina Cobb, Linda Saleh, Randa Vilas, Candido Vilas, Jacinta	Teachers	Adult School	Hire for: Adult School Program Dates: 9/1/15-6/30/16 Rate of pay: \$34 per hour for each not to exceed \$20,400.00 Funding Source 20605100101410053- \$15,232.00 20621100101410053- \$5,168

DISTRICT/SCHOOL PROGRAM HIRING (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
13	Fontanella, Paul	Teacher	Adult School	Hire for : Test Coordinator Adult School Program Dates: 9/1/15-6/30/16 Rate of pay: \$34 per hour not to exceed \$11,016.00 Funding Source 13602218104410053
14	Aleman, Adrian- \$2,000.00 Powell, Lois- \$2,000.00 Best, William- \$1,000.00 LaVorne, Jayson- \$1,000.00	Teachers	District	Hire for : Lunch coverage Dates: 2014-2015 Rate of pay: stipend not to exceed \$6,000.00 Funding Source 11120100101690056
15	Brown, Lekeyba	Teacher Coordinator	Information Tech- Eastside HS	Hire for: School Treasurer Dates: 2015-2016 school year Rate of pay: Stipend \$7,160.00 not to exceed \$7,160.00 Funding Source 15401100100062053-\$2,386.00 15401100100063053-\$2386.00 15401100100064053-\$2388.00

DISTRICT/SCHOOL PROGRAM HIRING (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
16	Jackson, Ronald- \$12,773.00 Walker, Randy- \$9,132.00 Davis, Donald- \$7,835.00 Deeb, Mohammad- \$7,835.00 DeGiacomo, Joseph-\$7,835.00 Thompson, Steven- \$7,835.00 Munk, Walter-\$4,831.00 Ferlanti, Mark- \$7,031.00 Brandt, Jason-\$7,675.00 Rosen, Blake-\$5,528.00 Godoy, Javier-\$8,909.00 Patterson, Romal- \$5,633.00	Coaches	John F. Kennedy Educational Complex	Hire for: Fall Sports Program Dates: 8/15/15-12/15/15 Rate of pay: Stipend not to exceed \$144,779.00 Funding Source 15402100100304053

	Caraballo, Leopoldo-\$7,621.00 Salaar, Francisco-\$5,633.00 Burgess, Marquette-\$8,265.00 Pinkett, Travel-\$7,675.00 Cheatom, Lashawn- \$5,045.00 Morris, Ann- \$3,837.50 Tobass, Berta- \$3,837.50 Semeniuk, Nicholas- \$3,917.00 Darwish, Wisam-\$2,581.00 Williams, Michelle- \$3,515.50			
17	Carter, Rashone	Equipment Manager	Eastside HS	Hire for: Athletic Department-EHS Dates: 8/13/15-6/30/16 Rate of pay: stipend \$4,831.00 not to exceed \$4,831.00 Funding Source 15402100100063053
18	Cefalo, Caterina Ortega, Eugenia	Teachers	Adult School	Hire for: Workforce Learning Link Program Dates: 8/17/15-9/30/15 Rate of pay: \$34 per hour not to exceed \$2,720.00 Funding Source 20604100101410053

DISTRICT/SCHOOL PROGRAM HIRING (CONT.)

	NAME	POSITION	LOCATION	DISCUSSION
19	Fierro, Mary	Teacher	Rosa Parks HS	Hire for : Summer Teacher-Scheduler Dates: July-September, 2015 Rate of pay: \$34 per hour not to exceed \$3,400.00 Funding Source 1615000218104052053
20	Fernandez, Ada Reilly, Ivonne	Secretaries	Adult School	Hire for : Adult Education Programs Dates: 9/1/15-6/30/16 Rate of pay: \$24 per hour not to exceed \$11,520.00 Funding Source

				20604200105410053
21	Bini, Vito Badio, Winston Calderon, Dinorah Cooney, Cindy Crenshaw, Erica Dupree, Nicole Estime, Carlo Fernandez, Rocio Korzinek, Brian McMahon, Michael Raymondo, Timothy Scimeca, Diana Valenzano, Patricia Veleber, Linda	Teachers	Adult School	Hire for: Adult School Program Dates: 9/1/15-6/30/16 Rate of pay: \$34 per hour for each not to exceed \$91,392.00 Funding Source 13602100101410053

K. MISCELLANEOUS

1. PERFECT ATTENDANCE AND BUY BACK

SECRETARY			
Last Name	First Name	Location	Total
Canales	Ruth	HARP	\$ 1,100.00
Hamer	Phyllis	JFK	\$ 250.00
Ortiz	Marta	JFK-STEM	\$ 250.00
Piedrabuena	Sylvia	PS# 10	\$ 250.00
			\$ 1,850.00
TEACHERS			
Last Name	First Name	Location	Total
Allen	Charlene	PS# 12	\$ 500.00
Estime	Carlo	JFK-STEM	\$ 1,500.00
Franklin	Todd	PS# 21	\$ 250.00
Kellam	Quashinda	PS# 12	\$ 1,500.00
Lecompte	Kenneth	PS# 2	\$ 250.00
Liguori	Patricia	PS# 27	\$ 1,500.00
Martin-Conyers	Anissa	PS# 12	\$ 1,500.00
Mills	Greta	PS#26	\$ 1,250.00
Pabst	Karen	Don Bosco	\$ 1,250.00
Reyes	Christina	ELC	\$ 250.00
Sanchez-Rodriguez	Leira	EHS	\$ 1,250.00
Taylor-Kamara	Akmed	PS# 25	\$ 1,500.00
			\$ 12,500.00

MISCELLANEOUS (CONT.)

ADMINISTRATORS			
Last Name	First Name	Location	Total
Di Martino	Marilyn	SOIT	\$ 400.00
Durhan	Wilbert	JFK	\$ 400.00

Larosiliere	Victoria	PS# 28	\$ 400.00
McKoy	Tamisha	GOPA	\$ 400.00
White	Kelli	HARP	\$ 400.00
			\$ 2,000.00
INSTRUCTIONAL ASSISTANTS			
Last Name	First Name	Location	Total
Richardson	Laurice	JFK-STEM	\$ 600.00
Verace	Anna	PS# 21	\$ 250.00
			\$ 850.00
SECURITY GUARDS			
Last Name	First Name	Location	Total
Ingram	Shontain	EHS	\$ 250.00
			\$ 250.00
	Grand Total= \$ 17,450.00		

2. To transfer Preschool Teacher pc# 8032 from School 6 to School 18
3. To transfer Preschool Instructional Assistant pc# 7989 from School 6 to School 18
4. To adjust Thomas Hirz from COSA to non-bargaining. Salary is to be adjusted accordingly 2% for the 2015-2016 school year and a payment of \$2,708.88 for waiving State Health Benefits for the period of 10/1/14- 8/31/15 is due in accordance with district policy.
Funding Source for waiver payment: GL 11-000-261-270-690
5. To recall (5) General Education Preschool Assistant at location St. Mary's.
Funding Source 202181001067050000000002
6. To request to pay Karen Brinster a monthly stipend of \$500 in order to compensate for additional responsibilities above current assignment and taking on the role of Supervisor due to departure of Director of Human Resource Services.
7. To request to pay Patricia Ratcliffe-Lee a monthly stipend of \$500 in order to compensate for additional responsibilities above current assignment and taking on the role of Supervisor due to departure of Director of Human Resource Services.

MISCELLANEOUS (CONT.)

8. To rescind the termination of employment of substitute secretary Nancy Torres effective August 14, 2014.
9. To compensate Vanessa Vitiello for teaching six (6) periods during the 2012-2013 school year and as a result shall receive compensation minus the appropriate deductions of 10% of her 2012-2013 school year's salary of \$5,672 not to exceed \$5,672. **Funding Source** 15213100101054
10. To compensate Ms. Patricia Spiliotopoulos in accordance with the tentative Agreement. Ms. Spiliotopoulos taught last year and as a result shall receive compensation minus the

appropriate deductions of 10% of her 2014-15 school year's salary in accordance with the Tentative Agreement \$5,965.00 not to exceed \$5,965. **Funding Source** 15204100101002

11. To amend action # 16-208 to compensate Lilian Farradin a stipend of \$40 per hour for additional 30 hours to monitor and complete all Summer School Compensation forms from all the Summer Programs. This monitoring will be from July 1, 2015-August 31, 2015 after her regular work day is completed. Funding through NCLB not to exceed \$1,200.00. **Funding Source** 20270200100542052

12. The district will rescind the withholding of increment for Mrs. Elissa Barry. Mrs. Barry did fulfill her requirements for the 2014-2015 school year and her salary will increase accordingly for the 2015-2016 school year.

13. To amend PTF 16-211 to pay Kristy Wellins, Alessandro Verace, Francisco Ocasio, Natalie Diaz and Azana Cunningham from NRC for 28 hours each @ \$34 per hour equal \$4,760.00 to attend the SIG Conference which is held at Kean University from July 27-July 30, 2015. Funding through the approved SIG Conference which is held at Kean University from July 27-July 30, 2015. Funding through the approved SIG School NRC Grant. Not to exceed \$4,760.00, **Funding Source** 2045610101653

14. To amend PTF 2332 for Ms. Montanez-Diodonet and add monthly stipend of \$1,000 for "Acting services" effective 5/1/15.

15. To amend action # 2314 to pay Christine Cerone at rate of \$24 an hour. **Funding Source** 20250200110655053

16. The provisional Teacher Program requires that all Novice teachers working under a CE-Certification of Eligibility or CEAS- Certificate of Eligibility with Advanced Standing be assigned a mentor while working under this certificate. **Funding Source** 11140100101690110
Dana Krakower- \$256.67

L. SUBSTITUTE TEACHERS

NAME	EFFECTIVE DATE
ABDELGHAFAR, HOWAYDA	8/24/15
ABDELQADER, KHITAM	8/24/15
ABDOU, NIVENE	8/24/15
ABOULRHIT, HIND	8/24/15
ABUHALTAM, FIDAA	8/24/15
ACEVEDO, MARIA	8/24/15
ACHAB, ADAM	8/24/15
ACOSTA, JOSE	8/24/15
ADDISON, NAOMI	8/24/15
ADDISON, TONIA	8/24/15
ADEWALE, ADEJUMOKE	8/24/15
ADEWALE, OLUWAKAYODE	8/24/15
AHLAOUI, MHAMED	8/24/15

AHMED, LAILA A.	8/24/15
AHMED, OHID	8/24/15
AHMED, SAIF	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
AKTER, ANJUMAN	8/24/15
AKTER, SHARMIN	8/24/15
AKTHER, SAMINA	8/24/15
AL NASARI, HIND	8/24/15
ALBINO, ANA	8/24/15
ALCANTARA, MICHELLE	8/24/15
ALEXANDER, JACQUITA	8/24/15
ALEXANDER, ROGER	8/24/15
ALHADDADIN, LARA	8/24/15
ALI, KAMRAN	8/24/15
ALI, MD ISHAQUE	8/24/15
ALI, SHAMIMA	8/24/15
ALLAN, ROCIO	8/24/15
ALMAGHRBI, LATIFEH	8/24/15
AMRANI, MOUNA	8/24/15
ANDERSON, JESSE	8/24/15
ANGLIN, BOSWELL	8/24/15
ANGULO, CARLOS	8/24/15
ANZIANI, JUSTINA A.	8/24/15
AOUICH, ABDELHAQ	8/24/15
APELIS, GEORGE	8/24/15
ARACENA, ELENA	8/24/15
ARAMAYO, MONICA	8/24/15
ARAUJO, LOURDES	8/24/15
ARHIM, SAID	8/24/15
ARIAS RAMIREZ, AUSTRIA	8/24/15
ARROYO, NYDIA	8/24/15
ARSHAKYAN, KARINE	8/24/15
ARSLANBECK, MAYADA	8/24/15
ARTEAGA, EDGAR	8/24/15
AVELLA, STEVE	8/24/15
CHOWDHURY, MUSTACK A.	8/24/15
CHOWDHURY, NISHAT	8/24/15
CHOWDHURY, PRADIP	8/24/15
CHOWDHURY, RATAN	8/24/15

CHOWDHURY, SAJIB	8/24/15
CHOWDURY, KOBIR	8/24/15
CIFELLI, LUANN	8/24/15
CLARKE, EDWARD	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
COCKFIELD, BARBARA	8/24/15
COAKIEANOS, VICKEE	8/24/15
COCKBURN, TANASHA	8/24/15
COFFEY, BRICIN	8/24/15
COHEN, SARA L.	8/24/15
COLEMAN, CONNIE	8/24/15
COLON, MELANIE	8/24/15
COOK, BRIANA	8/24/15
CORDOVA, JAQUELINE	8/24/15
CORNEJO, HECTOR	8/24/15
CORONEL, ELMA	8/24/15
COX, DEBORAH	8/24/15
CRAWFORD, TATYANA	8/24/15
CREARY, CARNEL	8/24/15
CROCKETT, FELICIA	8/24/15
CRUZ, SIGIFREDO	8/24/15
DAOUD, TAGHREED	8/24/15
DARGENTO, CATHERINE	8/24/15
DAUDOVA, AYNUR	8/24/15
DAVIS, JHIA	8/24/15
DE DIOS, MELANIE	8/24/15
DEAN, ANTOINETTE	8/24/15
DEARANI, GEORGE	8/24/15
DEB, ASHOK R.	8/24/15
DEFFAA, LOUIS	8/24/15
DEL VALLE ENCISO, LOURDES	8/24/15
DELACRUZ, RUTH E.	8/24/15
DELGADO, ROSALYN	8/24/15
DEMOOR, MICHAEL	8/24/15
DENSON, JR., EFFIEH H.	8/24/15
DESCAFANO, JORDAN	8/24/15
DEY, DARPAN	8/24/15
DEY, SANJOY	8/24/15

DEY, SWOPNA	8/24/15
DIAZ, ALBERTO W.	8/24/15
DIAZ, ANEUDI	8/24/15
DIAZ, FABIO	8/24/15
DIAZ, VERONICA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
DILONE, CINTHIA	8/24/15
DINAR, SOUMIA	8/24/15
HASSEN, NAHED	8/24/15
HASAN, MASUD	8/24/15
HAWARI, HIAM	8/24/15
HAUGHTON, MAURENE	8/24/15
HAWKINS, CHRISTINA	8/24/15
HAYDEN, BEVERLEY	8/24/15
HEBER, SHELIA	8/24/15
HEFLIDE, FRANCIS	8/24/15
HENEIBER, ADEL	8/24/15
HEREDIA, ALCIDES	8/24/15
HERRERA, ARASELI	8/24/15
HIBBERT, MICHELLE	8/24/15
HILL, RAKIYYAH	8/24/15
HINDS, MARCIA	8/24/15
HINOSTROZA, PLINIO	8/24/15
HOGGES, DASHYRIE	8/24/15
HOLMAN, TERESA	8/24/15
HOLMES, AMOI	8/24/15
HOQUE, MD	8/24/15
HOSSAIN, FARZANA	8/24/15
HRISTOV, KONSTANTIN	8/24/15
HUACHACA, HEBERT C.	8/24/15
HUNTER, KHADIJAH	8/24/15
HUSSAIN, AFZAL	8/24/15
HUSSAIN, CAROLYN	8/24/15
HUSSAIN, EKRAM	8/24/15
HUSSAIN, MD	8/24/15
HUSSAIN, ROKEYA	8/24/15
HUTTON, SHANNON A.	8/24/15
IANZANO, MARIE	8/24/15
IBIDA, IGNATIUS	8/24/15

IBRAHEM, KAREMAN	8/24/15
INGRAM, CRESSE	8/24/15
IRSHAID, FATIMAH	8/24/15
IRVING, HERMAN	8/24/15
ISHAK, VIOLA	8/24/15
ISKRA, CAROL	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
ISLAM, MOHAMMED ROFIQUL	8/24/15
ISLAM, MUZIBUL	8/24/15
ISLAM, SHAHEDUL	8/24/15
ISLAM, TAFAZZUL	8/24/15
ISLAM, SHUHED	8/24/15
ISMAIL, SOUZI	8/24/15
IUSSEIN, SABRIE	8/24/15
ISLAM, SYEDA	8/24/15
JACKSON, CAPREE	8/24/15
JACKSON, LAURA	8/24/15
JACKSON, SHAWN	8/24/15
MOBLEY, CRYSTAL	8/24/15
MOHAMED, DINA	8/24/15
MOHAMED, REDA	8/24/15
MOHAMMAD, OLFAT	8/24/15
MOHAMMED, BASHIRU	8/24/15
MOLINA, ISABEL	8/24/15
MONNETT, LINDA	8/24/15
MONTALTO, PATRICIA A. A.	8/24/15
MONTESINO, YENIS	8/24/15
MOORE, SHYKELA	8/24/15
MORALES-ABBUD, JULIA	8/24/15
MORCOM, HAROLD T.	8/24/15
MORGAN, DENISE	8/24/15
MORRIS, PHANIE	8/24/15
MOUSSA, LAHCEN	8/24/15
MUHIT, MOHAMMAD A.	8/24/15
MUHITH, AMINA	8/24/15
MUHYMIN, MOHAMMAD	8/24/15
MUIR, MARK A.	8/24/15
MUKITH, MOHAMMAD	8/24/15

MUNOZ, AIDA	8/24/15
MURIEL, RAMON D.	8/24/15
NABI, MAHMOOD	8/24/15
NACHEF, MAGDI	8/24/15
NALES, LUISA	8/24/15
NASHED, NERMIN	8/24/15
NASSAR, MAHER	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
NASSIHEDDINE, AHMED	8/24/15
NATH, SHIMU	8/24/15
NAVARRO, GLORIBETH	8/24/15
NAYAN, REDWAN	8/24/15
NELSON-SCOTLAND, ANORA	8/24/15
NICHOLAS, NARLIN A.	8/24/15
NESSA, FAIZATUN	8/24/15
NICELY, GORDON	8/24/15
NOMAFO, ERIC A.	8/24/15
NUNEZ, AGYOLY	8/24/15
NUNEZ, ALEXANDRA	8/24/15
NUNEZ, LUZ	8/24/15
NURI, SYEDA	8/24/15
OBE, FATIMA	8/24/15
OBEIDALLAH, NISREEN	8/24/15
OBI, IFEANYI	8/24/15
ODUD, MOHAMED	8/24/15
OGULL, HOWARD	8/24/15
OKHUAROBO, MARY	8/24/15
OLIVERO, CAROLINA	8/24/15
ONWUKA, GLORIA E.	8/24/15
ROGERS-JONES, KIMMESHIA	8/24/15
ROLLING, VIRGINIA	8/24/15
ROMERO, YVONNE	8/24/15
ROSE, LOVELLA	8/24/15
RUMMANA, DEWAN	8/24/15
RUSSU, ELENA	8/24/15
RUTHERFORD, LETITIA	8/24/15
SAAD, NABIH	8/24/15
SAADALLAH, HICHAM	8/24/15
SAAID, MANAL	8/24/15

SALAMA, ANGI	8/24/15
SALAZAR, FRANCISCO	8/24/15
SALCEDO, CLARA	8/24/15
SALEM, NOURA	8/24/15
SALOMONE, VICTORIA	8/24/15
SALOUANE, AHMED	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
SANCHEZ, JUDITH	8/24/15
SANTANA SANCHEZ, YELTSIN	8/24/15
SANTORA, ROSA	8/24/15
SANTOS, WILLIAM	8/24/15
SANTOS, XENIA	8/24/15
SASAO, IRENE	8/24/15
SBAI, HAFIDA	8/24/15
SCHECHTEL, DEBORAH	8/24/15
SCHRECK, JOSEPH	8/24/15
SEDKALI, INDZHIHAN	8/24/15
SCOTT, ANICA	8/24/15
SELFO, ALMA	8/24/15
SELLITTO, SALVATORE	8/24/15
SHABAN, MOHAMMED	8/24/15
SHAHRIAR, SYED	8/24/15
SHARMA, SUSHIL	8/24/15
SHATZ, BARRY A.	8/24/15
SHEIKH, FATEMA	8/24/15
SHERMAN, STUART	8/24/15
SIDDIQUA, THANAHA	8/24/15
SILVA, JUAN	8/24/15
SIMON, LETITIA	8/24/15
SIMPSON, EBONY	8/24/15
SINCLAIR, ANN-MARIE	8/24/15
SINGH, LOIS	8/24/15
SINGH, SARBJIT	8/24/15
SKELTON, NAHUM	8/24/15
SKIDMORE, WILLIAM	8/24/15
SLAVINSKIY, VICTORIA	8/24/15
SMENTKOWSKI, JEANEAN	8/24/15
SMIKLE, ANDREA	8/24/15

SMITH, CLAUDETTE P.	8/24/15
AWAD, MONA	8/24/15
AYYASH, RANA M.	8/24/15
AZELMAD, JAWAD	8/24/15
BABAMUSTA, MERITA	8/24/15
BACHKHAZ, SOUNIA M.	8/24/15
BADILLA, MARIA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
BAEZ, CECILIA	8/24/15
BAEZ, LARIS	8/24/15
BAGH, MAHA	8/24/15
BAHAJ, OMAR	8/24/15
BAI, ZOUBIDA	8/24/15
BAIDYA, SHEULY	8/24/15
BAILEY, SAMOYA	8/24/15
BAKER, CORINNE	8/24/15
BAKSH, ASIF	8/24/15
BALDANZA, TERESITA	8/24/15
BALDWIN, LUCIUS	8/24/15
BANJOMAN, TRENACE	8/24/15
BALIMA, JOSIANE	8/24/15
BANKS, DANIEL	8/24/15
BARRETT, ANGELA	8/24/15
BARRISE, JOSEPH	8/24/15
BASHA, DUAH	8/24/15
BASILICATO, RICHARD	8/24/15
BASTA, NERMINE	8/24/15
BATCHELOR, C'AMBROSE	8/24/15
BATCHELOR, GLORIA	8/24/15
BATEMAN, CHARLES R.	8/24/15
BATISTA, ELSA	8/24/15
BAUTISTA, ALBA	8/24/15
BAWAB, MARY	8/24/15
BEAMON, NATASHIA H.	8/24/15
BEASE, TRACI	8/24/15
BEATO, DIONIS	8/24/15
BEAUCHAMP, VERONICA R.	8/24/15
BEGUM, AYESA	8/24/15
BEGUM, HAPPY	8/24/15

BEGUM, PARUL	8/24/15
BELRHOURBI, MBAREK	8/24/15
BELTON, JOYCE L	8/24/15
BENBOW, KAUME'	8/24/15
BENHIBBOU, RACHID	8/24/15
BENNACEUR, HICHAM	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
BERKOWITZ, BEVERLY	8/24/15
BISWAS, SUPTI	8/24/15
BIVINS, JOAN	8/24/15
BLACK, CORDELL	8/24/15
DIXON, SASHAUNA	8/24/15
DOUGLAS, LEOTA	8/24/15
DOUGLAS, NICOLA	8/24/15
DREXLER, BELKIS	8/24/15
DUTKO, PETER	8/24/15
DWYER, JESSICA	8/24/15
DZILA, BESMIR	8/24/15
ECHEGRI, ADIL	8/24/15
EDDANFIL, RACHID	8/24/15
EDGE, JAQWAYSIA	8/24/15
EID, HODA	8/24/15
EDWARDS-MCCLAM, ANGELITE	8/24/15
ELACHABY, RACHID	8/24/15
ELADANI, SANAA	8/24/15
ELADANI, ZINEB	8/24/15
ELAYAN, REEM	8/24/15
ELBOROLOS, ASMAA	8/24/15
ELFADILI, AICHA	8/24/15
ELHAFSI, SAIDA	8/24/15
ELHAMDOUCHI, DRISS	8/24/15
ELJAOUHARI, BOUAZZA	8/24/15
ELMORABIT, HANANE	8/24/15
ELRAIS, KHALED	8/24/15
ELSHERIF, NASHWA	8/24/15
ELWAZZAN, AMANY	8/24/15
ERES, TATIANA	8/24/15
ESPOSITO, CLARA	8/24/15

ESSAMAALI, MOHAMED	8/24/15
ESTRELLA PENA, JORGE	8/24/15
EVANS, ANA	8/24/15
FAHIE, GLORIA	8/24/15
FARHAT, MOUSSA	8/24/15
FARID, MOHAMMAD	8/24/15
FARJANA, REBECA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
FEKI, MARIEM	8/24/15
FELICIANO, ROSALIND	8/24/15
FELLAH, HICHAM	8/24/15
FERDOUS, TIBA	8/24/15
FERNANDEZ, SALLYANN	8/24/15
FERRER, CLIVE	8/24/15
FIELDS, JOSEPH	8/24/15
FIGUEROE, GOEVANIA D.	8/24/15
FIGUEROE, PLUTARCO A.	8/24/15
FIORITO, JUANA E.	8/24/15
FLORES, ALFREDO	8/24/15
FLORES, GLADYS	8/24/15
FONDER, PAULA R.	8/24/15
FONTIN, NADIA	8/24/15
JACOBS, ARTHUR	8/24/15
JACOBS, CHRISTIAN	8/24/15
JAIMES, CLEUSA	8/24/15
JACOBUS, JOAN	8/24/15
JAUDAR, NAIMA	8/24/15
JAROSZ, BARBARA	8/24/15
JAVIER, ANA	8/24/15
JAVIER, MARCEL	8/24/15
JENKINS, TINA	8/24/15
JOHNSON, ATEATHA	8/24/15
JOHNSON, BETTE	8/24/15
JOHNSON, JONATHAN	8/24/15
JOHNSON, LESLY	8/24/15
JOHNSON, NOEL	8/24/15
JOHNSON, SHAKORA	8/24/15
JOHNSON, TEMICA	8/24/15
JONES, STEPHANIE	8/24/15

JOYNER, JAMES	8/24/15
JUDEH, NIHAIA	8/24/15
KABKAB, ADIL	8/24/15
KALYOUSSEF, SPERO	8/24/15
KAPLAN, ZUBEYDE	8/24/15
KELLY, DENNIS	8/24/15
KELLY, TAHEERAH	8/24/15
KHAAISSA, FATIMA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
KHAIRULLAH, YOUMNA	8/24/15
KHALIL, KHALIL	8/24/15
KHALIL, MARAM	8/24/15
KHAN, ABDUS	8/24/15
KHAN, BADRUL I.	8/24/15
KHAN, FARISA	8/24/15
KHAN, MAQSOODA	8/24/15
KHATUN, FAHIMA	8/24/15
KHATUN, ROSHNE	8/24/15
KHEZAM, RANA	8/24/15
KILGOUR, JAMES	8/24/15
KIRBY, MARILYN	8/24/15
KLEIN-POMA, RITA	8/24/15
KLIEGMAN, JONATHAN	8/24/15
KORSAK, JOAN	8/24/15
KORVAL, ALANA	8/24/15
KOVACH, BEVERLEY	8/24/15
LAINEZ, SANTIAGO	8/24/15
KRASNIQI, AVDI	8/24/15
LAKRAA, ZAHIRA	8/24/15
LAMBERT, ANNA	8/24/15
LANAZCA, CARLOS	8/24/15
LARWA, JANELLE	8/24/15
ORCHID, NAJAT	8/24/15
ORELLANA, RICARDO	8/24/15
ORLIC, LISA	8/24/15
ORLIC JR, JOHN	8/24/15
ORTIZ, MARIA ELENA	8/24/15
ORTIZ-LANDRON, INDO	8/24/15
ORTIZ-RAMIREZ, JOSE	8/24/15

ORTIZ-RODRIGUEZ, ALEXANDER 731220704	8/24/15
OSORIO, CLAUDIA	8/24/15
OTERO, LILLIAM	8/24/15
OTHMAN, YASMEEN	8/24/15
PACIGA, MICHAEL	8/24/15
PACZKOWSKI, LINDA	8/24/15
PADULA, DANIEL	8/24/15
PALACIO, LUIS	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
PALACIO, MARGARET	8/24/15
PALINO, GINA	8/24/15
PANDIT, RITA	8/24/15
PARKER, EVELYN	8/24/15
PARKES, SHARON P.	8/24/15
PARVIN, KAWSER	8/24/15
PEEPLES, TIFFANY	8/24/15
PERDOMO, RUBY	8/24/15
PEREZ, ADALBERTO J.	8/24/15
PEREZ, BOLIVIA	8/24/15
PEREZ, DIGNA	8/24/15
PEREZ, EDELMIRA	8/24/15
PEREZ, EDWIN	8/24/15
PEREZ, JOSE	8/24/15
PEREZ, JUAN	8/24/15
PEREZ, MERCEDES	8/24/15
PEREZ, PAULA	8/24/15
PEREZ, REMY	8/24/15
PEREZ, SERGIO	8/24/15
PETERSON, BETTYE	8/24/15
PERVILLE, PAUL A.	8/24/15
PIERCE, MICAH	8/24/15
PIERCE-HARRIS, CATINA	8/24/15
PIMENTEL, GEOVANA	8/24/15
PINCHOM, ANNA	8/24/15
PITTS, TERRENCE	8/24/15
PLAZA, JEANETTE	8/24/15
POLANCO, CESARINA	8/24/15
POLONIA, GERMANIA	8/24/15

PORRAS, VICTOR	8/24/15
PRIDE, JON	8/24/15
PUCHETA, YESENIA	8/24/15
PURVIS, MIESHA	8/24/15
SNEED, KENYATTA	8/24/15
SOOBZOKOV, SUSAN	8/24/15
SOSA MARTINEZ, MAXIMA	8/24/15
SPENCER, CHIVONE	8/24/15
STAY, VANESSA	8/24/15
STEPHENSON, COURTNEY	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
STEWART, KASHANN	8/24/15
STODDART, MERVIN	8/24/15
STOKLEY, IDA	8/24/15
SUAREZ, JOENNA	8/24/15
SUMTER, BRITTANY	8/24/15
TAPIA, BIENVENIDA	8/24/15
TAVERAS, ALBA	8/24/15
TEKE, MERYEM	8/24/15
THOMAS, BEVERLY	8/24/15
THOMAS, JASMINE	8/24/15
THOMAS, JUANITA	8/24/15
THOMAS, SATI-SUE	8/24/15
THOMPSON, COLLEEN M.	8/24/15
THOMPSON, MARIANNA	8/24/15
TISELLANO, TATIANA	8/24/15
TONYALI, SUEDA	8/24/15
TORRES, JAMIE	8/24/15
TORRES, MARIA	8/24/15
TORRES-CASTILLO, TERESA	8/24/15
TOTH, BARBARA V.	8/24/15
UDDIN, MD	8/24/15
UDDIN, KOBIR	8/24/15
UDDIN, MUHAMMED	8/24/15
URIBE TOLENTINO, GENNILLY	8/24/15
USORO, BENEDICT U.	8/24/15
UTER, PATRICIA D.	8/24/15
VALDEZ, IDELISA	8/24/15

VANWINKLE, GINA	8/24/15
VARGAS, OLGA	8/24/15
VASQUEZ, MONICA	8/24/15
VEGA, DEBORAH	8/24/15
VERAS, ERNESTO	8/24/15
VERAS, JULERDY	8/24/15
VILLAVICENCIO, ROSA	8/24/15
WARNER, WENDY	8/24/15
WEINSTEIN, FRED	8/24/15
WICHOWSKI, LAUREN	8/24/15
WILLIAMS, GIRALDA K.	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
WILLIAMS, ISAAC	8/24/15
WILLIAMS, MARIEL	8/24/15
WILLIAMS, WILLIE	8/24/15
WIRTH, MARK	8/24/15
BLACK, SHANE	8/24/15
BLACKMON, EVA	8/24/15
BLUMENSCHIEIN, JOSEPH	8/24/15
BOLANOS, YOLANDA	8/24/15
BOOKER, CLARA	8/24/15
BORDA, CARL D.	8/24/15
BOSCARINO, DIANE F	8/24/15
BOUCHER, NAEEM	8/24/15
BOUCHER, VANESSA V.	8/24/15
BRADLEY, MAE	8/24/15
BRAZER, CYNTHIA	8/24/15
BRIDGES, ELEANOR	8/24/15
BROOKS, DANIELLE	8/24/15
BRYANT, TIMOTHY	8/24/15
BUSTIOS, SILVANA E.	8/24/15
CABRAL, HAYZER	8/24/15
CABRERA, JHANNA	8/24/15
CAHN, CATHLEEN	8/24/15
CAIN, TANYA	8/24/15
CAIN, CHESNE'	8/24/15
CALDERON, LILA	8/24/15
CAMPBELL, ANTHONY	8/24/15
CAMPBELL, CLAUDETTE	8/24/15

CAMPBELL, FRANCINE	8/24/15
CAMPOS, MAXIMO	8/24/15
CAMPUSANO, JOANI	8/24/15
CARABALLO, WILBERT	8/24/15
CARBAJAL, MARIANELA	8/24/15
CARBONELL, ZINELFI	8/24/15
CARRANZA, AUGUSTO R.	8/24/15
CARRILLO, YENNY	8/24/15
CASALE, JAMES A.	8/24/15
CASTANEDA, KATHERINE	8/24/15
CASTILLO, VANESSA	8/24/15
CEBALLOS, VALERIA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
CHAVARRIA, JESSICA	8/24/15
CHICLAYO, SEGUNDO	8/24/15
CHONG, LEE	8/24/15
CHOUDHURY, ABU YOUSUF	8/24/15
CHOUDHURY, SHUHANA	8/24/15
CHOUDHURY, TASMIAH	8/24/15
CHOWDHURY, AMBIA	8/24/15
CHOWDHURY, ASHIS	8/24/15
CHOWDHURY, DIPANKER	8/24/15
CHOWDHURY, FARHANA	8/24/15
CHOWDHURY, FATHEMA	8/24/15
CHOWDHURY, MANNA	8/24/15
CHOWDHURY, MOHAMMED	8/24/15
FOOTE, RAYNESS	8/24/15
FOOTE, RONALD A.	8/24/15
FORMAN BERG, DIANE	8/24/15
FOSTER, DESLINE	8/24/15
FRANCO, THOMAS	8/24/15
FRANKLIN, BARBARA	8/24/15
GAMARRA, GERARDINA	8/24/15
GAMARRA, OLGA	8/24/15
GAMBLE, NATALIE	8/24/15
GAMBLE, OCTAYVIA	8/24/15
GARASS, MARILYN	8/24/15
GANTI, ANNAPURNA	8/24/15
GARAY, FERNANDO	8/24/15

GARAY, JOSE	8/24/15
GARAY, LILIA R.	8/24/15
GARCIA, ANIA	8/24/15
GENIDY, LAMYAA	8/24/15
GHANI, MONOWARA	8/24/15
GILBERT, ROBERT	8/24/15
GILCHRIST, ERIC	8/24/15
GIPSON, KENNETH	8/24/15
GODOWSKY, EILEEN	8/24/15
GOMEZ, MIGDALIA	8/24/15
GONZALEZ, INGRID	8/24/15
GONZALEZ, MARCOS	8/24/15
GONZALEZ, RAFAELINA P.	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
GONZALEZ, SANDRA	8/24/15
GONZALEZ-GARCIA, ROSARIO A.	8/24/15
GREENWALD, GWEN	8/24/15
GRIFFIN, PAMELA D. D.	8/24/15
GRILLO, BRENDA	8/24/15
GUERRERO, LUZ	8/24/15
GUEST, MAURICE P.	8/24/15
GUTIERREZ, JOSE	8/24/15
GUZMAN, IRIS	8/24/15
GUILLERMO E.	8/24/15
HADI, SAMIRA	8/24/15
HAKI, THANNA A.	8/24/15
HAMDAN, NADYA	8/24/15
HAMED, FATIMA	8/24/15
HAMEID, AJNADEEN	8/24/15
HAMMAD, HANADI	8/24/15
HAMMAD, TAGHREED	8/24/15
HAMMOUDEH, SANA	8/24/15
HANKE, ANA	8/24/15
HANSFORD, FAITH R.	8/24/15
HAQUE, MOHAMMED	8/24/15
HARMOND, NICOLA	8/24/15
HARRIS, THOMAS C.	8/24/15
LATIF, MONSUR	8/24/15

LAWRENCE, WINSOME	8/24/15
LATTOUF, MARY	8/24/15
LEHMAN, VINCENT	8/24/15
LEMONIUS, JOHN	8/24/15
LESTER, SIMON	8/24/15
LEWIS, LINDA	8/24/15
LIPSCOMB, CYNTHIA	8/24/15
LLUPA, LEDIO	8/24/15
LONDON, ANDRES	8/24/15
LOUHAB, MOHAMMED	8/24/15
LOVE, ALISA A.	8/24/15
LUCANAS, HENRRY H.	8/24/15
LUCAS, NANCY	8/24/15
LUDENA, ALEXANDER	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
MAC DONALD, JARED	8/24/15
MAJIDI, KHALID	8/24/15
MANLAPID, ENRIQUE	8/24/15
MANNIRY, MOHAMED	8/24/15
MANSOURI, HICHAM	8/24/15
MARCANO, REYNA	8/24/15
MARTINO, ANNA	8/24/15
MARZOUQ, AMAL	8/24/15
MATIC, MLADEN	8/24/15
MATUTE, SHERIL	8/24/15
MAZZELLA, WINDY F.	8/24/15
MCCOLLUM, MICHELE	8/24/15
MCDANIEL, TAMIKA	8/24/15
McDONALD, ALVITA	8/24/15
MCDOWELL, STAR'TASIA	8/24/15
MCKENZIE, MORRIS	8/24/15
MCLAREN, ROBERT	8/24/15
MCLEAN, TAMMY	8/24/15
MEJIA, JOSEFINA	8/24/15
MEKKY, HANAN	8/24/15
MELVIN, ANTOINETTE	8/24/15
MENACHO, KATHERINE	8/24/15
MENDOZA, YSAAC A.	8/24/15
MERCEDES, SANTA	8/24/15

MIAH, SABLU	8/24/15
MIK, EWA	8/24/15
MILLER, LUCIA	8/24/15
MINAYA, GLADYS	8/24/15
MINOVA, PAVLINKA	8/24/15
MIRANDA, FROILAN P.	8/24/15
MISBAH, SHARMIN	8/24/15
MIZZONE, SUSAN	8/24/15
MILAD, GEORGE	8/24/15
QANDELL, WALLA	8/24/15
QANDIL, SUHAIR	8/24/15
QIRJAKO, ALTEA	8/24/15
QUINONES, JENNIFER	8/24/15
QUISPE ALIAGA, ROCIO	8/24/15
QUNISE, ABEER	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
RAHHAL, HADEEL	8/24/15
RAHMAN, MAHBUBUR	8/24/15
RAHMAN, MASUDUR	8/24/15
RAHMAN, MONSUR	8/24/15
RAHMAN, MUHIBUR	8/24/15
RAHMAN, REHANA	8/24/15
RAHMAN, SABINA	8/24/15
RAHMAN, SHAYLA	8/24/15
RAMADAN, AMANY	8/24/15
RAMADAN, LEENA	8/24/15
RAMOS, BETTY	8/24/15
RAMOS, EVELYN	8/24/15
RANGEL, ALMA	8/24/15
RASHEED, WOROUD	8/24/15
RASHID, MAMUN	8/24/15
RASO, GIOVANNI B.	8/24/15
RAZZAK, HADIYA	8/24/15
REDMON, DEBORAH	8/24/15
REDMOND, ARTHUR	8/24/15
REELS, LARRY	8/24/15
REID, NADINE	8/24/15
RESNICK, ANDREW	8/24/15
RESNICK, DEBRAH	8/24/15

RESTREPO, LILIANA	8/24/15
REVERON, ROSARIO	8/24/15
REYES, ASTRID	8/24/15
REYES, CHRISTINA	8/24/15
REYES, MARIA	8/24/15
REYES, GISELA	8/24/15
REYNOSO, GLADYS	8/24/15
RICCIOTTI, DENISE	8/24/15
RICHARDSON, GALE	8/24/15
RICKETTS, YVONNE	8/24/15
ROACH, ALISON	8/24/15
ROBERTS, NADINE	8/24/15
ROBINSON, ANNIKA	8/24/15
ROBINSON, JANENE	8/24/15
RODRIGUEZ, ALEXIS	8/24/15
RODRIGUEZ, ILUMINADA	8/24/15

SUBSTITUTE TEACHERS (CONT.)

NAME	EFFECTIVE DATE
RODRIGUEZ, JOSHUA	8/24/15
RODRIGUEZ, NORMA	8/24/15
RODRIGUEZ, ROLANDO	8/24/15
WITHERSPOON, DONESE	8/24/15
WOODS, GREGORY R.	8/24/15
WOOLRIDGE, DANIELLE	8/24/15
WU, HORNYU	8/24/15
ZAKHARY, NEVEN	8/24/15
ZAMAN, MOHAMMED	8/24/15
ZEGARRA, JOSE	8/24/15
ZELHOF, JOHN C.	8/24/15
ZIETARSKI, ANDREW	8/24/15
ZOHDY, RAWIA	8/24/15
ZUMARAN, ARMIDA	8/24/15
ZUMARAN ALAYO,	8/24/15
PLASKON, HELENA	8/24/15
MCNAMARA, NEIL	8/24/15

SUBSTITUTE SECRETARIES

	FIRST NAME	LAST NAME	EFFECTIVE DATE
1	Teresa	Afonso	8/12/15
2	Jessica	Ballard	8/12/15

3	Quanae	Free	8/31/15
4	Gleny	Pena	8/31/15
5	Febeslinda	Simmons	8/31/15
6	Raquel	Stephen	8/31/15

SUBSTITUTE ADMINISTRATOR

	NAME	POSITION	EFFECTIVE DATE
1	Lyde, Jeanette	Substitute Administrator	9/3/15

INFORMATION ITEMS

- 16-A10. Approved utilizing certificated substitute administrators in the Paterson Public School District during the 2015-2016 school year to provide leadership to staff during times when full time administrators are absent from their assignment, at a rate of \$350.00 per day for principals; \$250 per day for vice principals; and \$200 per day for supervisors.
- 16-A11. Approved entering into an agreement with Patricia Bullon to provide after-school instruction in sculpting, painting, and art for students in the sixth, seventh, and eighth grades at certain Full Service Community Schools, for the 2015-2016 school year, at an amount not to exceed \$15,000.00.
- 16-A12. Approved entering into agreements with Brenda Patterson and Marbella Barrera for Accountability Initiatives (RFP-407-16) for Phase I, Phase 2 and Phase 3, for the 2015-2016, 2016-2017 and 2017-2018 school years, at an amount not to exceed \$94,500.00 annually, pending budget approval.

It was moved by Comm. Cleaves, seconded by Comm. Simmons that Resolution No. F-1 be adopted. On roll call all members voted as follows:

Comm. Cleaves: Yes.
Comm. Kerr: Yes that I received the information and reviewed it.
Comm. Martinez: Yes.
Comm. Mimms: Yes.
Comm. Rivera: Yes.
Comm. Simmons: Yes.
Comm. Teague: Yes.
Comm. Hodges: No.

The motion carried.

BOARD COMMENTS

Comm. Hodges: I neglected to allow Board Comments. The Board may choose to do so if they wish at this time.

Comm. Cleaves: I want to say to the three students that competed in the National History Day, congratulations on your victories and know that Comm. Cleaves is proud of you. Continue to do good works and continue to show the outside of the four walls of Paterson that there is greatness that resides here and that we're going to continue to be

great. Again, congratulations to those students. To the YES Academy family, I don't think anyone who sat in this room today can say that we did not feel the sentiments that the students and the teachers brought to us. We did. To the parent that spoke, I want you to know you made a statement that you advocate for your child, but you need to know that the nine of us up here advocate for your child as well. I don't have a child in the Paterson Public School System and I advocate for all of the children of the City of Paterson. Every day that I step foot out of my house I know that I represent them and the things that I do are a reflection of them. So I try to do my best as an elected official of the city that was elected by some of your parents to do my best every day and to do what I think is in the best interest of the students. That's what I was elected to do, to do what was best for the students. I want to encourage the YES Academy family to keep encouraging each other and to keep encouraging you to keep fighting with your knowledge and your brains. The way that you came in today, come in and fight for what is rightfully yours. Hold those of us accountable that tell you one thing and their actions speak something differently. Hold us all accountable. I appreciate the fact that you came out. I wish that you were here at the end of the meeting so that you could hear whatever each Commissioner has to say. I'm sure we all have a little message for you, but I want you to be encouraged. Encourage each other and encourage yourself. Brighter days are coming and we have to just keep remembering that we don't always get it right the first time, but there's something called second chances. So whatever was wrong or whatever was said wrong to whatever groups, whether it was HARP or YES Academy, we have an opportunity to make it right. I just encourage you to be encouraged. I have a question for Dr. Evans. The teacher that spoke from School 21 said that the resource teachers are subbing in the classrooms. Why are the resource teachers subbing in the classrooms and the principal is not calling for substitutes for those classrooms and the resource teachers are allowed to do what they're supposed to do, which is resource?

Dr. Evans: I don't have an answer for that. I heard for the first time myself that we had resource teachers – and I'm assuming by resource teachers she meant special education teachers – subbing in classrooms for general education students. This presents two concerns. Number one, they should have students themselves in their own classrooms to teach. Number two is your question, why aren't we calling for someone to be there? I don't know the answer to that. I'll find out and I'll ask Dr. Crescione if she knows the answer to that question. I don't know the answer.

Comm. Cleaves: I think we should find out why.

Dr. Crescione: Thank you for the question. I do know that the principals are aware that they're not to use resource room teachers because as Dr. Evans noted, it deprives the students of the services that they are to be receiving and then it will result in compensatory education. I'm not sure if it was an emergency situation. In spite of that, I will just say that practice should not be followed. I want the Board to know that it is sometimes difficult to find substitutes, but at no time should the resource room teachers be used as a substitute for finding someone.

Dr. Evans: We will get an answer because I want to know as badly as you do.

Comm. Cleaves: Thank you. Dr. Evans, I encourage you also to expeditiously get that community forum and meeting going between HARP and YES Academy. I'm not too concerned with the administrators there. My concern is the students and the parents. I would like to see this meeting happen before we break for Thanksgiving so that whatever is starting to escalate between the two academies we can nip in the bud. Now that the father let us know that there are some issues we know it. So let's jump on it

now and let's get it fixed or let's get an open dialogue going so that it can stop. To the candidates that are running for School Board, my fellow Comm. Kerr and Comm. Teague, I wish you luck. To the other candidate, I wish you luck. To Ms. McKoy, I'm just going to say see you later because I'm going to see you again. I'm not going to say goodbye, but it was a joy and a privilege to serve with you on the personnel committee. I am going to miss you, but I'm going to say see you later. Those are my remarks.

Comm. Kerr: Let me start off by saying that when any child in our district succeeds, I succeed. And when any child in our district fails, I fail. The purpose for me to be here is to make sure that all of our children get the opportunity to succeed. I would like to just offer a word of congratulations to the children who succeeded in the National History Day Competition. I want to congratulate Peter Echevarria who placed tenth nationally. I think that's very important. Juliana Braka advanced to state level performance and also Shakila Gaskins. These are young people who are holding the banner of Paterson Public Schools high and we want to congratulate them in the best way possible. I sat here this evening and I did not say much because my spirit was overwhelmed by what I saw happen here this evening. A lot of parents came to this podium and they expressed issues that have been expressed time and time again. The problem is we are not seeing the remedies that are being applied to address some of these issues. Somebody came here tonight again and talked about special education issues that we've been having. I cannot imagine that a teacher would come here tonight and say we do not have properly staffed classrooms in our district. I agree with Comm. Irving. There should be a roster and I'm sure there is one. You have that before the start of the school year. You know every class. You know what's needed for every class. So why after two months we are faced with the issue of not having certified teachers in those classrooms? I did not know this and I'm sure a lot of Board members sitting here tonight did not know this. These are issues that do not bode well for the development of our kids here in Paterson. I have a responsibility to make sure that our kids get the kind of education. I'm not going to sit here and be quiet when I know that we can do better. We can do better. A big part of our problem here, Dr. Evans, is all about communication. This administration does not communicate well and there's a clear demonstration of that here this evening. Kids from YES Academy came and they had their problems. We had statements made from this podium that were not becoming. You were perfectly correct, Dr. Evans, to sit down with them and try to hear out what they had to say. The problem is, as the parents said, you address one side of the coin and you did not address their side. Then you start making a decision here from this podium that I think was not the proper thing to do. I totally agree with the parent. It should be a situation where both sides sit down, have a discussion, and then you come to a resolution. That is not being done and we are being blamed as a Board for some of the issues that are created by how we approach business. I would like for us to try to improve this piece of our operation. Let me go into my next point, and I'm going to do it quickly, Mr. President. We talk many times about parent engagement. As you have always heard me say, parental engagement is critical. I was dismayed last week when the Paterson Education Fund in collaboration with the Paterson Public Schools put on a forum at 90 Delaware to educate the parents about the PARCC test. What troubled me about it is we have in this district approximately 30,000 kids. If we have 30,000 kids in this district, it takes two people to make one child. So approximately 60,000 parents, or if you want to throw away 20,000 you have 40,000, out of that number we only have five parents show up. It's a disgrace. We need to do better. We need to show up. It's the parents' responsibility to show up. If the district does not respond to you when you show up, then you have a lot of something to say, but not when you need to show up and you don't show up. Only when you want to fight you show up. That needs to be changed. Regarding QSAC, I'm hearing that we are getting back this and that. I'm not thrilled by this because this district performed well. We have met the benchmarks. We

don't need to negotiate. We are deserving. So give us. It's not that you're doing us a favor. You've been in this district for over 25 years. You have set your system in place and we did well. So give us. What they did to Jersey City, I'm totally disgusted with the New Jersey Department of Education and the politics that they play. Because we are not saying anything about it we get all of that stuff. It's time for parents to come out. If I'm not going to advocate from this side of the table, trust me, I'm going to be over that side of the table and I'm going to keep talking. Thank you, Mr. President.

Comm. Martinez: This evening's meeting has very much been a microcosm of my time here on this Board. We started out with some great successes. We heard about some outstanding young people and some of the great things that they're doing. Those great things continue to happen in the district and it's important that we shine a light on those things. We've also seen a lot of the struggles that are also continuing to take place in this district unfold right before our eyes. After the last meeting I thought that was very uncomfortable and awkward. I didn't think it could get any more uncomfortable and awkward than it did that time, but it certainly did this evening. You got to see a snapshot of what I've seen over the last three years. I put it in this context because this will be my last meeting as a Commissioner on the Board of Education. It will certainly be my last time sitting on this side of the dais. To that point, I just want to take a moment to say thank you to each and every one of you - the Commissioners, cabinet members, and everybody who's been assisting in this endeavor. Ms. McKoy and I were joking that for the second time she and I will be parting ways. I've always enjoyed my time working with Ms. McKoy. There is a lot of work that remains to be done. I do? I'm getting a little bit ahead of myself. So I'm going to stop right now. I was getting sappy and out of character when there was no need for me to get sappy and out of character. But now that I already have the ball rolling there is a lot of work that remains to be done. On November 3 there is an election coming up and I hope everyone out there will take some time, learn about your candidates, and make your educated choice. There are some quality candidates out there. Please come out to the polls on November 3. There are some other elections going on November 3 and I encourage everyone to go out and learn about those as well. With that being said, that will conclude my comments for the evening.

Comm. Hodges: Not so fast, Mr. Martinez.

Comm. Mimms: Good evening everyone tonight. I'm so glad to be back. I was out of the country and then I was out sick. I'm so glad to be back. There are so many things that have happened tonight and it's one of the reasons I ran for the School Board, to make sure that our children get the education that they so rightfully deserve. So to begin, I want to congratulate the three students from Rosa Parks High School who were recognized for National History Day. We're indeed excited about the strides that they took to make Paterson proud once again. I want to congratulate Cheryl Coy on her position and her elevation. It's so refreshing to see a resume of her character be filled by someone of her nature. So I want to congratulate her because it's so rightfully deserved of someone that has worked hard at achieving the task that will make this district better. To Ms. McKoy, so rightfully deserved! I was just waiting for the announcement. I knew it was coming. She's such a pleasure to work with, such a wealth of knowledge. I can indeed say that you've made the district better. You've increased and raised the bar for the district and it's going to be hard to fill your shoes. I pray that someone has some good stilettos to walk in after your leave the district. With regards to YES Academy, HARP Academy, and the cohabitation of them coming together to move, there's a quote that says is we fail to plan, we plan to fail. One of the things that we as a district have to work hard on is our communiqué, as far as communicating and being very proactive and with our follow-up to ensure that every

party is heard on both sides. It's not that we have to have a parent comes in to feel that they're being slighted and that another school is being vindicated. So to avoid that we have to make sure that we put those things in place, whether it be memorandums, team-building exercises, tours of the facility so they can have something to aspire to as to what the next moves are, or the timelines or timeframes of what we're looking to achieve. As far as School 21 is concerned, I as a parent of a student of School 21 many parents reached out to me. I reached out to the district in regard to the issue of there being the 10 vacancies. It's even worse than was stated because on the schedule for the students there were question marks. Instead of it having a class, it was identified as question marks with no teacher and with no subject identified on the classroom schedules. So I personally reached out to the district office and I was told that there were 10 vacancies and that the budget was approved for nine to be filled. Still at present there is no filling. So I'm a constantly in School 21 talking to Dr. Peterson and the staff to ensure that we fill those positions because it has been two months that these students have not had teachers. The substitutes that they have had in some of the classes are leaving too. That goes to say that we need to do something administratively to identify why our administrators are leaving the district, why our teachers are leaving the district, and to find out what we can do. It's not all budget. I know budget is an easy scapegoat to talk about. There are other districts that are giving money. There are many places where people will stay even if the money is not the same. So we have to identify and find out why people don't want to work in the Paterson Public School District and find some ways to fill those gaps so that we can keep the best quality educators in our public school district. To the election that's coming up on November 3, it is very important that we go out and vote. Two of our colleagues are running, Comm. Teague and Comm. Kerr. Then tonight was my first time actually seeing a candidate. So if you are running and you're one of the other candidates that are running, it would be great if you make yourself visible and known so that we know who you are. So when it comes to voting people won't just pick anyone in the ballot booth. They'll really pick someone who will come to this Board and be effective in filling the positions that are needed to make sure that our children get the education that they so rightfully deserve. Thank you very much.

Comm. Rivera: I would like to start by congratulating Cheryl Coy. I'm glad to see you at the table. Good luck on your new position. Marnie, I met you a few years back. You were my son's principal. Every organization you're a part of you just create this environment. You notice that every time I see you I say hi a certain way. You make people feel comfortable and I feel that where you're going they're going to benefit a lot from you. They have a great asset. I hope to see you around, even after you leave. Good luck. Tonight I saw a lot of positives at the beginning of the meeting, but then I saw a lot of things that we still have to work on. For example, communication, we have to start here at the Board. A lot of times things get done and not all of us get informed. We have to work on that. I'm very disappointed that some conversations were had with the state we were not made aware of what was going on. We find out here when it's presented to the public. I asked for this in the executive session, that whenever any member of this Board speaks to the state they're speaking on our behalf as a Board, not as an individual. So I need to know what's going on. That's one. With regards to the comment of the Superintendent, I was not aware that it is part of your job as a Superintendent to make sure that your staff makes you aware of everything that's going on. That's why you have assistant superintendents. If the principals are not making you aware, then hold them accountable. Please. This has to stop. This is not acceptable to say, "I was not aware." If your principal is using staff, they might have their reasons why they're using the staff a certain way. But if they've been instructed not to use the staff for certain duties, then they should not. That's one. Another thing, we have to stop relying so much on the use of consultants. I know there might be a

need for certain things, but there's been other meetings where I've heard comments like, "We have to hire a consultant because either my staff cannot or will not perform a certain task." That's not acceptable either. We laid off a lot of staff here and I feel bad. You're playing with people's lives here. You lay off all the staff and sometimes you cannot plan for people that are leaving. Maybe that wasn't taken into account when we laid off all those teachers. It's easy to put all the blame on you. I cannot say it's all your fault because I didn't see the strategy that you had when you decided to lay off all those teachers. But people don't want to hear excuses. We're playing with people's lives here. So again, I feel the main thing we have to address immediately is communication in this district. Thank you.

Comm. Teague: Good evening. First, I'd like to also give my congratulations to Ms. McKoy. I wish you well on your endeavors and your future travels. Ms. Coy, for the last six years I've worked hard to brand myself as the special education advocate or the person who the parents can go to when they have issues with IEPs and so forth. So parents always call me and contact me about any issues they have with regards to that. I can tell you that I have not gotten one complaint about Ms. Coy. As a matter of fact, when I email her, the emails are responded to immediately. If a parent has any issues, they're resolved immediately. There are some parents who have been experiencing issues for the past year and a half. Once they were referred to Ms. Coy the issue was resolved within the week. As a parent, I'm very happy with the decision that was made and I can see changes instantly. With regards to the students who were honored for the National History Day Competition, I want to congratulate you. That only continues to further put forth the message that greatness lives in this town, that greatness comes from this city, and it will always and forever be that way as long as we continue to push our students and provide for them a thorough and efficient education. With regard to the illegal underfunding of our district, there's a popular misconception out that we're trying to get money that we feel we deserve. It's not a matter of deserving the money. The money is legally our money. We are not saying that we are entitled to it as if to say it's a gift that we hope they're giving to us. We want it because it's legally ours. You have to understand that in 2008 the New Jersey Supreme Court passed the School Funding Reform Act which has a measure by which districts can gauge how much money it costs to actually function. Because we are being flat-funded it is going to reach a point where we are not going to be able to efficiently operate. I need you to understand that is a big issue. I know that there are other issues that surround what's going on, but we have to target this underfunding issue. The Governor is hell bent on destroying, getting rid of, and privatizing public education. Make no mistake about it. The easiest way to do that is to continue to strip the funding in order to carry on the services that our children need. I've given this example many times. If you receive \$10,000 a month and your costs go up, you're going to be in the black and pretty soon you're going to be in the red because you're not going to have enough money to carry out and even cover your operating costs. We're already looking at a crisis that recently took place where we lost hundreds of teachers. Just wait until next year and the year after that. And the year after that I don't even want to think about. Unless we find a way to get the message across that we need to get all of the residents... I've heard people say we've been to Trenton. No, not in droves! I go to Washington and Trenton and I have seen other cities go there by the hundreds and flood those halls and those chambers and demand what they are supposed to have. Paterson is going to have to come out in large numbers. The way that everyone came out when Fetty Wop came to Paterson at Bauerle Field is the way that we need to show up at the State House and demand that Paterson be fully funded. This isn't something that I just started talking about a couple of weeks ago. Back in 2009 when I found out services that my daughter was supposed to receive had been cut for this very reason, I came out then as a parent. I had no idea at the time that I would eventually be on the Board. This is something

that's going back a while. This fight has to come to an end and it's going to take all of the parents showing up and saying whatever money that we are owed and due by law we want you to give us that money. We have to start holding our state and our government officials accountable to make sure that they fight for us to get the funding that we deserve and that we're supposed to have legally retroactive to 2008 when the law was passed. So if you really look at it retroactively if you apply for Social Security three years ago and you're approved the years later, they will give you your money retroactive to the first time that you applied for it. So the money that they owe us through the SFRA is dating back to 2008 all the way to the present day. If they give us that funding and they do it properly we can be able to bring our teachers back in droves, we can provide the technology that we need, we can provide the support staff that we need, we can revamp the special education department, and we can revamp the recreation department and the sports. Everything that's taking place in our district can be revitalized if we have the proper funding. No matter how many times you slice it, if there's not enough money there's not enough money. So we're going to have to fight. We're going to have to get together as a community. We're going to have to stand up to these dictators and let them know that Paterson matters just like every other city and every other town and we want our money. Thank you.

Comm. Hodges: Sadly, I'm standing between the Board and the door, which is a very precarious place to be tonight. For those of you who are anxious to get home to watch the playoffs I'm told that the Mets are winning 6-1 at the top of the seventh. We don't celebrate our students' achievements enough and I am hoping that we spend a lot more time bringing our students before you so that you can see what are teaching them, what they are learning, and what they are also bringing to their colleagues in the district. Having said that, tonight I was extremely proud of these young people who came here before us. I was disgraced because once again we have students coming and begging to be educated in the City of Paterson. They were begging to be educated and treated as students in their city. That is unconscionable for us as adults. They are already shortchanged in the facilities. They're shortchanged in their environment. They're shortchanged in the funding. They're shortchanged in the expectations that we have for them. And in many cases they're shortchanged in who we think they are. These students, despite all of that, are managing to not only survive all that but do well. That is an extraordinary testament to just who they are in fact. But we have to do better. I have made it a point of pointing out that we have been illegally underfunded. We started talking about this in November and it's puzzling to me that people don't understand the circumstances. We had a group that came here and screamed at the Board and the district because we cut the budget. We didn't cut the budget. We are responding to significant cuts in the budget given to us by the State of New Jersey. We've lost a wrestling team. We're combining classrooms. We have cuts up and down our budget lines of millions of dollars. Yet we're facing the challenges of the PARCC results and new improvements in demands in curriculum. We're facing the challenge of replacing staff that is leaving and bringing those talents to bear on the new system that we're being asked to put in place. These things aren't getting any easier for this community, but we're going to have to do those things if our children are in fact to receive the education that they deserve. People think that the Board of Education is a matter of coming to a few meetings, having a discussion, and then you go home. You get before the cameras, you put on makeup, and then you go home at night. That is not what takes place here. Some of us are in meetings late at night on nights that you don't see us before the cameras. Some of us are engaged in conversations with each other late at night, chasing the Superintendent or his staff down, or coming to the building and meeting with the staff to get things done for parents. It is a serious challenge and we're looking at making significant decisions about policies and priorities and trying to address issues with parents and what's happening within our school buildings. This takes work,

a lot of work. It takes serious individuals who want to come here and say that they wish to join this body. I do not advise it if you're not serious. You will quickly find out that there are a lot of things going on which do not meet the eye and not enough people understand that. I have two colleagues who are running for reelection, one of whom has been working assiduously to improve the fiscal status of this district and whom I support most highly, Mr. Kerr. I have another colleague who is running who has been an outstanding advocate in this city, well-known to this community, Mr. Teague. I also support him. Mr. Martinez has decided to pursue other areas and I wish him the best of luck. I don't happen to reside in the ward in which he wishes to direct his attentions. But I do want to say the work that this Board has done in recent years has been exemplary. We don't all get along. We don't all have the same perspective on things, but under my tenure I could not have received more support, more work, more effort, and when I put them in very difficult positions, and I have on a number of times, they've shown up in droves. There's nothing that you can hope for from a Board but to have them in very dire circumstances show up, and they did. We were asked by the state to keep quiet about our position on local control and what was happening, and they did. I guess it was Friday afternoon that we had a conversation and I made it clear that given what was going on in Newark and Jersey City we cannot let this community think for one second that nothing is happening here, not with the work that this Board has done, not with the effort that they have put in, and not with the capacity that they have demonstrated. We could not sit here and remain silent. I think I reached out to the staff of the Commissioner and I told them if they wanted me to say something else other than what I had planned to say that they should notify me. I read what the Commissioner said and you heard it. But we are not going to take second fiddle to anybody in state takeover when it comes to what this Board has accomplished and what this Board is capable of. For your help, perseverance, and willingness to remain silent in a very difficult time, I thank this Board very much for your support. To Ms. McKoy, I wish you well in your future endeavors. I'm angry with you, but we shall move on. I'm also angry at Mr. Johnson and he'll hear about that another day. But we have to persevere and we have to do that starting tomorrow. With that, I thank everybody and I'll entertain a motion to adjourn.

Comm. Kerr: Mr. President, I just want to say to Ms. McKoy in my emotional setting I totally overlooked you and I'm very sorry about that. However, I must say that I respect the work that you did for this district. You have been a very firm, quiet, and smooth operator. You got the work done with any fanfare and that's always a good thing. I am going to miss you. I'm not going to have the privilege of seeing your face looking back at me with that smile. But I wish you well and I know that you will take Paterson with you wherever you go. So again, I want to thank you and god bless you.

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

The meeting was adjourned at 10:40 p.m.