

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

February 18, 2015 – 7:13 p.m.  
Administrative Offices

Presiding: Comm. Jonathan Hodges, President

Present:

Dr. Donnie Evans, State District Superintendent  
Ms. Eileen Shafer, Deputy Superintendent  
Sidney Sayovitz, 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

Absent:

Comm. Corey Teague

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

Comm. Mimms 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  
February 18, 2015 at 7:00 p.m.  
Administrative Offices  
90 Delaware Avenue  
Paterson, New Jersey**

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

Comm. Hodges: Comm. Teague, unfortunately, has a family issue that he is attending to and is unlikely able to attend tonight's meeting.

**PRESENTATIONS AND COMMUNICATIONS**

Dr. Evans: We don't have presentations in the normal context. As a result, you don't see any items listed under Item 4 on your agenda. However, we do have one

presentation that I will introduce momentarily regarding a donation being made to the school district. First, let me say a few words about why we're meeting here tonight rather than at our normal meeting place for this meeting, at Kennedy High School. We had some challenges today with the heat at Kennedy and Mr. Morlino, who just walked in, has been working tirelessly with his staff to get us back online. We were anxiously awaiting the results of his efforts to determine whether or not school at JFK would be open tomorrow. Unless there's been a change in the past few minutes, I'm happy to announce the heat is back online and the school will be open tomorrow. But I asked Mr. Morlino to come tonight and explain to the Board the challenges that he's been working on today to get the school back online.

Mr. Steve Morlino: Good evening. We had a number of challenges in the district over the last few days with temperature extremes. You may or may not know that buildings in New Jersey are designed for zero outside temperature and the boiler plant is built to work at zero at its maximum capacity. Once you drop below zero or you have wind chills that impact the building such as we've had in recent days you really tax systems. The design temperature is for a new building. When you take a building that's 50, 60, or 100 years old and it has had deferred maintenance over the years that temperature rises quickly so that the design temperature is reached in the 20's in some cases and in the 30's in other cases. That's when you really begin to tax the power plant in one of these buildings. At JFK in particular it's a steam-operated system and steam systems require steam traps in order to function properly. What we found in the last day or so at JFK is that steam traps have not been maintained over the years. They're original. They were installed when the building was built. The boiler system traditionally in the district has not had boiler water treatment systems in place, which are chemicals that are put into the system to help prevent oxidation and corrosion similar to antifreeze you put in your car to prevent the car from overheating and the cooling system from corroding. Under the circumstances we're dealing with the steam traps becoming less than efficient. What we did in the last few days is bleeding the system manually, opening up the traps, bleeding water that's supposed to go through the trap and recirculate through the boiler system in order to keep heat in the heat liens and in the coils. When this happens water backs up in the system. When you get water in the system instead of steam you're subject to freezing with the cold temperatures we had. With some of the problems we have with the brick work and window caulking in our buildings JFK experienced a couple of frozen coils in which the coils froze and in some cases burst and in other cases just froze solid and blocks the heat from transferring in the coil and heating the room. We've been dealing with those challenges at JFK. When I left JFK a little while ago the temperatures were coming up. I just read a report from the principal that says perhaps the temperatures aren't coming up as quickly as we thought they were. Some of the rooms where in the 80's when I left and some of them were still in the 60's. The auditorium was the coldest location in the building. The only thing working in the auditorium, and I understand it's the only thing that has been working for a number of years, is the perimeter heat, which is traditionally used to do what they call window washing. The heat comes up along the perimeter walls of the outside of the room, goes up across the windows to wash the windows with heat, and then there's a supplemental heating system overhead that's supposed to actually provide the heat in the room. That upper system is not working. It's located on the roof. We need to get up there on the roof and take a look at that. That wasn't done today. The perimeter heat was working when I left, but again, it's been bled manually in order to get the steam through the system. We have someone staying there all night to man the system and try to keep it functioning through the night. Two boilers are fully functional and are in high fire. We raised the steam pressure as a way to try to compensate for some of the issues we're dealing with. Hopefully we'll be successful in that and we'll know later this evening if that's actually working. We had a number of

issues in other schools also in which we lost coils. School 10 was probably the worst case where a coil broke in Room 106 on the first floor and flooded the media center below it. The media center suffered extensive damage as a result of that particular flood. We also had coils frozen at School 24. At Silk City we had to make some major repairs to 5-inch steam lines over the last two weeks. We replaced a section of 10-foot pipe and then we have a section a couple of feet away that failed and we replaced that. Then we had a couple other leaks at Silk City where we had to cut pipes out and weld new pipes in. You need a certified welder to come in and weld on steam systems. We've been working on some of those issues. A lot of this stuff can be prevented with proper maintenance going forward, replacement of controls and steam traps in our buildings, and some preventative maintenance, which is dearly lacking due to resources that are available to us.

Dr. Evans: The bottom line is that Kennedy will be warm tomorrow.

Mr. Morlino: We hope so, yes.

Dr. Evans: Board members may have some questions for Mr. Morlino.

Comm. Martinez: You said at School 10 the media center suffered some extensive damage. Obviously with the onset of PARCC coming up, do we have a timetable? I know it just happened.

Mr. Morlino: It just happened. We need to dry it out. We're probably going to have to rip the subfloor up and replace it. There's extensive ceiling work to be done there in the media center.

Comm. Martinez: Outside of the physical room itself was there damage done to the actual computers and such?

Mr. Morlino: Not to my knowledge.

Comm. Martinez: So that's salvageable.

Comm. Hodges: What's the timeframe for the media center?

Mr. Morlino: We need to first dry it out. We have some dehumidifiers in there. We have some air scrubbers in there. Once we dry it out we need to assess the floor, which appears to be damaged far enough that we're going to have to tear the floor out and replace it.

Comm. Hodges: My concern, of course, is PARCC and the impact it may have.

Mr. Morlino: We're looking at two weeks at best to get that room back together.

Dr. Evans: A question I would have though is whether or not the media center is one of the locations where PARCC is going to be administered.

Mr. Morlino: That I don't know.

Dr. Evans: Ms. Shafer is saying no.

Comm. Martinez: That was my concern.

Mr. Morlino: I didn't see a bunch of computers there so I wouldn't think so.

Comm. Martinez: I just wanted to make sure the actual computers were still usable for the administration of PARCC.

Comm. Hodges: Any further questions?

Dr. Evans: The second item relating to the relocation of this meeting is that the program previously scheduled tonight in recognition of Black History Month is being rescheduled. Ms. Corallo, what's the new date?

Ms. Terry Corallo: We're trying for next month.

Dr. Evans: For the next televised Board meeting in March. Last, there is the presentation that I alluded to. An item that's added to the agenda tonight is Item C-15. It's an action item to ask the Board's acceptance of a donation being made by Vaughn McKoy who is the author of *"Playing Up – One Man's Rise from Public Housing to Public Service through Mentorship."* He is making available not only his book but curriculum materials as well to support it that our teachers actually can use as an instructional tool. He has asked for the opportunity to come forward. I ask you to come forward at this time and address the Board.

Mr. Vaughn McKoy: Thank you, Dr. Evans, Mr. President and Mr. Vice President. It is indeed a pleasure for me to be here tonight with many friends. I love Paterson, New Jersey. I got my start in education at Dale Avenue School in Paterson. Then I went to School 13, School 10, School 28, School 21, and wound up at Eastside High School. I graduated in 1986. My journey through Paterson led me to write this book about three years ago called *"Playing Up – One Man's Rise from Public Housing to Public Service through Mentorship."* It was the power of the vision that a fourth grade teacher at School 10, Juanita Jones, put in my head one day. She said, "Vaughn, I think you'd make a great lawyer." She told me that because I talked too much. But it was the seed that Juanita Jones put in my head in the fourth grade that led me on this track to become an attorney. So much so, I brought my high school yearbook with me tonight. On this page it says, "Vaughn McKoy. Favorite teacher – Mr. Jenkins. Activities – football, basketball, and baseball. Career goal – lawyer." I had no idea how I would become a lawyer, but the seed that Juanita Jones put in my head and all the great people who helped me along the way really allowed me to become the man I am today. So I wrote this book to tell my story, to tell Paterson's story, to tell our story. It's important for me that other people be exposed to opportunities that don't require spitting rhymes, catching a ball, or dunking a ball. I was a heck of an athlete. I went to college on a football scholarship. I didn't make it to the pros, but my dream didn't stop there. So I wrote this book to inspire kids to know that there is an opportunity for them to succeed beyond what's before them every day. Not only did we write this book, but somebody who's very close to me said we need to develop a workbook, a curriculum that kids can use to learn from me - my mistakes, my successes, my challenges, my triumphs, and my failures. So we developed a curriculum to go along with this book – *"Turnkey Solutions for Teachers to Use in the Classroom."* It's scalable and interdisciplinary. All I'm asking this Board to do is do me the honor of accepting a gift of 5,000 of these books for the students in Paterson, New Jersey. We will also donate some of the teaching resources that the teachers can use in the classroom for this book. It includes multiple choice, true and false, essay prompts, short answers and writing techniques developed by Dr. Angela Gonzales along with me and a woman that you might know named Marnie McKoy. So I'm very excited about the opportunity to launch this here and I didn't want to do it any place else. I've been sitting on this thing

for at least a year, but I wouldn't do it because I wanted to launch it here because this is the place that launched me. Thank you very much.

Dr. Evans: Needless to say, we are deeply appreciative of Mr. McKoy for making this donation and we will make sure that our teachers get it and put it to good use.

Comm. Hodges: We also appreciate the example, which is extraordinary and it's heartfelt because it's from Paterson. A lot of people don't get that message. They don't believe that. That's what really appeals to me, that you're from Paterson and that's a Paterson story that a lot of our kids really need to hear. Thank you very much.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

### **Recognition of Employee of the Month**

Ms. Shafer: The Employee of the Month for January is Maria Sandoval. Maria, if you would come forward. Maria came from Colombia, South America to the U.S. in 1978. She settled in Paterson where she raised her children. Early on Maria worked for the Paterson Board of Education's adult school programs assisting in student records and maintenance. She worked part-time for the adult school program until 2005. From 1979 to 2002, Maria worked fulltime in the information technology field for various companies starting out in data entry and working her way up to the position of applications analyst. Maria has an in-depth knowledge in all Microsoft Office software programs including Access. In 2002, Maria joined the Board of Education on a fulltime basis. She started as a confidential secretary for the Affirmative Action Department and is now the confidential secretary for Ms. Joanne Riviello. Maria Sandoval.

Ms. Maria Sandoval: Good evening. I want to take this opportunity to thank Ms. Riviello for nominating me as a candidate for Employee of the Month and to the cabinet members for choosing me. I look forward to continuing performing my duties to the best of my abilities. To me, education is the most important thing to be successful in life. That's what I used to tell my children when they were very young. They both attended School 18 in Paterson and graduated high school from Passaic Wayne Tech. They both had kind words from the teachers at School 18 in the 1980's. My daughter who graduated from School 18 in 1984 remembers her fifth grade teacher, Ms. Rankin. Both of my kids are very responsible and excellent students. Since I had to work two jobs to support the family they were on their own when it came to doing their schoolwork. However, they listened to my advice to work hard and to go to college. Thankfully, they both were successful in college. My son was awarded a full tuition scholarship from the School of Visual Arts in New York where he got his Bachelors' degree in 1988 and now he's an independent businessman. My daughter graduated with honors from Pace University School of Law in 1995 and in that same summer she passed both Bar exams, New York and New Jersey. My children are now instilling the importance of education to their children. My first grandson is attending Rhode Island School of Technology and Brown University with a scholarship also and is pursuing a degree in computer graphic animation. His sister, Elizabeth, just started college. She's in Chicago at DePaul University pursuing a degree in fashion design. I guess they're both following my son's steps. Having raised the kids in Paterson, I know how hard educators work for the children to get the best possible chance for education and advance and success in life. I am glad to work for Paterson Public Schools and thank you again for the opportunity and for being named Employee of the Month for January. Thank you everyone.

Dr. Evans: That concludes my report.

## REPORT OF BOARD PRESIDENT

Comm. Hodges: I have a very brief report. I'll probably have more extended remarks after the public portion. Last night I attended a community forum on PARCC. There were a lot of questions that parents had regarding what this actually means to them. There's some concern about what would happen if a student does poorly, if they all do poorly, or if parents opt out. Do we have any information about any of those three situations?

Dr. Evans: First of all, this is a norming year for PARCC. There's no pass or fail. There's no doing poorly or doing well. It's used to establish the bar to which all subsequent administrations in future years are compared once it's normed nationally. It's not a relevant discussion to have to discuss whether or not students are doing well. Our students, along with other students taking the test across the nation, will determine the first year's product and it will be normed. After that, subsequent years will be compared. Your other question had to do with opting out. As determined by the Commissioner, there's no such thing as opting out. It's not possible to opt out. However, if parents indicate to us in writing that they wish or desire for their students not to take the test we will respect that. We still want the student to come to school because they're going to be assigned a location outside of the testing area where they will be expected to continue their academic pursuits. Parents need to put that in writing and we will honor their request.

Comm. Hodges: You answered my first two questions in your primary remarks. Another concern is whether they get marked absent or a zero for the test. What kind of possible repercussions are there for not taking the test? That's a major concern because there are a lot of rumors out there about what's going to happen to you.

Dr. Evans: I honestly don't know what score would be recorded. They couldn't receive a score as having gotten questions correct or incorrect if they don't take the test, if they are excluded from the test. I would ask Dr. Newell. She may have the answer to that question, whether or not there will be something entered for that student if they indeed do not take the test.

Dr. Laurie Newell: That is still not confirmed as to what they plan to do. Since we're being told that opting out is not an option the expectation is that the child will be sitting for this assessment. I can reach out to the state to get further information on that, but the going response that we've been getting is that the students will be taking the assessment.

Comm. Irving: With regards to the technology that we have, from what I understand there is a backup plan for the technology piece. There are paper tests on hand if in fact there is any issue with the technology.

Dr. Newell: We have a backup plan but we don't plan to do the paper test. We are making sure that we have enough devices. We may have to pull in partnerships with some of the surrounding institutions or we have backup carts if we have to move the devices to the children. We really don't want to use the paper as an option. We will have the paper, but that is not what we want to use.

Comm. Irving: Fair enough, but there is a backup plan in the worst case scenario.

Dr. Newell: That would be a very worst case scenario and we really don't anticipate.

Dr. Evans: There are several backups before we get to that.

Comm. Irving: Sure. Given the way the weather has been recently anything is possible at this stage in the game. I just want to make sure that there is at least a paper version prepared. Are all schools going to be equipped for that backup if indeed it's necessary?

Dr. Newell: Yes.

Comm. Mimms: In each school with PARCC coming is there a flow chart in case something happens? Are they trained on a flow chart and are the individuals they reach out to trained to be able to handle the influx of issues that may arise that we may have not thought about, such as the incident right now at Kennedy High School? There's an issue with heating and different things of that nature that we may not plan for. Are all of those things in those flow charts?

Dr. Newell: We've built in supports to the different schools. They have test coordinators, test administrators, and device managers. We also have central office personnel who have been assigned to particular schools. In the case of what happened with the JFK issue with the water bursting we would have to make accommodations for those students. This is why we have ordered the different carts. We can bring the carts out to the schools to make sure that the students are not negatively affected and we can move them someplace else and start taking the test. We do have those individuals who I mentioned who have been trained and we're having another meeting. We've been meeting ongoing to get them trained.

Comm. Hodges: I do want to comment on the fact that the Board has a proposed opt-out provision that's working its way through the policy committee. The policy committee is meeting Friday to look at that measure. We want the community to be aware that we want to hold our students harmless in case there are some questions down the road. We are not going to be the only district that does that, but we don't want parents to be unduly threatened by the potential harm if they choose to have their students opt out. That may not sit well with some people here, Dr. Evans, but I want to be fair about that.

Comm. Mimms: I know that we've been doing the testing to determine if there are any glitches or concerns. Do we have results of those tests? I know we have one test, but I know there were others in between these meetings. What are the results of these tests?

Dr. Newell: My staff should be coming in to respond. They're not here, but they've been actually going through the different schools. We have 14 schools where we're doing some assessments tomorrow. The final is with all schools and that's on the 23<sup>rd</sup>. We have had some issues connecting into the network. That has been an issue. We had assimilation yesterday at JFK and we were not able to do it because of the pipe bursting. We have a list of schools for each of the different days that we've been doing. They have all the different configurations as to how things went. I'll get that once they're done.

Dr. Evans: If we can expand on that, I think some people are unaware of what you're talking about. There were a series of tests that were implemented or our schools were subjected to, to ensure preparation at least in terms of the infrastructure, technology, and staff's understanding of procedure. Initially there were a group of schools. How many were in the first group?

Dr. Newell: The first group was 9 and then 13, 14, and 14 tomorrow.

Dr. Evans: Eventually all schools will be a part of this initial test and then all schools will go on at the same time during the normal course of business to test the entire system on the 23<sup>rd</sup> to ensure that at least with the infrastructure we're ready.

Comm. Hodges: Are there any further questions?

## **PUBLIC COMMENTS**

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

Ms. Rashanda Clark: Good evening. My name is Rashanda Clark and my son is in the sixth grade at School 2. I would like to begin by giving a brief history. Second through fifth he attended School 4. He had a great teacher in second grade. In the third grade the summer flood happened and children had to attend St. Mary's. My son was having a difficult time with language arts and I asked for a book. There was never a book sent home, only copies. The teacher stated that she didn't have enough for every student and the one she did have she didn't want to be lost. I then contacted Ms. Bepalko and she immediately made sure that my son had a book and books were then ordered in January. Once the language arts book began to come home my son's grades improved tremendously mostly because he needed that extra reinforcement at home - me reading the stories and going over vocabulary words. Fourth grade happened. They are now back at School 4 and he has a wonderful teacher. Books come home. I receive weekly newsletters stating the week's lessons. My son even got on the honor roll because his teacher really worked with me and gave pointers as to where she felt he was struggling and I assisted at home. In the fifth grade there was a new principal and new teacher. In language arts my son has a teacher for about the first six weeks of school. A few missing days here and there and then a few days become weeks. Now he doesn't have a teacher. Not only do I complain about the lack of a language arts teacher, but also about the behaviors in his class. Not my son's behavior, but of a few students. I write letters and ask for a meeting with you, Dr. Evans. You never responded but you have Mr. Johnson contact me. I'm able to get my son transferred into another class. Yet, there's still no language arts teacher. Finally, I meet with Mr. Johnson and he places a licensed permanent sub in my son's class around March. I also asked for the curriculum. Someone from the Board contacted me and explained what they were supposed to have learned, books that were supposed to have been read and the class has never done any of it. Basically, my son missed a whole year of language arts. The curriculum was not followed the way it should have been and yet he's now in the sixth grade. I now have a meeting with Ms. Shafer and Mr. Johnson. The meeting really doesn't go anywhere. I'm asked what I want and very clearly I state I want my son out of School 4. What I didn't mention was that around October he asked to be transferred. Going back to the meeting, Ms. Shafer hands me a piece of paper and tells me to write down the schools I wish my son to attend. My first choice was Norman S. Weir and second choice School 2. She explains that I will hear from her in June. When I didn't hear I sent a reminder email. She calls me and tells me my son got into School 2. I question why not Norman S. Weir. I personally believe it's a have and have-not situation. I know two transfers into the sixth grade this year and my son and I definitely couldn't compete with those children who were transferred there. You learn a lot when you take your child to football practice. So we're now in School 2. I'm optimistic and the first day I learn that he has a substitute. I contact the principal immediately, explain the situation, and she says there's no language arts teacher and the language arts teacher is also supposed to teach social studies and his homeroom teacher. She explains that



her teachers were transferred to the Gifted & Talented at School 28. Another year with no language arts! Now it's time to talk about math. The math teacher I believe is not well. I learned that he was transferred to School 2 this year and he's definitely missed about 30 or 40 days already. Kids suffer academically when they do not come to school. They also suffer when there's no teacher. There are times when basically all of his teachers are substitutes and sometimes the substitutes have substitutes. My son still has a homework assignment from January that has never been corrected, which he had difficulty completing. So basically the concept was never learned. How do you expect my son to learn? He's reading below a sixth grade level and is in jeopardy of going to summer school. Yet, it's his fault? No, Dr. Evans, it's not his fault. How do you expect him to learn in the situation he was placed? I thought education was free and a right to all children. But again, my father always told me you get what you pay for. I do blame myself. I should have been standing here years and months ago. I blame myself because I allowed my fear of speaking in front of large crowds to cower me away from speaking up on his behalf. My son now has a language arts teacher new to the district. She came at the end of October. I sent an email asking her my son's average. The email was never answered. However, on report card night I learned that my son dropped five points. Her response was, "A C is close to a B." My response was, "A C is close to a D and knocking on failure's door." Then the principal sends me an email stating that she requires responses and emails to go through her first and that it's her fault that the teacher didn't respond. I had a meeting with the principal and I explained that I was waiting for a response. Not once did she nor the teacher say to me that the emails had to go through her first. At this point none of my emails have been answered in their entirety. Mr. Evans, you provide a school building for my son, a classroom, a desk, and even a chair. But you don't provide consistent teachers. I asked about differentiating her lessons to accommodate his needs. The principal explained that differentiating now means only asking questions. The principal explained that she also has a team working on how they can better help him. She gave me suggestions, which I'm doing. I purchased books at Barnes & Noble this past weekend. I contacted a tutor I found online. We spoke for a few minutes today. I'm a little nervous to find out what the cost will be. I'm willing to put in the work. However, he missed a whole year of learning the basics in fifth grade, which is now affecting him in sixth. Now you want to put him in summer school to learn in six weeks what he should have learned in a year. My son does not learn without a teacher. Furthermore, he does not learn when a teacher is unable to teach the way he learns. Now he is supposed to take the PARCC assessment. For what - to make him feel worse? The other assessment should be used to guide the teacher's lessons. When I get the score back it gives no information as to what areas are his strengths or weaknesses. Am I to believe that the teachers are really guiding their plans in accordance to the children's assessments? In conclusion, what I do want is to know what is going on in my son's classroom. I want homework that is not overbearing but given as a tool to practice what was done in school. He has not gotten math homework this month. I want extra help for my son after school, not in the summer. He does not have a behavior problem. He goes to school unless she is sick. He works hard. He deserves his summer. I want a system in place that when a teacher is going to be out long-term a letter is sent home stating just that and what actions are going to be in place to ensure that the children continue to learn. I want teachers to respond to an email in a reasonable time, 36 to 48 hours. If they're absent I understand it may be a week. I want to see my child's work at report card night. I want to see his teachers at report card night. If things happen a letter should be sent home prior to or at back-to-school night. I've only seen one teacher last week. When a new teacher is hired in the middle of the year a letter should be sent home introducing that teacher with her Paterson Public School email address. Books should be given out in September. I'm not a monster and I understand that

teachers get sick, stressed, have babies, etc. I'm not putting blame on them for their illnesses, but a better system needs to be in place. Thank you.

Dr. Evans: Normally, I wait until all of the individuals who plan to address the Board complete their addresses before I respond, but I feel obligated to respond. I apologize for having you stand up also, but I also apologize for the challenges that you've been confronted with. You mentioned that a language arts teacher is now in place.

Ms. Clark: Since October.

Dr. Evans: Even though there are some challenges you still have a language arts teacher. At least we have somebody. Now we need to work with that individual, if I understand what you're saying. What about a math teacher?

Ms. Clark: No.

Dr. Evans: How long have you been without a math teacher?

Ms. Clark: Basically all year. I believe he's ill and I feel really bad. But I would say the first six weeks he was there and then pretty much two days a week and sometimes one day a week. In January he came the first week and he missed only that Thursday. The second week he came that Monday, Tuesday, and Wednesday and I think that pretty much was it. He hasn't been back. I was told that a substitute was the science substitute because they just got a science teacher too. About two weeks ago someone just took the math certification and they passed it. I think they're waiting for whatever happens on your end here.

Dr. Evans: Perhaps we can expedite that. I'm glad you made that last comment because I was going to say I was a math teacher and I couldn't see a substitute coming in and doing what I did in my math class.

Ms. Clark: It makes me nervous too with him coming in as a new teacher, but I appreciate someone. I'm sorry, but I didn't say this before. The principal did find a math tutor for me in her school who tutored my son twice a week after school. However, that teacher left the district at the end of December. So he's back without anyone. She did it on her own free time.

Dr. Evans: Again, I apologize for the challenges that you've been confronted with. The individuals that have been sent to you from my office, Mr. Johnson who in this case is responsible, I'm sure he's been very helpful.

Ms. Clark: He was helpful last year.

Dr. Evans: Our processes allow for the individuals who are closest to the school and its operation and who supervise the principal to go out and give immediate help. That's how it's set up. In the future though if things don't continue to work, continue to get to me and I will follow up as well. In addition, I know Ms. Shafer has also been working with you and has helped you. All these individuals will continue, but I'm also available to assist. Again, I'm sorry you had the challenges that you've had.

Comm. Hodges: You're the kind of parent that we want. We don't want you frustrated. We don't want your child to be put in these kinds of conditions because you're actually fighting, working, and trying to make your child's life much better. We don't get that enough. So we celebrate you and what you're trying to do. There are many parents out

there who are working very hard, but you have gone to extraordinary lengths and that should be not only celebrated, but modeled. I thank you and I'm terribly sorry that you've experienced that. I'm sure the Superintendent is going to place close attention to this and address this issue in a comprehensive manner. Thank you for coming down here. You did a wonderful job and thank you again.

Ms. Rosie Grant: Good evening, Mr. President, Commissioners, Dr. Evans, members of the staff and community. I'd like to start by congratulating Maria Sandoval on receiving the Employee of the Month. I met her several years ago back in 1999 when PEF did some conversations on education and race in the community. She was instrumental in gathering for us the Latino educators to participate in this conversation. I know that she's a quiet positive force in the district. Dr. Evans and Comm. Hodges, thank you for taking the time to address Ms. Clark's concerns immediately. It's important when parents come to the podium that they feel recognized, honored, and expect to get the help that they're asking for. I want to talk to you again about PARCC. I know I've been singing this song for a long time. 137 districts have passed opt-out policies. I know that the New Jersey Commissioner of Education says there is no such thing as opt-out, but it's a national movement. People are opting out all over the country and he does not get to decide what our language is. So whatever he calls it, I want to say that I thank you for acknowledging that parents do have the right to request that their children not participate. I'm not saying that I encourage that, but I am appreciative that this district can honor that and give the students their dignity in refusing to take the test and having a place for them to sit and continue with some independent learning. I really appreciate that. I'm disappointed, however, that there's not a School Board policy being presented today. The tests are under a month away. I know that School Board policies take two readings. So it seems to me that we won't have a policy in effect for the test-taking, unless my calculations are off. So I do challenge the School Board to keep pressing forward at this and make sure that there is a Board policy around that. We still feel that we may be protected because the administration has acted and because we're also a part of an effort to pass the Assembly Bill A-4190, which is encouraging our legislators to take a look at providing humane spaces and treatment for children who are not sitting for the test and also to look at how PARCC is being rolled out, how the results will be used, and what information becomes available to parents, teachers, and students. Thank you.

Ms. Linda Reid: Good evening. I am here on a different issue. I'm still on PARCC and I still believe that our children should have the right to refuse to take the test, but I'm here tonight to talk about special education. I want to know in this district has anything changed from the time that a parent sends a letter to the child study team requesting their child to be evaluated. I thought the law said 20 days they have to get back to that parent. If it has changed, I need someone to let me know. My daughter submitted a letter to the child study team in October. She still did not get a response. She submitted a letter in December, the second request, and still no response. She got a call to come in because the teacher felt that the child needs to be evaluated. I know from reading the laws that I have read that the district is in violation because it is 20 days to respond back to that parent. It's been more than 20 days from October to February. There's a problem there. She was told that the child study team is not available but two days out of the week at School 10, one of the higher schools that has discipline problems, because they have to split their time with School 13. If it's a snow day or the school is closed they don't get in there. She had her meeting today for them to start the process and was told that it would take 90 days. I'm here to tell you if it takes 90 days we're going to have a major problem. It should have been started in October. Am I right? Yes, I'm right. There have been a lot of different things going on with special education in this district and I'm not sure exactly what's going on. But I

need someone to really explain to me what the procedure is, what's happening, and why these children are being put on hold. I'm told that IEPs are being changed without parent's knowledge. I'm telling you I have my eye on special education now because I've already brought one lawsuit against the district for not following the law and I will not have a problem doing it again.

Dr. Evans: If I can have a follow-up conversation with you tomorrow by phone, I need some specifics in terms of which school. Call me. There's no excuse for breaking the law and you're talking about laws that are very clear in terms of timelines.

Ms. Yvonne Stephenson-Hanson: Good evening, I am Yvonne Stephenson-Hanson. My concern is I have a daughter who goes to HARP downtown. She's having a problem with math. I know this is going to be a problem because she has failed the first part of it. Now she's on the second part so I know it's going to be a problem. Once she has failed the first part there is no way she can keep up with the second part of it. I need to know what I can do and what options she would have.

Comm. Hodges: She has a problem with math and she failed the first part and they put her in the class for the second part even though she didn't receive credit for the first part.

Ms. Hanson: Right.

Comm. Hodges: Is that algebra that she failed?

Ms. Hanson: Yes.

Dr. Evans: Let me ask Dr. Cavanna to talk with you and let's find some solutions to help you.

Ms. Hanson: Okay.

Comm. Hodges: Any further issues that you were concerned about?

Ms. Hanson: No. Thank you.

Ms. Rebecca Fernandez: Good evening. My name is Rebecca Fernandez. I'm with the Parent Education Organizing Council of beautiful Paterson, New Jersey. As of today, there are just seven school days left before Paterson sits for the PARCC. Still our kids are not really ready. Our kids are learning to type on paper printouts that neither feel like nor function like actual keyboards and surely are not preparing them for the PARCC. They're being bum rushed with in-class prep time to absorb material they don't even have the foundational context to comprehend and they're spending after-school hours in school given extra prep time for a test that they shouldn't be prepping for at all. The creators of the PARCC test themselves insist that the test is designed not to be prepared for. Yet, we continue to prepare because we aren't prepared. Our teachers know it. Our school administrators know it. Our parents know it. Even our kids are very well aware of it. Dr. Evans, you yourself in the room right next door in a workshop meeting said you don't expect our kids to do well because this is a norming year. Yet still the district presses on with the test anyway no doubt in protection of the district's interests, be it data or state compliance. I came here today to ask that the Board simply acknowledge parents' right to be able to refuse the test, be able to defend their interests as parents, and to give us a humane refusal policy. There are seven days left, Commissioners. The strategy of waiting until the last days I can tell you is

something that neither parents nor teachers agree is a winning strategy. What I heard is that there might be a policy coming and that we believe that there's going to be somewhere for our children to sit, but then we also hear contradicting statements. There are seven school days left before our kids sit for the PARCC. I'm consistently hearing from teachers, principals, and elected School Board members that we don't quite have enough parents who are engaged in their children's education. Yet, we're not allowing them to engage. All we're asking is that the rights of parents to refuse the test be acknowledged. We need a humane refusal policy. We need to make sure that our kids are not sitting and staring into the wall while everyone else is taking the test. This is why you were elected. Thank you.

Dr. Evans: I must comment because I've been misquoted a couple of times here, or at least once. I think it was the last meeting that we had when we talked about PARCC. If not the last meeting, it was the meeting before when I was very clear in saying I believe our students are going to do much better than folk think they are. That was what I said. A lot of work had been done by the IFL and a number of other entities to make sure that our kids do as well as they possibly can. I'm very optimistic that they're going to do well. Yes, it is a norming year. It is a year to establish a baseline across the nation, not just in Paterson.

Ms. Fernandez: There are only nine states participating. It's hardly across the nation.

Comm. Hodges: Let him finish, please.

Ms. Fernandez: My apologies.

Dr. Evans: Nonetheless, I was misquoted. I did not say what you indicated that I said. In addition to that, the last thing I want to mention is while the Board is developing a policy we have in place a district standard operating procedure that was instituted several weeks ago that is in the hands of every one of our principals giving them very specific directions on what to do in the event that a parent writes a letter indicating that it is their desire that their child not take PARCC. It gives them specific directions. It's not telling the student or the parent that the kid has to stay home. We want them in school whether they take the test or not. But to have a designated area with a teacher or someone driving instruction so that the youngsters can have an educational endeavor to do during the time that other students are taking PARCC. That's been in place now and our principals are ready. They know what to do. All of our principals know exactly what to do.

Ms. Fernandez: We need it in the hands of our parents.

Dr. Evans: Something has been prepared for the parents. Terry, is information for parents on the website yet? Has it been mailed to them?

Ms. Fernandez: Is that the very threatening video that was put together for parents?

Dr. Evans: No. This is material that was written with specific information for parents on PARCC. Has that been distributed yet?

Ms. Fernandez: Can I get a copy of that?

Ms. Corallo: To answer your question, Dr. Evans, there is a section on the parent student page of the website called PARCC. When you go on the PARCC site there is the letter that we issued. There are frequently asked questions with a bunch of answers

to the questions. There is some other information that was provided by the state. It is there. We also have your video.

Dr. Evans: And the written material that we prepared was for back-to-school night to give out to parents.

Ms. Corallo: Right. All of that is up there. It went out on back-to-school night and it now is a legacy on the website.

Comm. Hodges: I understand that Comm. Mimms...

Comm. Mimms: Yes, I did receive it on back-to-school night. It was attached to the report card for all the parents. I did receive it.

Comm. Simmons: I wanted to comment on the policy. I think a lot of what I've been hearing parents ask for is an excused absence. My concern with the excused absence is the number of days. The number of days that PARCC is going to take place is something like 20 days. The other part of that is although an absence may be excused in the district the state still sees it as an absence, which affects our funding.

Comm. Hodges: If we have a large number of students absent and we drop below the magic 95%, even though it's excused by the parent, it's still seen as that. But the child has attended school.

Dr. Evans: No, if they don't attend school.

Comm. Hodges: Oh, if they don't attend school. But if they're in the building they're counted as present. That's an important distinction. If they're in the building they are counted as present.

Ms. Lizandaa Alburg: Good evening Dr. Evans, President Hodges, Vice President Simmons, Commissioners, fellow educators, parents, and community members. I'm Lizandaa Alburg, the Chair of the Human Relations Committee of the Paterson Education Association. One of the objectives of my committee is to partner with the community. Our 3,400 union members are Paterson and I think that's a message that has not gotten across as of late. We selflessly serve our children and our stakeholders in their educational success, our success. I'm here tonight to share with you two items and to make one request. The first item is I'm personally inviting you to attend a free screening tomorrow night of the movie *Standardized*. If you have not heard of it, *Standardized* is a movie that's going to look at some of the other issues regarding standardized testing that perhaps has not come to the forefront. The movie will be shown for free tomorrow evening at the Fabian at 6:00 p.m. It will provide you an opportunity to again reach out to the community and understand some of the concerns regarding standardized testing. Following the event there will be a Q&A session. We'd love for community members and leaders to attend if possible. Again, that's tomorrow evening at 6:00 p.m. at the Fabian. Secondly, I don't know if you've been exposed to the PARCC in terms of taking the PARCC. As a Patersonian and as a Paterson educator, I've taken the test and it is quite challenging. We are offering the opportunity for you, community members and parents to take the PARCC on Tuesday, February 24 at the PEA office from 4:00 to 6:30 p.m. I've seen other organizations. I know some of the PTOs are also offering the opportunity to take the PARCC. I think in order for us to be educated and informed about an assessment that we're giving we need to see it for ourselves. So if you have not already done so, please come out on February 24 from 4:00 to 6:00 p.m. My final item is something that you've heard from Rosie Grant and Dr.

Hodges. It's a request and I implore that you develop some type of resolution to address testing options and concerns. Again, we've already brought to the table several of those concerns of varying nature, so if you would possibly make that something that's brought to the forefront immediately. Thank you for your time.

Comm. Hodges: I'll just say that the Board has already taken the test to get an understanding of what it looks like.

Ms. Luisa Alcala VanEss: Good evening everyone. My name is Luisa Alcala VanEss, School Psychologist. I've been in the district 29 years, 15 of those years I was a special education teacher at Kennedy High School. On October 15, 2014, I spoke to all and expressed the seriousness of the special education supervisors not finalizing the IEPs and directing us through emails to change the IEPs after the parents had signed, which of course you know is illegal. On October 24, 2014 as an advocate, as a Patersonian, and parent, I filed a complaint with the State of New Jersey about the illegal practices being done to the IEPs by these supervisors. The state found this matter so serious that the state began a 60-day investigation, which concluded on December 29, 2014. The state found that the district was non-compliant and was placed on a corrective action plan. The district is directed to revise its practices and procedures. That was supposed to be before February 1, 2015. Child study teams have not heard a thing. The district was to distribute the changes and revisions to the staff and discuss at a staff meeting by February 15, 2015. To this date, this has not been done. There are four special education supervisors and one executive director over special education and the state still found the district non-compliant. These supervisors have never been on a child study team nor have ever written an IEP. With all these supervisors, why isn't Paterson in compliance? In conclusion, if we as case managers have to go to court to defend the IEP that we have written, then why shouldn't we have the authority to finalize the IEP as we have in the past? The parent leaves the meeting with the signed finalized IEP, which we all know once the parent signs it is finalized. I believe in our school system and I hope for a positive resolution. Whatever happened to integrity, loyalty, and dignity? Let's bring this back to the school district of Paterson where I was born, raised, and work to date. The integrity, loyalty and dignity still remain with me and with many of my colleagues. God bless, good night, and thank you.

Dr. Evans: This is another one which I need to make a very brief comment on. I received information from DOE and it represented the situation slightly differently. There is follow-up. That should have been communicated and if it hasn't I'll deal with staff on why you haven't gotten it. Secondly, Peter Tirri has asked that he and I meet with the supervisors to address some of the issues that went beyond the complaint that was filed. I'm waiting for a date from him. He's going to communicate with the supervisors or the child study team members that wanted to participate and then have an open discussion on the issues and find some resolve. As soon as I get dates from Peter we'll be meeting.

Comm. Hodges: Dr. Evans, I'm sure the Board would like to know what the final determinations are going to be.

Dr. Evans: I'll make a copy of what came to me available to the Board.

Comm. Hodges: Thank you.

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

## BOARD COMMENTS

Comm. Rivera: Good evening everyone. Rashanda, I just had a question regarding a statement that you made. You tried to contact the teacher via email. Are you still having problems communicating with that teacher? Or has it been resolved?

Ms. Clark: No, it hasn't been. This just happened. The first email was sent two weeks before report card and she never emailed me back. I emailed her again last Sunday. She was absent because of the ice, but she was here today. Maybe by Friday I hope. I don't know.

Comm. Rivera: The reason for the question is I believe personally that every parent should have direct access to the teachers to speak regarding their kids. I don't think that they need to go through the principal to get an answer regarding something that has to do with their kid. That's just my personal opinion. If that's a practice, we should look into that.

Ms. Clark: Excuse me. She said it's because she's a new teacher. That's what I was told.

Comm. Rivera: Let's just look into it. Thank you.

Comm. Mimms: I just want to commend all of the speakers tonight for your passion and your hard work on what you're doing in the community. Just a special commendation to Rashanda for doing your homework, making sure you're outlining everyone you've contacted, making sure that there's follow-up, and making sure that you're that parent that's responsible and pushing your child's education and then coming to the meeting and demanding to get final answers and resolution to those issues. Commendation to you for that and for all the hard work that's being done in the district to make sure that our children get the best education that they deserve and to make sure that we enforce what needs to be done to make sure they get it. Thank you so much.

Comm. Martinez: I'm going to be brief. I just want to say congratulations to Ms. Sandoval, the Employee of the Month, for her hard work and dedication. Que viva Colombia! Very well done! I have to take a minute to acknowledge that. On a more serious note, Ms. Clark, your sentiments were very heartfelt and I think Dr. Hodges really hit the nail on the head. What you've demonstrated tonight is indeed the model that we would like to see emulated more throughout the district by other parents. Your passion and due diligence in making sure your child is receiving the proper education was heard loud and clear this evening. I'm certain that this will be followed through diligently and you'll get the results that your child and you deserve and that every child in the district will receive as well. Thank you both.

Comm. Kerr: Let me start out by self-indulging a little bit. Last month was School Board Recognition Month. I just want to commend all the Board members for the work that you've all put into this district and to all the other board members across the State of New Jersey who have given of their time to make sure that our public schools are properly run. I am particularly psyched this evening for Rashanda. I'm a firm believer in the role that a parent plays in the educational process of his or her child. I have not been seeing enough of you demonstrated in Paterson. It was a refreshing thing to sit here tonight and to listen to you come with the dates, the teachers' names, and everything so organized. It tells me that you're truly involved in your child's education. I wish we had more of you in the district. I just want to say thank you. Congratulations to



Ms. Maria Sandoval for being recognized as Employee of the Month. I don't take it lightly. I know that you must have been doing something that caught the eyes of your coworkers and those who supervise your work to name you Employee of the Month. I just want to thank you very much for your services to this district. I also want to thank Mr. Vaughn McKoy for his gift to the district. It's heartwarming. But he said something that really struck me, something about this fourth grade teacher, Ms. Juanita Jones, who somehow recognized his ability and channeled him into a path that would have ultimately made him into the person that he is today. The lesson that I took away from that is that our teachers need to do a little bit more than just come in and in a general way pass information out to kids. They should take personal interest in trying to spot the strengths and weaknesses of the child. Not only spot those areas, but if the child is weak in certain areas try to help them to develop skill sets that will enable them to be better students and ultimately better people. I just want to say a little bit about the PARCC assessment test because I know that is the hot topic, not only in this district, but across the country. I cannot talk about the PARCC without talking about the Common Core. I'm a firm believer in Common Core because it establishes a standard across all the states that are involved in this process. My problem is Common Core, because of political reasons, has been battered in recent months. As a result, you find that some people for one reason or the other make the attachment to the PARCC test. I believe the PARCC test is rigorous and the Common Core is rigorous. I like the Common Core, but I believe in the way the PARCC has been rolled out is the problem. I would have loved if the district would have done a better job in terms of how it informed the parents of this district regarding the PARCC test and work with them. I don't believe that we did a good enough job on that. But that is not to say that it's such a bad test. It is very rigorous. My problem is the preparation aspect of the test. I wish we had done a better job. I'll show you how wicked the political piece of it is. I read something and it says here that Chris Christie's about face on Common Core standards turns the debate upside down. This is the Governor who in 2010 supported Common Core. The difference is he's thinking of running for president in 2016 and it is politically convenient for him to criticize Common Core after he supported it in 2010. Remember Race to the Top? Who remembers that? There was a Department of Education chief who got fired because they never did the right thing. Christie supported it then. We need to understand that Common Core is now taking hits because if you're a republican candidate for president in 2016 you cannot go out and talk about Common Core. Remember, Common Core sets the bar and we need to have the bar set for everybody. I thank you, Mr. President, but we need to be talking about the politics of it because if we don't do that then we lose the real essence of the kinds of arguments that we're having right now.

Comm. Irving: I want to thank all the parents and folks who came this evening to speak on their children's behalf and on behalf of PARCC and issues with any particular schools. But I will deviate from what some of my colleagues have said. While I certainly appreciate all parents' rights to come to this Board and voice their opinion, I believe that when you have to come here to get your issues solved we've failed you. While I think this is the last resort for many folks to reach some resolve and get that opportunity there are many different mechanisms that should be employed ahead of time to remediate that. To that end, we owe you better. We owe our children better and we must continue to do better in that regard. I thank you sincerely for being here, but especially for the persistent issues that have continued to happen. Ms. Reid, we've had tons of conversations about our challenges in special education and I want to move to that piece. Dr. Evans, I know we've had several conversations about special education and the need to reorganize and reevaluate the work we're doing in SPED. Notwithstanding the comments that have been made here which have been very valid, I recognize that we stink. There's nothing else that you can say when parent are coming

here or calling your office talking about the lag time for parents to get IEPs or at least to get a response on a date to do an assessment of a child in order to establish an IEP. As a child who was special needs and had a speech and learning impediment my mother was a speech and learning pathologist in this district who worked for this child study team and made sure that I got the services that I needed when I was a child. This issue is quite near and dear to my heart because I went through the system myself. Again, we have parents coming up here and saying they've submitted a letter and in 20 days, two months or three months were not able to get back to them. No disrespect Ms. Reid, but if it happened to you to me you'd be the wrong person to not respond to. To me there's clearly disconnect and a lapse and it's one we need to fix. I know we're going to have to have some conversations about the budget and that's my next comment. We have to look at special education with a new eye and new opportunity and really take a different spin from where we are. A significant portion of special education is compliance. If you comply with the law truthfully there is no way you can go wrong. The law says that a parent has a right to request an evaluation or an assessment of their child. It says that we have the right in the district to respond and let them know what our decision will be for that assessment. We would then conduct that assessment within a certain time and issue either remediation plans or an IEP to that child. Then by law we have to carry out the services that the plan designates. I know capacity is a challenge, but if that's the case we need to figure ways around that. If we can't find full-time people there are folks who will certainly provide the services either through contractors or per-diem workers. The opportunities are out here and my issue is the fact that although you're the Superintendent of Schools and your responsibility ultimately is to charge this, there are people we pay a lot of money to do this job right and it's not being done right. That's my challenge. I take issue with the fact that we continue to sit here and let folks make a very good living off doing crappy work. To me it's not fair. It's not fair to the taxpayers. It's not fair to the parents, the people who happen to be here. That brings me to my last point, which is just about the budget conversation. I just want to make sure that the Board has scheduled rounds of budget conversations as we approach budget season. I'm hoping that's going to happen much sooner than later. I know we have a lot of different priorities on this Board. But I, for one, am interested in where we are with the budget. I'd like to know from the business office. I know they did a midyear audit and midyear projection for where we are and what that will look like. I've been calling for a need for us to get very serious with our budget for the last year and a half. I'm afraid that we're going to have to make some pretty hard decisions, tough decisions that people are not going to like. I'd much rather make them now and have those conversations now transparently than later. If we find ourselves in a frenzy to RIF, lay off, or cut programs and we don't do it sequentially in an organized fashion there are going to be a lot of pissed off people out here and people angry at us. And they should be because we were the ones who didn't do what we needed to do ahead of time in order to make sure we make the best decisions possible. My request is that sometime relatively soon, sometime in March, we can begin those budget conversations. I know we have a conversation with City Council to discuss it, but I think it's even premature to have those conversations without the Board having a presentation about where we are with our budget and a sound understanding of where we are financially. That's my comments. Thank you.

Comm. Cleaves: My comments are not as long as Comm. Irving's. To all of those persons who continually and consistently come to this mike to make the nine of us up here aware that you are watching and paying attention and engaged in this district and in the outcome of the educational process of our children I say thank you. To Ms. Clark, I commend you for what you've done this evening. You got over your fear because there was a greater need and there was a more important need and that was your son. I want you to know that you are a quite storm. What you gave to us this evening hit all

of us to the core. This is why I do what I do. It's not for me. It's for your child and the child that sits next to your child. My only regret with this is that you had to stand here alone because your child is not in a classroom by himself. This means there are other parents out there that may be feeling the same thing and may have felt the same way that you felt. I encourage you to talk to them because as one individual you can do something, but with a multitude you can do much greater. I thank you for addressing us this evening. When I ran for reelection last year I made a statement that stuck with me throughout my whole campaigning season. If we taught our students to succeed as opposed to taking tests – this is the new part I'm adding to it – we wouldn't be having all of this discussion and conversation about PARCC because it's only a test. Thank you.

Comm. Simmons: First and foremost, I want to congratulate the Employee of the Month, Ms. Sandoval. I also want to thank Vaughn McKoy for his donation. Vaughn graduated a year before me at Eastside High School. It was good to hear him tell his story. When I was in school in North Carolina and Vaughn was here at Rutgers, I continued to hear about Vaughn. At Eastside he played four-letter and he was the last four-letter person for a long time. I think following him was T.J. Hill who graduated in late 90s. There weren't many students that did the things Vaughn did. So it's definitely good to hear him tell his story. Although he was just a year ahead of me he's been an inspiration and a mentor. It was good to see him come back and make a donation. He and another person who graduated with me, Mike Williams, have written books and continue to come back and support the community and help to move our kids in the right direction. I wanted to commend, just as Comm. Cleaves did, Rashanda Clark. She alluded to something that struck a chord with me when she talked about trying to get her son transferred. She alluded to the haves and the have-nots. Even before I was a Board member I was the same way. I could go to school and get things done, but largely because I was a coach. I coached a lot of the kids so I kind of got a different treatment because I could walk into a building that was out of control and principals would ask me to help get the building under control. No parent should ever feel that way because we do know that there are certain people who can get things done. I can get things done now because people fear the fact that I'm a Board member. I'm a parent first. If I have to go a building for any of my children, I'm a parent first. I'm no longer a Board member. You would probably rather deal with me as a Board member because I'm much nicer when it comes to my children. I think we should try to make our environment more inviting and user-friendly because parents don't feel comfortable coming to schools or talking to principals and teachers. That's something that we really need to work on. She also mentioned emails back and forth. I know that we moved to Infinite Campus and we're supposed to have a parent portal with that. How far away are we from that portal being operational?

Dr. Evans: The question is where are we in developing the parent portal in Infinite Campus?

Dr. Newell: We have for Infinite Campus a pilot that started or is about to start for seven elementaries and the high schools. The high schools had asked to be a part of it because they had used Genesis before. Moving over into Infinite Campus the parent portal is very similar, so they asked to be a part of that as well. We have seven elementaries and we had said two high schools, but we know it's also seven schools within that.

Comm. Simmons: When my daughter was at PCTI they used Power School and I could go on and communicate with the teacher via email. Typically, I'd get a response the same day. Are the teachers going to be trained to do that? Do you foresee that becoming an issue with teachers getting back to parents if emailed?

Dr. Newell: The teachers are going to be trained. If it's going to be an issue with them getting back to the students, I don't know.

Dr. Evans: We have not had an internal discussion yet about the timeline by which a response is going to be anticipated, but I get your message loud and clear. That's something that we need to push with our teachers to make sure they respond.

Comm. Simmons: My last comment is about the STAR assessment. When she mentioned that her son takes an assessment just to be sent to summer school and how it should be used as a guide, my understanding of the STAR assessment is that that is its' purpose. It's to be used as a guide to determine the baseline on which the teacher would formulate their instruction. Many of the Board members know I'm not a proponent of the STAR assessment because I don't believe that we use it in the way that it was meant to be used. I've said this before. If we're going to use it districtwide, then we should also have the intervention piece districtwide. I don't believe that summer school is intervention. Summer school is a reaction. It is not fair to the students to try and learn, like she said, in six weeks what they should have been learning all year.

Dr. Evans: We partnered with Renaissance Learning to implement STAR districtwide to give teachers quarterly feedback on how their students were progressing. That was the intent. Rather than waiting until the end of the year or the semester, the tests are administered once each quarter and teachers get the results along with a lot of supporting material to be able to interpret those results. But then they are to use that information to inform instruction. If the data suggests that students aren't doing as well as they should in certain areas or in certain key concepts, then the teachers can go back and reteach or provide some additional support to the students to ensure that they learn it. If it clearly indicates that they're progressing well and are mastering the skills and concepts, then they can move on and build on that. But that was the intent, to provide more frequent response. Then beginning just after midyear parents received information regarding whether or not the students had progressed to the point that they may, if they were noticed, meaning parents were sent additional information that there is a potential that they may not progress enough based on what the data was telling them at that point to avoid summer school. That was a heads-up. I think that's February that that goes out. Parents know that there is a potential. That's not the final notice. It's just a heads-up. It's not until April that if by that time they have not progressed then there is a higher probability that they may go to summer school. Then in June when the last administration is done and the data comes in that's determined. Parents get three heads-up. They get the test four times a year, but then they get three heads-up in the latter part of the year with regards to whether or not students are making progress. But the bigger intent, as you suggested, is to use it to inform instruction.

Comm. Hodges: I as well want to congratulate Ms. Sandoval and to thank sincerely Vaughn McKoy for his contributions to the school district. I want to say to Ms. Clark I grew up in the 60s and my mother in particular had to steal my education. We had to use false addresses to go to White school districts because she compared the science books in particular in the local neighborhoods to the science books in White neighborhoods and she realized very early in the second or third grade that there was an extraordinary difference. She was not willing to let her children suffer from that difference. She would find people to allow us to use their address and as a result of her efforts I've had some of the best education this country has to offer. She had to stand there and fight. My father wasn't quite as engaged in that process as she was. She had the time. Mothers all over this country have found themselves in the position of

having to do what you have done. We're not in the 60s anymore and we don't have an entity that's racially indifferent. We're in charge of this school district and to have what you had to go through is reprehensible and unacceptable. We normally don't allow the kind of time. It's usually three minutes for parents. But your message was instructive and it should have been instructive to everybody on this staff. This should not happen here and these kinds of things are not, unfortunately, rare occurrences. I came here to stop this 13 years ago and it raises real questions into my mind as to what exactly we've accomplished over that time. Had you not been there your child would have slipped further and further and further behind while being educated in this system. When I came back from California where I started my education I had an 11.4 reading average in fourth grade. Through the tender mercies and kindnesses of the New York City educational system by seventh grade my reading average had gone from 11.4 in fourth grade to 8.8. I'd regressed. This is why all of this is particularly important to me. I know what that was like and I watched my parents deal with it in a racial system. Not in the south, but right here across the river. So I don't find this as something to applaud. I'm embarrassed and I'm extremely frustrated that this kind of thing happens. We're talking about budget cuts and we can't supply language arts teachers and math teachers, let alone science teachers. We're looking at potential budget cuts. There's still talk about lack of books, Dr. Evans, and books not going home. I don't see how we in the coming months talk about cutting our budget. I don't see how you do it when you have a child that's in school every day and going backwards for lack of the resources that we're supposed to provide for them. I haven't even gotten started on special education. We have had state sanctions on special education that we recently climbed out of and this kind of thing is still going on. This can't happen because she came and she was following, but how many other parents are out there who have not taken that trouble, who have not invested the effort, who didn't pay attention, who said their kids are in school, and therefore they're being educated and do not know what can potentially happen in an educational system. So Board, it's our job, along with the Superintendent, to make sure that this kind of thing comes to a halt. I'm not the nicest person when it comes to commenting about what your staff does and they all know it. But this is why. I remember what it was like. I got thrown out of schools all over the country because they knew that I didn't live in those neighborhoods. I had a parent who took the time and put the effort in when they really shouldn't have had to. I'm certainly going to be asking questions about her particular issue. In the longer sense the planning about how we address the teacher shortages in these areas are going to be of great concern to me. We're talking about budget priorities and funding issues. One of the reasons I wanted to have a joint meeting with the City Council in advance of the Governor's numbers was to make him aware that we have real issues. You're asking us to prepare for a Common Core standard. Forget about the test. It's the standard that the test represents. Quite frankly, you said you think our children are going to do well, but I don't agree with that. I don't think our curriculum currently supports that level of standard. In fact, I know it doesn't. I do not think that we are in a position to do less in the future in terms of correcting that problem. I think we're going to have to do more. I think you're going to have to spend a lot more money in curriculum development to address that standard that we currently don't meet. If we can't do well in ASK and we can't do well in HSPA, we're definitely not going to do well in PARCC. We're not going to do it. So you're going to have to find a way to develop curriculum to address that and that's going to cost some money that we don't currently have. If we had it, we'd be doing that right now. It's going to take new people, more people with a different set of expertise to address that. That's going to cost us some money. I'm going to say this in answer to Comm. Irving's comments. I've been trying to put together some training for the Board. That was a great concern to me. We have some scheduling issues. I wanted to do this a lot earlier. I've asked the New Jersey School Boards Association to send us a trainer to talk about the budget and what to look for. There are new Board

members on who could really benefit from a primer on what a budget looks like, what kinds of questions you should ask and the terminology so they can feel comfortable next month as we work our way through that. I've additionally asked the trainers to talk to us about contract negotiations, which is another issue that's going to be on the horizon sooner than we think. That's in the works. I'm still having a number of scheduling issues with the City Council because we're trying to meet jointly with the City Council and the assemblypersons about the budget. It's been a real hassle and that has been our delay. We're going to try to do that. Then we have the actual budget discussions. So March is going to be very busy. I want to alert you right now that those are the things we're trying to do to help address some of the training issues and informational issues and wrestle with the budget. One last thing, actually we're a year behind on our goal setting. We're going to have to fold that in somewhere in the May/June timeframe before the 2015-2016 year. I've already talked to the School Boards Association about that as well. We'll have more of a talk about that in the workshop. With that, I'll conclude my remarks.

Comm. Irving: When the School Boards Association comes and does the budget overview it might be advantageous for us to at least get a presentation from the district about the current fiscal status of the district to inform us of where we are versus where we need to go.

Comm. Hodges: Dr. Evans and I are in discussions about what that would look like. As part of that discussion she had planned to ask the local BA to be part of that discussion.

Comm. Rivera: I was made aware that we're going to meet with the City Council on March 5.

Comm. Hodges: No, that date won't work.

Comm. Rivera: We are meeting with them, right?

Comm. Hodges: We're trying very hard to schedule it. Unfortunately, if the Governor presents his numbers before we can meet there's no point in having the conversation.

Comm. Rivera: If I'm going to be having a conversation with the City Council we need to have a conversation here first to discuss the finances in detail. We have to be prepared for any potential questions on anything we're proposing, or anything we need from them.

Comm. Hodges: The issue of the joint meeting was less about the overall budget. It was a reaction to the fact that we were in a meeting talking about potential budget cuts and what that would look like. That was the primary concern of the conversation. The other issue being raised was the potential of having to raise city taxes.

Comm. Rivera: I don't mean to cut you off, but that's my point right there. I don't feel comfortable discussing raising the city's tax levy until we have our finances straight here in the district. We need to get a clear picture before we go there and discuss it with them. That's just my take on it.

Comm. Hodges: Okay, understood.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

## **PRESENTATION OF MINUTES**

Comm. Hodges presented the minutes of the December 23, 2014 Regular Meeting, the January 7, 2015 Organization Meeting, the January 20, 2015 Special Meeting, the January 20, 2015 Executive Session, the January 28, 2015 Special Meeting, and the February 4, 2015 Executive Session, and asked if there were any questions or comments on the minutes.

**It was moved by Comm. Simmons, 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: You have before you a copy of the official curriculum meeting report from February 3, 2015. This was discussed in workshop. There are no real updates.

Comm. Hodges reported that the Curriculum and Instruction Committee met, reviewed and recommends approval for Resolution Nos. A-1 through A-52:

### **Resolution No. A-1**

Whereas, the first priority of the Paterson School District's Strategic Plan is to provide Effective Academic Programs; The Mandarin I Curriculum serves the purpose of providing instruction that challenges students of all ability levels.

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 State Education Department of New Jersey N.J.A.C.6A:8-5.1(b) 4 mandates that all districts actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21<sup>st</sup>-century careers. The Mandarin curriculum at International High School provides students with the opportunity to learn and critical language and prepare for the college or career of their choosing, and

Whereas, the Paterson School District recognizes that there are students who require differentiated programs Instructional methods and materials provide for diversification across ability levels. The Mandarin I Curriculum emphasizes hands-on, interactive tasks where students learn by tasting, manipulating, speaking, singing and moving. Cooperative learning and project work are employed regularly. Assessment is ongoing and essentially performance-based. New and formerly learned concepts are spiraled through an increasingly challenging progression of activities, and

Whereas, the Mandarin I Curriculum to provide an academic learning environment designed to prepare students to be leaders in a global society, reflect rigor, foster cultural understanding and multiculturalism. Mandarin develops students' communicative skills in listening, speaking, reading, and writing. Students learn through a performance-based approach while they explore seven thematic units, and

Whereas, The Mandarin I Curriculum will strengthen native language skills, enhances the capacity for analytical thinking, and enables students to communicate on a broader basis by teaching them to understand, speak, read and write a second or third language. In acquiring these skills, students learn the structure of language and the techniques of self-expression, and

Therefore Be It Resolved, that the Paterson Public School district approves the Mandarin I Curriculum for the school year 2014-2015.

### **Resolution No. A-2**

Whereas, Career and Technical Education (CTE) is critical to providing the need for training to fill good paying jobs that are vital to restoring the economy of our city and state. CTE also strengthens student engagement, and therefore, is an avenue to increase student achievement, increase graduation rates and promote post-secondary student success.

Whereas, an automotive program at the Academy of Construction and Trades will allow students to participate in training and glean experience in the principles of automotive diagnosis and repair.

Whereas, in order for an application for an approved automotive CTE program to be considered by the state of New Jersey, the National Automotive Technicians Education Foundation (NATEF), must examine the structure of the facility, resources, and quality of training program and evaluate them against standards established by the industry. These standards reflect the skills that students must master to be successful in the industry. Accreditation of an automotive training program brings with it program credibility, prestige, recognition, and overall program improvement by ensuring training programs meet the highest standards. (<http://www.natef.org/About-NATEF/Benefits-of-Accreditation.aspx>). Accreditation will also increase potential for funding, identify program excellence to draw more students to the school, and through program certification, make students more eligible to meet the workforce demands of the 21<sup>st</sup> century.

Whereas, the accreditation process includes: the completion of the attached documents, Program Self-Evaluation, NATEF Review, On-Site Evaluation, and Program Accreditation.

Application and accreditation fees are as follows:

Application fee:	\$850.00
Fee for the Evaluation Team Leader (ETL)	\$250.00 per day x 2 days (paid directly to the ETL)
Estimated expenses for the ETL	\$300.00 (paid directly to the ETL)

Total cost for accreditation \$1650.00

Be it resolved that the Academy of Construction and Trades enters into a contract with NATEF to achieve accreditation, and once passed, submit an application to the state for a CTE automotive program.



### **Resolution No. A-3**

Whereas, the anti-bullying initiative supports the District Strategic Plan in Priority II: Safe, Caring and Orderly Schools under Goal 1: Create Schools with Healthy School Cultures and Climates and Goal 2: Improve Student Discipline,

Whereas, the Playground Theater Project is a theater company whose members (actors) range in age from 8 to adult with the majority being teens and their mission is to educate, empower, and enlighten the community through multimedia and performing arts focusing on equality, acceptance, understanding and recognition of the dignity of every human being,

Whereas, the Playground Theater Project will perform an anti-bullying and anti-social violence show titled Bang Bang You're Dead,

Be It Resolved, that the Paterson Board of Education approves the Playground Theater Project performance at New Roberto Clemente Community School at \$200/performance for three performances (\$600 total).

### **Resolution No. A-4**

Whereas, the Paterson Public School District is in favor of supporting quality community services for its students and working to support the healthy development of children in our community; and

Whereas, the Paterson Public School District is in favor of developing and supporting relationships with community-based volunteer organizations engaged in activities that support and enhance the healthy educational, social and emotional development of children in the Paterson Public School #6 community; and

Whereas, The Junior Groovers Mentoring Club seeks to increase the enrollment of minority youth in collegiate institutions and to help them learn independence, self-awareness, self-confidence, public speaking and social responsibility; and

Whereas, the Paterson Public School District will accept the Junior Groovers Mentoring Club as a school-based club providing mentoring services to middle school students at Paterson Public School #6;

Now, Therefore, Be It Resolved, that the Board of Education of the State-Operated School District of Paterson will allow members of Groove Phi Groove Social Fellowship, Inc. to act as volunteer mentors to students enrolled in Paterson Public School #6.

### **Resolution No. A-5**

Whereas, the Paterson Public School District is in favor of supporting relationships with community-based volunteer organizations in activities that support and enhance the healthy educational, social and emotional development of children in the Paterson Public School #6 community; and

Whereas, The P.E.A.R.L.S. Mentoring Club seeks to increase the enrollment of minority youth in collegiate institutions and to help them develop positive self-esteem and leadership skills, promote academic achievement, improve their social skills and provide opportunities for community involvement; and

Whereas, the Paterson Public School District will accept the P.E.A.R.L.S. (Positive Empowerment Acquired through Relative Leadership and Service) Mentoring Club as a school-based club providing mentoring services to middle school students at Paterson Public School #6 and

Now, Therefore, Be It Resolved, that the Board of Education of the State-Operated School District of Paterson will allow members of Swing Phi Swing Social Fellowship, Inc. to act as volunteer mentors to students enrolled in Paterson Public School #6.

#### **Resolution No. A-6**

Whereas, The Bright Futures Strategic Plan, Priority II – Safe, Caring and Orderly Schools – Goal 7: Facilities are clean and safe and meet 21<sup>st</sup> Century learning standards,

Whereas, the Cadet Corps Non-Profit Corporation proposes working with Paterson Public School District to combat Juvenile delinquency and prevent incarceration by establishing an alternative youth program designed to develop discipline and leadership by monitoring and mentoring students at School No. 12.

Whereas, the Cadet Corps intends to form a partnership with Paterson Public School District and utilize School No. 12 to pilot The Cadet Corps Leadership Program for full time students. The Cadet Corps Staff will monitor and mentor cadets for an entire school year from March 2015 to June 2015.

Whereas, the objective of the Leadership program is to introduce students to the criminal justice system, develop leaders and maintain an environment free of drugs and gangs. The Cadet Corps will recruit students from School No. 12 which should consist of approximately 30 students from Grades 6, 7 and 8. The Cadet Corps will instruct students on basic, intermediate and advanced juvenile justice leadership courses 2 times a week after-school for 2 hours. The students must demonstrate a desire and willingness to learn and lead. The students will be taken on field trips at no cost to the school district. The following training will be conducted military drills, athletic drills, field trips, criminal justice leadership In-Service Courses regarding following peer pressure, ethical behavior, domestic violence, sexual assault and the Cadet Corps Chain of Command.

Therefore Be It Resolved, that the Paterson Board of Education approve partnership with the Cadet Corps Non-Profit Corporation. The proposed partnership will impact student behavior to develop discipline, leadership by monitoring and mentor students at School No. 12 at no cost to the district.

#### **Resolution No. A-7**

Purpose: Approve the amendment of the Fairleigh Dickinson University Technical Enrichment Outreach Program Board Action dated September 10, 2014, resolution number 3 to increase the total cost not to exceed \$15,000.00.

WHEREAS, The Paterson Public School District in accordance with State mandates and district policy approving the Fairleigh Dickinson University TEOP partnership supports the Bright Futures Strategic Plan 2009-2014 Priority III – Family and Community Engagement – Goal 4 – Partnerships with Community Organizations, Agencies and Institutions, and;

WHEREAS, September 10, 2014 resolution number 3 was approved by the Board of Education to continue the partnership with Fairleigh Dickinson University Technical Enrichment Outreach Program (TEOP) for a period of twelve (12) weeks (Saturday's only) per semester. The program is designed to expose students to various career opportunities in the Engineering field, strengthen and discover Engineering concepts and increase student achievement in Mathematics, Science, and Computer Technology, and;

WHEREAS, the partnership between Paterson Public School District and Fairleigh Dickinson University will take place at Fairleigh Dickinson University, (Metropolitan Campus) in Teaneck, New Jersey beginning September 13, 2014, to December 6, 2014 (first semester) and February 7, 2015 to May 16, 2015 (second semester), from 7:30 AM to 1:30 PM. The program will be open to male and female students in Grades 9-12. Transportation will be provided by the Paterson Public School District, and;

WHEREAS, Transportation for the (FDU/TEOP) will be provided by the Paterson Public School District at a cost of \$9,212.00. The stipend that the advisor is to receive will be paid by the Paterson Public School District at a cost of \$5,760.00, and;

BE IT RESOLVED, that the Paterson Board of Education approves the above mentioned amendment to adjust the cost of participation in the Technical Enrichment Outreach program(TEOP) twelve(12) weeks (Saturday's only) per semester Engineering program. Total cost not to exceed \$15,000.00.

#### **Resolution No. A-8**

Whereas, The Department of Early Childhood Education's (DECE) goal number 1: the DECE will work to maintain and promote high standards of achievement for all students and DECE goal number 2; will promote accessibility to research and resources to assure quality professional development that is on-going and systematic for all teachers and is aligned to the District's Strategic Plan Priority 1; to establish effective academic programs by increasing student achievement;

Whereas, the District's Strategic Plan's third priority of Family and Community Engagement is to create partnerships with community organizations, agencies, and institutions;

Whereas, the current research proves that associating vocabulary with mental imagery or symbolic representation of newly acquired words are most effective, (Marzano, Classroom Instruction That Works), and supports the concept of developing a sense of story as imperative to 21<sup>st</sup> century learning skills (Daniel Pink A Whole New Mind),

Whereas, the various forms of storytelling develop these abilities through participation in the components of reading, and

Whereas, Storytelling Arts, Inc. programs serve to enhance literacy skills and build community through classroom residencies and professional development opportunities for teachers from February 23, 2015 through May 1, 2015 by providing one planning meeting and workshop for educators, one in-residency workshop with two storytellers, and eight weeks of classroom visits, as well as, one day workshop for parents, and

Whereas, Storytelling Arts, Inc. meets the criteria for developing high quality preschool classrooms and innovative and rigorous academic programs, and

Therefore, Be It Resolved, that the Paterson Board of Education support and approve the Department of early Childhood Storytelling Arts, Inc. program for preschool teachers, children, and parents at St. Mary's Early Learning Center.

#### **Resolution No. A-9**

The New Jersey Department of Education (NJDOE) requires an English Language Proficiency Assessment that conforms to the requirements of the No Child Left Behind Act (NCLB). The assessment is given to Kindergarten through 12<sup>th</sup> graders who have been identified as English Language Learners (ELLs) students must be annually assessed to determine the progress they have made in acquiring academic English.

Whereas, the Paterson Public School District is in need of "educational goods and services" purchase and scoring the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) for Grades K-12, which is a mandated test by the State Department of Education to identify the English Language Proficiency level of students, and

Whereas, as specified by letter dated (10/27/05) from the Commissioner of Education of the State of New Jersey, the Wisconsin Center for Education Research (WIDA) Consortium located at 1025 West Johnson Street, Madison, WI 53706, of which New Jersey is a member, has contracted with MetriTech, Inc. to provide printing, distributing, scoring and reporting of the test, and

Whereas, District Policy 18A:18A-5 Exceptions to requirement for advertising, any contract, the amount of which exceeds the bid threshold, should be negotiated and awarded by the board of education by resolution at a public meeting without public advertising for bids and bidding therefore if a. The subject matter consists of: (5) Library and educational goods and services, and

Whereas, the vendor has been notified that no goods or services will be provided to the district without first receiving a fully executed purchase order; that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods services to the district until such time a new purchase order is completed and delivered with terms the vendor will honor, and

Whereas, WIDA held pricing at last year's level: \$23.00 per student (includes test materials, scoring and basic report services) a Processing fee of 2.5% - \$100.00, score report on CD purchase of \$100.00 and charge of 15 percent for any overages, and

Therefore, Be It Resolved, that Paterson Public School District awards a purchase to Wisconsin Center for Education Research, c/o MetriTech for materials and scoring of the Assessing comprehension and communication in English State to State for English Language Learners (ACCESS for ELLs) and to MetriTech for score reports on computer media (CD), for the 2014-2015 school year in the amount not to exceed \$96,800.00.

**Resolution No. A-10 was moved to the Workshop Meeting.**

#### **Resolution No. A-11**

Whereas, the District is a State-Operated District which has a need for coaching and Staff Development Services for selected Supervisor and Vice Principals for 2014-2015 school year; and

Whereas, pursuant to 18A:18A-5a(5) educational services are exempt from public advertising and bidding; however notwithstanding;

Whereas, New Jersey Superintendent's Study Council at Seton Hall University through the Aspiring Leaders Program has demonstrated a vast amount of experience in educational leadership in the public sector, and

Whereas, the procurement of services, specifically will provide continuation of training on Superintendent's approved Curriculum with pre-training discussions with the Superintendent and senior staff (eight half day sessions per group, two groups). Assistant Principals and Supervisors and Teachers; and

Whereas, Priority I of the 2009-2014 Strategic Plan for Paterson Public Schools is Effective Academic Programs; and

Therefore Be It Resolved, the State District Superintendent recommends the award of a contract to New Jersey Superintendent's Study Council at Seton Hall University for Coaching and Staff Development Services for selected Supervisor and Vice Principals for 2014-2015 school year at the following rate:

Service	Rate	Quantity	Cost
Aspiring Leaders Program	\$1,625 per half day session	8 sessions	\$13,000.00
Not to Exceed \$13,000.00			

#### **Resolution No. A-12**

Whereas, the Bright Futures Strategic Plan 2009-2014, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by extending opportunities for Career and College Readiness Skills; and

Whereas, the Paterson Public Schools continues to provide Reading Intervention Services and Related Supplies and Materials to enhance academic levels; and

Whereas, Children's Literacy Initiative (CLI) will provide support and coaching to School 13 teachers with the district's goals and objectives to enhance our students' literacy and provide professional development to our teachers; and

Whereas, Children's Literacy Initiative (CLI) meets the following criteria: (a) Researched based practices, (b) Recommendation made by the Regional Achievement Center (RAC), (c) Services provided meet the current needs of our schools, (d) Professional Development Provided, (e) 1:1 Coaching Support, (f) Assists with the implementation of Balanced Literacy Model; and

Whereas, to compensate Children's Literacy Initiative at a rate of \$1,449 per day for 13 days to provide the services needed; and

Now Therefore, Be It Resolved that the Paterson Public Schools approves the award to Children's Literacy Initiative, located at 2314 Market Street, 3<sup>rd</sup> Floor, Philadelphia, PA 19103 for the purchase of Reading Intervention Services and Related Supplies and Materials for School 13 from February, 2015 through June, 2015 at a cost of not to exceed \$20,000.00.

### **Resolution No. A-13**

Whereas, In 2014-2015 the intent is to implement strategic and rigorous best practices that will support academic achievement in language arts literacy and mathematics, through coaching, modeling of best practices and professional development as outlined in the Bright Futures Strategic Plan regarding Academic Program and School Climate and Culture, and;

Whereas, New Roberto Clemente School is providing professional development for teachers and opportunities for mentorship, and;

Whereas, membership in the William Paterson University Professional Development Network provides direct resources to support the implementation of designated state/federal improvement strategies as outlined in the Bright Futures Strategic Plan regarding Academic Program and School Climate and Culture, and opportunities to support teachers' growth in NJ Achieve standards of practice will be a primary focus, and;

Whereas, the Paterson Public Schools is dedicated to improving academic achievement for all students;

Be It Resolved, that the Paterson Board of Education approves the contract with New Roberto Clemente School and the William Paterson University Professional Development Network to provide membership in the WPU Professional Development Network. The activities and program enhancements will focus on the four core academic areas of math, science, language arts and social studies. Teachers will receive embedded staff development as well as opportunities to go on site to the University for pre-arranged free workshops that model best practices, services not to exceed \$8000.00 for the 2014-2015 school year.

### **Resolution No. A-14**

Whereas, In 2014-2015 the intent is to implement strategic and rigorous best practices that will support academic achievement in language arts literacy and mathematics, through coaching, modeling of best practices and professional development as outlined in the Bright Futures Strategic Plan regarding Academic Program and School Climate and Culture, and;

Whereas, School 12 is providing professional development for teachers and opportunities for mentorship, and;

Whereas, membership in the William Paterson University Professional Development Network provides direct resources to support the implementation of designated state/federal improvement strategies as outlined in the Bright Futures Strategic Plan regarding Academic Program and School Climate and Culture, and opportunities to support teachers' growth in NJ Achieve standards of practice will be a primary focus, and;

Whereas, the Paterson Public Schools is dedicated to improving academic achievement for all students;

Be It Resolved, that the Paterson Board of Education approves the contract with School 12 and the William Paterson University Professional Development Network to provide membership in the WPU Professional Development Network. The activities and

program enhancements will focus on the four core academic areas of math, science, language arts and social studies. Teachers will receive embedded staff development as well as opportunities to go on site to the University for pre-arranged free workshops that model best practices, services not to exceed \$8000.00 account #15.15.000.223.320.012.000.0000.000 for the 2014-2015 school year.

### **Resolution No. A-15**

Whereas, the development of the STEAM curriculum at School 6 and providing professional development to teachers to implement the STEAM initiative support the District Strategic Plan in Priority I: Effective Academic Programs under Goal 1: Increase Student Achievement, Goal 2: Create Health School Cultures and Goal 7: Professional Development for Administrators and Teachers,

Whereas, LearnToLearn introduces LEGO® Education hands-on materials to the elementary classroom in a simple and approachable way, providing an engaging learning experience for teachers and students alike. Resources may be used in the below content areas:

- Science: Explore concepts such as habitats, weight, and balance.
- Literacy: Create scenes and explore language arts the hands-on way.
- Math: Develop spatial-awareness skills, learn about symmetry, and more.
- Social Studies: Investigate community needs and appreciate cultural backgrounds.
- Design, technology and engineering: Discover stable structures and simple machines and design unique solutions.

Whereas, 10 teachers at School 6 will participate in professional development that will model how to effectively use LEGO bricks across a variety of areas of curriculum,

Be It Resolved, that the Paterson Board of Education approves the LEGO STEAM professional development at School 6 in the amount of \$2,000/day for up to two (2) days (up to \$4,000).

### **Resolution No. A-16**

Whereas, Priority I: Effective Academic Programs Goal 7: Professional Development of the 2009-2014 Strategic Plan of the Paterson Public Schools; and

Whereas, The New Jersey Administrative Code (N.J.A.C.) 6A:19-6.5 "Safety and Health Plan" requires that schools perform a safety and health hazard analysis for every career-technical education course or program in operation. In doing so, staff members facilitating any structured learning experience must complete the Structured Learning Experience (SLE) certification process and;

Whereas,, The New Jersey Department of Education, Office of Career and Technical Education partnered with and supports the Safe Schools Project, to assist schools in reducing risk to occupational safety and health hazards in secondary school and work microenvironments in which NJ adolescents spend time. The project is administered by Rutgers School of Public Health, and;

Whereas, the Paterson Public School District will allow for continued professional development and send teachers to Rutgers School of Health to continue their certification for Structured Learning Facilitators during the months of February-June 2015;

Therefore, Be It Resolved, that the Paterson Board of Education approves teachers to continue professional development opportunities with NJ Safe Schools Project at Rutgers University and obtain the appropriate certification for Structured Learning Facilitator during the months of February – June 2015 in the amount not to exceed \$2,115.00.

**Resolution No. A-17 was pulled.**

#### **Resolution No. A-18**

*Purpose: Resolution is to comply with purchasing laws in the process of purchasing Professional Development Program for Social/Emotional Strategies, RFP-443-15, for the period of July 1, 2014 through June 30, 2017 school years (July 2014 – June 2015 NJDOE SIG Budget approved, July 2015 – June 2017 pending NJDOE SIG Grant/budget approval); 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 Bright Futures Strategic Plan 2009-2014, Priority I: Effective Academic Programs, Goal 7: Professional development (teachers and administrators); and

WHEREAS, the Director of Federal Programs determined that the District has a need for social/emotional professional development and provided the technical specifications for the formal public proposal process for the 2014-2017 school years (*July 2014 – June 2015 NJDOE SIG Budget approved, July 2015 – June 2017 pending NJDOE SIG Grant/budget approval*); 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 *Professional Development Program for Social/Emotional Strategies, RFP-443-15*, for the 2014-2015, 2015-2016, and 2016-2017 school years (*July 2014 – June 2015 NJDOE SIG Budget approved, July 2015 – June 2017 pending NJDOE SIG Grant/budget approval*). 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 for Children 49 West 38 <sup>th</sup> Street, 5 <sup>th</sup> Floor New York, New York 10011
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WHEREAS, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on Friday, November 21, 2014. Sealed proposals were received on Friday, December 12, 2014 at 2:00 p.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 Professional Development Program for Social/Emotional Strategies RFP-443-15, for the 2014-2015, 2015-2016-2016-2017 school years (*July 2014 - June 2015 NJDOE SIG Budget Approved, July 2015 -*



June 2017 pending NJDOE SIG Grant/budget approval), it is recommended that Ramapo for Children be awarded a contract based on 18A:18A-4.5 as follows:

<b>School Year:</b>	<b>Daily Rate Amount:</b>
2014-2015	\$1,350.00 (July 2014 – June 2015 NJDOE SIG Budget approved, July 2015 – June 2017 pending NJDOE SIG Grant/budget approval)
2015-2016	\$1,350.00
2017-2018	\$1,350.00

#### TECHNICAL SCORES

<b>Item</b>	<b>Criteria</b>	<b>Weight</b>	<b>Ramapo for Children</b>
<b>A</b>	<i>The vendor's detailed technical approach and methodology to provide professional development for social/emotional strategies as required by the Scope of Work of this RFP to Paterson Public Schools.</i>	<b>30</b>	<b>1260</b>
<b>B</b>	<i>The vendor's documented experience in successfully providing professional development for social/emotional strategies and related as detailed by the Scope of Work.</i>	<b>20</b>	<b>860</b>
<b>C</b>	<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 professional development for social/emotional strategies to school districts for at least two (2) years.</i>	<b>20</b>	<b>860</b>
<b>D</b>	<i>The overall ability of the vendor to mobilize, undertake and successfully implement professional development for social/emotional strategies 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>	<b>20</b>	<b>800</b>
<b>E</b>	<i>The vendor's cost proposal.</i>	<b>10</b>	<b>420</b>

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 for Children 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 *Professional Development Program for Social/Emotional Strategies*; and

NOW THEREFORE, BE IT RESOLVED that the State District Superintendent supports the Federal Programs and Purchasing Departments that Ramapo for Children, located at 49 West 38th Street, 5th Floor, New York, New York 10011 be awarded a contract for

*Professional Development Program for Social/Emotional Strategies, RFP-443-15, for the 2014-2015, 2015-2016, 2016-2017 school years (July 2014 – June 2015 NJDOE SIG Budget approved, July 2015 – June 2017 pending NJDOE SIG Grant/budget approval) at a not to exceed amount of \$60,000.00 annually.*

#### **Resolution No. A-19**

WHEREAS, the District's first priority is effective academic programs. 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, Allegro 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 Allegro School for a total cost not to exceed \$104,940.00 during the 2014-2105 school year.

September 3, 2014-June 30, 2015 (RSY 180 days)

S.C. 2053911	AUT	\$448.00 PER DIEM X 180 DAYS = \$80,640.00
1:1 AIDE		\$135.00 PER DIEM X 180 DAYS = \$24,300.00

#### **Resolution No. A-20**

WHEREAS, the District's 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 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, Arms Acres 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 reimbursement to Arms Acres for a total cost not to exceed \$1,200.00 during the 2014-2015 school year.

September 24, 2014-October 22, 2014  
\$40 per hour x 30 hours = \$1,200.00  
C.T. 2058165 N/C

#### **Resolution No. A-21**

WHEREAS, the District's priority is effective academic programs. 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, Bergen Center for Child Development 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 Bergen Center for Child Development for a total cost not to exceed \$28,362.00 during the 2014-2015 school year.

Revised Contract - Extraordinary Services - October 1, 2014-June 30, 2015  
\$174.00 per diem x 163 days = \$28,362.00  
A.S. 5207606 OHI (1:1 Aide)

#### **Resolution No. A-22**

WHEREAS, the District's first priority is effective academic programs. 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 student in accordance with the student's Individualized Education Program; and

WHEREAS, Bonnie Brae 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 Bonnie Brae School for a total cost not to exceed \$66,585.00 during the 2014-2015 school year.

July 7, 2014-June 30, 2015

\$345.00 x 193 days = \$66,585.00

O.L. 2010193 OHI

### **Resolution No. A-23**

WHEREAS, the District's priority is effective academic programs. 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, Burlington Township 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 Burlington Township Schools for a total cost not to exceed \$11,745.88 during the 2014-2015 school year.

Displaced –McKinney Vento Act

September 16, 2014-June 30, 2015      \$68.29 per day x 172 days = \$11,745.88

C.G. 2051856 N/C

### **Resolution No. A-24**

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, 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 an Assistive Technology Assessment to identify and assist student with disabilities; and

WHEREAS, Cerebral Palsy of North Jersey, LLC 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 enter into agreement to provide reimbursement to Cerebral Palsy of North Jersey to conduct an Assistive Technology Assessment for a total cost not to exceed \$750.00 during the 2014-2015 school year.

January 1, 2015-June 30, 2015

#### **Resolution No. A-25**

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, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student 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 displaced students; and

WHEREAS, CLIFTON PUBLIC 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 Clifton Public Schools for a total cost not to exceed \$6,298.60 during the 2014-2015 school year.

#### Displaced Students

September 3, 2014-November 30, 2014

55 days x \$57.26 per diem = \$3,149.30 x 2 students = \$6,298.60

A.N. 9775538852 N/C

B.R. 3629527135 N/C

#### **Resolution No. A-26**

WHEREAS, the District's first priority is effective academic programs. 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 reimbursement to the Commission for the Blind and Visually Impaired for a total not to exceed \$1,800.00 during the 2014-2015 school year.

Level 1 Services- L.M.A.  
START DATE 09/01/2014

#### **Resolution No. A-27**

WHEREAS, the District's priority is effective academic programs. 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 student in accordance with the student's Individualized Education Program; and

WHEREAS, Concordia Learning 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 Concordia Learning Center for a total cost not to exceed \$44,280.00 during the 2014-2015 school year.

November 24,2014 – June 30,2015  
\$360.00 per diem x 123 days = \$ 44,280.00  
E.S. 5217803 PD

#### **Resolution No. A-28**

WHEREAS, the District's first priority is effective academic programs. 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 student in accordance with the student's Individualized Education Program; and

WHEREAS, East Mountain 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 enter into agreement to provide tuition reimbursement to East Mountain School for a total cost not to exceed \$46,623.99 during the 2014-2015 school year.

October 22, 2014 - June 30, 2014 (147 days x \$317.17 = \$46,623.99)  
L.G. 2011469 OHI

#### **Resolution No. A-29**

WHEREAS, the District's priority is effective academic programs. 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 \$47,594.80 during the 2014-2015 school year.

October 23, 2014-June 30, 2015  
\$328.24 per day x 145 days = \$47,594.80  
D.R. 2027830 MD

### **Resolution No. A-30**

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, N.J.A.C. 6A:17-2.4 states the school district of origin for a homeless child shall be responsible for the education of the child and pay the cost of tuition pursuant to N.J.A.C. 6A:23-3.1 and provide transportation for the child pursuant to N.J.A.C. 6A:27-6.2; and

WHEREAS, the State District Superintendent has determined that the District is in need of educational services for displaced students; and

WHEREAS, Franklin Borough Board of Education 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 Franklin Borough Board of Education for a total cost not to exceed \$11,991.00 during the 2014-2015 school year.

Displaced Student

September 4, 2014-June 30, 2015

G.A. 5217823 N/C \$1,199.10 monthly x 10 months = \$11,991.00

### **Resolution No. A-31**

WHEREAS, the District's first priority is effective academic programs. 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, Gateway 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 Gateway School for a total cost not to exceed \$48,209.00 during the 2014-2015 school year.

September 16, 2014 – June 30, 2015



\$275.48 per diem x 175 days = \$48,209.00  
S.M. 2047922 MD

### **Resolution No. A-32**

WHEREAS, the District's first priority is effective academic programs. 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 \$42,118.50 during the 2014-2105 school year.

November 18, 2014-June 30, 2015  
\$326.50 per diem x \$129.00 days = \$42,118.50  
N.J. 2056867 OHI

### **Resolution No. A-33**

WHEREAS, the District's priority is effective academic programs. 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, Lord Stirling 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 Lord Stirling School for a total cost not to exceed \$67,439.32 during the 2014-2015 school year.

October 6, 2014-June 30, 2015

B.C. 0045783 ED \$413.74 per diem x 163 days = \$67,439.32

Prior PO # 1500870 was reduced due to student termination

#### **Resolution No. A-34**

WHEREAS, the District's priority is effective hospitalized instruction programs. The Department of Special Education has aligned programs to meet this priority.

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 bedside instruction services for District students who are eligible to receive instruction in hospital settings; and

WHEREAS, Middlesex County 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 Middlesex County Educational Services Commission for a total cost not to exceed \$7,875.00 during the 2014-2015 school year.

January 6, 2015-June 30, 2015

\$63.00 per hour x 125 Instructional hours = \$7,875.00

#### **Resolution No. A-35**

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, 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 an independent evaluation to identify and provide program recommendations for student with disabilities; and

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide reimbursement to Morris Psychological Group to conduct an independent evaluation at a total cost not to exceed \$5,000 during the 2014-2015 school year.

January 8, 2015-June 30, 2015

A.F. 5211627 N/C

A.D. 5209713 N/C

### **Resolution No. A-36**

WHEREAS, the District's first priority is effective academic programs. 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, North Jersey Elk's Developmental Disabilities Agency 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 North Jersey Elk's Developmental Disabilities Agency for a total cost not to exceed \$326,939.30 during the 2014-2015 school year

July 1, 2014-June 30, 2015

D.H. 2049890 MD (1:1 Aide) A.T. 2022842 MD (1:1 Aide) J.K. 2017419 MD (1:1 Aide)

L.H. 2036729 MD

### **Resolution No. A-37**

WHEREAS, the District's first priority is effective academic programs. 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 instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Pennsville School District 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 Pennsville School District for a total cost not to exceed \$3,964.44 during the 2014-2015 school year.

R.K. 2029773 (Gen Ed) 9/11/2014-10/10/2014	22 days x \$80.83 per diem = \$1,778.26
R.K. 2029773 (Bedside Instruction) 9/10/2014-10/10/2014	2.75 hours x \$31.15 per hour = \$85.67
J.M. 2016498 (Gen Ed) 9/10/2014-10/10/2014	23 days x \$80.83 per diem = \$1,859.09
J.M. 2016498 (Bedside Instruction) 10/15/2014-11/4/2014	7.75 hours x \$31.15 per hour = \$241.42

#### **Resolution No. A-38**

WHEREAS, the District's first priority is effective academic programs. 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 instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Shepard 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 Pineland Learning Center for a total cost not to exceed \$58,671.24 during the 2014-2015 school year.

December 15, 2014-June 30, 2015

R.K. 2029773 OHI	\$257.33 per diem x 114 days = \$ 29,335.62
J.M. 2016498 OHI	\$257.33 per diem x 114 days = \$ 29,335.62

#### **Resolution No. A-39**

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

WHEREAS, the Department of Special Education 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 to ensure that the services and placement needed by each student 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 services for students placed residential at treatment facilities; and

WHEREAS, Professional Education Services, Inc. represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into agreement to provide tuition reimbursement to Professional Education Services, Inc. for a total cost not to exceed \$1,360.00 during the 2014-2015 school year.

January 8, 2015- June 30, 2015  
J.Q. 2030609 N/C

#### **Resolution No. A-40**

WHEREAS, the District's priority is effective academic programs. The Department of Special Education Services has aligned programs to meet this priority.

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 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 placed in a group home; and

WHEREAS, Ranch Hope - Strange 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 Ranch Hope-Strange School for a total cost not to exceed \$55,807.42 during the 2014-2015 school year.

November 7, 2014-June 30,2015  
\$236.51 per diem x 142 days = \$33,584.42  
\$156.50 per diem x 142 days = \$22,223.00 (1:1 aide)  
J.K. 2033026 OHI Court Ordered

#### **Resolution No. A-41**

WHEREAS, the District's first priority is effective academic programs. 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, Ridgefield Board of Education 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 Ridgefield Public Schools for a total cost not to exceed \$20,621.91 during the 2014-2015 school year.

January 6, 2015 – June 30, 2015  
R.W. 2000820 MD

#### **Resolution No. A-42**

WHEREAS, the District's first priority is effective academic programs. 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 instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Shepard 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 Shepard School for a total cost not to exceed \$40,217.32 during the 2014-2015 school year.

October 28, 2014-June 30, 2015  
\$281.24 per diem x 143 days = \$ 40,217.32  
E.F. 2020235 ED

### **Resolution No. A-43**

WHEREAS, the District's first priority is safe caring and orderly schools. 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 nursing services for students in accordance with the student's Individualized Education Program; and

WHEREAS, Starlight Homecare Agency 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 reimbursement to Starlight Homecare Agency for a total cost not to exceed \$36,288.00 during the 2014-2015 school year.

December 1, 2014 –June 30,2015

G.F. 5219002 PSD

RN will substitute for an LPN only when an LPN is not available.

### **Resolution No. A-44**

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

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

WHEREAS, the New Jersey Department of Children and Families and its Departmental Component, the Office of Education, are authorized by the N.J.S.A. 18A:7B-1 et seq., the State Facilities Education Act, to be responsible for the funding, implementation , and administration of certain educational programs and services for Eligible Students, including the programs and services covered by this Agreement; and

WHEREAS, the State District Superintendent has determined that the District is in need of educational instruction for students placed in residential treatment centers; and

WHEREAS, the State of New Jersey Department of Children and Families agrees to reimburse Paterson Public Schools;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into an agreement with State of New Jersey Department of Children and Families to provide reimbursement for Paterson students placed in Paterson Public Schools; as listed below for a total of \$21,128.39.

October 15, 2014-June 30, 2015

\$75.19 per diem x 126 days = \$9,473.94

T.F. 5221057 N/C Public School # 27

December 2, 2014-June 30, 2015

\$75.19 per diem x 155 days = \$11,654.45

A.R. 5221453 N/C Roberto Clemente School

This is an addendum to Annex (A) existing agreement #15DPRE approved on October 21, 2014 Resolution #A-35.

See attached letter from the State of New Jersey Department of Children and Families.

### **Resolution No. A-45**

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, N.J.A.C. 6A:17-2.4 states the school district of origin for a homeless child shall be responsible for the education of the child and pay the cost of tuition pursuant to N.J.A.C. 6A:23-3.1 and provide transportation for the child pursuant to N.J.A.C. 6A:27-6.2; and

WHEREAS, the State District Superintendent has determined that the District is in need of educational services for displaced students; and

WHEREAS, Tinton Falls Board of Education 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 Tinton Falls Board of Education for a total cost not to exceed \$14,236.44 during the 2014-2015 school year.

#### Displaced Student

October 15, 2014-June 30, 2015

J.G. 5204575 N/C \$1,178.84 (1 month)

\$1,632.20 per month x 8 months = \$13,057.60

### **Resolution No. A-46**

WHEREAS, the District's priority is effective academic programs. 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 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, Windsor Learning 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 Windsor Learning Center for a total cost not to exceed \$45,135 00 during the 2014-2015 school year.

October 13, 2014- June 30, 2014

K.P. 5220990 ED \$295.00 per diem x 153 days = \$45,135.00

#### **Resolution No. A-47**

WHEREAS, the District's priority is effective academic programs. 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 agreements to provide tuition reimbursement to Windsor Preparatory High School for a total cost not to exceed \$113,811.90 during the 2014-2015 school year .

October 13, 2014- June 30, 2015

S.N. 2015784 OHI \$277.59 per diem x 155 days = \$43,026.45

L.C. 5208188 MD \$277.59 per diem x 155 days = \$43,026.45

F.C. 2015680 MD \$277.59 per diem x 100 days = \$27,759.00

#### **Resolution No. A-48**

Whereas, each school district annually adopts the list of Field Trip Destinations for use within the schools of the district,

Whereas, the Paterson Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of our schools, and

Whereas, the field trip conducted for the purpose of affording a firsthand educational experience not available in the classroom, and

Whereas, the Assistant Superintendents have approved/recommended the addition of field trip experiences to support instruction;

Therefore Be It Resolved, the Paterson Board of Education accepts the attached list of approved actions for destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2014-2015 school year.

#### **Resolution No. A-49**

Whereas, the DECA students at Eastside High School are competing in the New Jersey State DECA (Distributive Education Clubs of America) Career Development Centers Conference in Cherry Hill, New Jersey.

Whereas, during the three day, two night trip from Wednesday morning February 25, 2015 to Friday afternoon February 27, 2015 students will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in marketing, merchandising and management careers.

The NJ DECA competitive events program and leadership workshops are congruent with sound educational practices and address cross content workplace readiness skills. They support the CCSS.ELA-Literacy.SL.11-12.1,2,3,4,5&6, CCSS.Math.Modeling and College and Career Readiness Practices 9.1, 9.2, 9.3. Furthermore, they are also aligned with the District's Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by providing Extended learning opportunities.

Whereas, the trip will include eight (8) students and two (2) teachers, and is being organized by the Eastside High School DECA Chapter with lodging and planning guidelines being provided by the New Jersey State DECA organization. Transportation arranged by us with School Transportation Services LLC.

Whereas, all expenses in connection with this trip will be paid by FY15 Perkins Grant money, therefore

Be It Resolved, that the Paterson Public School District approve this educational opportunity for the DECA students of Eastside High School.

Account	Account Number	Amount
Student Registration	20.378.100.800.830.000.0000.001	416.00
Student Lodging	20.378.100.800.830.000.0000.001	1,112.00
Student Meals-gsa rates	20.378.100.800.830.000.0000.001	976.00
Staff Lodging	20.378.200.580.830.000.0000.001	556.00
Staff Meals – gsa rates	20.378.200.580.830.000.0000.001	244.00
Contractual Stipend	20.378.200.100.830.053.0000.001	400.00
Transportation		000.00
	Total	3,704.00

### **Resolution No. A-50**

Whereas, the DECA students at the School of Business Technology, Marketing & Finance at John F. Kennedy Educational Complex are competing in the New Jersey State DECA (Distributive Education Clubs of America) Career Development Centers Conference in Cherry Hill, New Jersey.

Whereas, during the three day, two night trip from Wednesday morning February 25, 2015 to Friday afternoon February 27, 2015 students will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in marketing, merchandising and management careers.

The NJ DECA competitive events program and leadership workshops are congruent with sound educational practices and address cross content workplace readiness skills. They support the 9.3 – Career and Technical Education (CTE) Marketing Career Cluster. Furthermore, they are also aligned with the District's Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by providing Extended learning opportunities.

Whereas, the trip will include eleven (11) students and two (2) teachers, and is being organized by the JFK DECA Chapter with lodging and planning guidelines being provided by the New Jersey State DECA organization. Transportation arranged by us with School Transportation Services LLC.

Whereas, all expenses in connection with this trip will be paid by FY15 Perkins Grant money, therefore

Be It Resolved, that the Paterson Public School District approve this educational opportunity for the DECA students of the School of Business, Technology, Marketing, & Finance at the John F. Kennedy Educational Complex.

Account	Account Number	Amount
Student Registration	20.378.100.800.830.000.0000.001	572.00
Student Lodging	20.378.100.800.830.000.0000.001	834.00
Student Meals-gsa rates	20.378.100.800.830.000.0000.001	1342.00
Staff Lodging	20.378.200.580.830.000.0000.001	556.00
Staff Meals – gsa rates	20.378.200.580.830.000.0000.001	244.00
Contractual Stipend	20.378.200.100.830.053.0000.001	400.00
Transportation	11.000.270.512.830	488.80
	Total	4436.80

### **Resolution No. A-51**

Whereas, The Paterson Public School District supports and encourages the FBLA students at Eastside H.S. who want to attend and compete at the New Jersey FBLA State Leadership Conference in East Brunswick, New Jersey from Thursday, February 26-27, 2015 and

Whereas, The Paterson Public School District in accordance with State mandates and district policy, agree that the NJ FBLA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the New Jersey Core

Curriculum Standards of Language Arts Literacy 3.1, 3.2, 3.3, Mathematics 4.4 and 4.5 and Career and Technical Education 9.4.

Whereas, the trip will include twelve students and two teachers and is being organized by the Eastside High School FBLA Charter with lodging and planning guidelines being provided by the NJ FBLA State organization.

and

Whereas, General Counsel has reviewed the contract, and

Whereas, all expenses in connection with this trip will be paid by SOIT budget and FBLA account, therefore

Be It Resolved, that the Paterson Public School District approve this educational opportunity for the FBLA students of Eastside H.S.

Account	Account Number	Amount
Student Registration	15.190.100.800	420.00
Advisor Registration	15.190.100.580	140.00
Student Meals	FBLA account (money for food will be covered through FBLA account)	0.00
Student Lodging	15.190.100.580	289.44
Adult Lodging	15.190.100.580	289.44
Adult Meals	15.190.100.580	40.00
Contraction Stipend	15.421.100.101.063	200.00
Transportation/bus	Mrs. Cooney will be driving a district bus	0.00
TOTAL		\$1,378.88

### **Resolution No. A-52**

Whereas, the FBLA students at the School Business, Technology, Marketing, Finance at John F. Kennedy High School are competing/attending in the New Jersey State Future Business Leaders of America State Leadership Conference in East Brunswick, New Jersey.

Whereas, during the two day, one night trip from Thursday morning on February 26<sup>th</sup>, 2015 to Friday February 27, 2015 students will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in business administration and management careers.

The NJ FBLA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the Common Core State ELA-Literacy 11-12.1, 11-12.4, 11-12.5, 11-12.7 Mathematics, CCSS.MATH.CONTENT.HSS.IC.B.3, and College and Career Readiness Standards CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2. Furthermore, they are aligned with the District's Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by providing Extended learning opportunities.

Whereas, the trip will include nineteen students, two FBLA Advisors, one teacher chaperone, and is being organized by the JFK FBLA Chapter with lodging and planning

guidelines being provided by the New Jersey State FBLA organization. Transportation will be provided by Trans Ed.

Whereas, all expenses in connection with this trip will be paid by FY15 Perkins Grant money, therefore

Be It Resolved, that the Paterson Public School District approve this educational opportunity for the FBLA students of the School of Business, Technology, Marketing, & Finance (BTMF) at John F. Kennedy Educational Complex.

Account	Account Number	Amount
Student Registration	20.378.100.800.830.000.0000.001	980.00
Staff Registration	20.378.200.500.830.000.0000.001	210.00
Student Lodging	20.378.100.800.830.000.0000.001	578.88
Staff Lodging	20.378.200.580.830.000.0000.001	434.16
Student Meals	20.378.100.800.830.000.0000.001	1,514.00
Staff Meals	20.378.200.580.830.000.0000.001	371.99
Transportation	11.000.270.512.830	430.50
Contractual Overnight Stipend	20.378.200.100.830.053.0000.001	300.00
	Total	4,819.53

**It was moved by Comm. Irving, seconded by Comm. Cleaves that Resolution Nos. A-1 through A-52 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.**

### **LEGAL COMMITTEE**

Comm. Simmons: The legal committee has not met yet, although we will be meeting with policy on Friday. We do have items B-1 through B-3 for submission.

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

#### **Resolution No. B-1**

Whereas, the Paterson Public Schools District contracted with Vanore Electric, Inc. for the replacement of lamps and lighting equipment at Bauerle Field in accordance with purchase order no. 1402450, dated 9/13/13, at a total cost not to exceed \$14,176.64;

Whereas, after work on this project began, the contractor suspended performance due to adverse weather conditions, but it then completed the project at a later date;

Whereas, the contractor thereafter submitted invoice 2661, dated 10/31/13, for payment under the purchase order, as well as invoice 2662, which sought payment in excess thereof, totaling \$4,475.20, for the additional costs it incurred as a result of its decision to temporarily suspend performance;

Whereas, the District paid invoice 2661 pursuant to the terms of the purchase order, but invoice 2662 was denied for exceeding the original value of the purchase order;

Whereas, the parties ultimately decided to resolve and compromise this dispute to avoid the costs and burdens of litigating the matter;

Whereas, the parties thereby agree to resolve any and all claims between them pursuant to terms and conditions which are set forth in a written agreement.

Now, Therefore, Be It Resolved That, the District approves the agreement, accepts its terms and conditions as written, and formally authorizes all action required to effectuate same, including but not limited to the payment of \$3,500.00 to Vanore Electric, Inc.

### **Resolution No. B-2**

Purpose: Resolution of the State Operated District of the City of Paterson, County of Passaic, State of New Jersey, to renew the lease agreement for the Temporary Classroom unit at PS 18 for the 2014-2015 school year,

Whereas, the Paterson Public School District recognizes the need for additional classroom space to accommodate the students at PS 18; and,

Whereas, ModSpace, in their letter dated October 31, 2014, had requested an increase, over the fiscal year 2013/2014 monthly lease payment of \$950.00; and,

Whereas, at the request of the Facilities Department, ModSpace has offered to waive the requested increase and renew the lease on one Temporary Classroom Unit ("TCU") to the Paterson Public School District at the same rental rate of \$950.00 per month for the 2014/2015 fiscal year, with the option to renew; and,

Whereas, the awarding of this contract is in line with the "Bright Futures" Strategic Plan, Priority II – Safe, Caring and Orderly Schools, Goal 7 – Facilities are clean and safe and meet 21<sup>st</sup> century learning standards, now

Therefore Be It Resolved, that the Paterson Public School District approves the lease renewal with ModSpace at the rate of \$950.00 per month for a period of one year, effective July 1, 2014 through June 30, 2015.

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

### **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 January, 2015 in which there were a total of 67 investigations reported, 32 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. Martinez that Resolution Nos. B-1 through B-3 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### ***FISCAL COMMITTEE***

Comm. Kerr: The fiscal committee was scheduled to meet last Monday. However, because of the weather I guess it was only myself and the B.A. that showed up to that meeting. We went through the bills list and I personally found it to be in order so I gave my approval for that. Tonight the fiscal committee is presenting for the Board's review Resolutions C-1 through C-15.

Comm. Kerr reported that the Fiscal Committee met, reviewed and recommends approval for Resolution Nos. C-1 through C-15:

#### **Resolution No. C-1**

BE IT RESOLVED, that the list of bills and claims dated February 11, 2015, beginning with vendor number 149 and ending with vendor number 799444, in the amount of \$10,682,728.94, and beginning with check number 188371 and ending with check number 190827, in the amount of \$14,651,976.98, that were approved on January 7 and January 21, 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 December 2014, 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 2014-2015 school year budget, for the month of December 2014, 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 December 2014, 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 December 2014 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 December 2014, 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 December 2014, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Treasurer's Report for December 2014 and acknowledges agreement with the December 2014 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 December 2014, 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, in the district's Strategic Plan, the fourth priority is to provide efficient and responsive operations by revamping operational procedures and aligned to the Department of Early Childhood Education's (DECE) goal number 1: Increase accountability for performance;

Whereas, the DECE will continue to provide operational guidance to the early childhood centers to promote fiscal accountability, sound effective business practices, and enhance programmatic effectiveness;

Whereas, the Paterson Public School District Internal Auditors conducted an audit of the early childhood center of El Mundo De Colores for fiscal year 2013-2014;

Whereas, the Paterson Public School District accepts the Internal Auditors' audit report of El Mundo De Colores in compliance with 6A:23A-5.6, and the District responds with a Corrective Action Plan (CAP) to the Office of Fiscal Accountability and Compliance (OFAC) audit report;

Whereas, the auditors noted deficiencies in the quarterly reports as follows: The Provider underspent the budget and as a result the Provider owes the District \$92,905.63. The auditors noted minor account coding errors. The auditors also noted several non-allowable expenditures;

Whereas, any school district that has been the subject to an audit by the Department of Education's Office of Fiscal Accountability and Compliance shall discuss the findings of the audit at a public meeting of the District Board of Education no later than 30 days after the receipt of the audit report; and

Whereas, the Department of Early Childhood Education has addressed the findings in the Internal Auditors' audit report of El Mundo De Colores in compliance with 6A:23A-5.6 and addresses the recommendations contained in the report; and

Whereas, the Department of Early Childhood Education has addressed the finding in the Internal Auditors' audit, the Paterson Board of Education has been the subject to an audit by the Paterson Internal Audit Unit and has discussed the findings of the audit at February 4, 2015, public meeting of the District Board of Education within 30 days of receipt of the audit report; and

Therefore Be It Further Resolved, the Paterson Board of Education within 30 days of the February 4, 2015 public meeting adopts this resolution certifying that the findings were discussed in a public Board meeting and approved the Corrective Action Plan (CAP) addressing the issues raised in the finding of the audit and will submit this resolution to the Office of Fiscal Accountability and Compliance within 10 days of adoption by the Board of Education, and the Paterson Board of Education shall post findings of the Office of Fiscal Accountability and Compliance audit and the Board of Education's corrective action plan on the District's web site.

### **Resolution No. C-6**

Whereas, the Fiscal Year 2014-2015 Grant Submission and Acceptance for Title I School Improvement (SIA part a) grant for FY 2014-2015. Start date: September 1, 2014 – August 31, 2015.

Total Allocation: \$65,200 for 3 Priority Schools.

School 6: \$26,000

School 13: \$35,000

School 28: \$4,200

The total allocation in the amount of \$65,200 will be spent in the following categories:

Salaries/Stipends	43,332
Supplies and Materials	9,795
Benefits	<u>12,073</u>
	\$65,200

Be It Resolved, that the Paterson Board of Education accepts Grant Submission/Acceptance funds for Title I School Improvement (SIA part a) for the grant period of 09/01/14 through 08/31/15 for the purposes stated above.

### **Resolution No. C-7**

Whereas, Mr. David Cozart, Jr., Principal of Operations at John F. Kennedy Educational Complex previously submitted a board action to receive a one-time donation from Mr. Vincent J. Naimoli in the amount of \$200,000.00 in honor of his parents, Mrs. Margaret and Ralph Naimoli. The board action was approved on May 21, 2014 resolution # C-6. A revised action is deemed necessary to accept the donation that exceeded the initial board request.

Whereas, Mr. David Cozart, Jr., the Principal of Operations at John F. Kennedy Educational Complex is striving to provide a safe and orderly educational facility that will afford all stakeholders an opportunity to reach their full academic potential within a clean and safe environment.

Whereas, Mr. Vincent J. Naimoli has provided a one-time gift in the amount of \$205,846.02 to Paterson's John F. Kennedy High School for projects in honor of Margaret and Ralph Naimoli. Principal Cozart has identified several projects that include the following:

- The beautification of our cafeterias and exterior hallway walls. Halls That Inspire, Inc. will complete the work. The project is expected to be completed by the of May 2015.
- Security system upgrades:
  - Installation of cameras and wiring
  - Purchasing of new computers with HD video cards for our security suite and command center
  - Purchase of large wall mounted monitors
  - Purchase of network printers
  - Purchase of appropriate furniture such as building reception desk
  - Purchase of lateral filing cabinets
- Removal of old broken hallway gates and installation of new gates
- Gymnasium and locker room renovations to address the health and safety of all stakeholders

- Purchasing of air condition units for our media system and other common areas as needed.

Therefore Be It Resolved, that Paterson Public Schools received the one-time monetary donation of \$205,846.02 from Mr. Vincent J. Naimoli in honor of Mrs. Margaret and Ralph Naimoli on December 23, 2014. The funds will be placed in Special Revenue Fund 20 with assigned program number 048.

### **Resolution No. C-8**

Whereas, The Bright Futures Strategic Plan, Priority II – Safe, Caring and Orderly Schools – Goal 7: Facilities are clean and safe and meet 21<sup>st</sup> Century learning standards, will be supported by the acceptance of the generous donation by Best Buy, Findley Ohio.

Whereas, providing students and staff with computer technology supplies provides a sense of pride in the school community, and

Whereas, the donation of 4 iPad minis and a Laptop will serve the educational community at School No. 29.

Whereas, the Paterson Public School District will accept the donation of computer technology supplies.

Therefore Be It Resolved, that the Paterson Public School District Board of Education acknowledges and accepts this generous donation of computer technology, at no cost to the district.

### **Resolution No. C-9**

Purpose: Resolution of the State Operated District of the City of Paterson, County of Passaic, State of New Jersey, to make a revision to the resolution for proprietary goods and services (District Wide) 2014-2015 school year:

Whereas, at the Board of Education meeting of May 21, 2014 resolution number C-14 was approved by the Board, for the procurement of goods and services; and

Whereas, pursuant to 18a:18a-5A(19) the District is allowed to procure goods and/or services by resolution at a public meeting without public advertising for bid and bidding; and

Whereas, the procurement of services and parts from the vendors listed below constitutes a proprietary purchase and therefore they are excluded from competitive bidding pursuant to 18A:18A-5a(19); and

Whereas, it has been determined that additional goods and/or services will be required for the remainder of the fiscal year, which will exceed the \$250,000.00 current limit; and

Whereas, this is necessary to ensure that adequate heating and air conditioning is provided during the seasons; and

Whereas, a requested increase in the not to exceed amount of \$50,000 is within the 20% increase allowable by law (N.J.A.C. 5:30-11, 3(a)9); and

Whereas, the awarding of this contract is in line with the “Bright Futures” Strategic Plan, Priority II – Safe, Caring and Orderly Schools, Goal 7 – Facilities are clean and safe and meet 21<sup>st</sup> century learning standards; now

Therefore Be It Resolved, that the Paterson Public School District approves the revision and submits this resolution pursuant to 18A:18A-5a(19) for the following vendors, Automated Logic, ASM Electric, Daikin Applied (formerly McQuay Factory Services), Honeywell. The Trane Co./Ingersoll Rand, Johnson Controls (formerly York International), Da-Lor Services Co., Carriers Corp/United Technologies, CSL Water Quality, D & B Parts Corp., Monsen Engineering Co. and Modine Mfg. be awarded contracts for the procurement of proprietary goods and services and increase the not to exceed of \$250,000.00 by \$50,000.00 to and adjusted not to exceed of \$300,000.00 for the 2014-2015 school year; and

Be It Further Resolved, this resolution shall take effect with the approval signature of the State District Superintendent.

### **Resolution No. C-10**

Purpose: Resolution of the State Operated District of the City of Paterson, County of Passaic, State of New Jersey, to make a revision to the resolution for Custodial Services District Wide Contract, PPS-101-15 for the 2014-2015 and 2015-2016 school years,

Whereas, at the Board of Education meeting of June 18, 2014 resolution number C-19 was approved by the Board, awarding a contract for Custodial Services District Wide to TEMCO Building Maintenance, Inc. located at One Madison Street, East Rutherford, NJ 07073 for the July 1, 2014 – June 30, 2016 school years with a not to exceed limit \$9,911,263.00 annually; and,

Whereas, the additional services provided by TEMCO in the areas of After School and Weekend Activities, coverage for Paterson Public Schools Chief Custodians who are absent for illness or due to vacation, temporary Chief Custodians, assistant to the Testing Department and unanticipated events, etc. will exceed estimates for fiscal year 2014/2015; and

Whereas, the budgeted estimated additional costs for the above referenced items were \$700,000.00; and

Whereas, purchase orders have been issued for additional services totaling \$693,760.00.

Whereas, an estimated increase of \$200,000.00 is being requested to the initial budgeted amount which is within the 20% increase allowable by law (N.J.A.C. 5:30-11, 3(a)9); and

Whereas, the awarding of this contract is in line with the “Bright Futures” Strategic Plan, Priority II – Safe, Caring and Orderly Schools, Goal 7 – Facilities are clean and safe and meet 21<sup>st</sup> century learning standards; now

Therefore Be It Resolved, that the Paterson Public School District approves the revision and submits this resolution relating to the contract awarded for Custodial Services District Wide, PPS-101-15 to TEMCO Building Maintenance, Inc., located at One Madison Street, East Rutherford, NJ 07073 to increase the not-to-exceed amount of

\$9,911,263.00 by \$200,000.00 to an adjusted amount not-to-exceed \$10,111,263.00 for the 2014/2015 school year.

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

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

### **Resolution No. C-11**

Purpose: Resolution of the State Operated District of the City of Paterson, County of Passaic, State of New Jersey, to make a revision to the resolution for HVAC Work (District Wide) Contract, PPS-241-13 for the 2014-2015 and 2015-2016 school years:

Whereas, at the Board of Education meeting of June 18, 2014 resolution number C-23 was approved by the Board, renewing the contract for HVAC Services to Hi-Pressure, as a primary vendor, located at 53 West Burda Place, New City, New York 10956 and Air Systems Maintenance, as secondary vendor, located at 718 Jefferson Ave., Kenilworth, New Jersey 07033 for the period of July 1, 2014 to June 30, 2015 with a not to exceed limit of \$350,000.00 annually; and

Whereas, it has been determined that additional projects/services/repairs will be required for the remainder of the fiscal year, which will exceed the \$350,000.00 current limit; and

Whereas, this is necessary to ensure that adequate heating and air conditioning is provided during the seasons; and

Whereas, a requested increase in the not to exceed amount of \$70,000 is within the 20% increase allowable by law (N.J.A.C. 5:30-11, 3(a) 9); and

Whereas, the awarding of this contract is in line with the "Bright Futures" Strategic Plan, Priority II – Safe, Caring and Orderly Schools, Goal 7 – Facilities are clean and safe and meet 21<sup>st</sup> century learning standards, now

Therefore Be It Resolved, that the Paterson Public School District approves the revision and submits this revision and submits this resolution relating to the contract awarded for HVAC service and repairs to Hi-Pressure, as a primary vendor, located at 53 West Burda Place, New City, New York 10956 and Air Systems Maintenance, as secondary vendor, located at 718 Jefferson Ave., Kenilworth, NJ 07033 to increase the not to exceed amount of \$350,000.00 by \$70,000.00 to an adjust amount not-to-exceed \$420,000.00 for the 2014/2015 school year; and

Be It Further Resolved, this resolution shall take effect with the approval signature of the State District Superintendent.

### **Resolution No. C-12**

Recommendation/Resolution: is to comply with purchasing laws for the acquisition of Poster, Printers & Related Supplies, PPS 120-15 for the 2014-2015 school year(s);

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 Business Administrator determined that the district has a need for Poster, Printers & Related Supplies, PPS 120-15 during the 2014-2015 school year(s) and provided the specifications for this formal public bid process; and

Whereas, Six (6) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which one (1) responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on December 11, 2014. Sealed bids were opened and read aloud on December 23, 2014 at 11:00 am in the Conference Room, 4<sup>th</sup> Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, as per the attached bid summary, the Department of Food Services along with the Department of Purchasing recommend that the bid for Poster, Printers & Related Supplies, PPS 120-15 be awarded to the lowest responsive and responsible bidder(s) for the 2014-2015 school year(s) to the following vendor(s):

Comprosys, Inc. dba Presentation Systems 103 Godwin Avenue Midland Park, NJ 07432
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Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement.

Now, Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Comprosys, Inc. dba Presentation Systems, be awarded a contract for Posters, Printers & Related Supplies, PPS 120-15, for the 2014-2015 school year(s) not to exceed \$100,000.00.

### **Resolution No. C-13**

Whereas, The Paterson Public School District needs to align its student transportation database to existing software used by Essex Regional Educational Service Commission for the provision of transportation management services; and

Whereas, School districts are required to submit reports necessary for the calculation of State transportation aid and the analysis of the numerical values (cost factors) contained in the transportation aid formula in accordance with N.J.S.A. 18A:7D-18 and 19; and

Whereas, the district has an internal need to maintain an accurate and detailed database of student data that will be managed by Essex Regional Educational Services

Commission whom will develop and schedule transportation routes for Paterson Public School District pupils.

Now, Therefore, Be It Resolved, that this District approves this contract with education Logistics, Inc., at an annual cost not to exceed \$27,000 during the 2014-2015 school year.

#### **Resolution No. C-14**

Whereas, approving the Optimum Lightpath Service Contract supports the Bright Futures Strategic Plan 2009-2014 Priority IV: Efficient and Responsive Operations, Goal 3: Increase Capacity; and,

Whereas, a high level of Internet services is of vital importance to the district, and

Whereas, Optimum Lightpath offers managed Internet access designed around performance and service, and

Whereas, Optimum Lightpath understands the importance of an Internet connection and that Paterson Public Schools' business is dependent upon an Internet Service Provider or Hosting facility providing consistently unfailing service, and

Whereas, Optimum Lightpath offers high levels of reliability and free technical support that is readily available; and

Whereas, the vendor has been notified that no goods or services will be provided to the district without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the district until such a time that a new purchase order is completed and delivered with the terms the vendor will honor, and

Whereas, the services herein were in the original budget and funding for the same are available in the account listed below.

Whereas, for the 2014-2015 school year Paterson Public Schools is eligible to receive a reimbursement of 88% (pending approval) of the eligible costs from the Schools and Libraries Division (SLD) ERATE program; and

Be It Therefore Resolved, that the State Operated School District of the City of Paterson enter into a contract with Optimum Lightpath to provide Increase Internet access bandwidth from 300 mg to 1Gb to the district at the rate of \$6,000 per month for the remainder of the contract.

#### **Resolution No. C-15**

Whereas, increasing student achievement through effective academic programs is Goal 1 of Priority 1 of the Strategic Plan for Paterson Public Schools ("District"), and creating and sustaining partnerships with community organizations, agencies and institutions is Goal 4 of Priority 3.

Whereas, Vaughn McKoy is the author of Playing Up: One Man's Rise from Public Housing to Public Service through Mentorship, and his book is part of the formal curriculum at various District schools;

Whereas, Vaughn McKoy has offered to donate 5,000 copies of this book to the District;

Whereas, the proposed donation, which is worth approximately \$80,000.00 is made at no cost to the District;

Now, Therefore, Be It Resolved, that the District agrees to accept this donation from Vaughn McKoy and formally authorizes all action necessary for acceptance.

**It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution Nos. C-1 through C-15 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no and Comm. Mimms who abstained. The motion carried.**

### ***FACILITIES COMMITTEE***

Comm. Hodges: You have before you the facilities committee meeting minutes from February 5, 2015. In attendance were Comm. Cleaves, Comm. Irving, myself and Mr. Morlino. The initial part of the discussion was concerning the CHA Energy Savings Program. Just to give you a recap of what this program is, this CHA Group proposes to do a comprehensive energy audit of all of our facilities in the district and then map out potential areas of savings via equipment, lighting, practices, or whatever it is and then project over the next 15 years what those savings can be. Then we would seek funding to front the money to implement all of those savings. For this they would receive 23% plus a portion based on our square footage, which is another \$300,000. I'm not quite sure whether that's included in the 23% or not. Then they would also oversee the year or two that it would take to do all these projects that were demonstrated in their projections of these savings. There were some outstanding questions, but since they're not here I'm going to reserve that until later. We further looked at new construction. The building at Hazel/Marshall is progressing. The outside structure is already up. I don't see any activity on the bridge as of yet. School 16 is also moving forward. It's not quite as far as Hazel/Marshall. There are some issues in terms of old construction regarding Boris Kroll. We're going to have to do something because the adjoining structure is in serious disrepair and it may present a potential hazard for our students down the road. That's being looked at. At School 21 there's a recent repair we had with a long-standing water leak. We're still having some challenges over that and that's going to be followed up on by the facilities department. There are some outstanding requests for equipment that's listed in the report. Snow removal and multi-purpose equipment in combination with dump trucks and what have you is a very timely discussion considering what we're facing with the weather. That could amount to \$90,000 or more. We're going to have to take a look at how we handle that. That's also presented. I'm going to stop there.

Comm. Kerr: Regarding your report, I just want to take you back to the Hinchliffe Stadium. Every now and then it seems like for some reason it just pops up, we talk about it, and then it goes back into its hiding place. Can you expand a little for my benefit and the Board's benefit where we are regarding this? Who are these people? Who's the steering committee? What's this about?

Comm. Hodges: Apparently the steering committee includes the Superintendent, Friends of Hinchliffe Stadium, the Historic Preservation Committee people, the Mayor's office, and this other National Trust for Historic Preservation.



Comm. Kerr: Under what auspices were they put together? Did they just come together organically?

Comm. Hodges: They've been in place for quite some time. I just managed to speak to the Superintendent about that this afternoon to discuss just what that looks like and what the district's role was in it. I can tell you that there's going to be an enhanced presence from the Board on this committee moving forward. I have not been to it before and I don't know any of the people. I'm just getting caught up as to what that looks like.

Comm. Kerr: More than five years ago we signed a memorandum of understanding with the city. What's the state of that? How does that affect or impact this new grouping?

Comm. Hodges: It would appear that we are still following along with the terms of the agreement insofar as the Mayor says that he's going to pursue bonding up to and about \$12 million to move forward with the project. But as part of this comprehensive group that I'm trying to get up to speed on he's additionally talking about a business plan. Dr. Evans and I had some concerns about that because we have to run the stadium as well so we need to be part of that conversation in terms of the business plan moving forward. There has not been a design set forward yet. They're still working on mapping that out. I'm not quite sure what the presence of the district has been in this process. I get the sense that the Mayor and the Historic Preservation group and the Friends of Hinchliffe Stadium have had free rein over this for quite some time, but I assure you that's going to change.

Comm. Kerr: I think it makes sense for us to know exactly what is happening, what the plans are, and what role the Board plays in all of this. The Superintendent really represents the administrative arm of the school district, but in terms of the community arm the Board is part of that. I believe you can't just set up a board like that and totally disregard the elected leaders of the educational arm of the district. They need to understand that we should be sitting at the table so we can question what they're doing and what the plans are firsthand.

Comm. Hodges: Hinchliffe Stadium was, as you recall, a project that I was heavily involved with for a number of years. I've not been involved at all in recent years. Given some of your questions and some of mine, I'm going to pay a little more attention to it than I have. I've been sent to different areas. I'm not involved with it and I'm picking it up now. We're going to move forward because I do have some concerns given the change. I had some concerns in the past because of the aggressive nature of the city in some of these respects. That nature has returned and so I think that it's in the district's interest that they pay a lot more attention to this. Otherwise, we'll end up leasing it to ourselves. Are there any further questions on facilities?

Comm. Hodges reported that the Facilities Committee met, reviewed and recommends approval for Resolution No. D-1:

### **Resolution No. D-1**

Recommendation/Resolution is to comply with purchasing laws for the acquisition of Elevator Modernization and Upgrade at Eastside High School and PS #5, PPS 297R-15 for the 2014-2015 school year(s).

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 Director of Facilities Department determined that the district has a need for Elevator Modernization and Upgrade at Eastside High School and PS #5, PPS 297R-15 during the 2014-2015 school year(s) and provided the specifications for this formal public bid process; and

Whereas, Fourteen (14) venders were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which one (1) responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on October 15, 2014. Sealed bids were opened and read aloud on November 20, 2014 at 2:30 pm in the Conference Room, 4<sup>th</sup> Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, as per the attached bid summary, the Department of Facilities along with the Department of Purchasing recommend that the bid for Elevator Modernization and Upgrade at Eastside High School and PS #5, PPS 297R-15 be awarded to the lowest responsive and responsible bidder(s) for the 2014-2015 school year(s) to the following vendor(s):

Standard Elevator Corporation 68 Union Avenue Clifton, NJ 07013
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Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan for Paterson Public Schools, Priority IV: Efficient and Responsive Operations/Goal 3: Increase Student Capacity; and

Now, Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Standard Elevator Corp., be awarded a contract for Elevator Modernization and Upgrade at Eastside High School and PS #5, PPS 297R-15 for the 2014-2015 school year, not to exceed \$1,507,830.

**It was moved by Comm. Irving, seconded by Comm. Cleaves that Resolution No. D-1 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### ***POLICY COMMITTEE***

Comm. Simmons: We do have a meeting. Cheryl will contact all the committee members. We're scheduling a meeting for this Friday.

### **Items Requiring Acknowledgement of Review and Comments**

### ***PERSONNEL COMMITTEE***

Comm. Martinez: The personnel committee met on Tuesday, February 3. We thoroughly reviewed all the personnel resolutions submitted through the committee. This evening we are presenting Resolution F-1, acknowledging the review and

comments of the personnel recommendations of the State District Superintendent for the month of February.

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 February 18, 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**

	<b>NATURE OF ACTION</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>1</b>	To create	Teacher	Department of	<b>Justification:</b> Compliance with IEP

	pc#	Special Education	Special Services	Funding Source 15213100101008
<b>2</b>	To create pc#	Instructional Assistant	Department of Family and Community Engagement	<b>Justification:</b> Instructional need due to new program for adult participants. Funding Source 20623100106765000
<b>3</b>	To create pc#	GED Administrator	Department of Family and Community Engagement	<b>Justification:</b> Instructional need due to part time staff member will provide administrative tasks. Funding Source 20623200100765088
<b>4</b>	To create pc#	Teacher Coordinator	School 12	<b>Justification:</b> Instructional need due to shifting nature of culture and climate and the need to address child development issues-family issues and disciplinary issues. Funding Source 15120100101012
<b>5</b>	To create pc#	Instructional Assistant	Alternative Middle School	<b>Justification:</b> Instructional need due to School Reorganization Funding Source 15423100106039

**POSITION CONTROL ABOLISH/CREATE (CONT.)**

	NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
<b>6</b>	To reclassify pc# 1479	Special Assistant	Department of Facilities	<b>Justification:</b> Facilities need due to department reorganization Funding Source 1100026110568

**B. RESIGNATIONS**

	NAME	POSITION	LOCATION	EFFECTIVE DATE
<b>1</b>	Grossman, Debra	Teacher of Special Education	School 9	1/1/15

**C. SUSPENSIONS**

**D. RETIREMENTS**

**E. TERMINATIONS**

	NAME	POSITION	LOCATION	EFFECTIVE DATE
<b>1</b>	Hunter, Anastasia	Cafeteria Monitor	School 26	12/17/14

**F. NON-RENEWAL**

**G-1. LEAVES OF ABSENCE**

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

**H. APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>DISCUSSION</b>
<b>1</b>	Chironis, Domenica \$53,596/Single/Step 5 Funding Source 15213100101007	Teacher Special Education	School 7	1/5/15	<b>Justification:</b> New hire due to new position

### APPOINTMENTS (CONT.)

	NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
2	Rojas, Luis M. \$119,130 Funding Source 1100023000605	Interim Executive Director	Department of Labor Relations/ Affirmative Action	12/18/14	<b>Justification:</b> Appointment due to changes in the department structure and district organization. Stipend \$900.00 per month to be given while in Interim capacity.
3	Johnson, Hattie \$50,161/Single/Step 1 Funding Source 15120100101033	Teacher Grade 1	Edward W. Kilpatrick	1/6/15	<b>Justification:</b> New hire due to resignation
4	Laurent, Stephanie \$30,008/Step 1 Funding Source 110002317106655	Personal Aide for student AVT	School 2	1/5/15	<b>Justification:</b> New hire due to compliance with IEP
5	Caccavella, Shannon \$54,102/Single/Step 6 Funding Source 15204100101055	Teacher Special Ed. LLD	International HS	1/5/15	<b>Justification:</b> New hire due to transfer
6	Garay, Lilia \$30,008/Step 1 Funding Source 11000217106655	Personal Aide for student CM	Stars Academy	11/19/14	<b>Justification:</b> New hire due to compliance with IEP
7	Cuellar, Stephanie \$8,594 Funding Source 15000211173036	Home School Community Liaison	Alexander Hamilton Academy	1/5/15	<b>Justification:</b> New hire due to transfer
8	Wade, Patricia \$8,594 Funding Source 15000211173036	Home School Community Liaison	Edward W. Kilpatrick	1/5/15	<b>Justification:</b> New hire due to transfer
9	Peron, Susana \$161,739.00 Funding Source 11000217100705 (.25) 11000221104655 (.50) 11000230104705 (.25)	Assistant Superintendent for Academic Services/Special Programs	Assistant Superintendent for Academic Services/Special Programs	7/1/14	<b>Justification:</b> Appointment due to district reorganization
10	Wszaborowska, Alina \$51,171/Single/Step 4 Funding Source 15140100101063	Teacher Mathematics	School of Information Technology-EHS	1/20/15	<b>Justification:</b> New hire due to resignation

### **APPOINTMENTS (CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>DISCUSSION</b>
<b>11</b>	Marte, Rosanna \$6,502 Funding Source 15000262107011	Cafeteria Monitor	School 11	1/12/15	<b>Justification:</b> New hire due to transfer
<b>12</b>	Barber, Frank \$50,161/Single/Step 1 Funding Source 15140100101055	Teacher English	International HS	1/12/15	<b>Justification:</b> New hire due to resignation
<b>13</b>	Mathilib, Afia \$50,461/Single/Step 2 Funding Source 15209100101020	Teacher Special Education	School 20	1/12/15	<b>Justification:</b> New hire due to increased enrollment
<b>14</b>	Bulaclac, Fe \$51,171/Single/Step 4 Funding Source 15209100101020	Teacher Special Education	School 20	1/26/15	<b>Justification:</b> New hire due to increased enrollment
<b>15</b>	Kidyk, Christine \$50,161/Single/Step 1 Funding Source 11000216100655 (.40) 11000216100655 (.60)	Teacher/Speech Language Specialist	School 28 (.6) School 26 (.4)	1/12/15	<b>Justification:</b> New hire due to retirement
<b>16</b>	Barnett, Alfred Christopher \$30,610/Step 3 Funding Source 11000217106655	Personal Aide for student VG	School 24	1/5/15	<b>Justification:</b> New hire due to compliance with IEP
<b>17</b>	Mann, Theresa \$50,461/Single/Step 2 Funding Source 15130100101013	Teacher Grades 6-8 Math	School 13	1/5/15	<b>Justification:</b> New hire due to transfer
<b>18</b>	Rodriguez, Jose \$53,596/Single/Step 5 Funding Source 15130100101011	Teacher Grades 6-8 Bilingual/ESL	School 11 Newcomers Program	2/17/15	<b>Justification:</b> New hire due to transfer
<b>19</b>	Igohe, James \$61,469/Single/Step 13 Funding Source 15213100101306	Teacher Special Education	BTMF-JFKHS	2/23/15	<b>Justification:</b> New hire due to transfer
<b>20</b>	O'Neal, Jireh \$6,502 Funding Source 15000262107068	Cafeteria Monitor	Don Bosco Tech.	1/6/15	<b>Justification:</b> New hire due to non-renewal
<b>21</b>	Rozier, Lawana \$45,000 Funding Source 15000211100410	Coordinator	Department of Compulsory School Attendance and Student Accounting	12/18/14	<b>Justification:</b> New hire due to reorganization of department

### **APPOINTMENTS (CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>DISCUSSION</b>
<b>22</b>	Frazier, Natalia \$45,000 Funding Source 15000211100410	Coordinator	Department of Compulsory School Attendance and Student Accounting	12/18/14	<b>Justification:</b> New hire due to reorganization of department
<b>23</b>	Zavala, Rachell \$56,625/Single/Step 10 Funding Source 15120100101013	Teacher Grade 4 Literacy	School 13	1/5/15	<b>Justification:</b> New hire due to resignation
<b>24</b>	Waweru, Joyce \$50,461/Single/Step 2 Funding Source 15140100101054	Teacher Math	PANTHER Academy	1/5/15	<b>Justification:</b> New hire due to resignation
<b>25</b>	Simeone, Christina \$50,761/Single/Step 3 Funding Source 15120100101030	Leave Replacement Teacher	School 30	12/15/14	<b>Justification:</b> New hire due to leave of absence from 12/15/14- 2/20/15
<b>26</b>	Llueu, Whitney \$50,161/Single/Step 1 Funding Source 15213100101002	Teacher Special Education	School 2	1/5/15	<b>Justification:</b> New hire due to resignation
<b>27</b>	Barrett, Bernard \$27,220/Step 1 Funding Source 11000217106655	Personal Aide for student OS	School 30	12/17/14	<b>Justification:</b> New hire due to compliance with IEP
<b>28</b>	Fahmy, Rehab \$54,607/Single/Step 7 Funding Source 15240100101003	Teacher ESL	School 3	1/5/15	<b>Justification:</b> New hire due to transfer
<b>29</b>	Bacote, Shaniqua \$22,000 Funding Source 15213100101064	Permanent Substitute	Culinary Arts-EHS	1/6/15	<b>Justification:</b> New hire due to transfer
<b>30</b>	Rosa, Cathy \$30,008/Step 1 Funding Source 11000217106655	Personal Aide	School 7	1/5/15	<b>Justification:</b> New hire due to retirement
<b>31</b>	Murray, John \$50,461/Single/Step 2 Funding Source 15140100101052	Teacher Math	Rosa Parks HS	1/5/15	<b>Justification:</b> New hire due to resignation



**APPOINTMENTS (CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>DISCUSSION</b>
<b>32</b>	Haddad, Yousef \$59,161/Single/Step 1 Funding Source 15130100101006	Teacher Science Grades 6-8	School 6	1/5/15	<b>Justification:</b> New hire due to transfer
<b>33</b>	Guerra, Thelma \$50,161/Single/Step 1 Funding Source 15130100101068	Teacher Art	Don Bosco Tech	1/5/15	<b>Justification:</b> New hire due to retirement
<b>34</b>	Ryden, Lilly \$22,000/Single/Step 1 Funding Source 15130100101003	Leave Replacement Teacher	School 3	1/5/15	<b>Justification:</b> New hire due to leave of absence from 1/5/15-6/30/15
<b>35</b>	Fulmore, Anita \$51,261/Single/Step 1 Funding Source 15213100101033	Teacher Special Education	Edward W. Kilpatrick	1/5/15	<b>Justification:</b> New hire due to resignation
<b>36</b>	Suarez, Edwina \$50,161/Single/Step 1 Funding Source 11000262107	Kindergarten Teacher	School 30	1/5/15	<b>Justification:</b> New hire due to retirement
<b>37</b>	Batchelor, C'Ambrose \$29,397/Step 1 Funding Source 15204100106028	Instructional Assistant	School 28	1/5/15	<b>Justification:</b> New hire due to transfer
<b>38</b>	Russo, Nicola \$50,161/Single/Step 1 Funding Source 15213100101007	Teacher Special Education	School 7	1/5/15	<b>Justification:</b> New hire due to retirement
<b>39</b>	Jackson, Georgiana \$50,761/Single/Step 3 Funding Source 15213100101055	Teacher Special Education	International HS	1/5/15	<b>Justification:</b> New hire due to transfer
<b>40</b>	Ortiz, Jajaira \$8,594 Funding Source 15000211173036	Home School Community Liaison	School 5	1/5/15	<b>Justification:</b> New hire due to transfer
<b>41</b>	Guzman, Juannys \$50,161/Single/Step 1 Funding Source 11000218104656 15000218104060 15000218104052	Guidance Counselor	Rosa Parks HS (.6) STARS Academy (.2) Academies (.2)	1/1/15	<b>Justification:</b> New hire due to retirement

# **I. TRANSFER**

	<b>NAME</b>	<b>FROM: POSITION</b>	<b>FROM: LOCATION</b>	<b>TO: POSITION</b>	<b>TO: LOCATION</b>	<b>EFFECTIVE DATE</b>
<b>1</b>	Cornish, Lee Jason	Teacher Mentor of Climate and Culture	School 10	Teacher Mentor of Climate and Culture	School 11, 21, 25, 28	12/3/14
<b>2</b>	Daux, Rodeline	Teacher Special Education Resource	International HS	Teacher Social Studies	International HS	12/15/14
<b>3</b>	Fraser, Angela	Teacher Special Education Resource	International HS	Teacher Special Education Resource	SET-JFKHS	12/15/14
<b>4</b>	Oufari, Jamila	Personal Aide	New Roberto Clemente	Personal Aide	School 4	12/4/14
<b>5</b>	Zerquera, Lidia	Teacher ESL	School 15	Teacher Grade 1 Bilingual	School 15	12/15/14
<b>6</b>	Luna, Arlene	Teacher Special Education Resource	School 18	Teacher Special Education LLD	School 18	12/15/14
<b>7</b>	Charreun-Casano, Deborah	Teacher Grade 3	School 8	Teacher ESL	School 8	1/1/15
<b>8</b>	Moore, Carol	Teacher Grade 3	School 13	Teacher Grade 3	Teacher's Room-90 Delaware Ave	1/5/15
<b>9</b>	Zolotkovsky, Rebecca	Teacher/Speech	School 20	Teacher/Speech	School 20 (.6) School 13 (.4)	1/5/15
<b>10</b>	Encarnacion, Maria	Personal Aide	School 29	Personal Aide	School 19	1/5/15
<b>11</b>	Santana, Migdalia	Personal Aide	School 19	Personal Aide	International HS	1/5/15
<b>12</b>	Tolbert, Janice	Personal Aide	School 27	Instructional Assistant	School 27	1/5/15
<b>13</b>	Aguirre, Sandra	Personal Aide	School 6	Instructional Assistant	School 6	1/5/15
<b>14</b>	Borak, Michele	Teacher Coordinator of Scheduling	Information Tech.-EHS	Teacher Mentor of Data Assessment	Information Tech.- EHS	12/15/14
<b>15</b>	Bonadies, James	Teacher Mentor of Data Assessment	Information Tech.-EHS	Teacher Coordinator of Scheduling	Information Tech.- EHS	12/15/14

16	Maxwell, Calvin	Teacher Special Education Resource	School 15	Teacher Special Education LLD	School 15	1/1/15
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**TRANSFER (CONT.)**

	NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
17	Kochaniec, Kimberly	Leave Replacement Teacher	School 15	Teacher Kindergarten	School 15	12/15/14
18	Recchione, Matthew	Teacher Special Education Resource	School 27	Teacher Special Education LLD	School 27	1/5/15
19	Fuller, Nicole	Teacher Special Education LLD	School 27	Teacher Special Education Resource	BTMF-JFKHS	1/5/15
20	Greenwald, Gwen	Leave Replacement Teacher	District	Per Diem Substitute	District	12/23/14

**J. DISTRICT/SCHOOL PROGRAM HIRING**

	NAME	POSITION	LOCATION	DISCUSSION
1	Baldwin, Howard	Teacher Technology	New Roberto Clemente	<b>Hire for:</b> SIG Professional Learning Communities <b>Start date:</b> 2014-2015 school year <b>Rate of pay:</b> \$34/hr. Not to exceed \$680.00 <b>Funding Source</b> 230456200100653053
2	Marren, MaryAnn	Teacher Grade 2	School 12	<b>Hire for:</b> Breakfast Coverage <b>Start date:</b> 2014-2015 school year <b>Rate of pay:</b> \$34/hr. Not to exceed \$2,635.00 <b>Funding Source</b> 15421100101012061
3	Martin-Conyers, Anissa	Teacher Grade 3	School 12	<b>Hire for:</b> Breakfast Coverage <b>Start date:</b> 2014-2015 school year <b>Rate of pay:</b> \$34/hr. Not to exceed \$2,635.00 <b>Funding Source</b> 15421100101012061

<b>4</b>	Almaita, Mounir	Teacher Social Studies	BTMF-JFKHS	<b>Hire for:</b> Adult School Program <b>Start date:</b> 1/1/15-6/30/15 <b>Rate of pay:</b> \$34/hr. Not to exceed \$4,386.00 <b>Funding Source</b> 13601100101410053
<b>5</b>	Williams, Bernard	Equipment Manager	Eastside HS	<b>Hire for:</b> Eastside High School Athletic Department <b>Start date:</b> 2014-2015 school year <b>Salary:</b> \$5,683.00 Not to exceed \$5,683.00 <b>Funding Source</b> 15402100100063053

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>6</b>	Rojas, Jose	Assistant Football Coach	Eastside HS	<b>Hire for:</b> Eastside High School Athletic Department <b>Start date:</b> 2014-2015 school year <b>Salary:</b> \$7,681.00 Not to exceed \$7,681.00 <b>Funding Source</b> 15402100100063053
<b>7</b>	Crawford, Tatyana	Assistant Girls Basketball Coach	Eastside HS	<b>Hire for:</b> Eastside High School Athletic Department <b>Start date:</b> 2014-2015 school year <b>Salary:</b> \$4,576.00 Not to exceed \$4,576.00 <b>Funding Source</b> 15402100100063053
<b>8</b>	Phillip, Sandy	Psychologist	Department of Special Services	<b>Hire for:</b> Department of Special Services <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$1,020.00

				<b>Funding Source</b> 20250200110655053
<b>9</b>	Infante, Yamira	LDTC	Department of Special Services	<b>Hire for:</b> Department of Special Services <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$340.00 <b>Funding Source</b> 20250200110655053

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>10</b>	Daux, Rodeline	Teacher Special Education Resource	International HS	<b>Hire for:</b> Department of Full Service Community Schools and Grant Procurement. <b>Start date:</b> effective immediately through 6/30/14 <b>Rate of Pay:</b> \$34/hr. Not to exceed \$6,732 per teacher <b>Funding Source</b> 204741001008150530 000000001
<b>11</b>	Scott, Ian	Parent Coordinator	School 6	<b>Hire for:</b> SIG Extended day/year <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$38/hr. Not to exceed \$11,400.00 <b>Funding Source</b> 204552001006530530 000001
<b>12</b>	Williams, Michelle	Head Vocal Music Coach	John F. Kennedy HS	<b>Hire for:</b> John F. Kennedy HS Athletic Programs <b>Start date:</b> 2014-2015 school year <b>SALARY: \$6,893.00</b> Not to exceed \$6,893.00 <b>Funding Source</b> 15401100100304053

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>13</b>	Rojas, Jose	Strength & Conditioning Coach	Eastside HS	<b>Hire for:</b> Eastside HS Athletic Program <b>Start date:</b> 2014-2015 school year <b>SALARY:</b> \$2,531.00 Not to exceed \$2,531.00 <b>Funding Source</b> 1540210010006305
<b>14</b>	Giglio, Paul James, Delane	Teacher Physical Education/Health Teacher of English	BTMF-John F. Kennedy HS	<b>Hire for:</b> Twilight Program JFKHS Complex <b>Start date:</b> 12/3/14-6/30/15 <b>Rate of Pay:</b> \$40/hr. Not to exceed \$20,280.00 <b>Funding Source</b> 11421240103707053
<b>15</b>	Perez, Jeimy Perez, Zuleima	Teachers	Department of Family and Community Engagement	<b>Hire for:</b> Arabic American Saturday Program <b>Start date:</b> 2014-2015 school year <b>Rate of Pay: \$200.00 per day</b> Not to exceed \$4,800.00 <b>Funding Source</b> 11800330100765053
<b>16</b>	Johnson, Gina Stewart, Zakea Quince, Kelvin Haddad, Yousef	Teachers	School 6	<b>Hire for:</b> SIG Extended day Professional Development <b>Start date:</b> September 2014-July 2015 <b>Rate of Pay:</b> \$48/hr. <b>Funding Source</b> 20455200100653053

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	NAME	POSITION	LOCATION	DISCUSSION
17a	James Ring- \$9,998.00	Head Basketball Coach (boys)	John F. Kennedy Educational Complex	<b>Hire for:</b> JFKHS Athletic Program <b>Start date:</b> 11/1/2014-3/30/2015 school year- Winter Sports Program Not to exceed \$100,592.00 <b>Funding Source</b> 154021001003040530000000
17b	Jamal Slappy- \$5,523.00	2 <sup>nd</sup> Asst. Basketball Coach (boys)		
17c	James Hargrove \$6,207.00	1 <sup>st</sup> Asst. Basketball Coach (boys)		
17d	Sydir Mitchell-\$5,523.00	3 <sup>rd</sup> Asst. Basketball Coach (boys)		
17e	Marquette Burgess-\$9,998.00	Head Basketball Coach (Girls)		
17f	Clarence Pierce- \$5,523.00	2 <sup>nd</sup> Asst. Basketball Coach (Girls)		
17g	Randy Walker-\$6,207.00	1 <sup>st</sup> Asst. Basketball Coach (Girls)		
17h	LaTonya Johnson-\$5,523.00	3 <sup>rd</sup> Asst. Basketball Coach (Girls)		
17i	Eyad, Abdelaziz- \$8,734.00	Head Wrestling Coach		
17j	Jason Brandt- \$5,995.00	1 <sup>st</sup> Asst. Wrestling Coach		
17k	James Trisuzzi-\$5,681.00	Head Bowling Coach		
17l	Joy Martinez-\$6,893.00	Head Indoor Track ( Boys & Girls)		
17m	Dwayne Cox-\$5,418.00	1 <sup>st</sup> Asst. Indoor Track (boys & Girls)		
17n	Travel Pinkett- \$3,762.00	Head Cheerleader Coach 1/2		
17o	LaShawn Cheatom-\$2,709.00	Asst. Cheerleader ½		
17p	Sarah Culp-\$4,367.00	Head Band Director 1/2		
17q	Wisam Darwish-\$2,531.00	Strength & Conditioning 1/3		

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	NAME	POSITION	LOCATION	DISCUSSION
18a	Arnette-Hayes, Jenissa	Teacher Grade 3	School 6	<b>Hire for:</b> SIG Professional Learning Communities <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$10,200.00
18b	Colli, Louis	Teacher Data		
18c	Dahab, Thomas	Teacher SPED		
18d	Gajadhar, Judy	Teacher Grade 3		
18e	Ghee, Vertrica	Teacher SPED		
18f	Harris, Gwendolyn	Teacher SPED		
18g	Hernandez, Natasha	Teacher Grade 1		
18h	Johnson, Gina	Teacher Mentor		

		Climate & Culture		<b>Funding Source</b> 204552001006530530 000001
<b>18i</b>	Jones, Etta	Teacher Grade 5		
<b>18j</b>	Kennedy, Jasmine	Teacher Grade 2		
<b>18k</b>	Kmiecinski, Kathryn	Teacher Grade 4		
<b>18l</b>	Lassiter, Krystal	Teacher Intervention SIP		
<b>18m</b>	Morillo, Betsaida	Teacher Bilingual		
<b>18n</b>	Tencza, Michelle	Teacher Kindergarten		
<b>18o</b>	Weeks, Randi	Teacher SPED		
<b>19a</b>	Ranger-Dobbs, Boblyn	Principal	School 6	<b>Hire for:</b> SIG Leadership Team <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$40/hr. Not to exceed \$1,200.00 <b>Funding Source</b> 204552001026530530 000001
<b>19b</b>	Brown, Althea	Interim Vice Principal		
<b>19c</b>	Denard, Jasonn	Vice Principal		
<b>20a</b>	Arnette-Hayes, Jenissa	Teacher Grade 3	School 6	<b>Hire for:</b> SIG Leadership Team <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$3,400.00 <b>Funding Source</b> 204552001006530530 000001
<b>20b</b>	Colli, Louis	Teacher Data		
<b>20c</b>	Dahab, Thomas	Teacher SPED		
<b>20d</b>	Erisnor, Claude	Teacher Grade 5		
<b>20e</b>	Green, Jaymie	Teacher Art		
<b>20f</b>	Johnson, Gina	Teacher Climate & Culture		
<b>20g</b>	Kennedy, Jasmine	Teacher Grade 2		
<b>20h</b>	Lassiter, Krystal	Teacher Intervention SIP		
<b>20i</b>	Turner, Sharhonda	Teacher Grade 1		
<b>20j</b>	Ventura, Sandra	Teacher Guidance Counselor		

### **DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	NAME	POSITION	LOCATION	DISCUSSION
<b>21a</b>	Bonadonna, Russell	Teacher Physical Ed	New Roberto Clemente	<b>Hire for:</b> SIG Leadership Team <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$3,400.00 <b>Funding Source</b> 20456200100653
<b>21b</b>	Cunningham-Smith, Azaria	Teacher Grades 6-8 Science		
<b>21c</b>	Fusco, Thomas	Teacher Grades 6-8 Social Studies		
<b>21d</b>	Mandal, Lauren	Teacher Art		
<b>21e</b>	Mascellino, Michael	Teacher Grades 6-8 Social Studies		
<b>21f</b>	McGee, Caitlin	Teacher Grades 6-8 Science		
<b>21g</b>	Selino, Janette	Teacher Technology		
<b>21h</b>	Senopole, Aimee	Teacher Art		



<b>21i</b>	Verace, Alessandro	Teacher Data	New Roberto Clemente	<b>Hire for:</b> SIG Leadership Team <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$40/hr. Not to exceed \$1,200.00 <b>Funding Source</b> 20456200102653
<b>21j</b>	Wellins, Kristy	Teacher Climate & Culture		
<b>22a</b>	Montes, Hector	Principal		
<b>22b</b>	Garica, Ramona	Vice Principal		
<b>22c</b>	Ventura, Jorge	Vice Principal		
<b>23a</b>	Muhammad, Christopher	Teachers	District	<b>Hire for:</b> The Development of District Curriculum in Fine and Performing Arts <b>Start date:</b> December 1, 2014-June 30 <sup>th</sup> 2015 <b>Rate of Pay:</b> \$34/hr. Not to exceed \$29,988.00 <b>Funding Source</b> 1511000221110650053
<b>23b</b>	Albanese-Benevento, Katherine			
<b>23c</b>	Davson, Alan			
<b>23d</b>	Green, Jaymie			
<b>23e</b>	Jones, Tristan			
<b>23f</b>	Lauricella, Carl			
<b>23g</b>	Megaro, Mark			
<b>23h</b>	Pelosi, Denise			
<b>23i</b>	Wilson, Tiffany			
<b>23j</b>	Zajmi-Badivuku, Jehona			
<b>23k</b>	Marchese, Diana			
<b>23l</b>	Pride, Erin			

#### **DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>24a</b>	Barriento, John	Teacher Grades 6-8 Social Studies	New Roberto Clemente	<b>Hire for:</b> SIG Professional Learning Communities <b>Start date:</b> 2014-2015 school year <b>Rate of Pay:</b> \$34/hr. Not to exceed \$19,040 <b>Funding Source</b> 20456200100653
<b>24b</b>	Bristol, Douglas	Teacher SPED		
<b>24c</b>	Burns, Courtney	Teacher Grades 6-8 LAL		
<b>24d</b>	Diaz, Natali	Teacher Grades 6-8 Math Bilingual		
<b>24e</b>	Flores, Zara	Teacher World Language		
<b>24f</b>	Gerdes, Sarah	Teacher Bilingual		
<b>24g</b>	Gonzalez, Sandralis	Teacher ESL		
<b>24h</b>	James, Carolina	Teacher Grades 6-8 LAL		
<b>24i</b>	Krankel, Daniel	Teacher Math Intervention		
<b>24j</b>	Kuzviwanza, John	Teacher Grades 6-8 Math		
<b>24k</b>	Lape, Beverly	Teacher Reading Specialist		
<b>24l</b>	Moose, Angela	Teacher SPED		

<b>24m</b>	Nicolich, Anthony	Teacher SPED		
<b>24n</b>	Pereira, Rosemarie	Teacher Grades 6-8 Math		
<b>24o</b>	Pinkney, Gloria	Teacher Library Media		
<b>24p</b>	Pizarro, Ilia	Teacher Bilingual		
<b>24q</b>	Radice, Ana	Teacher SPED		
<b>24r</b>	Reilly, Michael	Teacher Grades 6-8 LAL		
<b>24s</b>	Reyes, Amy	Teacher Grades 6-8 LAL		
<b>24t</b>	Rodriguez, Freddy	Teacher SPED		
<b>24u</b>	Rodwell, Kevin	Teacher Grades 6-8 LAL		
<b>24v</b>	Roman, Kenneth	Teacher Bilingual		
<b>24w</b>	Ruiz, Mildred	Teacher Grades 6-8 LAL		
<b>24x</b>	Smallheer, Joseph	Teacher Grades 6-8 Math		
<b>24y</b>	Trinidad, Jose	Teacher Grades 6-8 Math		
<b>24z</b>	Vancheri, Michele	Teacher Grades 6-8 Math		
<b>24aa</b>	Williams, Elaine	Teacher Intervention SIP		

**DISTRICT/SCHOOL PROGRAM HIRING(CONT.)**

	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>DISCUSSION</b>
<b>25a</b>	Allen, Robert	Teachers	District	<b>Hire for:</b> Training For IFL Units (Saturday) <b>Start date:</b> November 22, 2014 <b>Rate of Pay:</b> \$34/hr. Not to exceed \$3,910.00 <b>Funding Source</b> 20270100101653053
<b>25b</b>	Assaf, Sabreen			
<b>25c</b>	Avino, James			
<b>25d</b>	Ciocco, Jennifer			
<b>25e</b>	DeMoor, Mary			
<b>25f</b>	Eaton, Adina			
<b>25g</b>	Fontanella, Paul			
<b>25h</b>	Grayson, Ashley			
<b>25i</b>	Guerra, Ronny			
<b>25j</b>	Majbour, Marian			
<b>25k</b>	Matic, Mladen			
<b>25l</b>	Mayer, Lisa			
<b>25m</b>	Montague, Shindana			
<b>25n</b>	Quince, Kaela			
<b>25o</b>	Ratzker, Sara			
<b>25p</b>	Rauf, Purvi			
<b>25q</b>	Reilly, Michael			
<b>25r</b>	Shah, Sahil			
<b>25s</b>	Shenton, Philip			
<b>25t</b>	Tavarez, Gilma			

<b>25u</b>	Valledor, Carla			
<b>25v</b>	Westley, Gregoryu			
<b>25w</b>	Wood, Peter			
<b>26a</b>	Black, Robert - \$5,681.00	Bowling Head (Co-Ed)	Eastside HS- Athletic Department	<b>Hire for:</b> Eastside HS- Winter Athletic Season <b>Start date:</b> 2014-2015 school year Not to exceed \$55,633.00 <b>Funding Source</b> 15402100100063053
<b>26b</b>	Davis, Donald- \$6,207.00	Basketball 1 <sup>st</sup> Assistant (Girls)		
<b>26c</b>	Favors, James- \$5,995.00	Wrestling Assistant		
<b>26d</b>	Grils, Juan-\$9,998.00	Basketball Head (Co-Ed)		
<b>26e</b>	Hamilton, Edward- \$6,261.00	Indoor track Head (Co-Ed)		
<b>26f</b>	Jordan, Natalie- \$9,998.00	Indoor Track Assistant (Co-Ed)		
<b>26g</b>	Lyde, Ray Jr.- \$8,734.00	Basketball Head (Girls)		
<b>26h</b>	Robinson, Clevens - \$8,734.00.	Wrestling Head		

#### **K. MISCELLANEOUS**

1. To hire (9) teachers and substitutes for the 2014/2015 Twilight Program at JFK HS Complex. Program to run 12/10/14 to 6/30/15 hours per Teacher/Substitutes will be predicated on student enrollment, attendance and other pedagogical roles as deemed necessary. Not to exceed \$49,912.00. Funding Source 11421100101707053

<b>NAME</b>
Margaritis, Melissa
Henry, Vernon
Hamlet, Michelle
James, Delane (sub)
Osborne, William (sub)
Rivera, Nanci (sub)
Zimmerman, Christine (sub)

2. To amend action # 1683 to add additional names of teachers and substitutes for the 2014 - 2015 Twilight Program at JFKHS Complex. There is no change from the original approved action to hire (9) teachers and there is no dollar or hour increase.

<b>NAME</b>
Osorio, Hector
Sherman, Kara
DiGiacomo, Joseph
Llanos, Ricardo
Walter, John (sub)
Bushart, Michelle (sub)
DeFreese, Ayanna (sub)

Gigilo, Paul (sub)
Galizia, Ralph (sub)
Godoy, Javier (sub)

### **MISCELLANEOUS (CONT.)**

3. To amend action # 1234 to add (2) substitute teachers for the SIG Extended day/year at School 6 for September 2015 up to and not to exceed 300 hours at \$48/hr. No additional funds needed.

<b>NAME</b>
Quince, Kelvin
Haddad, Yousef

4. To correct data for NCLB: Not to exceed 54 hours @ \$34/hr.  
Not to exceed \$1,802.00. Not to exceed 11 hours @ \$40/hr.= \$440.00 Funding source  
2027020010065305300000001 \$1,802.00/ 2027020010265305300000001-\$440.00  
not to exceed a total of \$2,242.00.

5. To amend action # 1236 to add (2) substitute teachers for the SIG Extended day/year at New Robert Clemente for September 2014-July 2015 up to and not to exceed 300 hours at \$48/hr. Luz Prado, Douglas Bristol no additional funds needed.  
Funding Source 2045610010165305300000001.

6. To compensate Maria Russo for lunch stipend (resignation on 12/1/2014)  
September 2014- (8-12,15,17-19,22-24,26,29,30) - 15 days x 11.95 = \$165.75  
October 2014 - ( 6-10, 16, 17, 21,23,28,30) - 11 days x 11.05 = \$121.55  
November 2014- ( 3,4,13,14,18,20,25,26) - 8 days x 11.05= \$88.40  
Not to exceed \$375 Funding Source 11140100101690056

7. To correct locations and or titles for the following vacant pc numbers as per District org Chart and previous PTF: PC 3625- from Attendance Officer location 041 to Compulsory School Attendance and School Accounting Coordinator-location. 865 PC 3636- From Attendance Officer location 015 to Compulsory School Attendance and School Accounting Coordinator- Loc. 865 PC10125- Technical Coordinator of Professional Development- From location 653 to location 630 (funding source remains the same-NCLB)  
PC 9402-Supervisor of Assessment- from location 653 to location 760  
(funding source remains the same (NCLB) PC 9680- Executive Director for Principal Evaluation and Coaching from location 704 to location 703  
PC 9878 Supervisor of Accountability-from location 980 to location 723.

8. To correct locations for the following individuals:  
JoAnne Riviello- from location 700 to locations 704 (.33), 703 (.34) 707 (.33)  
Maria Sandoval from location 700 to locations 704 (.33) 703 (.34) 707 (.33)  
JoAnn Cardillo from location 703 to location 707  
Marva Williams-Wade from location 704 to location 703  
Tenesa Brown from location 650 to location 707  
Sonia Figueroa from location 650 to location 707-title changes to Manager of High School Programs  
Loretta Kelly from location 720 to location 707  
Mark Fischer from location 653 to location 765 (funding source remains the same-NCLB)

Naiobe Sharrock from location 655 to location 030  
Christine Breit from location 653 to location 825 (funding source remains the same-NCLB)  
Jenna Goodreau from location 006 and 316 to location 653 (funding source remains the same-NCLB)  
Annalesa Williams from location 650 to location 706  
Liza Rios Otto from location 653 to location 805 (funding source remains the same NCLB)

### **MISCELLANEOUS (CONT.)**

9. To remove Clair Salviano from PC 9797 Contract Concluded on 9/1/14 and correct title of PC 9797 from Director of Transportation to Director of Operations.

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

<b>ACCOUNT NUMBER</b>	<b>AMOUNT</b>	<b>MENTOR TO BE PAID</b>
11130100101690110	\$1,000.00	John McEntee
11130100101690110	\$550.00	Lisa Mayer
11130100101690110	\$550.00	Jessica Leo
11120100101690110	\$1,000.00	Robynne Murrar
11130100101690110	\$550.00	Nikki Kreitz
11140100101690110	\$550.00	Amelia Vega
11140100101690110	\$1,000.00	Cynthia Sanchez

11. To adjust Christopher Small from Permanent Substitute \$31,878.00 to Teacher Grades 6-8 Math (single) Step 1 \$50,161 retroactive to 11/24/15 to issuance of certification.

12. To adjust Flordaliza Rodriguez from Permanent Substitute \$ 22,000.00 to Teacher Social Studies Bilingual (single) Step 6 \$54,102.00 retroactive to 11/1/14 due to issuance of certification.

13. To adjust Ylva Valverde from Permanent Substitute \$22,000.00 to Teacher Grades 3-4 Bilingual (single) Step 6 \$54,102.00 retroactive to 11/1/14 due to issuance of certification.

14. To correct salary placement of the employee Tonya L. McCombs, Guide Choice 2014/15 single, PEA Settlement 2014/.15 step 10 to corrected step 11, from current salary 2014/15 \$56,625.00 to corrected salary 2014/15 \$57,880.00, due to provisional staff starting salary provision NJAC 6:11-4-2. This provision states that employee hired into a second year will move to the second step as a staff member with full certifications would be placed effective 9/1/14.

15. To compensate Kleo Papadatos, Chief Custodian of School #13 the amount \$144.37 for missed overtime plus the restoration of two personal days as a result of an alleged violation of Board Policy Number 3218 that was unfounded.

16. To compensate Renee Barrise, Administrative Secretary the amount \$3,215.00 minus appropriate deductions for extra duties assigned. In full and final settlement of Grievance 13-196 and remove it from the next Level II monthly meeting agenda.

17. The is a request to change Erica Crenshaw salary percentages  
From:

14%= 20451100101410  
 36%=20606100101410  
 To:  
 50%=20606100101410 (leaving 50%- 13.602.100.101.410)  
 This request requires no additional district funds.  
 Funding Source  
 20604100101410 and 13602100101410

**MISCELLANEOUS (CONT.)**

18. This request is to change the percentages of salary distribution of Susan Ronga, PC# 539 for Paterson's Adult & Continuing

From:  
 50% 13.602.100.101.410 (same)  
 35% 20.606.100.101.410  
 15% 20621100101410, from PTF # 689  
 To:  
 50% 13602100101410 (same)  
 40% 20606100101410  
 10% 20605100101410

19. This is a request to change Linda Cobb's salary percentages

From:  
 100%= 20605100101410  
 To:  
 90% 20605100101410  
 10% 20621100101410 This request requires no additional district funds.

20. This is a request to change Caterina Cefalo's salary percentages from

From:  
 90% = 20621100106410  
 10%= 20604100106410  
 To:  
 55%= 20605100106410 (previously 20622100106410)  
 45%= 20604100106410

21. To compensate the following Rosa Parks High School employees in accordance with arbitrator Joel M. Weisblatt's November 14, 2009 ruling. Please amend PTF# 1481 to switch payment from Jeffrey Kolb to Jennifer Kolb \$1,365.00 account number: 15140100101052.

22. To process payment for (3) employees for sick and vacation days due to retirement and resignation effective 12/1.14 as per the contractual agreement. Not to exceed \$24,400.08. Funding Source 110002912906900580000000.

NAME	POSITION	LOCATION	AMOUNT
Masone, Frank	Chief Custodian	LOA	\$2,035.49
Okafor, Nwakocho	Teacher	Edward W. Kilpatrick School	\$7,221.58
Rivera, Jennie	Social Worker	657	\$15,143.01

23. To compensate Elizabeth Caccavella in the amount of \$1,518.68 due to a salary adjustment for

her appointment as Supervisor of Special Education.

### **MISCELLANEOUS (CONT.)**

24. The PEA contract effective for fiscal 2014-15 mandates payments to PEA members who waive their State Health benefits coverage. In accordance with Paterson Public Schools' policy, employees who are members of the Non-Bargaining Group will also be eligible for these payments. In accordance with State law these payments cannot exceed the lesser of 25% of the employer's savings or \$5,000 per employee per year. See list for health benefits waiver payments for Sept-Dec. 2014 to be paid Dec.15, 2014.

1100029129069000000000000000000000- Health Benefits Waiver Payments/- not to exceed \$10,760.21

1500029127006100000000000000000000- Health Benefits Waiver Payments- not to exceed \$49,305.73

2060529129041000000000000000000000- Health Benefits Waiver Payment-not to exceed \$361.57

2022182912907050000000000000000000- Employee Benefits Health- not to exceed \$6,292.00

2023129129065300000000000000000000- Health Benefits Waiver Payments – not to exceed \$361.57

25. To compensate the following employees who have been approved for Equivalency retro to 9/1/2014. Traditional Guide Employees. Funding Source 11130100101690053

Acevedo	Javier	BA	\$50,713.00	BA+30	\$54,372
Kochis	Sharon	BA	\$96,022.00	BA+30	\$98,527
Goldberg	Joan	BA	\$50,713.00	BA+30	\$53,672
Ruhle	Kathleen	BA	\$48,062.00	BA+30	\$50,811
Albalah	Mindy	BA	\$48,062.00	BA+30	\$50,811
Iannelli	Donna	BA	\$48,062.00	BA+30	\$50,811
Mulvihill	Elissa	BA	\$51,223.00	BA+30	\$27,186
Joseph	Julie Ann	BA	\$50,713.00	BA+30	\$54,372
Easterbrook	Thomas	BA	\$51,733.00	MA	\$57,673
Ellis	Domenica	BA+30	\$50,511.00	MA	\$53,091
James	Tricia	BA	\$49,182.00	MA	\$54,422
James	Delane	BA	\$49,182.00	MA	\$54,422
Parker	Tara	BA	\$49,182.00	MA	\$54,422
Ibrahim	Mary Ann	BA+30	\$93,627.00	MA	\$95,942
Didio	Michelle	BA	\$48,062.00	MA	\$53,091
Barreto	Belen	BA+30	\$59,080.00	MA	\$63,760
Nelson-Piccott	Latoya	BA	\$48,662.00	MA	\$53,912
Schulties	Phillip	BA	\$48,062.00	MA	\$53,091
Bland	Jodi	BA	\$50,713.00	MA	\$56,652
La Gala	Tina	BA+30	\$65,114.00	MA	\$77,088
Batista	Jose	BA	\$73,058.00	MA	\$100,042

Rodriguez	Vidal	BA	\$52,943.00	MA	\$58,583
Reiner	Lisa	BA+30	\$51,631.00	MA	\$53,912
Jo-Yen-Kiam	Larry	BA	\$50,713.00	MA	\$55,952
Bethay	Nakyle	BA	\$48,062.00	MA	\$53,091
Osborne	Carrie Lee	BA	\$51,733.00	MA	\$57,162
Opromollo	Eileen	BA	\$49,182.00	MA	\$54,422
Quince	Kaela	Tchr-Coord- BA	\$61,417.00	Tchr-Coord- MA	\$64,102
Ware	Katherine	BA	\$48,062.00	MA	\$53,091
Tamayo	Marbel	MA	\$54,692.00	MA+30	\$57,673
Griles	Juan	MA	\$53,672.00	MA+30	\$57,483
Lopez	Lillian	MA	\$100,092.00	MA+30	\$102,408
Mascellino	Michael	MA	\$52,641.00	MA+30	\$55,442
Armstrong	Felesha	BMA	\$84,601.00	BMA30	\$85,601
Bandal	Sangeeta	MA	\$52,341.00	MA+30	\$54,922
Toye	Eleanor	MA	\$57,433.00	MA+30	\$71,025
Del Carmen Paula	Yudelina	BA+30	\$55,902.00	MA+30	\$61,663
Bell	Vanessa	MA	\$57,575.00	MA+30	\$61,186
Young	Kelinda	MA	\$56,541.00	MA+30	\$59,122
Phalon	Patrick	MA	\$52,041.00	MA+30	\$54,622
Romero	Amy	MA	\$53,672.00	MA+30	\$57,483
Martinez	Maria	MA	\$54,182.00	MA+30	\$57,483
Kincherlow- Warren	Lakisha	MA	\$56,223.00	MA+30	\$61,263
Hazelman	Lynn	MA	\$55,202.00	MA+30	\$57,993
Ludena	Magda	MA	\$56,923.00	MA+30	\$62,663
Gonzalez	Graciela	MA	\$53,041.00	MA+30	\$55,622
Sterling-Laldee	Sarah	MA	\$55,712.00	MA+30	\$59,203
Benosmane	Madiha	BA	\$51,733.00	MA+30	\$57,993
Hinners	Barbara	BA+30	\$50,811.00	Ph.D/Ed.D	\$56,152
Morris-Roberts	Stephanie	MA+30	\$62,141.00	Ph.D/Ed.D	\$102,174
Prosperi	Mindy	BA+30	\$50,511.00	MA	\$53,091

**L. SUBSTITUTE TEACHERS**



	LAST NAME	FIRST NAME	EFFECTIVE DATE
1	Carter	Christina	1/7/15
2	McCabe	John	1/7/15
3	Ricciotti	Denise	1/7/15
4	Bachkhaz	Sounia	12/16/14
5	Best	Nicole	12/16/14
6	Brown	Lois	12/16/14
7	Gray	Travis	12/16/14
8	Ortiz-Rodriguez	Alexander	12/16/14
9	Reyes	Astrid	12/16/14
10	Salomone	Victoria	12/16/14

**J. SUBSTITUTE SECRETARIES**

	LAST NAME	FIRST NAME	EFFECTIVE DATE
1	Bobbitt	Gail	1/7/15
2	Mercado	Angelica	1/7/15

**K. SUBSTITUTE FOOD WORKERS**

***INFORMATION ITEMS***

- 15-A23. Approved the appointment of Betty Shabazz as an employee of the Paterson Board of Education for the limited purpose of providing the services of Treasurer of School Moneys for the period of July 1, 2015 through June 30, 2016, at an annual salary of \$11,442.00 and reporting directly to the School District's School Business Administrator or designee.
- 15-A24. Approved entering into a consultant contract with Rick Welsh, DBA NOBOX, to provide professional development training for teachers at School No. 24 in areas of co-teaching, special education inclusion programs and reaching students with special needs, for the 2014-2015 school year, at an amount not to exceed \$13,000.00.

**It was moved by Comm. Irving, seconded by Comm. Cleaves that Resolution No. F-1 be adopted. On roll call all members voted in the affirmative. The motion carried.**

**OTHER BUSINESS**

Comm. Hodges: I have one last comment about PARCC before people totally leave. While I do support a reasonable opt-out policy to protect the interests of parents and their children, I wholeheartedly support the taking of this test. I'm not challenged or disabled by facing and confronting a difficult examination. I think there are going to be a lot more difficult examinations moving forward. Also important to me is that we have the data to establish what we have to do and what we have to build here educationally and to raise suitable questions about any validity issues regarding that test. If you don't have people taking that test you can't raise those issues. Most important to me, this kind of examination is what our children are going to be facing moving forward. This standard is what our children are going to be facing moving forward and we have got to build the curricular structure and the teaching acumen to handle it. We can't teach to the test. We have to teach to the standard. A test like this measures our ability to do

that. If we're spending all our time teaching to a test then we're not doing the job correctly. That message has to reverberate throughout this district. I'm hoping that we can move or expedite the passage of this policy to give parents coverage. But I really want to tell them do not be frightened off by all the hype, by the tales of doom and woe and talk of your children being traumatized. I just don't see that happening. That's what adults reflect onto children and they pick up that message. That's unfortunate. What we have to do is tell kids, "Yes, you can" and provide them the tools. We haven't given them those tools yet. But what I also want parents to do is when those results come back you ought to be in those schools confronting those teachers and those principals and asking them what are they going to do to make sure that my child performs better than he or she has this time around and how can I help improve my children's performance on these tests. You should be looking at the school report cards to get a sense of what this test means and how your school is doing. Use this as a way to gauge where your child is and where your school is. If you're not happy with the answers that you receive there then you come down here and confront us, your elected representatives, and of course, Dr. Evans, to get those answers. That's our job. This is an opportunity for you to take a look at where this district is, where your children are, where your school is, and be part of the process to make it a lot better than it currently is. I don't advise you to opt out. I advise you to opt in and be popped into that battle to make this a lot better district than it has been so far for you and your children. Thank you very much.

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

The meeting was adjourned at 9:27 p.m.