

MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE

October 15, 2014 – 7:08 p.m.
John F. Kennedy High School

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Joanne Butler, Esq., General Counsel

Comm. Chrystal Cleaves, Vice President
Comm. Manuel Martinez

Comm. Corey Teague

Absent:

Comm. Wendy Guzman
Comm. Jonathan Hodges
Comm. Errol Kerr

Comm. Flavio Rivera
Comm. Kenneth Simmons

Comm. Irving: I want to welcome everyone this evening. We do not have a quorum yet, but when we do I'll stop whatever action we're going through and actually begin the formal opening of the meeting. I want to begin with Presentations and Communications. The first one is Let's Move Active Schools Bronze National Recognition Awards. So I'll turn it over to Dr. Evans.

PRESENTATIONS AND COMMUNICATIONS

Let's Move Active Schools Bronze National Recognition Awards for the 2013-2014 School Year

Dr. Evans: Good evening and welcome to everyone. President John F. Kennedy once said, "Physical fitness is not only one of the most important keys to a healthy body... it is the basis of dynamic and creative intellectual activity." Tonight, the district is proud to recognize some very notable accomplishments in the fields of health and athletics. First of all, four of our schools have attained high status in First Lady Michelle Obama's Let's Move Active Schools Healthy Schools initiative while our own coach Juan Griles has been recognized as the very best coach in Passaic County by the Passaic County Coaches Association. Our first presentation acknowledges the outstanding accomplishment and honor brought to the district by School 5, School 8, the School of Government and Public Administration, and the School of Information Technology. These schools have attained bronze medal status in the National Fitness Program Healthy Schools, which is part of the aforementioned Let's Move Active Schools initiative. This program seeks to get children up, moving, and engaged in physical activities beyond the scope of their regular PE classes. To achieve ranking in the program schools must attain benchmarks in five areas – physical education, physical activity before and after school, physical activity during school, staff involvement, and family and community engagement. Tonight, I would like to call to the podium Ms. Anna Adams, Director of Health, Physical Education, Athletics, Nursing, and Dental Services, to tell us more about the noteworthy honor achieved by these schools.

Ms. Anna Adams: Thank you, Dr. Evans. Before we present the awards to our schools let me introduce someone very special to the organization and to Paterson Public Schools. She is the coordinator of the Alliance for a Healthier Generation, which is basically the umbrella organization over Ms. Michelle Obama's activity program. So at this time I'd like to introduce to you Ms. Jessica Shafer.

Ms. Jessica Shafer: Good evening. As Anna said, I'm Jessica Shafer and I'm the Healthy Schools Program Manager for the Alliance for a Healthier Generation. In this role, I support the Paterson Public Schools and schools across the state to create healthier school environments. This means increasing physical activity and healthy eating to creating a culture of health in the schools. This program is district-wide in Paterson. However, these four schools that we're recognizing today have distinguished themselves as the first to achieve the Let's Move Active Schools bronze award in the district. This award celebrates the school's commitment to helping students learn, focus, and grow through the integration of physical activity in schools. The strong physical education program in the district led by Anna Adams set the foundation for health in these schools. These teachers, Will Dougherty, Dan Ring, Ashley Diacunto, Craig Lombardi, and Susan Collum, serve as the school wellness leaders for their schools. In this role they've gone above and beyond the basics by meeting the program's rigorous standards. To earn Let's Move Active Schools national recognition these school wellness leaders needed to attend professional development around school health and then they needed to convene their school communities to form school wellness councils. They met our rigorous benchmarks in physical education, physical activity before, during, and after school, and community involvement by coming up with creative ways to infuse physical activity into their schools. They created health fairs and family fitness nights to engage the parents of their students. They also fit physical activity into the classroom. They've created and led before after-school programs for fitness. They made use of a zero period to get students moving and they implemented active recess. This is all possible under the leadership of principals who understand that healthy students learn better and teachers who are willing to lead the charge in their schools. Congratulations to these four schools and these wellness leaders for this endeavor. Now we're going to present the awards to the schools. We have a banner here which is an example of what all four schools have been sent. All four schools that earned this award will have this banner to display in their schools to signify that they're bronze award winners in the Let's Move Active Schools program. They also will be receiving certificates from the Alliance for a Healthier Generation and the Let's Move Active Schools program and plaques from the district to honor their achievements.

Ms. Adams: Thank you, Jessica. As mentioned earlier, the Healthy Schools Initiative requires that schools reach certain benchmarks nationwide in order to attain a ranking. Reaching these benchmarks has required the concerted efforts of numerous people within the schools, including students and principals. The efforts and the enthusiasm, especially of the students, and of our ultimate expression of this accomplishment, but without the principals and the teachers who took ownership of this, we certainly would like to commend them on their achievements. For School 5, Principal Diodonet; for School 8, Principal Sham Bacchus, who was not able to attend this evening; for the School of Government, Principal Karen Johnson; and for SOIT, Principal Vivian Gaines. Tonight, we recognize the principals and teachers and school staff who serve as the school wellness leaders. These are dedicated teachers who lead their school wellness councils and represent their schools at healthy school seminars. Will the following individuals please join us at the podium as I call your name?

Comm. Irving: Just for the sake of formality if we could get the other Board members to come out. I just want to formally start the meeting and as soon as we're done doing the flag salute we'll come right down. Just hold on for 30 seconds.

*Comm. Guzman enters the meeting at 7:15 p.m.

*Comm. Hodges enters the meeting at 7:15 p.m.

*Comm. Kerr enters the meeting at 7:15 p.m.

MINUTES OF THE PATERSON BOARD OF EDUCATION REGULAR MEETING

October 15, 2014 – 7:15 p.m.
John F. Kennedy High School

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Joanne Butler, Esq., General Counsel

Comm. Chrystal Cleaves, Vice President
Comm. Wendy Guzman
Comm. Jonathan Hodges
Comm. Errol Kerr

Comm. Manuel Martinez
*Comm. Flavio Rivera
Comm. Corey Teague

Absent:

Comm. Kenneth Simmons

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Regular Meeting
October 15, 2014 at 7:00 p.m.
John F. Kennedy High School
61-127 Preakness Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of

the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

PRESENTATIONS AND COMMUNICATIONS

Let's Move Active Schools Bronze National Recognition Awards for the 2013-2014 School Year

Comm. Irving: Can we have the Board members come down from the dais and line up so we can shake hands?

(Presentation of Awards)

Ms. Adams: As always, we'd like to thank Dr. Evans, Ms. Shafer, and the Board for your continuous support. Thank you very much.

Recognition of Passaic County Coach of the Year – Juan Griles

Dr. Evans: Next, I'm going to ask that Deputy Superintendent Shafer come forward to recognize Eastside High School's Basketball Coach, Juan Griles, whose outstanding work and tireless devotion to our young men has brought honor and recognition to both him and the district.

Ms. Shafer: Thank you, Dr. Evans. Each year the Passaic County Coaches Association honors one coach as Coach of the Year. The criteria applied by the nominating schools in the selection of Coach of the Year include character, sportsmanship, and ethics, service to the school community, county, and state, an outstanding season, and overall contributions to the athletic program of the school. Since this award began in 1993 Paterson has only had two recipients. The first recipient in 2003-2004 and honoree was Coach Ed Black who most famously coached Essence Carson, prepping our famous alumni for her stellar professional career in the WNBA. Last week Juan Griles, Eastside High School's Head Basketball Coach, became the second recipient when he was officially recognized as the 2013-2014 Passaic County Coach of the Year. On several occasions over the past few years this Board has recognized Juan and the Eastside Ghosts for a variety of accomplishments including Passaic County championships and this year's Group 4 sectional state championship. Prior to coaching, Coach Griles came back to Paterson where he grew up. Juan had his own stellar career both in college and as a professional player. His list of personal accomplishments is far too long for this meeting, but a few highlights include playing basketball for Long Island University, also known as CW Post. Upon graduation he was the third all-time leading scorer in the school's history and still today holds the record for the most free throws made. In fact, he was recently inducted into the university's hall of fame class of 2014. During his 17-year career as a professional basketball player he also played on the Puerto Rico Olympic Basketball Team. But records and championships can only take you so far. His more notable work comes from the tireless hours he spends working to develop our young athletes so that they not only have the necessary skills to become better players on the court, but they are learning how to be better men when they are off the court. I am especially proud that Paterson and Juan personally have been recognized in such a prestigious way. Please join me in congratulating Coach Juan Griles for his truly outstanding achievement. I have asked him to come here today to share the speech he read at last week's ceremony at the Brownstone where the entire county was. Please come forward Juan Griles.

Mr. Juan Griles: Thank you for that lovely introduction, Ms. Shafer. I feel like I'm going into the hall of fame. It's an honor to be amongst you guys. I'm going to share with you the speech that I had last Wednesday. I wrote it straight from the heart. It was an exciting and humbling experience being named Coach of the Year in Passaic County considering that there are so many incredible coaches in the county. I'm constantly learning from my peers and their style of play, whether it's against Rob from Passaic Valley who has a stifling 2-3 defense; or Coach Ring who has a frantic up and down piece and he has constant pressure in defense; or ex-Coach Steve King from Eastern Christian whose team has always executed in half court. Last but not least, Hawthorne Christian's coach who always seems to have a flawless game plan in preparation for his team. A few people informed my coaching philosophy. I was fortunate to play for an ABA and NBA coach of the year by the name of Thomas Salkie. He always talked about keeping things in life as well as on the basketball court to be concise and simple. My college coach Tom Galissi upon his retirement was the winningest coach in New York history on Long Island. He focused on fundamentals and paying close attention to details. My best friend Butch Lee was college player of the year. I played professional basketball with him for about five years. He was like a walking dictionary when it comes to basketball. The core of my style came from my good friend who I coached alongside with at William Paterson University, Coach Jose Redemdez. He was able to bring everything that I've learned over 20 years and organize it in my mind. Then he added his unique style of calling plays and his knowledge of the game, especially in crucial moments. It was invaluable towards my growth as a coach. No coach has a monopoly on the knowledge of basketball. There are no secrets in the game. The only secrets, if there are any, are good teaching of sound fundamentals, intelligent handling of men, a sound system of play, and an ability to instill in the kids a desire to win. It's the individual commitment to a group effort that makes a team work. If you don't hold your team accountable, then you will lose credibility and your team will be spoiled. We try at Eastside to get rid of the disease of 'me' and we try to turn it into the disease of 'we.' We recognize individual achievements, but we emphasize team accomplishments. Over my previous four years we've had three or four players that could have scored 50 points in the game from Deandre Noble to Detore Brown and currently Ahsam Johnson. They could have scored over 2,000 points, especially Ahsam Johnson. But those three individuals consistently always say, "Coach, put so-and-so in the game who doesn't get an opportunity to play but comes to practice and works hard." Those kids wind up scoring 35 points instead of 50. Trying to get kids to play together as one and to develop teenagers into men has been a ubiquitous issue for all coaches. The strength and focus of my teams has always been about mental toughness, intelligence, discipline, and having a professional decorum. Leadership is never singular. From watching one's mother deal with adversity during daily life to having one's teachers and mentors during high school holding you accountable but guiding you with the love and supporting hand. However, sharing ideals and learning different management styles on a daily basis, from Dr. Johnson to Mr. Moody, has been paramount to my success as a coach at Eastside High School. The support from central office has been stupendous and incredible. I know you guys are very busy. I appreciate all the support. You always seem to find a way to come through when needed. I'd especially like to thank a few people that I have closely worked with. Assistant Superintendent Aubrey Johnson over the last four years has been incredible, Eileen Shafer's door is always open for me for two minutes, Anna Adams, Terry Corallo, and obviously Dr. Evans. This award was special because I was able to share it with my Eastside family. To people like Natalie Jordan, Ms. Gladden, and Lieutenant Humphrey, they have added to the success of my program. I also want to say thanks to Mr. Glisson, our former AD, and his secretary Ms. Colley. Thank you, Gerald, for your dedication and hard work, especially the implementation of our tutorial program. Finally, I want to end with this, one of my favorite quotes. 100 years from now it will not matter what kind of car I drove, what kind

of house I lived in, how much money I had in the bank, but the world may be a better place because I made a difference in the life of a child. That award that I received that night did not validate that I'm the best coach in the world. Instead, it says that I'm just one of many people who are making a difference in the life on children. Thank you very much and god bless.

Ms. Terry Corallo: If I could just have all of the winners for the Healthy Schools come over to this side George will take one group picture.

Comm. Irving: Let's move quickly to the next two presentations. I thank Dr. Evans for being concise and brief. I know for Item C, I'm going to ask Principal Diodonet if she could keep that presentation to under 15 minutes so that the Board has plenty of time to be able to answer questions in that regard. Dr. Evans, as Principal Diodonet is taking photos, do you want to setup what this presentation is and what we're going to see? Then the Board members are going to have to exit the stage again because the presentation is going to be behind us.

Ms. Corallo: Ms. Diodonet has been told she's only going to have five or six minutes.

Chronic Absence Initiative at School No. 5

Dr. Evans: During the past five years we've implemented a number of outstanding programs for which we are just now realizing the real potential that these programs hold for our district. We're only at the beginning even though we've been implementing them for several years. One of those programs is Full Service Community Schools. It is designed to meet the needs of the children that we have in our schools as well as their families and provide wraparound services to help the children be better prepared to realize their full potential in our classrooms. That, in combination with numerous other programs, is designed to improve the culture in our schools so that we will have schools where students really want to come to school, where teachers really want to teach, and they have other attributes that are associated with a healthy school culture. They combine to have as one outcome improvements in attendance and there is a direct relationship between attendance and student achievement. I think most of us know and recognize that. Ms. Diodonet is a classic example of a principal who followed a very strong principal as well who knows the value of the Full Service Community Schools program as well as other initiatives that you're going to hear her talk about such as NJPBSIS and some others, that we have in place purposefully to improve the culture so attendance and grades can improve. Ms. Diodonet is going to provide you a snapshot of that program tonight and some of the outcomes that she has realized as a result.

Ms. Sandra Diodonet: Good evening to Dr. Evans, Deputy Shafer, President Irving, Vice President Cleaves, members of the Board, cabinet, my team at School 5, my colleagues who have come to support me, and to all who serve the children of Paterson. My name is Sandra Diodonet. I am the educational leader of School 5, a Full Service Community School in Paterson. I'd like to thank you for allowing me this opportunity to show you a brief glimpse of the work that we do in Paterson, especially at School 5 in the area of chronic absenteeism. With the help of the Taub Foundation, Sarah Jonas of the Children's Aid Society in New York City, the Paterson Education Fund, and my team at School 5 we have targeted this challenge of absenteeism that impacts student achievement. Through an initiative that we call Success Mentors we have been able to show a decrease of 76% in chronic absenteeism at School 5. When we talk about chronic absenteeism we talk about a student being absent 10% or more over the course of an academic year. That is excused or unexcused absences. In other words, two days missing a month. There are ten months of school so a kid could

essentially be out 20 days. We piloted our chronic absenteeism initiative using the baseline of 2012-2013 and if you can see there our kindergarteners there were 31 students that were out more than two days, 17 first graders, 20 second graders, 13 third graders, 14 fourth graders, 24 fifth graders, and 33 sixth graders for a total of 152 students. At that time our count was about 868 students. In April or so Sarah Jonas came to our school and talked to us about Success Mentors as a way that we can decrease chronic absenteeism without really spending money. Teachers in special education and non-classroom teachers helped out and said that they would step up and be Success Mentors for these children that are chronically absent. As you know, to some teachers two days means a lot because children lose essentially about 11 instructional hours, 5.5 hours a day. So to a parent who says it's only two days and it's not a big deal, to a teacher that one child has essentially lost 11 hours of instruction. If you lose 11 hours of instruction you are missing a lot. One of the things we like to say in School 5 is "Miss a day and you miss a whole lot." That's a jingle we stole. After having Success Mentors check in with students and visit the homeroom and say, "How are you doing? We missed you yesterday. Where are my friends? My friend is missing," now it's moving to a class-wide initiative. Now we're not just targeting one or two students, but we're targeting the whole classroom just by checking in. After the Success Mentors have done their part we log that information. In 2013-2014 we noticed that from 152 the year before we had 36 chronically absent students with a 76% decrease. We didn't really think that chronic absenteeism was such a big deal. But when the district came to the principal's meeting and said potentially Paterson could have lost \$16 million in funding because of chronic absenteeism that opened up my eyes to say then we have to really look at this and do something about it. With the team we decided that we would not wait until this year to do Success Mentors but that we would start at that point when it came to light and do something about it. We give the special education teachers and instructional aides who volunteer certificates because of the work that they do. Success Mentors check in and give out a sticker. We have a quick lunch for them once in a while just for the children and the teachers to show our appreciation for showing up at schools. Again, checking in is really simple. You can do it during homeroom period. Most teachers, to their credit, do it during their lunch or prep time. They're just checking in. They're not really disturbing instruction. The kids know. They'll say, "Hi. How are you?" Then they'll document what they're doing. It's important that if you have a team member that's doing good work for you and you're seeing results such as the 76% increase that you reward them and show them recognition with certificates. This work doesn't come alone in isolation. We have really embraced at School 5 the PBSIS movement of positive behaviors support in schools. Research does show, like Dr. Evans said earlier, with a healthy climate and culture you will see absenteeism go down because kids want to come to school and kids want to achieve. One of the things that we like to also say at School 5 is because of the Common Core let's take it to a real life situation. If you lost five hours a day and you miss two days of school you've essentially lost 10 hours' worth of work. If I paid you \$10 an hour, how much money have you potentially lost? \$100.00! So when you start talking money and instructional hours to children they start getting it and it makes a real life connection. Success Mentors along with a positive climate and culture improves attendance. I would just like not say to the members of the Board and my colleagues and other people out there a lot of adults have mentors in their lives. I have four mentors for different things. Some of them are sitting out here right in this audience and I'm really happy that they are here to support me. I'm able to do the work that I do because I have that support from my mentors. Imagine if every child in Paterson had their own mentor, an advocate in the building that they know regardless if they did something right or wrong would be there to stand up for them or stand next to them to say I'm here for you. We would have a really successful school culture district-wide. I think that is the goal of not only improving student attendance. Obviously if you improve

student attendance you improve student achievement. But if you improve climate and culture this will all come together and Success Mentors is one way of doing it. Today is October 15 and we know that it's a really important day because we have our October 15 count. I encourage you, if you haven't done so already, to look at that attendance data to see which child has been absent more than two days thus far. Research does show that a child who's absent more than two days by October can develop an unhealthy attendance rate. So take a look at those numbers. Today I looked at those numbers and I actually made homeroom phone calls where I called three children and I said, "Hi. It's Ms. Diodonet. Do you have so-and-so there? I'm just calling to let you know that you've been out four days already and it's only October. You're really jacking up my attendance rate. I need you to help me out here. I'm going to be checking up on you." With this new year we are going to have to take new Success Mentors because our numbers have shown that some of them have gone up. In order to decrease this, new Success Mentors are going to have to be assigned to children. Of course, now we're moving into year 3 and there are new students that come from different buildings. So letting students know that if they don't come to school they're not going to learn, but on top of that we need them here and a part of my job is to look at numbers. I'm the data lady. That's why you see all these numbers around. I need your help. I think if you take the opportunity to be human with children and let them know they kind of appreciate that. One I actually had to call down to the office to have a conversation with him because he was chronic last year and I needed as the building principal to have a connection with him. The Success Mentors have a connection with them, but now you have a connection with the principal because the principal is looking at your attendance rate. Now you have a cause to come to school. That positive school culture, I don't think every principal in America can call a kid up in their homeroom and say, "I need to talk to you," and it comes out with a positive result, but if you have relationships with them that can happen. That is my conclusion. It is my hope again that children will wake up on a Monday and be happy to come to school and that every kid in Paterson has a Success Mentor. Thank you.

*Comm. Rivera enters the meeting at 7:39 p.m.

Comm. Irving: Dr. Evans, if it behooves you, if the Board members have any questions they can be addressed to Ms. Diodonet with regards to her presentation. Ms. Diodonet, there might be some questions from Board members about your presentation.

Comm. Hodges: Was there a prevailing reason for students missing days? Was it just a variety of things?

Ms. Diodonet: There are a variety of reasons. Some could go from dirty uniforms. If you look at your attendance rates some of them were bussing issues. When I checked my data today because October 15 is important, I had a child that was out 13 days and more than 10 of those days were bussing issues. Somebody had bedbugs. I woke up late. It runs the gamut. I failed to mention this. In today's meeting with my Success Mentors there's something called the walking school bus, which is adults in the neighborhood, preferably part of your PTO, who will act like a walking school bus with children and get on the bus and you would say, "Alright, Ms. Santa, the bus is here. Come on." So if you have 10 kids calling you I find it really difficult for you to stay in bed. Kindergarteners can't bring themselves to school. That's an adult thing. My hope is that adults are accountable to adults, especially in the school community as a Full Service Community School, and when the walking bus comes you come. Another thing that I also do is on the playground I ask, "What happened yesterday? Why wasn't she here? She didn't have a uniform on. Just bring her to school because we have bigger battles to fight than uniforms." I'm a stickler for some things. I'm not a stickler for

uniforms. I'll be quite honest. I'd rather see you in jeans and a t-shirt and in classroom learning than in a uniform. But Full Service Community Schools lend themselves to that in that your building is open from 7:00 to 8:00 at night. They see me eating and it's not a big deal. Can I talk to you? It runs from A to Z, but to impact that you need to have relationships.

Comm. Hodges: Excused illnesses are not part of that chronic.

Ms. Diodonet: They're excused, but they're still not in class so they still impact your daily attendance rate. I had a child today that I looked at his attendance and he was out five days. But he was here. So when you see a break like that and it didn't have a code on it, now with Infinite Campus you can put in that code so that you know exactly what it is. I called the classroom teacher and I said, "So-and-so has been absent five days in a row. Was he sick?" He was actually hospitalized for a legitimate reason. Those are things that we have to look at. I know that principals have a lot of work to do. It's hard work but it's good work. But checking attendance rates is important work as well because it does impact student achievement.

Comm. Guzman: I want to congratulate you and thank you for bringing forward that presentation. You're doing a wonderful job in School 5. I really want to congratulate you for that.

Ms. Diodonet: I don't do it alone. I do it with my team. I'm the face and the voice and I'm their biggest cheerleader, but I can't do everything. They help me.

Comm. Guzman: And you have a very good team that you work with. I do want to mention that I agree with you because Dr. Hodges and I were just talking about it and uniforms are actually becoming a reason why parents are not sending their kids to school because they don't have a clean uniform. That to me is not a valid excuse. It shouldn't be an excuse at all. In your school do you tell the parents? Are you letting them know? I know you mentioned that it's more important that the child is in the classroom, which it is. Have we told the parents that if for some reason they don't have the uniforms available the important part is to get the kid in the classroom?

Ms. Diodonet: A way that we've combated that, because I don't want to say that school uniforms are not important...

Comm. Guzman: They are, but it shouldn't be an excuse for not going to school.

Ms. Diodonet: We have either dress-up Fridays or dress-down Fridays. We like them to be dressed up. I learned that at International. We want our kids to be dressed up, not dressed down. However, on Wednesday our theme for the year is the Fantastic Five superheroes. Saving public education is our theme and we allow kids to wear superhero t-shirts as well. They can wear their uniform pants and then a superhero t-shirt. You'll see kids walking around with batman or wonder woman. So if you have a dirty uniform shirt, because it's usually the shirts, they can wear a superhero t-shirt. Any video games, we allow those t-shirts to be worn because we're saving public education. That way the uniform doesn't become a big issue and we sent a note home letting parents know that they can wear their superhero t-shirts. I'm not going outside telling parents it's okay, but usually parents who have a relationship with me will talk to me and send them to school. The way International does it if someone doesn't wear uniforms is that they have International shirts. We haven't instituted that yet, but that's an idea that we have coming down the pike. Kids can borrow a shirt and they clean them and just have IHS on the collar on the bottom. They can come to school because they know that

they can borrow a uniform shirt and it's not a big deal. That's something that other schools can institute as well. We used to have a sign-in sheet and they would return it no problem. We put it in the dirty bag and one of the administrators that weekend would take it home. It's their turn to wash clothes and it's not a big deal.

Comm. Guzman: This goes to Dr. Evans. The reason I'm mentioning this is because these are good initiatives and good ideas that could be implemented and brought into different schools. For example, I know one school that if a child doesn't have their uniform that day it tells the parents they're responsible for doing so and if not your child has to pay a dollar. I know of a school that's actually doing that. If for some reason a child is not wearing a uniform that day they give a dollar but it goes towards school activities and things going on in the school. These are just different initiatives and different things that I feel are good and could be implemented. If everybody comes together with different ideas like the team at School 5 and other schools it's just something that can definitely work around the district.

Comm. Kerr: I just want to commend you for your work at School 5. I believe this is truly remarkable for you to have decreased the absenteeism by 76%. That's just remarkable. What's great about that is you did not do it by increasing costs to your operation in that school. It was simply developing a team concept. Everybody in the school had a role to play, wanted to correct the problem and you went out. I like the idea of checking in. What is happening in our district is that kids don't show up to school and nobody calls the parents, nobody knows that the kid didn't show up to school, and nobody knows how well the kid is performing. I'm in agreement with Comm. Guzman. If this is a model I think we should try it. I know the principal controls the building and we cannot force action on the principal, but if this is yielding positive results by doing some simple steps I think we should use this as a matter of policy in our operations at some of our other buildings.

Comm. Teague: Ms. Diodonet, I just want to commend you on your presentation. I'm looking forward to seeing the pilot program that you have across the district. I think it would improve the attendance across the board and really push our district forward. I congratulate you.

Comm. Cleaves: Ms. Diodonet, I think you did a remarkable presentation also. You and your staff are doing a wonderful job over there at School 5 and this initiative has warranted an expansion for the district. Also, the parent community did a series of neighborhood parent conference sessions. They gave out something called a Nut Pass, which is no uniform today. That's another suggestion that possibly you can incorporate in your no-uniform day. Again, you're doing a wonderful job. I know your humble beginnings and I'm very proud of you for what you're doing and how far you have come. I'm very proud of you.

Ms. Diodonet: Thank you. I would like to just close with thanking Dr. Evans for his vision for Full Service Community Schools. I always say one of my favorite biblical quotes is without a vision the people perish. Dr. Evans, we thank you for your legacy in Paterson Public Schools with Full Service Community Schools. I had a nice strong foundation laid for me before I got to School 5. So I would also be remiss if I didn't thank Ms. Maria Santa for the work that she laid. And someone I can text at 1:00 in the morning and his wife wouldn't be mad at me is Mr. Johnson. I want to thank him for supporting me and really being a true leader to School 5. Thank you.

Annual Assessments

Dr. Evans: In the workshop last week one of the presentations that we had scheduled involved a review of assessment data representing last year's high-stakes test, in particular NJASK, HSPA, and so on. Because of the lateness of the hour the Board asked that we hold or postpone that presentation until tonight but not give a full presentation tonight as well. Give a very brief overview and then in one of the upcoming retreats that the Board will hold then have an extended presentation and discussion on these data. I've asked Dr. Newell to cut back and develop a very brief overview of the information she has. If the Board wants to ask a few quick questions I think that opportunity can also be made available if you agree. Or if you want to hold off questions until we have that retreat we're prepared to go either way.

Comm. Irving: I think we'll allow Dr. Newell to make her presentation and if there are some pressing questions we'll have the Board ask them. We'll just kind of monitor them from there knowing that there will be a much more in-depth conversation and discussion with regards to the numbers and the data that has been presented. Does that sound good to you, Dr. Newell?

Dr. Laurie Newell: Yes. Good evening Board Commissioners. Tonight we will be reviewing our NJASK scores, HSPA, and we'll also be looking at PSAT, SAT, and NJBCT. As Dr. Evans mentioned, this is an annotated version. We will be going into more detail when we have the Board retreat. These are just some highlights that we will be going through. The purpose of the New Jersey state assessments is to provide a fair and equitable assessment system that draws on the state learning standards. So the assessments that we have been looking at are NJASK 3-8 and HSPA. We will additionally be looking at college readiness and biology. The NJASK 3-8 and HSPA are really designed to demonstrate if students have met and mastered the skills. In the past it was the Core Curriculum Content Standards. We have now moved to the Common Core State Standards. We have been getting ready for the new set of assessments that are coming. In 2012 we started making sure that we were ready. The NJASK was aligned to the Core Curriculum Content Standards. Then in the spring of 2013 the NJASK was aligned to the Common Core. That was the first time, except for grades 6-8 for math, where students actually were tested with the Common Core State Standards. So repeating that for this spring we had the Common Core State Standards again and this time it included for all areas, including math grades 6-8 for this assessment. As you also know, in the spring we had the field testing for the PARCC assessments. That is really getting us ready because we're transitioning from one set of assessments to the PARCC assessments, which I have presented to you before. These are the field assessments that we did in the spring which will now be done on computers. For the 2014 assessments what these measured for English language, this is our second consecutive year of having Common Core that were tested. Every time that we have new state standards or new items we see some shifts up or down across the district on what the numbers show us. For math we have the second year where we had grades 3-5. Last year we did not have grades 6-8. They were still for the Core Curriculum Content Standards. This was the first year for math in grades 6-8 where the Common Core State Standards were also part of this assessment. Here is what we look like. If you look on the very right-hand side when we go in more detail we actually have this broken out for every single grade and for the different subgroups. We look at gender and the ethnicities. As I said, this is really just a summary of the work that we're going to be doing in the next few weeks. As you can see, for example, with the language arts literacy when we put them together it's NJASK 3-8 and then we have HSPA. We see that there is a decrease and the next couple of pages break it out a little bit further. When we bundle them for grades 3-8 we see that we've had a decline of 1.8%, for

grades 3-5 it was -1.9% and grades 6-8 it went down 1.5%. When we look at math it's showing something very different. Math in all areas for all the groups when we look at the bundling we see that on average they went up. For grades 3-8 and 11 it went up .3%, for grades 3-8 it went up 1.1%, for grades 3-5 it went up 1.3%, and for grades 6-8 – and these were the grades that had the Common Core State Standards this year – it went up .9%. The next couple of slides will show when they break out we do see some grades that actually went up or down. If you can just look on this slide as we break it out even further we see that it is somewhat of a mixture in what we're seeing. So for grade 3 we went down 3.7%, but for grade 4 we went up 2.6%. Then for grade 5 we went down 5.2% and also in grade 6 that's 0.2%. For grade 7 we went up 2.8% and for grade 8 we went down 7.2%. In math we see that except for grade 4 every grade level went up. Grade 3 went up 2.3%, grade 5 went up almost 4%, and grade 7 went up 2.7%. What I'll be showing you is the total student population. Last week Wednesday when you got the packet it was broken out total, general education, special education, limited English, and when we have the Board retreat we will be dissecting each of these different subgroups. What we wanted to look at is what happened when we had the grade 3 students and then they took the assessment this year. We saw that they went down to 31.5%. They declined. However, the kids who were grade 4 students last year when they took the assessment this year went up .6%. For those students who were grade 5 students last year who took the NJASK 6 this spring they went up 4.4%. Those students who were grade 6 last year who took the test as grade 7 students in this spring of 2014 went down 1.3%. Finally, the biggest jump is for the kids who are grade 7 in 2013 when they took the test as eighth graders in the spring of 2014 they went up 19.2%. When we look at math, if you're following the same longitudinal breakout we see that they went down and then from grades 4 to 5 they went up 3.3%. Then from grades 5 to 6 the difference is negligible. In grades 6 to 7 the dip is quite noticeable. It goes down -17%. Then from grades 7 to 8 it goes up to 9.3%. Looking at HSPA one of the things that we wanted to do is just to look to see where we were year over year from 2004 to 2014. When we look at the total student population we can see that we went up 2.8%. We went up again 2.6%. We've really gone up for language literacy in every group. For the math when you look at the differences we see that we've gone down. The LEP went up .7%. Access for ELLs – last year we had 34 students who took the test and we had 20.9% of those students who scored 4.5 and above. This year we had 17.7% of the students who scored 4.5 and above. That went down 3.2% for Access for ELLs. The biology competency test – looking at what we have in 2013 for the total students we had 15.4% who were proficient and above. In 2014 we had 18.8% students who were proficient and above. So we went up 3.4%. When you look at general education students we went from 20.5% in 2013 to 23.5% in 2014. Again we went up 3%. For the special education population we went from 1.8% to 4.6%, an increase of 2.8%. Then for limited English we went from 4% to 9%. That group showed the biggest jump. We went 5%. Advanced Placement – for students who scored 3 and above we see that we remained flat from last to this year. It was 4.5% again from last year to this year. The SAT and the PSAT – the number of students went from 70 to 74 for the PSAT and that is for those students who took the test. These were the numbers that came back. The SAT for college admissions – we know one of the things that we wanted to make sure and we also presented last year is college readiness. This is the benchmark that is set by the SAT report on college and career readiness. The benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of a B minus or higher which in turn is associated with a high likelihood of college success. These results show what they consider to be college readiness. We know that the SAT was administered in the spring of 2014 and we had almost 600 students who were tested in critical reading, writing, and math. Last year we had 598 students and we went down by four students from last year. These are the numbers that we have. Based on what the readiness is, the number is 19. For the SAT the number is

2400. It's 800 in critical reading, 800 in writing, and 800 in math. When you look at the trend from year over year the first line shows for critical reading we went from 365 to 368 out of 800. For math we went from 389 to 392, an increase of 3 points. That's 392 out of 800. For writing we went down from 366 to 360. When you compare to how we've done for critical reading and math we've gone up 3 points and for writing we've gone down 6 points. To the right is the comparison against the state. This is just breaking it out further how our students scored out of the 584. It just shows which of the different buckets they fell into. This is for math and that's for writing. The final slide is looking at our graduation rate. We know that the graduation rate is unofficial at this point, but from what we have unofficially so far based on the numbers that we received a week ago our numbers are up to 73.3%. That is up from 71.9% that was the official number for 2013. That concludes my presentation.

Dr. Evans: I'd like to add a summary statement in conclusion to Dr. Newell's presentation. When we look at NJASK basically what we see for both math and ELA, even though one went up slightly and the other went down slightly, is that they were relatively flat. The percent that they went up or down really is not statistically significant in terms of whether or not we can say a true and significant increase or decrease. I'd like to remind everyone that last year the scores statewide were flat, primarily because of the introduction of the new Common Core State Standards that were integrated and now we're feeling it this year. Then I would also add with regards to HSPA that ELA continues upward with math showing a downward trend. I think it went down by 3.5% and we're working to turn that around. This year is PARCC. This was the last administration of HSPA, except for those who may need to take it over again for graduation purposes. Next time it will be PARCC district-wide. With regards to SAT we continue to struggle. However, one of the trends that we're noticing - and I know the PARCC developers and states are looking at this - is that a number of colleges and universities now are moving away from SAT as their test of choice for admissions. They're either using ACT or not using any measure. They're using other things to determine it. Nevertheless, we still take it seriously and I think it is a good measure for us to use until something better comes along to replace it, which may very well be PARCC. There is some discussion about PARCC being that test, but that has not been determined. There's more I'd like to say in the retreat that we're going to have as we interpret this data and reflect what we learn in our classrooms to improve these scores.

Comm. Hodges: Is there a way to look at how many students have gone through preschool - three year or four year - kindergarten, first, second, and third grades in that particular cohort? I'm very interested to see the effect of the preschool on our language arts scores and seeing how well they graded or if there's another issue that we have to take a look at. Was there a corresponding drop statewide in this year's NJASK?

Dr. Newell: I'll get that to you.

Comm. Hodges: How many students were in the total universe in terms of being able to take the SAT? I know how many students took it, but I'm sure we have a lot more than 500 students. I'd like to know what the total universe was for that.

Dr. Newell: I'll reach out and I'll get that information.

Comm. Hodges: I'll stop there. We'll have a more extensive discussion during the retreat. At that time I really want to talk about what was considered to be some of the reasons for this. Obviously we'll be planning to address it. This isn't the place for that right now.

Comm. Cleaves: To piggyback off what Dr. Hodges was reasoning, the slide for the advanced placement students and the PSAT remain flat. Is it because the curriculum that these kids are being taught in these areas is not challenging enough?

Dr. Newell: I'm not sure about the curriculum.

Dr. Evans: I can offer some insight. I'm not the expert, but I know enough about HSPA and SAT to know what HSPA tests and what SAT tests. I do know that and they test different things. The focus statewide until recent years has been on helping our students to do as well as they can on the state's high-stakes tests, which is HSPA. When you concentrate on that and not on other higher level standards then you really aren't working as hard as you can to prepare students for the test that tests those higher level standards, which is SAT. In essence, we've been teaching them to do as well as they can on HSPA and you saw the results. You saw the scores go up. But again, HSPA and the standards represented in HSPA are different from the standards represented in SAT. It is generally felt by some that the PARCC standards will more closely approximate those standards in SAT.

Comm. Kerr: My question is not really to you, Dr. Newell. It is more directed at Dr. Evans. I see that we're trending up in a good direction with the graduation rate. But when you compare that with the college readiness it's like day and night. We are graduating more but we are not graduating kids that are college-ready. How do we explain that?

Dr. Evans: I think the explanation I just gave, Commissioner. Our students have to pass HSPA to graduate. That has been the expectation. So we've prepared them to pass HSPA. Again, those are standards that are different than what SAT tests. If we do one and not the other we get what we have. We have to do both. Last year was the last year that HSPA is the test of choice for high school students. It's PARCC next year. They will get those high standards now and they will be tested on those high standards, which will more closely approximate what SAT tests.

Comm. Kerr: I'm just wondering if this is something that really concerns us.

Dr. Evans: It concerns us as well. Yes, it does.

Comm. Kerr: It is a vast gap. It's almost like we are graduating kids to just go, but they're not ready for college.

Dr. Evans: Even more concerning is that when we look at our students who are in advanced level classes who are supposed to be getting those higher order standards as their basics those numbers aren't that great either in terms of how they're scoring. That's even more of a concern.

Comm. Hodges: I'm a little alarmed by your response, Dr. Evans. I know someone down there is waving.

Comm. Teague: I just wanted to get some clarity from Dr. Evans about the rates of the college-ready students. There has been a decrease, but what's the real cause?

Dr. Evans: I think the explanation that I gave. Let me see if I can say it a different way. We're talking two different tests. The SAT is identified as the measure or the test that assesses a youngster's readiness to be successful in college. That's what it purports to do. HSPA does something totally different. HSPA was designed to measure the extent

to which students in the 11th grade mastered New Jersey standards. Not the new state common core, New Jersey's common core, which is different from the standards that SAT tests. Bari Erlichson who I've heard talk about this a lot will tell you we're talking two different tests and two different measures. We've been focusing on getting students to pass the state tests because that's what they have to pass to graduate. There is a requirement in the State of New Jersey, up until now at least, that if you want to get a high school diploma you have to pass HSPA math and English language arts. That's been the effort. As a result, the same emphasis has not been placed on getting them to do as well on SAT and that's a problem.

Comm. Hodges: I'm troubled by that, Dr. Evans. I really am. I haven't been in high school in one or two days, but when we were trained, we were trained for both. We had the New York State Regents, which is very similar in concept to what we have here with NJASK. We also had SAT scores. The students were trained to be high school students who because of their mastery of the material were able to function well irrespective to the particular test, whether it was ACT, SAT, or the New York State Regents. If you're suggesting that New Jersey, which is supposed to be one of the educational leaders in the country, has a direction in curriculum which is so radically different from what colleges are expecting then I'm troubled by that.

Dr. Evans: I think you have to understand what HSPA was intended to do.

Comm. Hodges: That's fine. I'm hoping that our focus will be on teaching students to be excellent students irrespective of how that's being measured. That does not seem to be the case and I am concerned about that.

Dr. Evans: I will just simply repeat what I've said. We've been making sure that our kids pass the tests that they need to pass to graduate. I'm not going to say that we purposefully did not teach to the SAT standards because we have many teachers who do teach to those standards. But obviously we've missed the mark because the students who are in those advanced classes where those standards should have been all along and should be represented in what they get and the students should be better prepared and do better on SAT it's not happening. That's the only explanation that I see at this point. I think that's going to change because PARCC standards are more closely aligned with SAT and that's the test that we're now going to have to get them to pass.

Comm. Hodges: I won't belabor the point here, but I certainly am going to revisit this in our next conversation about this issue. I still don't understand how our approach works to make us on par with other communities who do teach in a manner to get their kids to pass the SAT. I'm going to stop right there and have that conversation later.

Dr. Evans: I'd love to continue this conversation because probably we could illuminate to some degree based on what we know as it relates to testing and what test scores tell us and don't tell us will help us to explain it in part.

Comm. Irving: I think there's an opportunity for us to explore and understand and evaluate what are the aligned competencies that go along with taking both tests. There is a process to taking a standardized test. There are certain skills and techniques and strategies that you can teach young people when taking standardized tests that I think are universal, whether it's the SAT or PSAT. In addition to the content of HSPA there is also a testing component that quite frankly our kids are just not accustomed to. Rosie Grant had a great quote in the paper the other day about just the biased nature of standardized testing to begin with. It's with that factor in mind that I think how we prepare our young people has to be considered. We just can't take a methodology that

works in a suburban district and plop it here and think it's going to work for our kids altogether as well. I think those are the conversations that we have to have and this is why the other day I said there is so much in this that we need a full morning for us to unpack this and be able to ask questions and make recommendations to the Superintendent on how we move beyond. I have to agree with Comm. Cleaves that the numbers to me seem to be flat. For whatever the reasons are they seem to be. So how do we get ourselves to make sure we're prepared to get ourselves out of that rut given the change in testing or whatever else it is? Cheryl, remember we talked about making sure that after the election we schedule the Board retreat? Make sure that this is probably the first item on the agenda for us to discuss. Thank you very much.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have no additional items to report.

REPORT OF BOARD PRESIDENT

Comm. Irving: I have three items to report. I did not see any Eastside staff still here, but I had the opportunity to attend this morning Eastside High School's career job fair and college fair they had this morning. I got a phone call to stop by and it was a really awesome event. They had all the graduating seniors in the gymnasium and there were tables from colleges, universities, career organizations, and military branches. It was filled to capacity. It was great to see the young people there exploring their options and figuring out what the next step is. That was refreshing to see. Dr. Evans and I are meeting tomorrow to discuss the transition document and the development of the operation plan. Once Dr. Evans and I are able to hash out how that's going to look I will then share with Cheryl and she'll get a memo to the Board beginning next month on what the operations component in the Board agenda is going to look like. The last piece I want to share has to do with the conversation I had with Comm. Kerr a few days ago. Comm. Kerr expressed his concern about the pocket veto that the Commissioner has. Given the language that we had in the transition document he's asked me to prepare a letter for the Commissioner expressing the Board's concern with regard to it and expressing that the next time he comes to Paterson we'd like to talk to him about that and future transition documents. I have no problem putting that together, but I did not want to put it together without having the majority consent of the Board to be able to do so. I'll be frank with you. I don't think it's going to be a surprise to him because that was the biggest bone of contention that he and I had as we were creating that transition document. If folks are okay with that I will draft a letter this week and get a draft to you all sometime next week for comments.

Comm. Hodges: I really don't want him to see that it was a unanimous vote for this measure without a clear understanding that the reason some of us voted for this was because we wanted to give the public at least an opportunity to be in a position to have one of these areas returned back to them. However, the conditions are rather similar to what's going on right now, except for the fact that the pocket veto is not in existence right now. In fact, it's a little bit less from my point of view. I think that he needs to hear that there was a general sense that we wanted to accept the return, but some of us strongly object to some of those conditions. That's not reflected in just a unanimous vote.

Comm. Irving: Are there any other comments on that? I'll try my best to capture that language in a letter. I will field it out to Cheryl to send to the Board and we'll get some comments. At the next workshop if there are any edits or conversations we'll formally adopt it, I'll sign it, and give it to the Commissioner thereafter. Everyone should have

gotten information from Lucy with regards to the School Boards convention. I'm just asking everyone to please take heed to your schedule at the convention for planning and travel. If you didn't get the email from Lucy just check in with Cheryl and she will make sure that you get all that information.

PUBLIC COMMENTS

It was moved by Comm. Martinez, 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.

Comm. Irving: I just want to remind everyone who comes to the podium that we have a three-minute time limit. That is for the purposes of being respectful to the folks who are coming after you. You will hear a ringer when the time has come and we ask you to please finish up your conversation and we can move on to the next person, being respectful of their time and their ability to speak.

Ms. Patricia McNeil: Good evening, Patricia McNeil, Paterson, New Jersey. I have four boys that are in the Paterson Public Schools. I want to thank Principal Moody for the speed he took in resolving my issues that I brought before the workshop. I am setting up a meeting with him and he's only a phone call away. I'm still in need of additional follow-up for the special needs program for Jerome. I'm still not sure if he's in his right placement. I did receive a call from Ms. Bodker and she's working on it. She worked on it Friday and she almost had it resolved. We're still in the process of working on that. I want to thank her and whoever handled that. That was really taken care of fast. I'm not sure if high school students have to have an aide or assistant on the bus. Jerome was robbed three times on the bus. He was strong-armed and robbed by two boys. The same boy has been robbing them over and over on that bus and he had a knife today. I want to thank Detective Humphrey and Capt. Smith. They took care of it. It's been taken care of. I just wanted to let you know that if they don't have assistants for those bus drivers they need to really rethink it and make sure that they have one. If that happened to my child it could happen to anyone's child. Lastly, I bought this in May. This is folded up and put away. The last time it was brought out again. These pellet guns are still out there. They're not going away. I need to ask if the School Board and the city could get together. The city is our lawmakers. They're not going to do it by themselves. We have to think about these children. Those pellet guns are there. They're not going away. One last thing, I am so impressed with the bussing for School 28. For the last 11 years that I lived in that neighborhood I've been coming to the Board and writing letters about the idling of the buses and the students on the buses. I really am impressed with the way that principal has the teachers out there in the morning. The children are taken off the buses. They're lined up and the teachers are taking them off the buses immediately. Those buses are moving away. Whatever schools are not following that, they need to take a look at School 28 because that principal is doing an outstanding job with that. That's all I have to say tonight.

Comm. Hodges: The first incident with your child, was there a bullying report filed?

Ms. McNeil: I'm not sure. Mr. Moody got involved with it today. He told me he will handle it and for me to set up a meeting with him.

Comm. Hodges: That was several times you said.

Ms. McNeil: Yes. I have the police report. He said call him. It has been taken care of and he will follow up with it.

Comm. Irving: That's something internally we're going to need to look into.

Comm. Kerr: This is Ms. Elsie Foster-Dublin and she is a council member of Island Park, New Jersey. Elsie is here to present to us tonight Item No. 13. We just want her to go through it.

Ms. Elsie Foster-Dublin: Thank you so much for having me. The program I'm here to talk about that's on the agenda is an international student housing program. Last October we had the honor and privileged to have a number of students from China that participated in a three-week program at Alexander Hamilton Academy. We would like to continue the program at Alexander Hamilton and other schools in Paterson. The Paterson School District was sought out to have this program presented. After the program was completed the principal and vice principal along with Mr. Kerr went on a trip to China with 17 other principals from across the State of New Jersey. We were able to visit the schools to see how education is being taught in China and we had some wonderful takeaways. With that the Chinese group wanted to come back for another revisit. They're interested in creating an emergent program here in Paterson, not just at Alexander Hamilton, but at other schools and to create sister school relationships. What's on the agenda tonight is that they have a strong interest in coming back into the Paterson School District, not just to middle schools, but also to the high schools. I'm here to somewhat broker that relationship. My company would provide the housing opportunities for the students to stay when they're here. They did that last year. All the housing that they stayed in had their background checks. They're secure homes. All the due diligence is done by us to ensure the safety of the students that will be here from China. Tonight I'm hoping that we will have another opportunity to create some partnership relationship with the school district and myself.

Comm. Irving: If there are any questions when we get to the curriculum section Board members will have them for you.

Comm. Kerr: Ms. Dublin, is there a cost to the district?

Ms. Foster-Dublin: There will be no cost to the district for housing the students. As a matter of fact, there is a compensation that will be had per student that will be going into the coffers for whatever the district or that school deems necessary. There is some compensation that will be given to the school district.

Ms. Luisa Alcala: Good evening. My name is Luisa Alcala. I was a special education teacher for 14 years at Kennedy High School, and 14 years I was a school psychologist. I have 28 years in the district. I am here on a serious matter on behalf of the child study teams. The child study team's IEPs are not being finalized in a timely manner. Some IEPs have not been finalized in eight months. Besides this serious matter the supervisors are sending the case managers emails to change the IEPs from months ago that the parent had signed and always agreed upon at the child study team meeting. Once the parent signs their child's IEP this is a legal document. What supervisors are asking from the child study team, which is a psychologist learning consultant and social worker, is against the law, unethical, and morally wrong to the child. If the IEP does go to court it is the child study team case manager that is responsible to defend his or her IEP in court. Child study teams or the specialists should be able to finalize their own IEP, as we did when EZIEP was introduced to child study team years back. We were the ones who finalized our own IEPs. We have given past and new supervisors ample time for finalizing an IEP. It's not working. We need a positive resolution. The question is, when is there something going to be done about

this? Child study teams should be able to finalize the IEP upon conclusion of the IEP meeting and the parent should receive a finalized IEP with their parental rights. The parent does leave with the proposed IEP. However, it is taking so long for the final one to be finalized. The timeframe that the supervisor takes is causing serious problems such as two case managers are working on the same IEP because the child has already moved to the next grade. Special education students are sitting in regular classes and resource teachers don't even know who's who. The reason that the two case managers are working on the same IEP is because the child has already moved on to the next grade or is in a different school. This is causing tremendous problems. The child study team has many roadblocks. Let us, the specialists, please complete our IEP process and finalize the IEP. To note, the supervisor that we send our IEPs down to for review have never been on a child study team and have never even written an IEP. Does this make sense? I'm here to enlighten everyone to what's going on in special education with the child study team and the IEPs. I'm an advocate for the special education child and also for the parent. They have the right to know what is going on with their child's IEP. The supervisors are directing through emails for child study teams to change the IEP or they will not finalize this again. I cannot stress enough that this is against the law and code. In code it states no delay in implementing an IEP. This is not happening in the Paterson School District. Thank you. Good evening. God bless.

Comm. Teague: I have two children that both have IEPs as well in the district and I would really hope that what's being said is not 100% true. If it is, I'm going to have to take legal recourse as a parent regardless of being a Board of Education member. I'm really hoping that's not 100% true.

Mr. David Thompson: David Thompson, Halls that Inspire, Paterson Public Schools. I have a couple of comments and an announcement to make. The last time I came before this Board we were considered an insignificant number in terms of some of the accomplishments that this organization has made. We're going to hold that off. We're going to invite each and every one of you to our November 8 recognition award ceremony for our students. We have about 65 students that we will be giving awards to from all three branches of government, the State Assembly, the City Council, and the Passaic County Freeholders. We'll also be giving them community service awards. We're asking that you please put that on your calendar and come out and support this event. It will be here at Kennedy High School. We will send out some emails this week to that effect. We've been in these schools for three years. We've bumped up to about 23 schools now and we've been quietly doing and accomplishing things that have been under the radar. We have a special program we're going to be doing this year. We're going to do a total video presentation of all the schools we've done in these three years. We're going to mention some milestones that this program has accomplished. Just moving on to something else, I want you to put that date in, November 8 from 10:00 a.m. to 12:00 p.m. here at Kennedy High School. I just want to give out a couple of comments. President Irving, I'd like to thank you for your assistance this summer. We had eight Paterson Public School students, a couple of Passaic County Tech, and a few who came in from outer reaches of Passaic County that worked with our program. We managed to accomplish three schools. What it would take close to 16 weeks to do we did in 8 weeks thanks to getting those kids the summer jobs to come work with us. We had three college interns. Since then we formed a student youth council that has 21 students that are from the Paterson Public Schools that is active now in the community. I also would like to thank Eileen Shafer, Ms. Santa, and Mr. Johnson. Your support has been truly critical at times. It's been there and it's kept us moving. It's been a very difficult doing this process. I also want to make mention real quick that we have now begun receiving grant funding. I want to make this clear because we've had major

issues over the past three years dealing with the individual school budgets. We now have a grant writer. We now have received our first three award letters this past week, which we will be issuing to School 6 and School 11. I see Ms. Roman is here. We also put in for School 15. We had a very intense presentation thing that just didn't go well because of the way things were going with us and the district directly. So I'm very pleased and happy that we're able to continue and lessen the financial burden on these schools so that we can continue our work. I want to thank everybody for supporting. The surprise in terms of our accomplishments and numbers, we'll present that at the award ceremony on November 8 and I look forward to seeing each and every one of you there.

Comm. Irving: Thank you and great work!

Ms. Sailus Cabral: Good evening Board. My name is Sailus Cabral and I'm just here as one of the parents that also have the questions regarding the IEPs. I have plenty to discuss and not enough time to discuss it so I'm just going to constrain my time to just talking about the IEPs. I have two daughters that are supposed to have a finalized IEP. They do not have a finalized IEP and there are two other children that are roaming around in regular classes or being pulled from class to class not knowing where they're supposed to be. I'm one of those parents dealing with two children that do not have finalized IEPs. I do have more to discuss, but not enough time to discuss it.

Comm. Irving: Which school do your kids go to?

Ms. Cabral: School 27.

Comm. Irving: We typically ask one of the assistant superintendents to sit with you just to learn more about that.

Ms. Cabral: I spoke to someone today. I'm just going to give them the time to correct everything else that I had to discuss, but I do not have enough time to discuss everything that I do have to discuss. I will shed light on what was mentioned regarding the IEPs. I'm one of those parents that are currently dealing with that problem of not having a finalized IEP for two children. They're not given the correct academics that they're supposed to be receiving to have success. If that was supposed to be in plan for them to be successful, it's not happening. I am one of those parents that are here bringing light to what she did say. There are children that are walking around without finalized IEPs. It is true. Thank you very much for your time.

Comm. Irving: Just step to your right and I'm going to have Ms. Peron connect with you to learn a little more about the situation and try to best assist in that.

Ms. Rosie Grant: Good evening Commissioners, Dr. Evans, members of the staff, and audience. I'd like to begin by congratulating tonight's honorees for jobs well done on all counts, especially Ms. Diodonet and the School 5 team. Ms. Diodonet went with me to the State Board of Education to present the PowerPoint that she did today. It was well-received. The School 5 attendance improvements will also be highlighted in the National Grade Level Reading Campaign bulletin that will come out in a week or so. There is some conversation around having her present to a New Jersey principals meeting that's specially going to be called around attendance. I agree with her that every child should have a Success Mentor. I want to announce that the Paterson Education Fund's Voter's Guide has been published. It's the Educated Voter's Guide to the School Board Election and it is available on our website at paterson-education.org. Our candidates' forum will be next Monday the 20th at 6:00 at Kennedy High School.

The public is invited and we expect all but one of the candidates to be present. We're just waiting on confirmation from the one. Regarding the test scores, particularly the SAT scores, there are some things that I wanted to remind us of. I am disappointed in the scores, but I do want to remind us that Paterson kids have been suffering from lack of adequate resources for 30 years since the filing of the Abbott case. We're struggling with inadequate facilities. We've been promoting the kids, social promotion, that couldn't perform at grade level for many years. These and other barriers are all things that have to be considered when we think about student achievement. We've got the Full Service Community Schools. We've got PBSIS. We've got all these other initiatives that are focused on removing the non-academic barriers and that's very important. But we must consider that there are so many more non-academic barriers even as we try to remove them and try to improve student achievement. After all, the reason the kids are in school is for student achievement. So, let's work together to see what we can do to bring those test scores up. At the same time, remember that we're suffering from many years of neglect, underfunding, bad facilities, and underperformance. Let's put that into the mix and figure out not so much what caused it, because we already know what caused it, but what we can do to fix it. Thank you.

Mr. Marco Angelo: Good evening. I'm just a concerned parent of a kid in special education. We had a problem about a year ago and thanks to Susana Peron, she's an angel for Paterson. We always think that the school district is the worst we have until we come here and really find out there is hope. You guys have the answer for our problems. All I see here is numbers. Everything matches. Everything is beautiful. We have a perfect city. But we're not. We have a lot of schools where instead of principals we have dictators. We have a lot of schools that do not care about whether our kids are learning or not. Most of the time, I blame the parents because we're not taking part of the problem. We're not looking for solutions. One day I decided to come here and find out what this is all about. The answers are here because all principals that come here and all the reports that you get from schools in numbers they look excellent. But in reality we're all failing. We don't have the right crew up there working for our kids. Like I said, thank you, Ms. Peron. She's an angel for all the parents here. Comm. Irving, you're another one that when I need help you're there. You will see me here more because now my job as a concerned parent is to see who else I can help, not just helping my kid. Bring them here. If I have to bring them in my car I will do it because the answers are here. I will ask you guys one day just surprise any school. Don't call them because when you call them ahead they get ready and they show you what's not true. That's my truth and that's what I said and stand on. Good night.

Ms. Tamicka Bolds-Wilson: Good evening Dr. Evans, Ms. Shafer, and Board members. My name is Tamicka Bolds-Wilson. I'm a parent in John F. Kennedy High School's BTMF Academy. I was here at the last Board meeting in reference to the band and the uniforms. I'd like to say thank you. They did purchase portions of the uniforms. However, the band was asked to participate in a fund raising event at Bergen PAC which was four weeks ago when we attended an event. The parents have been selling tickets and the bus was approved. We have a bus. However, today the AD explained to me that the principal canceled it. He said he did not want the children going out in public looking like that. Newsflash – we have five games that we have been attending in public where the students were looking like that. But what is that? These are our children. If you felt as though they were looking like that, why didn't you come to the Board and address the issue with uniforms if that was a problem then? Don't make it your problem now because they want to participate in an event and now you're embarrassed. The problem is the paperwork. He received that paperwork three weeks ago. He never got it approved. So now you want to use the uniforms as an excuse when he knows we don't have uniforms. We've been wearing jerseys, black uniform

pants, and black sneakers. Why is it that now our children have to suffer again and lose out on money because this evening consists of four bands, ours being one. Each band will receive \$500 just for participating. Parents are in attendance because we have to buy our tickets, but the children go for free. Now, I would like to ask the Board if he canceled this event is he in fact going to give our band \$500 for failing to push that paperwork through. Where is his accountability? If the band director didn't do it and it sat on his desk for three weeks, then he should have put it through. That's my concern. It's not fair to our children that they're going to miss out on money when everybody in the city knows that these children are in need of uniforms. Two years he's been here and he knows we don't have uniforms. We've been wearing white shirts or anything we can get to look uniformed. So don't make this an excuse now about our appearance because these people invited us. They didn't have to. They want to hear the sound, the rhythm. They want to see the teamwork. They want to see parents involved. This is why they invited us. They could have invited anybody else. When we went to West Milford, Hackensack, Ridgefield, when we played at home against Tech, and when we played at home against Passaic he was only in attendance at one game. The other four you were not in attendance. So don't say how we appear to be when you're not there to see for yourself. Now unless you can sit here and tell us how we look and how we sound, then don't go telling anybody you don't want us in public. That's a disgrace. Shame on you! What he should have said was, "What can we do to help you look uniformed while you represent our school?" That's what he should have been saying, not, "We don't want you in public." What does that say about our building principal? I want to know what we're going to do about these tickets that we've been selling.

Ms. Shafer: What is the date?

Ms. Bolds-Wilson: The event is on October 21. It's a Tuesday evening. It's at Bergen PAC.

Ms. Shafer: Thank you.

Ms. Bolds-Wilson: Thank you.

Ms. Marcella Simadiris: Good evening, Marcella Simadiris, Napier Academy. Last month I came and before I got a chance to speak I watched Mr. Best's presentation about the HIB policies within the district. I couldn't really recall the training he spoke of that he said all the teachers in the district had. I remember hearing some things a couple of years back. I wasn't sure if that was the training. I'm human. I could be making mistakes. I might be overlooking something. So I sent an email and I told him I didn't recall it. I asked him if he could describe what the training looked like and when it might have occurred. I haven't gotten a response but I've been asking a lot of teachers if they had been trained. There are little bits and pieces that HIB has been mentioned at staff meetings. I'm trying to understand what that training looked like because I want to know if I indeed was trained or not. I know that I've utilized the online form that you fill out if you see something or if a student complains to you. That was something that my principal just mentioned to me and I went on and followed the prompts and it was very easy. But if there's more training I would like to know what that consists of. Then I just wanted to know if anybody got a chance to look at the notes I wrote on solutions about the concerns that I spoke of last year. I put a lot of work into it and I really believe in some of the things that I spoke of in those solutions. There was that whole thing with the little girl getting picked up from Dale Avenue. I spoke about how in the past I had been asked to dismiss first graders and I refused. So I'm wondering if the Board or the Superintendent's office has discussed creating a policy for principals to let them know that third grade and under must get dismissed by their homeroom teacher. You don't

want to have somebody in charge of dismissing kids and they have to know about six different class lists because they're not going to be as effective in making sure that child goes home with the right parent. We're all fallible. We all can make mistakes and we want to reduce the chances of mistakes. I think if we ensure that children from third grade and under get dismissed by homeroom teachers that would be helpful. I was supposed to bring a flyer and I got mixed up with the wrong flyer. They're only actually two of them, but I'm going to give these two if you guys can make copies and share. It's beneficial. It's about reducing the achievement gap. It's created by Montclair Cares about School. I'm from Montclair and we're actually having some issues with what they call the achievement gap. I like to call it the privilege gap. They're having an event on October 26. That's the flyer I meant to bring. It's a church and I forgot the name of it, but I can send that in an email. It's basically about how boards are pushing back against these education reforms. I live in Montclair. It's supposed to be progressive, but actually it's not. It's surprising to see that towns like Bloomfield are more progressive and they're taking the initiatives and coming up with policies that really push back against these high-stake tests and education reforms. I truly believe they're just a way to implement the oppressor's plan.

It was moved by Comm. Guzman, 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. Guzman: The first thing I want to acknowledge is the parent who spoke about the event on the 21st. This goes to Dr. Evans and Ms. Shafer. I know you took the information of the event, but things like this, especially when our kids are getting prepared for something, discourage them and take away the enthusiasm that they have. I think this is something that we need to follow up with and make sure that our kids who are looking forward to this don't miss out on this opportunity. To the parents that are here today, especially the parents that spoke about IEPs, I can tell you that I know an IEP is very important, especially for our kids that need it. They have the special need so they need it in place. I want to thank you parents who are here today. As you know, unless you come to us and let us know what's going on there's no way that we here as Board members can know what's happening. We are here to represent you. We are here working for you. We don't get paid for what we do. This is completely voluntary. I repeat this many times because a lot of people think that we get paid for what we do and we don't. We are here to listen to you, to represent you, and to work for you. I think that IEPs are something that has to be a priority at this point in time. We need to definitely handle that, especially being already in the middle of October. I don't have an explanation for it. To close my remarks, as I mentioned, Board members here don't get paid for what we do. It's completely a voluntary position. You know elections are coming up in just a few weeks. We are three weeks away from elections. I am not running for the Board again. I have to make sure and repeat that. I am not running. I am not campaigning.

Comm. Irving: You've made that abundantly clear.

Comm. Guzman: Yes, I did. I did my two terms and I am gracefully and gladly waving goodbye, but not until January. They told me I have to sit on this chair until the new members come in. But I do tell the people in the community to take a look at the Voter's Guide and take a look at the people who are running for election. We have a lot of good candidates and a lot of people that are running. But you have to make sure of the main thing, that they have the children's education in mind. It has to be for the kids. It's not a

steppingstone for politics. I said when I ran for this Board I was running for my daughter. That's exactly what I did. I ran two terms and I am out. I think I'm done with politics. I do tell you this because on this Board right now we have people that are working for our kids and that are here every day making sure that things get done and are fighting out in the community. I want you to take a look at this Board and the people that are running. I personally can tell you that out of the three incumbents that are here sitting down today I recommend that each and every one of you come out and vote for them. These are people that I know are fighting for our kids. Flavio Rivera has just been on the Board for a couple of months and he has that energy that this Board needs. Comm. Cleaves is here all the time. I take my hat off to her because she's definitely here at all times fighting for our kids. What can I tell you about Dr. Hodges? I'm not even going to go there expect to say that you know he talks and he talks a lot, but he gets the work done. I just encourage everyone to come out to vote. I'm not campaigning, but do it for those that are actually doing it for the kids. Thank you.

Comm. Irving: This Saturday, October 18, for the Board and the public, there's going to be the Family and Community Engagement Fall Conference. There have been several mini-conferences, as Comm. Cleaves alluded to, that have been happening at different schools. This conference will feature Dr. Evans and Dr. Newell in several workshops that are going to be held at Eastside High School, 150 Park Avenue. Registration starts at 8:30 a.m. All parents, guardians, and family members are welcome.

Comm. Hodges: I want to thank Comm. Guzman, I guess, for that recommendation. Coming from you I really do appreciate that. I want to thank the students and the administrators for their awards that they received tonight. I didn't get a chance to personally say it to the community. We do appreciate having our schools and our children excel. We want any demonstration of excellence to be recognized throughout our community. I am extremely concerned about the IEP situation. As a few of us know, this is a very serious concern to this district. We've had some problems in the past with special education and we have no leeway for these kinds of errors or problems to continue in this school district. Our students cannot afford it. I think we've seen the test scores and some of the data did not go into special education students. We need all of our areas addressed. I'm going to conclude my remarks referencing student achievement. I know the young lady brought this flyer about student achievement. Last night I was in Trenton at a statewide task force on trying to close the student achievement gap. What's going to happen – and this is a little announcement to the Board – one of the workshop sessions is going to be a short update on what that task force is going to present. It will occur at 4:00 in the great hall. The reason this task force was put together is because many of our school districts do not look at student achievement. They do not look at how to close the achievement gaps within their particular districts. It is not a major focus and strangely enough the urban districts are forced to do that on a regular basis. The training that the School Boards Association currently gives has to be changed because we stopped telling new School Board members that was an important function. The reason some of us asked to have the test scores brought to this meeting is so that the community could begin to recognize some of the challenges ahead of us for their children and for them. They're part of this and we've got to address those test scores. Not just the Board members and the administrators, but all of us as a community. Those test scores result from collective inaction, not just somebody else that you can point your fingers at. This is a tremendous problem and we all need to roll up our sleeves and get about the business of making those numbers a lot better than they are right now. Thank you.

Comm. Kerr: I, too, just want to take a second to congratulate the principal and administrators who were awarded here this evening. I also want to congratulate again

Mr. Juan Griles for his extraordinary performance as a coach in our district. He has directed our boys and girls and I was moved by his powerful words of encouragement. I'm very happy and blessed to have this gentleman in our midst as one of our coaches. Regarding the presentation tonight on School 5, I could not but notice this quote here which says, "According to the New Jersey PBSIS website research suggests that schools with a positive social climate are associated with fewer occurrences of conduct problems and better student performance outcomes." My takeaway from this is that it does not necessarily take a whole lot of money to improve our schools. One of the critical elements that we are missing is our attitude towards education. Simple things can happen. I respect what the principal has done. She made sure that she put a program in place and it worked. That's what it takes. It takes everybody moving in the same direction and in the same mission and we can improve our school. It's not about Focal Point or IFL. It's about what happens in real time in the classroom. There will be a School Board election on November 4, just in case you did not know.

Comm. Cleaves: Thank you for reminding me.

Comm. Kerr: I believe this is a very important election. I remember when I was running for School Board a long time ago at a meeting like this. The last televised School Board meeting as a candidate I would be up at that podium speaking about my platform and what I would like to accomplish in this district. You look tonight. Where are the candidates? That's important to note. Where are the candidates who want to come here and serve? This School Board is not something to profile. It is a place where you come committed to the advocacy of education for our kids. We have not seen that in this year's election. I want to tell you that I've gone through this thing and I'm getting a little bit excited about this because it is costing our kids. We have three Board members running. Comm. Rivera is running unopposed so we are not worried about him. But we are concerned about the other two incumbents. I believe that Comm. Cleaves has done an incredibly solid job serving in that capacity. As such I believe she should be returned to continue the service that she has been doing for our children over the past three years. What can I tell you about the Dean of the Board, Comm. Hodges? He has been there for our kids. He has worked hard. He has committed himself to the service of our kids. As a Commissioner here, I would like to say that I would like to encourage the rest of my colleagues to show real support for these Commissioners, Chrystal Cleaves and Jonathan Hodges. Thank you.

Comm. Martinez: Good evening. I just want to first say congratulations to all the recipients of the awards that were rendered this evening. They were very well-deserved awards and the service you've been rendering to our students in our community is very much needed. Thank you for that. Specifically I just want to talk briefly about the work that's going on at School 5. I know a lot of folks have been waxing poetic about this evening, but it's worth it and it's definitely something that should be applauded. Principal Diodonet mentioned earlier in her comments the impact that Full Service Community Schools has had on School 5 and I couldn't agree with her more. Taking that holistic approach has demonstrated through its results that the students have been demonstrating how serious the need for not only addressing the academic needs of our students, but also the holistic approach. What they're facing outside of the boundaries of those school walls directly impact what takes place inside. So that Full Service Community School approach is something that has been demonstrated time and time again to be fruitful and it's something that we need to continue to grow in this district. Ms. Santa, I just want to recognize you because I know in my past work and working with you all at School 5 you created that foundation which they all stand on. You passed that baton to Principal Diodonet. She took it and ran with it, but you definitely set the tone there and your impact is still very much felt there. I want to just make sure

that you're recognized for that. Everyone is talking about the election and I guess it's time for me to talk about that. The colleagues mentioned we do have a great team assembled right now and I want to stress the importance of team. We have three individuals who are running, but collectively this is where we're able to make our biggest impact the way we're able to work together. Dr. Hodges, he brings a wealth of experience and knowledge to the table. He and I don't often see eye-to-eye in our approaches about things, but I definitely respect him and I appreciate what he brings to the table. Flavio Rivera brings a fiscal background and intensity with him and that's something that we definitely need to continue being a part of this Board. Comm. Cleaves is the epitome of a team player. She is someone who is the cool head that prevails at times when we get a little bit overheated. She is the one that kind of reins us all back in and she does a phenomenal job of working cooperatively with all of us. We have a phenomenal team. We have three individuals who are running, but we have a great team. This is why I believe this Board has been able to play its part in moving this district forward, because of the teamwork that's been demonstrated time and time again by everyone who's sitting up here on this dais. So I encourage everyone to go out on November 4 and tell everyone. This is a very important election. These local elections oftentimes have more impact on our day-to-day lives than the larger scaled elections. So please encourage everyone you know to get out and vote on November 4. I appreciate everyone who would go out and support our colleagues. Thank you.

Comm. Cleaves: I wish that the parents that spoke this evening were still here because most of our comments are for them. They've already left, but if they make it home they can watch this on television. Please excuse my voice. To the parents that brought their concerns to us tonight, know that we take your concerns very seriously. We thank you for being concerned parents to come out and speak up for your children and be the voice of other children whose parents aren't able to either come to the meeting or know to even come out to the Board meetings. This group up here does what it does because of the love of the children that we have here in the City of Paterson. When the parents come out and reciprocate that same love that we have up here I think whatever gaps we have in the community can be shortened because we're working together as a unit. To all of the honorees that were honored this evening, kudos to you because people like you are the people that all of our children need to know that exist. Not only the school district, but Paterson has great people and they're doing great things. So we need to publicize the greatness that's going on within our different schools. The newspapers are always printing what we're doing wrong, but very rarely do they ever print what we're doing right. So the honorees that we had this evening, you're doing something right in those schools and I thank you for doing the right things. I wanted to commend Mr. Thompson on the job that he does in our schools with his art. Many folks don't know that he is a cancer survivor. He's doing something for our children knowing that he overcame something. He has a testimony that goes along with his story of his art. I wanted to thank him for not sitting on his talent and not thinking about what he could be thinking about but always thinking about our children and putting them and the hallways that they have to walk down first. When you walk into a building and it's full of life the children tend to be full of life for school and a zest for learning. So I wanted to thank Mr. Thompson for that. To my colleagues that think that I am competent and capable of doing what I do day in and day out for the children here in the City of Paterson, I thank you for your kind words. I thank you for your gestures. I thank you for tugging on my coat. I thank you for yelling at me when you have to. I thank you for listening to me. Again, thank you all.

Comm. Rivera: Good evening. I would like to start by saying that I've only been on the Board for a few months, but I've been in touch with a few parents regarding many of their issues. I'm just a little concerned about how long it takes for a lot of those issues

to get addressed. Maybe we should have a process in place to make sure that a lot of these concerns get addressed in a timely manner. We're dealing with people's lives here and as a parent if there's something wrong with my child and I inquire or request for something to be done, I would like to receive an answer in a timely manner. The longer we wait, the longer it's going to take for that child to progress in the district. Regarding the uniforms, the lady that was at the podium came about three weeks or a month ago and this is unacceptable. We have to have something centralized. The athletic director needs to make sure that every team is equipped with what they need. We have an almost \$500 million operating budget. We need to make sure that they have what they need. Talking about the budget, I was unfortunate to not be here at the Board during the budget process. I noticed that we have been very dependent on using our surplus to plug in whatever gap we have and this is a big concern. I know a lot of things have contributed to us having the need to use our surplus to meet our budgetary needs, but I just don't like the way we're heading. Talking about our budget, I was looking at the revenue section of our budget the other day and I would like to put a request through the administration. I raised a question regarding the sale of a property that we have for \$2 million. I was told that revenue might not be realized. My request to the administration is that maybe for the next meeting or as long as you need I want to know where we're going to cut the \$2 million from. Just show us where we're not going to spend \$2 million to make up that difference. Again, if you understand budgets, for every dollar you spend you have to have a dollar of revenue coming in. If we have anticipated revenue in the budget for \$2 million and you tell me that we're not going to collect it, then that's an issue. We have an election on November 4. I've been fortunate to work with some of the candidates that are here on the Board. Errol and Comm. Hodges have been on the Board for a long time. You bring a wealth of knowledge. You have been here so long that you have seen all the positives and negatives that have gone on with the district. Comm. Cleaves has been here for me since I started. She's been very supportive. Like Manny mentioned, she's a team player and most important she loves what she does. She loves this community. She loves the kids. I want to encourage everyone to go out and vote on November 4. This is very important. I don't put many requests through here publicly, but I'm just concerned of the direction we're heading when it comes to our fiscal matters. Everything starts there. You can put any plan in place that you want, but you have to have the resources to at least start to go through with the plan. I want to see where the \$2 million are going to be reduced from some time in the future. Thank you.

Comm. Teague: Good evening. First of all, I'd like to congratulate the honorees and everyone that received an award this evening. Second of all, I'd like to thank the parents who came out tonight. It's not very easy to come out and stand before the Board and the administration to discuss things that are of concern to you. A lot of times in speaking to parents a lot of parents don't come out because they're afraid that they'll be criticized for actually questioning things. I know in today's world it's not very popular to question things, but these are your children. The fact that you're their parents gives you the right to come and question anything. And not just here but make sure you go to your child's school and question what's going on there. Make sure you go to 90 Delaware Avenue and ask questions there. Do not feel intimidated to ask any question. I don't care if somebody gives you a dirty look when you ask the question. Go up to that security desk and ask to speak to who you want to speak to. Don't leave until you get the answers that you're seeking. No one is going to give you the things that you want. Sometimes you have to take them. Sometimes you have to make a demand as a parent and say that you have a right as a parent to know what's going on with your child. So when you take a more aggressive position you'll begin to see things happen. I'm still discouraged that there are not a lot of parents coming out because these are the meetings where you have an opportunity to come forward and speak your mind and let

the Board know how you feel about the issues that affect your children. That's why we're here. That's why we ran. On that note, two of my colleagues are running for reelection and I want to say that being on this Board is not an easy task at all. With the condition that our district is in we need to make sure that we keep people that have experience. The two colleagues to my left, Dr. Hodges and Comm. Cleaves, have experience and they've been working very hard on this Board. I'm saying this because we have to have a sound mind when we go forward. We cannot allow someone to come before you with a song and dance and then just take your vote from you. You need to ask them where they have been in the past. What work have you done in the community? What work have you done as a parent? Are you a parent? Do you have any children in the school district? Do you have a vested interest in the district? These are questions you need to ask. What kind of work do you plan on doing in the future? I want to encourage the Paterson community to take this election very seriously because it involves your children. The choice that you make on the 4th will be the result of everything that happens going forward for the next three years. Make sure you keep that in mind. It is your decision. It is your choice. Don't let anyone cram anything down your throat. It is your decision as to who you want to vote for. Lastly, I just want to make it perfectly clear, because it hasn't been brought up, but I have received some phone calls. Never once did I make any type of attacks against NJCDC. Never! The only comment I made was that the facility they're in now is smaller than the one they were in before. That was just a personal comment of mine. But it was never a gripe against the organization. If anyone comes to you and tells you that, they're lying and you can have them call me and I'll tell them they're lying. Let's make sure that's clarified. Sometimes it's hard to separate a parent from a Board member and at that moment I was a parent. If anything goes wrong at my daughter's school – and I'm already getting on them about the bussing situation there – I'm going to get involved in it. That's all I need to say about that. Thank you.

Comm. Irving: I just have one comment. What I'm about to say some people may not like, but I'm going to speak my truth. It echoes Comm. Kerr's sentiment. I disagree with everyone up here who said that we have a completely sound group of candidates. This is quite frankly the weakest group of candidates I've ever seen in a School Board election. I'm sorry. These are folks who have taken up positions who have not been to a single meeting, who have not attended a single workshop, who have not asked a sitting School Board President for conversation, advice, or confidence. I'm sure many of you have not been approached and asked. So I think you need to be very careful as we inform the public. I can only tell you from my perspective that this election to me is a very tough one because there are just so many personalities and people who I have no clue who they are and what their motivation is for running. I will say emphatically Comm. Cleaves has my empathic support and I support everyone else for choosing to run. But their enthusiasm or lack thereof as a group has been indicative of a lackluster ability to want to serve on this Board. I think we all work collectively too hard to allow folks to get on who don't show a level of interest to be able to do it. So I want to make it very clear from my standpoint that the field is not as robust and in-depth. It's interesting because I remember when we made the decision to change elections to November there was so much concern about how politicized it would be. But this is exactly what we have run into time and time again, folks coming in and not having a single idea for what it is to serve on this Board. I wish all the candidates good luck, but I will certainly be supporting Comm. Cleaves empathically and I wish everyone a fond adieu. Dr. Evans, I know you have a response to one of the comments and I'm going to give you that opportunity now.

Dr. Evans: It's in relation to the special education concern that has been expressed by some of our staff, particularly the individuals who are on the child study teams. They

are fundamental to the development of an IEP. Our district some time ago was reviewed and determined to be out of compliance because of overrepresentation of one of our minority subgroups in special education. The corrective action plan had to be developed and implemented and part of one of the artifacts of that was a revision to the process that resulted in a review of every decision that a child study team made to make sure that it was first grounded in the test results and other information that informs decision-making. That's the process in place and that's the process that's in question. Ms. Peron actually has more detail than I do. I think it was the union that filed a grievance. The DOE reviewed it and indicated that they supported our process because of the fact that we were grossly over-representing one of our minority subgroups in special education.

Comm. Irving: Thank you for your clarification, Dr. Evans. I just want to take heed that we had a really good workshop until midnight. We still have an executive session tonight, so let's try to get through this as soon as we can. We have a pressing issue we need to discuss in executive session.

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Irving presented the minutes of the September 10, 2014 Workshop Meeting and the September 17, 2014 Regular Meeting, and asked if there were any questions or comments on the minutes.

It was moved by Comm. Martinez, seconded by Comm. Guzman 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. Martinez: The curriculum committee met on October 6. It began at 5:42 and concluded at 7:07. We vetted action items A-1 through A-49 which we are presenting tonight.

Comm. Martinez reported that the Curriculum and Instruction Committee met, reviewed and recommends approval for Resolution Nos. A-1 through A-49:

Resolution No. A-1

Intent to Apply as a Partner w/St. Paul's Community Development Corporation: Promise Neighborhoods Planning Grant Competition for new awards for fiscal year (FY) 2014. Number 14.892 (Planning grants)

Whereas, the *Choice Neighborhoods Program*: The Choice Neighborhoods program is carried out under the legislative authority of the Department of Housing and Urban Development, Office of Public and Indian Housing. HUD supports national significant programs to improve the quality of neighborhoods, community, and revitalization efforts; and

Whereas, Choice Neighborhoods Planning Grants will support the development of comprehensive neighborhood Transformation Plans. The Transformation Plan should

integrate effective strategies to implement public and/or assisted housing revitalization, the coordination and design of supportive services, including educational opportunities for children, and neighborhood-level planning to improve a range of neighborhood assets. The Transformation Plan should be created as part of a collaborative planning process that involves neighborhood stakeholders and local governmental entities to build the necessary support to successfully implement the plan; and

Whereas, the *Eligible organization* means an organization that: (1) is representative of the geographic area proposed to be served (as defined in this notice); (2) Is one of the following: (a) A nonprofit organization that meets the definition of a nonprofit under 34 CFR 77.1(c), which may include a faith-based nonprofit organization. (b) An institution of higher education as defined by section 101(a) of the Higher Education Act of 1965, as amended. (c) An Indian tribe (as defined in this notice); (3) Currently provides at least one of the solutions from the applicant's proposed continuum of solutions in the geographic area proposed to be served; and (4) Operates or proposes to work with and involve in carrying out its proposed project, in coordination with the school's LEA, at least one public elementary or secondary school that is located within the identified geographic area that the grant will serve; and

Whereas, the *Type of Award*: Discretionary grants. *Estimated Available Funds*: \$5,000,000. These estimated available funds are only for Planning grants under the Choice Neighborhoods program. Contingent upon the availability of funds and the quality of the applications received, we may make additional awards in FY 2014 or later years from the list of unfunded applicants from this competition. *Estimated Range of Awards*: Planning grants: Up to \$500,000. *Estimated Average Size of Awards*: Planning grants: \$500,000. *Maximum Award*: Planning grants: \$500,000. The maximum award amount is \$500,000 per 24-month budget period. We may choose not to further consider or review applications with budget requests for any 24-month budget period that exceed this amount, if we conclude, during our initial review of the application, that the proposed goals and objectives cannot be obtained with the specified maximum amount. *Estimated Number of Awards*: Planning grants: Up to 10; and

Therefore, Be It Resolved, that the Paterson Board of Education submit a Memorandum of Understanding with St. Paul's Community Development Corporation as part of an application for a Choice Neighborhoods planning grant in the amount of up to but not exceeding \$500,000.00 to be used toward the Paterson Community and neighborhood schools (yet to be determined) for the period beginning September 2014 through September 2016, and authorize a contribution of in-kind services as required.

Resolution No. A-2

Joint Partnership between Paterson Public Schools and New Jersey Community Development Corporation to Sustain YouthBuild Academy for the 2014-2015 School Year

Introduction: The Bright Futures Strategic Plan 2009-2014 for the Paterson Public School District (PPS) places a clear and deliberate emphasis on effective academic programs. Research has shown that improvement in student achievement depends on building the district's capacity to operate systematically and take specific steps to improve and create effective academic programs, and

Whereas, in accordance with Bright Futures Strategic Plan 2009-2014, Priority I: Goals 1, 2, & 3; Priority II: Goals 1, 6, & 7; Priority III: Goal 4; and Priority IV: Goal 2 and 3; the

district is seeking to develop specific action plans that improve student achievement via school choice, safe, caring, and orderly schools, and

Whereas, the district seeks to align indicators of success that include specific actions for the district, school personnel, students, families, and community members aimed at improving the graduation rate and reducing the dropout rate, and

Whereas, the Strategic Plan, reflects the systematic integration of efficient and responsive operations that supports each school enabling them to offer services that will address the need of the “whole child”, this placing greater emphasis on the needed supports relative to teaching and learning, and

Whereas, every year approximately 35 young Patersonians between the ages of 16 and 24 participate in the New Jersey Community Development Corporation’s (NJCDC) Great Falls YouthBuild program for the opportunity to get a second chance demonstrate their academic and personal success, and

Whereas, with NJCDC providing \$750,000.00 (half the total budget), it will be a true partnership and another example of the District leveraging resources for Paterson students, and

Whereas, PPS will provide \$750,000.00 to NJCDC for the direct support and sustainability for the YouthBuild Academy serving 75 Paterson students between the ages of 16 and 23, and

Whereas, PPS will contract with NJCDC, which will provide all academic resources necessary to achieve rigorous, measurable outcomes as agreed upon in the memorandum of understanding and

Whereas, the PPS renewal of the agreement with NJCDC to continue the YouthBuild Academy will be contingent upon meeting and/or exceeding evaluation criteria outlined in the memorandum of understanding, and

Whereas, the YouthBuild Academy will offer certificated courses in OSHA, Nursing Assistant, Contraction, Facility Maintenance, Food Handler, Food Manager, and Microsoft Office, and

Whereas, the Board attorney has reviewed the memorandum of understanding and has found it to be acceptable as written, and

Be It Therefore Resolved, that the Paterson Public School District Board of Education approves the direct support and sustainability of YouthBuild Academy, in partnership with New Jersey Community Development Corporation, and approves the PPS monetary contribution to the NJCDC in the amount not to exceed \$750,000.00 (based on available funds) for the period beginning July 1, 2014 through June 30, 2015, for the specific purposes of providing effective academic outcomes.

Resolution No. A-3

Whereas, the implementation of Core Curriculum Content Standards, including Physical Education and Health Instruction is a priority for the Paterson Public Schools (the “District”); and

Whereas, Passaic County Community College currently allows the District to conduct physical education classes for Panther Academy students on its premises pursuant to a Memorandum of Agreement dated July 21, 2004; and

Whereas, Passaic County Community College has offered to extend the use of its campus gymnasium to District students enrolled at Silk City Academy; and

Whereas, access to these facilities aligns with District goals and priorities and ensures the provision of public education for students in the City of Paterson; and

Whereas, the parties have decided to amend the Memorandum of Agreement to include Silk City Academy students.

Now, Therefore, Be It Resolved that, the District approves the agreement, as supplemented by the Addendum, for which it will incur no additional cost.

Resolution No. A-4

Whereas, the Paterson Public Schools Department of Physical Education and Health is seeking to support the District's Brighter Futures Strategic Action Plan by addressing the sub-population that has been identified by the CDC/NJDOE as impacting student performance (P1G1,P1G2,P1G3) Increase Student Achievement, Create Healthy School Cultures, and Improve Graduation Rate, Reduce Drop Out Rate, and,

Whereas, starting September 2014-2018, the district committee will turn key information through district staff development for physical education and health teachers, support school climate, build teacher capacity and increase student achievement, and

Whereas, the CDC/NJDOE Partnership is intended to increase the academic achievement of students by enhancing student content knowledge and teaching preventive life skills regarding HIV/STIs. Partnerships between high-rate school districts' and the CDC/NJDOE is the core of these improvement efforts, and

Be It Resolved the Paterson Public Schools District in partnership with CDC/NJDOE will collaborate to improve the capacity of physical education and health teachers in middle school and high school that will increase the subject matter knowledge of district physical education and health teachers and students.

Resolution No. A-5

WHEREAS, Priority I, Goal of the 2009-2014 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

WHEREAS, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to Blessed Sacrament School in the amount of \$4,160.00 to provide technology to all nonpublic students; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Paterson Board of Education approve the contract between Blessed Sacrament School located in the City of Paterson and Paterson Public Schools for the grant period of October 1, 2014 through June 30, 2015.

Resolution No. A-6

WHEREAS, Priority I, Goal of the 2009-2014 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

WHEREAS, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to Dawn Treader Christian School in the amount of \$1,600.00 to provide technology to all nonpublic students; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Paterson Board of Education approve the contract between Dawn Treader Christian School located in the City of Paterson and Paterson Public Schools for the grant period of October 1, 2014 through June 30, 2015.

Resolution No. A-7

WHEREAS, Priority I, Goal of the 2009-2014 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement; and

WHEREAS, the district is eligible for Nonpublic Technology Funding. The district will administer the funds allocated to Gilmore Memorial Christian Academy in the amount of \$448.00 to provide technology to all nonpublic students; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Paterson Board of Education approve the contract between Gilmore Memorial Christian Academy located in the City of Paterson and Paterson Public Schools for the grant period of September 1, 2014 through June 30, 2015.

Resolution No. A-8

WHEREAS, the Paterson Public School District will implement assessments from the National Occupational Competency Testing Institute (NOCTI) which is align with Priority I: Effective Academic Programs, Goals 1, 2, 3, 4, 5, 6, and 7 of the Bright Futures strategic plan; and

WHEREAS, NOCTI offers competency assessments that are fair, reliable, and affordable to measure Career and Technical Education Programs. NOCTI assessments are designed to meet specific program needs and empower its educators to use data to identify, monitor, and accelerate the academic achievement of every student; and

WHEREAS, NOCTI assessments meet the Carl D. Perkins Grant accountability requirements, to guide data-driven instructional improvement; and

WHEREAS, National Occupational Competency Testing Institute (NOCTI) will provide assessment software, that ensures all students in the secondary career and technical education programs are tested with consistency and fidelity so that the data can be review and analyze in order to set effective goals for improvement and enable teachers to use the data to guide instructional planning, continue monitoring, and obtain the student's level of progress; and

BE IT RESOLVED, that the Paterson Board of Education approves the Paterson Public School District to utilize the NOCTI individualized assessments for students in the secondary career and technical education programs, under the Carl D. Perkins Grant, for 2014/2015 School Year not to exceed \$8,270.00.

Resolution No. A-9

Purpose: Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to authorize the development and implementation of a Bengali Mentoring Program through the Full Services Community School at PS#5 and the Bilingual/ESL/World Language.

Whereas, Priority 1 of the 2009-2014 Strategic Plan for Paterson Public Schools is Effective Academic Programs; and calls for "extended learning opportunities"; and

Whereas, the literature shows there is a rich and substantive history of mentoring partnerships amongst students; and

Whereas, a need has been established at the elementary level at PS#5 within the Bengali population in grades K-6; and these students could benefit from additional tutoring and academic support in their development of the English language; and

Whereas, Bengali bilingual High School students at JFKHS-SET and STEM Academy have been identified as possible and viable tutors for the above named elementary Bengali students and

Whereas, NJCDC in partnership with the Full Service Community School at PS#5 is willing to provide space, staff, resources, and snacks for the successful implementation of the above-named program at no cost to Paterson Public Schools;

Be It Resolved, the State District Superintendent and the Paterson Board of Education supports the Department of Bilingual/ESL/World Languages in the development and successful implementation of the above-named program.

Resolution No. A-10

Purpose: The goal of Science Projects Are Really Kids Stuff (SPARKS) is to engage students in first-hand experimentation and investigation in order to develop a solid understanding of the scientific principles and concepts, and to develop skills that students need to be life-long science learners. These skills are the focal point of what employers look for in tomorrow's Science, Technology, Engineering, and Math (STEM) workforce.

Whereas, the Bright Futures Strategic Action Plan 2009-2014 and New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that district curricula aligned to the New Jersey Core Curriculum Content Standards support the increase of student achievement.

Whereas, the SPARKS Foundation, Science Explorers program will serve all K-3 students at School No. 27. The school was selected because of its proximity to the AMETEK plant in Wayne. The AMETEK Foundation is funding the cost of the program and providing its scientists and engineers as mentors. AMETEK is partnering with the SPARKS Foundation to provide STEM education through the classroom visitation model. The SPARKS Foundation will provide School 27 with 10 weeks of curriculum aligned hands-on activities and all needed supplies. SPARKS Foundation certified teachers will work with School 27 teachers and students in an in-service capacity in the classroom for ten weeks throughout the school-year providing 45 minute hands-on science lessons in the classroom based on the district's core science curriculum. This program will enable teachers to become more familiar and comfortable with developing and engaging students in inquiry based hands-on activities in the classroom which is aligned to our district's instructional model for science.

Therefore, Be It Resolved, that the Paterson Public School District and Board of Education approve the application of one year collaboration and full participation with SPARKS Foundation to implement Science Explorers for a total of 10 weeks for Grades K-3 at School 27 with no cost to the school district.

Resolution No. A-11

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

Whereas, Youth Consultation Services will serve as the lead agency in the School-Based Youth Services Program at Eastside High School and have a focus on implementing its programmatic plan by focusing on the priorities in the "Bright Futures Strategic Plan" for the Paterson Public School District, with ah heavy concentration on Priority 1, Goal 1, Increasing Student Achievement. Goal II, Creating Health School Cultures, Goal III, Improving Graduation Rate, Reduce Dropout Rate. Priority II, Safe, Caring, Orderly Schools, Priority 3, Family and Community Engagement and;

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

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

Therefore Be It Resolved, that the Paterson Board of Education approve \$74,245 cash; \$50,761 in kind; total not to exceed \$125,006" support the School-Based Youth Services Program at Eastside High School from July 1, 2014 through June 30, 2015, in accordance with an agreement to be executed by the parties.

Resolution No. A-12

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

Whereas, the Paterson Public School District received a request to participate in an after-school basketball program in collaboration with the Taub Foundation and the City of Paterson, Division of Recreation for the 2014-2015 school year with a total cost for operation of \$165,607.00:

Taub Foundation	\$61,600
Paterson Public Schools	\$74,150.00
Paterson Recreation	\$29,857.00

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

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

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

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

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

Be It Resolved, that the Paterson Board of Education approves entering into an agreement with the Taub Foundation and the City of Paterson Division of Recreation to participate in an after school basketball program during the 2014-2015 school year, at an amount not to exceed \$165,607.00, with the district's share for the program being \$74,150.00.

Resolution No. A-13

Introduction: Aunt Elsie's Homestays is a Student Housing Agency that conducts winter immersion programs with students from China interested in visiting middle and high schools in the United States. Ten Chinese students would spend one week (November 17-21) attending school at Alexander Hamilton Academy in grades six, seven, and eight.

Whereas, participation in the Aunt Elsie's Homestays programs provides our students with a unique opportunity to mentor and interact with students from another country. The implementation supports the Bright Futures Strategic Plan 2009 – 2014 Priority 1 – Effective Academic Programs – Goal 1 – Increase Student Achievement – Goal 3 – Improve Graduation Rate, Reduce Dropout Rate and Goal 6 – Increase Academic Rigor.

Whereas, the New Jersey Core Curriculum Content Standards for Social Studies Skills, Civics, World History, Geography, and Active Citizenship serve as the academic foundation for this work.

Whereas, Middle School students from Alexander Hamilton Academy will gain exposure to students from another country and the opportunity to grow through mentoring and working with foreign students provides a service learning and leadership opportunity to our students.

Therefore, Be It Resolved, that Paterson Public Schools approves the agreement with Aunt Elsie's Homestays for an immersion program with students from China who will visit Alexander Hamilton Academy between the days of November 17 and November 21 at no cost to the district.

Resolution No. A-14

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it relates to Priority 1 – Effective Academic Programs and promote increased student achievement through extended learning opportunities;

Whereas, The Blossom Sisters Foundation will provide Professional Dance instruction on-site to The Paterson Public School 6 students K-8; and

Whereas, The Blossom Sisters Foundation will assist in developing Dance Education skills that will allow them to express their creativity, while building self-esteem, self-discipline through dance art expression. The children will learn professional dance instruction in ballet and jazz while developing an appreciation of the arts. The dance instruction and mentoring program will promote physical activity which will have an positive impact on our youth; and

Whereas, BSF will host special activities such as dance performances and mentoring workshops to promote parent family and community involvement CCCS 1.1, 1.2, 1.3, 1.4; and

Now, Therefore, Be It Resolved, that Blossom Sisters Foundation convene one month of dance classes with a culminating community performance at PPS #6 at a cost to Paterson Public Schools District not to exceed \$3,290.00.

Resolution No. A-15

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it relates to Priority 1 – Effective Academic Programs and promote accessibility to research and resources to assure quality professional development that is on-going and systematic for all teachers; and

Whereas, an informal project led by a single school teacher and a handful of volunteers has since evolved into a nationally recognized not-for-profit organization that serves students across the country; and

Whereas, Little Kids Rock is a national organization that supports learning in music with the donation of free modern band instruments that support lasting music programs with a focus on teaching kids to perform CCCS 1.1, 1.2, 1.3, 1.4; and

Now, Therefore, Be It Resolved That, that the Paterson Public Schools support that the program will be introduced at a Professional Development activity to be determined as an Arts Professional Development day(s) for teachers interested in collaborating with Little Kids Rock and an opportunity to receive complimentary instruments for their school's performing arts instruction and programs at no cost to the district.

Resolution No. A-16

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it relates to Priority 1 – Effective Academic Programs and promote increased student achievement through extended learning opportunities;

Whereas, the New Jersey Core Curriculum Content Standards 1.1, 1.2, 1.3 and 1.4 are aligned within the New Jersey Model Curriculum for writing a critique, increasing creativity, producing, and synthesizing skills through an authentic assessment of performance.

Whereas, students grades 4-5 of Charles J. Riley School #9, participate in 8 weeks of theater classes with a culmination performance at St. Joseph's Giggle Theater in collaboration with Mayo Performing Arts Center (MAYO).

Whereas, the culminating performance will be an integral part to further enhance student's critical thinking, problem solving, and overall civic and social skills as it relates to theater performances and production;

Whereas, theater workshops, supplies, two musical directors and two teaching artists will be provided by MAYO at no cost to the district;

Now, Therefore, Be It Resolved That, Paterson Public Schools approve the Mayo Performing Arts Center/PPS #9 theatre workshop and payment of stipends for two teachers at cost not to exceed \$2,550.00.

Resolution No. A-17

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it relates to Priority 1 – Effective Academic Programs and promote increased student achievement through extended learning opportunities;

Whereas, 10 Hairy Legs is supported by the Geraldine R. Dodge Foundation who has begun an intrinsic review in support of arts participation and education in the Paterson Public Schools and strongly recommended by then Chief Academic Officer Dr. Anthony Cavanna; and

Whereas, Dance, is one of the highest forms as well as one of the four disciplines aligned with the CCCS 1.1, 1.2, 1.3, and 1.4 and 21st century skills for creating, producing critiquing and performing; and

Whereas, 10 Hairy Legs will culminate workshop sessions with a family night for teachers, parents, students; and

Now, Therefore, Be It Resolved That, the Paterson Public Schools agree to 10 Hairy Legs' participation at Alexander Hamilton Academy for grades 2 and 3 at the at no cost to the district during its first year 2014-2015.

Resolution No. A-18

Whereas, the District's Strategic Plan is designed to prepare each student to be successful as it relates to Priority 1 – Effective Academic Programs and promote increased student achievement through extended learning opportunities;

Whereas, the Metropolitan Opera Guild (The MET) – Teaching through Opera continue in its third year with Paterson Public Schools Visual and Performing Arts Department at schools 3, 4, 8, 18, 26 and 28 to enhance teaching practice and improve student learning with opera in the classroom; and

Whereas, The Guild's approach thoughtfully connects classroom learning with libretto writing, music composition, staging, acting, singing, literary analysis, and critical response – and provides students with opportunities to create, present, and attend opera; and

Whereas, the Metropolitan Opera Guild will provide continued opportunities in 2014-2015 for students to learn and grow in several art forms simultaneously, leveraging the multi-disciplinary (music, theatre, movement, dance, visual arts) basis of opera as well as authentic evidence, photography, video, and student critiques; and

Whereas, the Metropolitan Opera Guild teaching artists will collaborate with classroom teachers in making connections between opera and other classroom subjects (such as language arts, social studies, and foreign language), thereby providing integrated instruction with explicit connections to curriculum standards; and

Now, Therefore, Be It Resolved That, the Paterson Board of Education approves the participation in this program, in accordance with an agreement to be executed by the parties not to exceed \$21,430.88.

Resolution No. A-19

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 Department of Academic Services/Special Programs has aligned its Goals to provide accessibility to research and resources to assure quality professional development that is ongoing and provides guidance to teachers;

Whereas, Dr. Lindsay Clare Matsumura of the University of Pittsburgh and Richard Correnti, Donna DiPrima and the Institute for Learning (IFL) will conduct a study entitled, "Online Professional Learning for High Quality Reading Instruction";

Whereas, teachers will engage in developing and receiving an online professional development system that improves student's reading skills through increased quality of reading comprehension instruction.

Therefore, Be It Resolved, that the district allows Dr. Lindsay Clare Matsumura, Richard Correnti and Donna DiPrima and the Institute for Learning (IFL) to develop and study a web-based professional development program for teachers, beginning in October 2014 and concluding in June 2015 (Year 1); at no cost to the district.

Resolution No. A-20

WHEREAS, the State Superintendent, Dr. Donnie Evans, continues to support high student achievement consistent with established standards, effective principles of learning and student learning needs, and

WHEREAS, the State Superintendent, Dr. Donnie Evans, in collaboration with Montclair State University has developed a program aligned to the tenets of the Effective Schools Model that will foster simultaneous renewal of schools and teacher education that will be able to accomplish the task of setting direction, creating alignment, and supporting a culture and climate of collaborative learning resulting in continuous nurturing of excellence, and

WHEREAS, under the direction of Concetta E. Donvito, Ed.D., Director MSU Network for Educational renewal professional development opportunities will be provided for all district administrators and teachers inclusive of study groups, an action research team, a summer conference, the Teachers as Scholars Program and a fall and spring PD series at a cost of \$5,000.00

WHEREAS, the program will begin in September 2014 and end in August, 2015.

NOW, THEREFORE BE IT RESOLVED, that the Paterson Board of Education approve the Montclair State University Network for Educational Renewal Program in the amount of \$5,000.00.

Resolution No. A-21

WHEREAS, the district's Strategic Plan's first priority is to provide Effective Academic Programs; Gifted and Talented Education serves the purpose of providing instruction that challenges high-end learners and meets each student's learning needs.

WHEREAS, Great Books K-12 programs are based on the best educational research available in critical thinking, text complexity, close reading, collaborative discussion, writing, assessment, and more. With consistent program use, students gain in reading comprehension, critical thinking, speaking and listening, and writing.

WHEREAS, Great Books programs meet the key instructional shifts mandated by the Common Core State Standards by:

Balancing literary and informational texts, building knowledge in the disciplines, providing a staircase of text complexity, requiring text-based answers, focusing on evidence in writing and expanding vocabulary.

WHEREAS, to implement the Great Books program with fidelity the ELA from the Paterson Academy for the Gifted and Talented will participate in professional development on the Shared Inquiry method which provides a consistent approach to instruction that they can employ effectively in a wide variety of subject areas.

THEREFORE BE IT RESOLVED, that the Paterson School District enters into contract with Great Books to provide professional development for ELA teachers in Grades 3-8 for an amount not to exceed \$1,950.00.

Resolution No. A-22

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

WHEREAS, the Department of Special Education Programs 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 to provide Professional Development for Special Education staff.

WHEREAS, Houghton Mifflin Harcourt Publishing Company is qualified to provide these services; and

WHEREAS, the District Legal Counsel has reviewed the contract with Houghton Mifflin Harcourt Publishing Company and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement with Houghton Mifflin Harcourt Publishing Company to provide a one-day training for Learning Disabilities Teacher Consultants for a total not to exceed \$3,000.00 during the 2014-2015 school year. July 1, 2014-June 30, 2015

Resolution No. A-23

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

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 District students who are eligible to receive instruction in hospital setting; and

WHEREAS, St. Clare's Hospital represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

WHEREAS, the District Legal Counsel has reviewed the agreement with St. Clare's Hospital and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Saint Clare's Hospital for a total cost not to exceed \$4,320.00 during the 2014-2015 school year.

September 4, 2014 – June 30, 2015
\$54.00 per hour x 80 hours = \$ 4,320.00

Resolution No. A-24

WHEREAS, the District's first priority under the 2009-2014 Strategic Plan is effective academic programs and safe caring and orderly schools; 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 evaluations to identify and assist students with disabilities; and

WHEREAS, St. Josephs Children's Hospital represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

WHEREAS, the District Legal Counsel has reviewed the contract with St. Josephs Children's Hospital and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide reimbursement to St. Joseph's Children's Hospital for a total cost not to exceed \$24,000 during the 2014-2015 school year.

July 1, 2014-June 30, 2015
30 neurodevelopmental assessments x \$400.00 per assessment = \$12,000.00
20 psychiatric assessments x \$600.00 per assessment = \$ 12,000.00
Total \$24,000.00

Resolution No. A-25

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, Union 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 Union County Educational Services Commission for a total cost not to exceed \$20,280.00 during the 2014-2015 school year.

July 1, 2014-June 30, 2015

\$68 per hour x 200 hours = \$13,600.00

\$60 per hour x 50 hours = \$ 3,000.00

\$92 per hour x 40 hours = \$ 3,680.00

Resolution No. A-26

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 instructional services for a student in accordance with the student's Individualized Education Program; and

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

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Benway School for a total cost not to exceed \$39,010.95 during the 2014-2015 school year.

July 7, 2014 – June 30, 2015 (ESY 30 days/RSY 183 days)
\$183.15 per diem x 213 days = \$39,010.95
M.C. 1414908 CIML

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, 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 reimbursement to Bonnie Brae School for a total cost not to exceed \$69,000.00 during the 2014-2015 school year.

July 7, 2014-June 30, 2015
\$345.00 x 200 days = \$69,000.00
S.M. 5205178 MD

Resolution No. A-28

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, Mary Dobbins 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 Mary Dobbins School for a total cost not to exceed \$68,565.00 during the 2014-2105 school year.

July 7, 2014-June 30, 2015

\$326.50 per diem x 210 days = \$68,565.00

D.W. 5137834

Resolution No. A-29

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, The Children's Therapy 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 Children's Therapy Center for a total cost not to exceed \$73,383.92 during the 2014-2105 school year.

SEPTEMBER 3, 2014-JUNE 30, 2015 RSY 188 DAYS

\$390.34 PER DAY X 188 DAYS = \$73,383.92

L.A. 5216944 PD

Resolution No. A-30

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, David Gregory 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 David Gregory School for the total cost not to exceed \$137,260.75 during the 2014-2015 school year.

SEPTEMBER 11, 2014-JUNE 30, 2014

B.R. 5217581 PSD	\$248.65 PER DAY X 175 DAYS=\$43,513.75
1:1 AIDE	\$138.00 PER DAY X175 DAYS =\$24,150.00
C.H. 5202460 AUT	\$248.65 PER DAY X180 DAYS =\$44,757.00
1:1 AIDE	\$138.00 PER DAY X180 DAYS =\$24,840.00

Resolution No. A-31

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, Englewood 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 Englewood Public Schools for a total cost not to exceed \$3,040.00 during the 2014-2015 school year.

July 7, 2014-August 1, 2014 ESY 20 days
D.S. 2058848 OHI

Resolution No. A-32

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

NOW, THEREFORE, BE IT RESOLVED, that the District approve tuition reimbursement to Epic Health Services for individualized nursing services provided to Paterson District student at a total cost not to exceed \$3,321.50.

July 8, 2014-July 31, 2014 18 days

50.5 hrs x \$43.00 per hour = \$2,171.50 (LPN)

23 hrs x 50.00 per hour = \$1,150.00 (RN)

J.A. 5216576 MD

(If an LPN is not available then an RN will be substituted at a rate of \$50 per hour)

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, 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 agreements to provide tuition reimbursement to Essex Valley School for a total cost not to exceed \$413,582.40 during the 2014-2015 school year.

SEPTEMBER 4, 2014-JUNE 30, 2015

\$328.24 per day x 180 days = \$59,083.20 x 7 students = \$413,582.40

D.W. 2036996 ED

J.W. 2017997 ED

S.V. 2028906 ED

H.S. 2031963 ED

D.R. 2027830 ED

A.R. 2035295 ED

D.O. 2009022 ED

Resolution No. A-34

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 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, Forum 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 Forum School for a total cost not to exceed \$49,366.80 during the 2014-2015 school year.

September 3, 2014 – June 30, 2015 RSY 180

\$274.26 per diem x 180 days = \$ 49,366.80

A.D. 2062568 AUT

Resolution No. A-35

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

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide tuition reimbursement to Integrity House for a total cost not to exceed \$3,180.00 during the 2014-2015 school year.

July 1, 2014-June 30, 2015

COURT ORDER

R.P. 2053154 N/C E.T. 2017813 N/C

Resolution No. A-36

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

WHEREAS, the District Legal Counsel has reviewed the contract with Loving Care Agency and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District approve an agreement to provide reimbursement to Loving Care Agency for a total cost not to exceed \$255,280.00 during the 2014-2015 school year.

July 1, 2014-June 30, 2014

G.A. 0044775 MD L.O. 2041507 OHIE.R. 5217851 MD V.R. 2056841 MD
(If an LPN is not available then an RN will be substituted at a rate of \$50 per hour)

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, Shepard 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 an agreement to provide tuition reimbursement to Shepard Preparatory High School for a total cost not to exceed \$48,732.90 during the 2014-2015 school year.

September 2, 2014-June 30, 2015

\$266.30 per diem x 183 days = \$48,732.90

E.G. 2019829 OHI

Resolution No. A-38

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;

WHEREAS, the District Legal Counsel has reviewed the contract with Starlight Homecare Agency and found the terms to be acceptable as written;

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 \$348,768.00 during the 2014-2015 school year.

July 1, 2014-June 30, 2015 \$42 per hour x 8 hours per day = \$336.00 per day x 206 days = \$69,216.00 x 3 students = \$207,648.00
J.G. 5207220 PSD J.A. 5204996 PSD A.A. 2023791 MD

July 1, 2014 – June 30, 2015 \$42 per hour x 8 hours per day = \$336.00 per day x 210 days = \$70,560.00
D.S. 2058848 OHI

July 1, 2014-June 30, 2015 \$42 per hour x 8 hour per day = \$336.00 per day x 210 days = \$70,560.00
S.H. 2061260 OHI
(If an LPN is not available then an RN will be substituted at a rate of \$52 per hour)

Resolution No. A-39

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, Westbridge Academy 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 Westbridge Academy for a total cost not to exceed \$140,281.60 during the 2014-2015 school year.

SEPTEMBER 3, 2014-JUNE 30, 2015 RSY 184 days
\$381.20 per diem x 184 days = \$ 70,140.80 X 2 STUDENTS = \$140,281.60
S.S. 5207457 ED R.T. 2057773 OHI

Resolution No. A-40

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 instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Willowglen Academy 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 Willowglen Academy for a total cost not to exceed \$49,525.84 during the 2014-2015 school year.

August 25, 2014-June 30, 2015 182 days
\$272.12 per diem x 182 days = \$49,525.84
T.W. 2016807 ED

Resolution No. A-41

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 Academy 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 agreement to provide tuition reimbursement to Windsor Academy for a total cost not to exceed \$56,954.07 during the 2014-2015 school year.

July 1, 2014-June 30, 2015 ESY 30 DAYS/RSY 183 DAYS
\$267.39 per diem x 213 days = \$56,954.07
J.S. 2052181 OHI

Resolution No. A-42

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, 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 reimbursement to Windsor Learning Center for a total cost not to exceed \$105,315.00 during the 2014-2015 school year.

September 4, 2014-June 30, 2015
J.B. 5218963 \$295.00 per diem x 177 days = \$52,215.00
A.B. 5218630 \$295.00 per diem x 180 days = \$53,100.00

Resolution No. A-43

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 tuition agreement to provide reimbursement to Windsor Preparatory High School for a total cost not to exceed \$50,798.97 during the 2014-2015 school year.

September 3, 2014-June 30, 2015
\$277.59 per diem x 183 days = \$50,798.97
C.C. 2032770 OHI

Resolution No. A-44

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-45

WHEREAS, the vision for the Paterson Public Schools is to be the leader in educating New Jersey's youth, and has a mission to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career,

WHEREAS, there is an imminent need to create an Alternative Middle School (AMS) to better serve the needs of young people who may not fit the traditional setting, for those students grades 6 through 8 who exhibit mild to moderate-severe behavior and chronic attendance issues. Students who fit the profile may have defiant, disruptive, and/or destructive behaviors. Students require more structure and a smaller environment,

WHEREAS, AMS will serve students who demonstrate behavioral, emotional and academic challenges and would benefit from a non-traditional school setting in order to improve their individual progress and success in order to return to the traditional school setting.

WHEREAS, The mission of AMS is to provide an optimal educational environment that is safe and conducive to learning that will develop and foster students' abilities to meet academic requirements, identify personal goals, develop values and responsible patterns of behavior.

WHEREAS, AMS will promote growth and fortitude in students, equipping them for success in junior high school and to seamlessly transition into secondary education,

WHEREAS, the development and implementation of the school would be aligned with the District Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement, Goal 2: Create Healthy School Cultures, and Goal 3: Improve Graduation Rate, Reduce Dropout Rate; Priority II: Safe, Caring and Orderly Schools, Goal 1: Create Schools with Healthy School Cultures and Climates, Goal 2: Improve Student Discipline, and Goal 5: Character Education,

Therefore let it be resolved, that the implementation and commencement of the Alternative Middle School program for Paterson Public Schools be ratified.

Resolution No. A-46 was pulled.

Resolution No. A-47

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 #10 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 #10;

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 #10.

Resolution No. A-48

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 #10 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. Mentoring Club as a school-based club providing mentoring services to middle school students at Paterson Public School #10 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 #10.

Resolution No. A-49

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

WHEREAS, the School of Government at Eastside High School's JROTC program seeks to travel for a total of two hours from Eastside High School to Fort Dix, New Jersey on Friday, October 24, 2014, and remain for a total of two (2) days with a return on Sunday, October 26, 2014, in order to participate in the JROTC Leadership Mini-Camp at a total cost of \$750.00 for student registration and \$500 for transportation; and include a total of three (3) staff members, one (1) female chaperone and thirty (30) students, ages 15-17, male and female, that is reflective of the JROTC program community;

WHEREAS, the School of Government at Eastside High School's JROTC program is part of a comprehensive event itinerary that is well-organized and executed by a full cadre of professional and experienced instructors who will serve as chaperones and monitors during the entire program. Instructors/Chaperones will accompany and supervise students at all times, including but not limited to travel, lunch, dinner, program participation, and night hours where they will serve as hallway monitors, and students will sleep in a multiple-occupied room with doors open; and

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

BE IT RESOLVED, that the Paterson Board of Education approves the field trip experience to Leadership Mini-Camp at Fort Dix, NJ for a group of thirty (30) students (registration \$750.00 and transportation \$500.00) from the School of Government at Eastside High School's JROTC program, and their instructors and chaperone (female chaperone stipend of \$300.00) on October 24-26, 2014.

It was moved by Comm. Guzman, seconded by Comm. Irving that Resolution Nos. A-1 through A-49 be adopted.

Comm. Hodges: The district gets roughly \$16,000 per student for the entire school year. I'm still troubled by giving \$10,000 per student to NJCDC. They're getting a lot of our money looking over time. They may be doing wonderful things in terms of service, but that still raises questions in my mind. I actually had the same questions about charter schools that are bleeding us to the tune of \$32 million a year. All those deductions cause problems for us. I certainly want to heartedly endorse the Homestays Immersion Program for the Chinese students. I think it's an opportunity that we should capitalize on. I'd like to see more collaboration along those lines. Lastly, I am deeply concerned about the loss of the opportunity for students to raise money to get uniforms. We won't pay for them and we seem to be blocking them from making money to pay for them. That seems to be troubling to me. I will be supporting A-49 which is another field trip. I like kids going out and seeing other things and other places. I think the exposure is extremely important. We don't do enough of it.

Comm. Martinez: I need to make one correction. I said we were presenting Items A-1 through A-48. It's actually A-1 through A-49.

Comm. Hodges: I went online and looked up the virtual schools. This is a raging conflict. Right now they have a terrible record across the country. I don't know what we're going to be doing with them, but to be fair to them the private-owned virtual schools have the worst record. This is regarding A-46. I don't know what this collaboration is going to say, but virtual schools as a class have some grave difficulties. If we're going to bring students to this kind of program who already demonstrate that they're challenged in discipline, if there's going to be some sort of an approach, this needs to really be spelled out to me. If you're not being supervised at all, I don't understand how these kids who didn't do well in the classroom are now going to suddenly do wonderful things on their own without any real guidance. It could happen, but I don't know.

Comm. Irving: I just want to follow that up. I'm going to elect to either vote no on this or ask that it be pulled. The biggest concern I have is leadership and the vision and direction for the program. With all due respect, that has not been made clear and I'm not comfortable approving this program and giving the district the green light to spend over a quarter of a million dollars. With the leadership concern that I have, how are we going to deal with that? It was not clear exactly how many days these young people will be meeting. I understood it was a hybrid model, but that hybrid model was not spelled out clearly. I would ask at this point in time that either we pull it or I'm going to ask my colleagues to vote no on it.

Dr. Evans: Perhaps it would be beneficial at some point to hear more information from Dr. Cavanna. We were approached by a company and opted not to go with the company for reasons you just gave. We're creating our own and we're partnering with the city that will help us find kids and provide some space. But the program will also

generate funds. If I may ask Dr. Cavanna to come and just simply verify and validate what I've just said. The program should in essence pay for itself.

Comm. Hodges: Is this time-sensitive?

Dr. Evans: Dr. Cavanna can answer that question.

Dr. Anthony Cavanna: To answer the comment about virtual schools, I think your research is correct. But the way that we put this together is a blended approach. What the research says is that virtual schools on their own may not be that effective, but when you use a combination of teacher support and online instruction it is very effective. To Mr. Irving's point about how many times the teachers will be meeting with the students, you have to remember that these students have already dropped out of the Paterson Public Schools for whatever reason. They have to watch the little ones at home. They work at night. Some of them are school-phobic. What we intended to do was identify the students, which we've done. I think as of today we have 14 or 15 students registered and for those students that are eligible for state aid we had to do that before. We didn't start the school but we had students register. We had to do that before the October 15 day. So if the school is approved and if we move forward we get state aid for a number of those students, maybe all of them, to the tune of about \$16,500 a year. Those students will be evaluated and some may need assistance on a three or four-day a week basis. Some students may not be able to come in three or four days. We're not talking about a whole day. We're talking about students coming in for some type of support and meeting the requirements of the online courses. As we discussed at the curriculum committee, the only courses that we're offering right now are credit recovery. The students that we've identified, we worked with all the counselors in the schools and we've identified students who have completed most of their credits but have dropped out because of some life reason. We think through the credit recovery online and the in-person support we'll be able to get them their diplomas. So there are a couple of pluses there that we discussed. One of them is most of the students are in the five-year cohort, which means that they've already dropped out. They've already counted against the Paterson schools in general. But if they graduate within that five-year cohort then our graduation rate will increase. It's not that much because there aren't that many students, but the plan is to pilot it with a few students and then build that up. Again, the blended approach has been proven and there's research to support that. One of the things that we intend to do is have some intensive support in the form of a social worker or counselor who can identify the specific needs of the students and then we'll be able to provide the kind of in-person support that they need. The other thing you should know is that we already have the credit recovery software and the online courses. The Board has already approved that and we use that in all the high schools. We don't have to pay any extra for that. As the Superintendent said, we're building a relationship with the municipality. The only thing that we would be paying is some per-session money that may not amount to that much. The only thing we would be paying is some teachers to work with students a couple of hours a day depending on the students' needs.

Comm. Martinez: If I recall correctly, when we went through the numbers in the committee meeting we took the \$16,000 per student at 30 students. You indicated that we only have about 15 who are enrolled or registered thus far.

Dr. Cavanna: Right.

Comm. Hodges: I have several problems with this. I will assure you that the idea to make money is the business model of all people who are trying to run virtual schools and they've been stopped so far at the state level. I do not want Paterson to be the

foothold. If you were to come and tell me that you were holding a credit recovery program with elements that used online teaching methods I would have a whole different view of that. You do have teachers involved. You're allowing students to use computing or online services as part of their training. I don't have a problem with that. But when you call it a virtual school given the data and I know what's happening in Trenton, this will be listed as an example of how virtual schools can work in urban centers and I do not want to see that given the national data. I prefer to know for a fact that there's going to be a lot of teaching involved in this and these kids get the guidance and support that they need. That does not get captured in the title virtual schools.

Comm. Irving: Let's pull this action item for tonight for further discussion at the next curriculum meeting.

Comm. Hodges: But you have a time problem.

Dr. Cavanna: We have the students registered. We don't want to lose the students. We could discuss this further and not start the instruction, but we may lose some of the students. Remember, these students are school-phobic. As a matter of fact, as I go around I met a couple of students that were not registered in school that were of school age. As I talked to them they have different issues where they can't attend school on a regular basis. This would be an alternative for them. We only have 15 students today, but that doesn't mean at the end of November we might not have the 30 or 40 or 50.

Comm. Irving: Here's my concern. I hate being pigeonholed. That response is never a good one for me. This Board feels that the conversation has not been vetted appropriately and I don't think it has yet. It's best for us to think in the long run to be much more cautious and cross our T's and dot our I's. I would ask if we can pull it, have a more vetted discussion at our curriculum meeting, and then put it on the agenda for the next workshop in November so that if it does need to pass at least you're only going to lose two weeks or so. At least it gives the Board the opportunity to ask more questions. I do have a deep concern about the leadership choices we're choosing to be in charge of the school and there might be some other conversations.

Comm. Hodges: Change the name to a credit recovery program with something else. Don't call it a virtual school. Please don't.

Comm. Teague: So they basically got the kids registered before they even had the discussion with the Board.

Dr. Cavanna: We discussed it at the curriculum committee, but the reason why we needed to at least talk to the students and get them in the system is because after October 15 we wouldn't get state aid for them.

Comm. Irving: You just need to identify your universe.

Dr. Cavanna: We identified the students. They're not in school. We've only asked them if they were interested. If they said they were interested we put them in the system. That way they generate state aid. They haven't attended any classes. We haven't had an orientation or anything like.

Comm. Irving: Mr. Chair, let's pull A-46 for the purpose of having an even longer discussion with Dr. Cavanna at the next curriculum meeting. Then we will put it on the next agenda for the first workshop in November. Is that okay with everybody? Cheryl, we're pulling A-46.

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Guzman: Yes, but I abstain from anything dealing with the City of Paterson.

Comm. Hodges: Pass.

Comm. Kerr: Pass.

Comm. Martinez: Yes, but I am recusing myself from Items A-2 and A-9.

Comm. Rivera: Yes, but I'm recusing myself from A-2 and A-9.

Comm. Teague: Yes.

Comm. Hodges: I'm voting no on A-2, yes on A-49, and I'm abstaining on everything else.

Comm. Kerr: Yes.

Comm. Irving: Yes to everything and I abstain on A-2.

The motion carried.

LEGAL COMMITTEE

Comm. Irving: Just so you all know, Comm. Simmons is under the weather and he's been in the hospital. For those who have been trying to reach him that's the reason why. There has not been a legal committee meeting, but tonight he has asked me to present on his behalf Items B-1 and B-2.

Comm. Irving reported that the Legal Committee reviewed and recommends approval for Resolution Nos. B-1 and B-2:

Resolution No. B-1

Whereas, improving responsiveness to current and emergent needs is Priority IV, Goal 2 of the Strategic Plan for the Paterson Public School District (the "District"); and

Whereas, the District occupies certain real property located at 200 Sheridan Avenue in Paterson, New Jersey 07505, including office space for which the District has no present need; and

Whereas, Temco Service Industries Inc. provides custodial services to the District and wishes to lease said office space for its operations on a month-to-month basis; and

Whereas, the District agrees to lease such office space to Temco Service Industries Inc. at a rate of \$1,000.00 per month, from October 1, 2014 until June 30, 2015.

Now, Therefore, Be It Resolved That, the District approve this agreement to lease office to Temco Service Industries Inc. at a monthly rental rate of \$1,000.00.

Resolution No. B-2

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

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

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

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

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

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

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the HIB investigations for the month of September, 2014 in which there were a total of 39 investigations reported and 10 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. Martinez, seconded by Comm. Guzman that Resolution Nos. B-1 and B-2 be adopted.

Comm. Hodges: I have not been called to a meeting on either one of these items so I can't comment on them until I look at them.

On roll call all members voted as follows:

Comm. Cleaves: I pass.

Comm. Guzman: I abstain.

Comm. Hodges: Pass.

Comm. Kerr: Was B-2 presented tonight? It was presented at the workshop with a fuller discussion. I think we had suggested that we have this as a presentation at the regular meeting and then we would go from there. It seems like we're just going to vote on it first without that discussion. Could we have Mr. Best here now?

Comm. Irving: That's fine. The action just says that the Board approves the review of the HIB report for September. Is there anything specific related to the HIB report?

Comm. Kerr: Well, we were promised a report. Mr. Best, can you just walk me through a little bit of this report so I have a clear understanding of what the numbers mean and some of the other assigned numbers?

Mr. T.J. Best: What is up for a vote today is just the monthly HIB total reports. Every single month the Board of Education has to vote to approve the Superintendent's decision on all of our HIB cases throughout the month. I do want to apologize for the lateness of you getting it. But if you remember from last year, because of the process the HIB report can take up to 15 days if you go according to the law. We actually had a lot of cases happen at the end of the month. On September 30 we had about 7 cases come in. We got to give the schools a chance to go through the entire process as well as for principals and then our assistant superintendents to have a chance to review it, make their comments, and then make their final recommendation before we present it to the Board. In many cases when you receive your monthly HIB report you won't have a chance to discuss it in the workshop meeting. Once we start having legal committee meetings again we can give you all the HIB reports up until that point. I can give you an up-to-the-minute account of all the HIB reports that we have for the course of the month and however many are in progress. In terms of the numbers, we had 39 investigations that were conducted where students reported HIB incidents happening. Out of that, 10 of them are being confirmed. The spreadsheet that we gave you includes all of the information that you're required to have by law as well as what recommendations and remedies were put into place for each individual case. I do have a full detailed report for every single investigation. I do have a full detailed investigation, but because of the confidentiality nature of it if you would like to see that you have access to it. We can't include all of the details into the report so we just give you a summary.

Comm. Kerr: What is this assigned number in the column like 5208520? What does that number represent?

Comm. Cleaves: Excuse, Mr. Best, we are in the middle of a vote. We took the discussion portion. I think the discussion on this should have happened prior to us taking the vote. We can either vote it up or down and then readdress it and open it back up for discussion. But we're in the middle of a vote.

Comm. Irving: You're right. I did call roll call. Comm. Kerr, let's vote and if there are additional questions when we get to the end under "Other Business" I'll invite Mr. Best back up.

Comm. Kerr: Can you instruct me on how I should vote for this seeing that I so desire to have a discussion on it before? I get my information and then I cast vote.

Comm. Irving: I hear you.

Comm. Kerr: I understand. Just instruct me on how to go about this.

Comm. Hodges: We can rescind our motions and then have a discussion.

Comm. Irving: Who made the motion?

Comm. Martinez: I did.

Comm. Irving: If Manny wants to do that.

Comm. Martinez: I'll rescind my motion.

Comm. Guzman: I rescind my motion.

Commissioners Martinez and Guzman rescinded their motions.

Comm. Irving: We're back in legal. Before I entertain a motion to vote on the item, Mr. Best, can you just finish the conversation you were having?

Mr. Best: Just to walk you through all of the columns, the first column is the district incident number. There are all of the cases that we have to date per year. So even though you're going to receive it a similar...

Comm. Kerr: That's not the number.

Mr. Best: I'm walking you through all of them. The first one is obviously the first case that we have and it ends with 39. In October when you receive your report it will actually start at 40. So, just to let you know, every single month we keep a running total of all the incidents that we have for the entire school year. October will start at 40. The second or the third column is the student ID number. That's the state code to protect the student's identity. That's the number that you're referring to.

Comm. Kerr: That's good. Tonight we had a parent here, Tamika Bolds-Wilson, and she reported an incident regarding her son. What she said was this was not the first time. It's a situation that keeps repeating itself over and over. I don't know if you would be able to say you have heard of that incident and you have done what you need to do. But what bothered me about it is she said it's a situation that keeps repeating itself. I need to know, was that reported? Were statements taken? Was it investigated? You might not be able to answer that right now, but that's something that I would like to know.

Mr. Best: I can't get into the specifics of that individual case, but speaking in broader terms we do keep track of students who are repeat offenders as well as repeat victims. Every time we conduct an investigation a flag automatically pops up in the software system that says this particular student has been involved in three incidents. In some cases the student could have been a victim and perpetrator. When we hand out either disciplinary actions or remedial actions it allows us to know if the student has a track record and how to address it. How we address every single bullying case is on a case-by-case situation where we look at the situation that happened as well as the track record for the students. In many cases when parents come to us they want immediate action in the sense that they want to transfer their kid to a new school. That is not our policy to automatically transfer a student if they've been involved in one bullying incident. We would like to remediate the bullying behavior first through various interventions that we have. One of the interventions is PBSIS that the Superintendent has talked about extensively. If we can't remediate the behavior or if we feel that the student is in physical or emotional harm either from another student or that they may potentially harm themselves then we would go to the end recourse which would be to transfer the student. We don't transfer the student right away. We try to remediate the behavior first.

Comm. Kerr: I know that these are coded to protect the identity of the perpetrator and also the victim. If I know of an incident that was reported to me of something that

happens in the district, how can I as a Commissioner get that information? Am I entitled to that information?

Mr. Best: Through the legal committee, yes.

Comm. Kerr: Okay. Thank you.

It was moved by Comm. Irving, seconded by Comm. Martinez that Resolution Nos. B-1 and B-2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

FISCAL COMMITTEE

Comm. Kerr: The fiscal committee met last Thursday and present were Comm. Teague, Comm. Hodges, and myself. We had Mr. Richard Kilpatrick, Ms. Daisy Ayala, and Ms. June Gray. The purpose of our meeting was primarily to go through the operations of accounting. Ms. Gray walked us step by step through the operation of that department. After that we did the bills list and we found them to be in order.

Comm. Kerr reported that the Fiscal Committee met, reviewed and recommends approval for Resolution Nos. C-1 through C-20:

Resolution No. C-1

BE IT RESOLVED, that the list of bills and claims dated October 9, 2014, beginning with vendor number 149 and ending with vendor number 799535, in the amount of \$12,508,500.65, to be approved for payment; and

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

Resolution No. C-2

WHEREAS, the School Business Administrator, pursuant to 18A:22-8.1, has prepared and presented for approval the monthly transfer report 1701, for the month of August 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 2013-2014 school year budget, for the month of August 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 August 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 August 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 August 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 August 2014, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Treasurer's Report for August 2014 and acknowledges agreement with the August 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 August 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

Introduction: The Paterson Public School District Scholarship Committee wishes to recognize five 2014 graduating high school seniors who have attained academic excellence and disburse 2014 scholarship bank funds.

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

Whereas, the Paterson Public School District Committee wishes to congratulate the following five individuals from among all the 2014 high school graduates.

Whereas, the 2014 Paterson Public School District Scholarship recipients are: Mr. Mike Lora, Ms. Ahanti Godette, Ms. Chadyne Gauntlett, Ms. Anna Polanco and Mr. Shaon Stephenson.

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

Therefore, Be It Resolved that the Paterson Public Schools District Board of Education approves disbursement of \$2,500 (five, \$500 scholarship checks), from the 2014 Paterson Public School Scholarship Bank Account.

Resolution No. C-6

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 centers Memorial Day Nursery I and II for fiscal year 2012-2013;

Whereas, the Paterson Public School District accepts the Internal Auditors' audit report of Memorial Day Nursery I and II 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. In June 2014 the District reclaimed \$127,698 from the Provider. However, the auditors calculated a reclaim of \$113,870.02. As a result, the District owes the Provider \$13,827.98. The auditors also noted minor accounting allocation and coding errors;

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 Memorial Day Nursery I and II 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 June 4, 2014, 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 October 8, 2014, 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 the 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-7

WHEREAS, the acceptance of School Improvement Grant funds and the implementation of grant activities aligns to the District Strategic Plan in Priority 1: Effective Academic Programs under Goal 1: Increase Student Achievement, Goal 2: Create Healthy School Cultures and Goal 7: Professional Development for Administrators and Teachers,

WHEREAS, the Fiscal Year 2014-2015 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 1/3 in the amount of \$1,952,882 for NRC. Grant Agreement Start Date: 9/1/2014 Grant Agreement End Date: 8/31/2015 is to be expended within the following categories:

Salaries/Stipends	1,146,000
Supplies and Materials	70,842
Other Objects	16,900
Other Salaries	302,793
Benefits	208,372
Purchased Professional	176,675
Misc Purchased Services	4,500
Travel	800
Other Objects	<u>26,000</u>
	<u>\$1,952,882.00</u>

BE IT RESOLVED, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for *NRC* in amount of \$1,952,882 for the grant period of 09/01/14 through 08/31/15 for the purposes stated above.

Resolution No. C-8

WHEREAS, the acceptance of School Improvement Grant funds and the implementation of grant activities aligns to the District Strategic Plan in Priority 1: Effective Academic Programs under Goal 1: Increase Student Achievement, Goal 2: Create Healthy School Cultures and Goal 7: Professional Development for Administrators and Teachers,

WHEREAS, the Fiscal Year 2014-2015 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 1/3 in the amount of \$1,944,796 for School 6. Grant

Agreement Start Date: 9/1/2014 Grant Agreement End Date: 8/31/2015 is to be expended within the following categories:

Salaries/Stipends	1,116,000
Supplies and Materials	88,941
Other Objects	24,650
Other Salaries	355,463
Benefits	210,103
Purchased Professional	107,950
Misc Purchased Services	12,150
Travel	800
General Supplies	1,239
Other Objects	<u>27,500</u>
	\$1,944,796.00

BE IT RESOLVED, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for *School 6* in amount of \$1,944,796 for the grant period of 09/01/14 through 08/31/15 for the purposes stated above.

Resolution No. C-9

Whereas, the Board of Education approved the request to apply for funding from the Passaic County Workforce Development Center for \$91,140 for the 2014-2015 school year, and

Whereas, the Paterson Public School District has requested funding from the Passaic County Workforce Development Center in order to support the operation of the P.A.C.E. Workforce Learning Link, and

Whereas, the Paterson Public Schools has operated a Workforce Learning Link at the Adult School, 151 Ellison St., for the benefit of Passaic County residents for the past twelve years with funding from the Passaic County Workforce Development Center, and

Whereas, the Passaic County Workforce Development Center has offered the Paterson Public Schools supplemental funding to continue operating the P.A.C.E. Workforce Learning Link, and

Whereas, the goal of the Workforce Learning Link is to give residents of Passaic County the opportunity to improve their basic skills in order to obtain a State of New Jersey High School Diploma, and to enter higher education or other job related training in order to obtain employment, and

Whereas, the funding in the amount of \$91,140 is expected to be expended within the following categories:

1. Teacher Salaries	\$54,300	20.604.100.101.410.000.0000.002
2. Teacher Assistant Salaries	\$ 7,601	20.604.100.106.410.000.0000.002
3. Secretary Salary	\$13,493	20.604.200.105.410.000.0000.002
4. Fringe	\$ 5,775	20.604.200.200.410.000.0000.002
5. Health	<u>\$ 9,872</u>	20.604.291.270.410.000.0000.002
Total	\$91,140	

Whereas, there are no matching fund requirements, and

Whereas, Priority 1, effective academic programs includes high quality teachers extending learning opportunities to increase student achievement in the areas of mathematics, language arts, science, social studies, and technology with career and life skills attainment in community service projects, and

Whereas, the Assistant Superintendent for School Administration will be responsible for the district complying with the terms and conditions of the offer and will make every effort to target funds for the academic advancement and achievement of students and expend the funds in the most effective and efficient manner; now

Be It Resolved, that the Board of Education accepts funding from the Passaic County Workforce Development Center to operate a Workforce Learning Link for the projected period of July 1, 2014 through June 30, 2015 the amount of \$91,140.

Resolution No. C-10

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

Whereas, Joseph and Arlene Taub from the Taub Foundation have made a donation to operate the After-School Taub/Doby Basketball League for the 2014-2015 school year; and

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

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

Resolution No. C-11

Mike Adams, NFL Safety for 11 years now playing for the Indianapolis Colts proposes to donate school supplies to 150 students at Edward W. Kilpatrick Paterson no cost to the district.

Whereas, the Paterson Public Schools, supports and encourages Edward W. Kilpatrick to accept the donation of supplies as a way to improve student achievement, and

Whereas, the donations will help provide students with the materials necessary in completing from assignment in school and home and

Whereas, Representatives from completing from LaCorte Enterprises LLC (PR, Sports Management, Marketing and Brand Architecture) will donate the supplies on or about September 30, 2014 at no cost to the school or district and

Whereas, The Paterson Public Schools Strategic Plan, District Priority III: Family and Community Engagement Goal 4 – Partnership with Community Organizations, Agencies and Institutions. This partnership will contribute to building a partnership with community organization, and

Be It Resolved, that the Paterson School District approves this donation of supplies from Mike Adams as an educational opportunity for Edward W. Kilpatrick.

Resolution No. C-12

Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to authorize a donation one (1) pallet of school/office supplies from Konica Minolta, Inc. during the 2014-2015 school year:

Whereas, The Paterson Public Schools was selected by employees of Konica Minolta, Inc. to receive a donation of one (1) pallet of various school and office supplies; and

Whereas, on the Authorization of the Business Administrator, the Paterson Public School District, Department of Purchasing, has received a donation of one (1) Pallet containing various office/school supplies, apparently in good condition; and

Whereas, the estimated value of the donation is expected to be less than the quote threshold of \$5,400.00; and

Whereas, such donation will be properly inventoried and then distributed throughout the District for student use or as determined by the Administration; and

Whereas, accepting this donation is in line with the Bright Futures Strategic Plan 2009-2014, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement.

Therefore Be It Resolved, that the Department of Purchasing is authorized to accept the following miscellaneous items as donation from Konica Minolta, Inc. employees:

Description	Description
Folders	Pencils #2
Wedge Erasers (pks of 3)	Push a Point Pencil
Highlighters	All in one Pencil
Note book ruled (70 sheets)	School Glue Stick
School Glue Sticks	Jumbo Eraser
Yellow Pencils #2	Washable Marker
Rulers wood 12"	Sharpener
Misc Box #1	Wedge Eraser (3pk)
Ruler 12" wood	Misc Box #2
Hand wipes	1 subject not books (70 sheets)
Crayons	Composition Books

Resolution No. C-13

WHEREAS, the District has a need to rent water tanks and disposal services portable toilets located at School #18: and

WHEREAS, such services will not exceed the bid threshold for the 2014-2015 fiscal-year; and

WHEREAS, the District solicited quotations pursuant to N.J.S.A. 18A:18A-3 for the rental of Trailer Restrooms @ School # 18, resulting in the following:

Description	Johnny On the Spot	Russell Reid d/b/a Mr. John
One (1) 1000 Gallon Monthly Rental	\$600.00	No charge
Monthly Service for 1000 Gallon Tank (Eight per month)	\$3,800.00	\$1,560.00
Four (4) 250 Gallon Holding Tank Monthly Rental	\$80.00	No charge
Monthly Service for four (4) 250 gallon waste tanks (Twice per week)	\$0.00* *Included in rental no extra charge	\$920.00
Please itemize any and all contingency charges that may occur on an as needed basis	\$950.00 Transportation Charge \$520.00 – WinterizationPackage \$500.00 – Installation \$125.00 – High Waste Alarm \$125.00 – Low Water Alarm(optional)	On call services are included in the estimates above

WHEREAS, Russell Reid d/b/a Mr. John was selected based upon a consideration the cost and their demonstrated ability to carry out the services requested; and

WHEREAS, the award 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; now

THEREFORE BE IT RESOLVED, for the period of 2014 – 2015 school year, for the servicing of Trailer Restrooms at School #18 are awarded as follows to Russell Reid d/b/a Mr. John, of 200 Smith Street, Keasbey, NJ 08832 not to exceed \$36,000.00.

Resolution No. C-14

Recommendation/Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to renew the contract for Athletic Equipment Reconditioning Services & Related, PPS-160-13, for the period of 2014-2015 school year.

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

WHEREAS, on the Authorization of the Business Administrator formal public bids were solicited for *Athletic Equipment Reconditioning Services & Related, PPS-160-13*; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on Friday, March 16, 2012 and bid(s) were opened and read aloud on Tuesday, April 3, 2012 at 2:00 PM in the conference Room 4th floor, 90 Delaware Avenue, Paterson, NJ 07503, by the Purchasing Department; and

WHEREAS, Riddell/All American and Schutt Reconditioning were awarded the original contracts in 2012; and

WHEREAS, according to the bid specifications and 18A:18A-42, provision is made for an extension of this contract for one (1) year provided services have been deemed to be “effective and efficient” and both vendors have agreed to extend the contract with no increase over previous rates; and

WHEREAS, extending this contract is in line with the “*Bright Futures Strategic Plan 2009-2014*”, Priority II: Safe, Caring and Orderly Schools, Goal 1: Create Schools with Healthy School Cultures and Climates; now

THEREFORE BE IT RESOLVED, the Department of Athletics recommend that contracts with Riddell/All American, 669 Sugar Lane, Elyria, Ohio 44035 and Schutt Reconditioning, 8 McFadden Road, Easton, Pennsylvania 18045, be renewed for the 2014-2015 school year according to the bid specifications, at a 0% cost increase, not to exceed \$106,000.00, in total, annually.

Resolution No. C-15

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 Central Stores Manager determined that the district has a need for a heavy duty truck with a 20’ body and provided the specifications for the formal public bid process; and

WHEREAS, Eight (8) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which three (3) responded to the districts solicitation;

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on August 19, 2014. Sealed bids were opened and read aloud on August 28, 2014 at 11:00AM in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department as follows;

Total Bid Amount to Purchase One (1) Model Year 2015 Truck and 20’ Body			
VENDOR	HAWTHORNE	HOOVER	MTC
Make/Model Quoted	Hino 268A	Freightliner M2	Kenworth T270
Total Price	\$75,827.00	\$77,921.00	\$81,863.00

WHEREAS, the Department of Central Sores recommends that Hawthorne Auto Sales be deemed as the lowest responsive and responsible bidder to the District and be awarded a contract for Heavy Duty Truck with 20’ Body, PPS 191-15, for the 2014-2015 school year(s) based on the above analysis;

THEREFORE BE IT RESOLVED, the State District Superintendent supports the above mentioned recommendation above that Hawthorne Auto Sales, located at 1180 Goffle Road, Hawthorne, NJ 07506 be awarded a contract for PPS-191-15 not to exceed \$75,827.00 annually.

Resolution No. C-16

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 Food Services Department determined that the district has a need for Food Transportation Bags & Carts, PPS 304-15 in order to expand breakfast in the class program during the 2014-2015 school year(s) and provided the specifications for this formal public bid process; and

WHEREAS, Twelve (12) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which two (2) 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 September 2, 2014. Sealed bids were opened and read aloud on September 12, 2014 at 10:00 am in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

WHEREAS, as per the attached bid summary, the Department of Food Services along with the Department of Purchasing recommend that the bid for Food Transportation Bags & Carts, PPS 304-15 be awarded as a whole to the lowest responsive and responsible bidder(s) for the 2014-2015 school year(s) to the following vendor(s):

<p>D2 Holdings Inc. dba: TCB Manufacturing 3539 Monroe Street La Porte, In 46350</p>
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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 D2 Holding Inc. dba: TCB Manufacturing, be awarded a contract for Food Transportation Bags & Carts, PPS 304-15 for the 2014-2015 school year not to exceed \$80,000.00.

Resolution No. C-17

Introduction: The Paterson Public School District (PPS) is aggressively implementing school and district-level initiatives to transform its schools into high performing institutions of learning specifically, teacher leaders, principals, and vice-principals. The district is proposing to augment and extend existing pipeline activities of the Aspiring Leaders Project by adding a state-of-the-art, next generation tool for professional learning – a web-enabled computer simulation, Paterson's Authentic Learning for Turn-Around Schools (PALTS), for our two SIG schools, four SIG-eligible schools, and amongst other schools; and

Whereas, the United States Department of Education has selected the Paterson Public Schools District to be the recipient of the 1.5 million dollar grant for the Turnaround School Leaders Application #S377B140026; and

Be It Resolved, the Paterson Public Schools District Board of Education approves the Turnaround School Leaders Application #S377B140026 (dubbed for district Paterson's Authentic Learning for Turn-Around Schools PALTS) award for the professional learning to support teacher leaders, principals, and vice-principals for the total sum of 1.5 million dollars over the period of three years.

Resolution No. C-18

Whereas, approving the Presidio Service Management Contract supports the Bright Futures Strategic Plan 2009-2014 Priority IV: Efficient and Responsive Operations, Goal 2: Customer Service Focus, and

Whereas, the Department of Technology is dedicated to providing efficient and effective services and committed to continual improvement of services to its clients; and

Whereas, there are over an estimated 27,000 technical devices, throughout the Paterson enterprise district, with 10 field technicians, 1 helpdesk administrator, and 1 system programmer, the Department of Technology has determined the need of a structure, capable of managing and monitoring the core technical units for the 3rd largest school district in the State of New Jersey.

Whereas, the Department of Technology, is committed to maintaining a district that is technically accessible, 24 hours, 365 days a year,

Whereas, the Department of Technology has a need for a management service solution that is specifically designed for an educational enterprise institutions; and

Whereas, Presidio is capable of generating both management and monitoring of our core units; and

Whereas, Presidio will provide 24x7x365 management service technology solutions for all covered core devices delivered by a certified engineering team as a single point of contact.

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 time a new purchase order is completed and delivered with terms the vendor will honor.

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

Be It Therefore Resolved, that the State Operated School District of the City of Paterson enters into a contract with Presidio in the amount of \$57,703 for the period of 12 months (1 Year).

Resolution No. C-19

Whereas, Paterson Public Schools ("PPS") at 90 Delaware Avenue, Paterson, NJ 07503 provides insurance protection to its covered employees and their dependents, including dental coverage and

Whereas, Conner Strong & Buckelew ("CSB"), insurance broker/consultant of record for PPS, solicited quotes for the provision of dental insurance coverage for PPS employees and their dependents; and

Whereas, Aetna Dental, Inc., (Aetna), located at 980 Jolly Rd, PO Box 1109, Blue Bell, PA 19422, and Delta Dental of New Jersey Inc. and Flagship Health Systems, Inc. (collectively Delta Dental) both located at 1639 Route 10, Parsippany, NJ, submitted proposals to CSB for the 36 month period beginning January 1, 2015 with premium rates guaranteed for the initial period January 1, 2015 through December 31, 2015, and with two subsequent twelve month periods (January 1, 2016 through December 31, 2017) for the Traditional plans renewal premiums not to exceed +6%.

Whereas, the proposals submitted were expected to be substantially similar to the benefit offerings provided in our current Dental health plan coverage, and

Whereas, CSB has recommended to PPS that PPS accept the proposal of Aetna and award a contract for the provision of dental insurance to covered PPS employees and their dependents for the 36 month period beginning January 1, 2015, and

Whereas, the projected 2015 annual premium reduction from 2014 is estimated to be approximately \$404,000 and projected annual premiums for CYs 2016 and 2017 which are estimated to be \$297,000 less per year than premiums proposed by Delta Dental for those years, and

Now, Therefore, Be It Resolved, that Aetna is awarded contracts for provision of dental insurance coverage to PPS employees and their dependents for the 36 month period beginning January 1, 2015 at the rates and other terms set forth in the attached hereto Group Dental Contract and incorporated herein by reference.

Resolution No. C-20

Whereas, The Paterson Public School District encourages open public bidding for goods and service, and

Whereas, The Paterson Public School District recognizes the need for obtaining the lowest responsible bid for goods and services, and

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

Whereas, formal public bids were solicited for Student Transportation for the 2014-2015 school year for in and out of district, charter schools, regular and special education schools and

Whereas, the solicitation was made by a public notice advertisement The NJ Herald News on July 21, 2014. Sealed bids were opened and read aloud on Friday, August 8, 2014 at 11:00 a.m. in Conference Room "C", 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by Neville Williams, Purchasing Supervisor; and

Whereas, the Department of Transportation recommends that the bid for Student Transportation for the 2014-2015 school year, using PPS# 511-15 be awarded to the lowest responsible and responsive bidder as indicated on attached pages, and

Whereas, the vendors have been notified that no goods or services will be provided to the district without first receiving a fully executed purchase order, that the terms of the purchase will be honored completely; if the vendor does not agree with the terms of 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

Therefore Be It Resolved, by the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to award contracts to transport students for the 2014-2015 school year.

Be It Further Resolved, that this resolution, to award contracts to the lowest responsible bidder, to transport students for the 2014-2015 school year as stipulated on the attached pages, shall take effect with the approval signature of the State District Superintendent.

15-110002705146850000000 Special Ed \$7,223,460.00
Approximate cost for the 2014-2015 school year \$7,223,460.00

It was moved by Comm. Teague, seconded by Comm. Guzman that Resolution Nos. C-1 through C-20 be adopted.

Comm. Teague: On C-5, is there a way that we can find out who those students are?

Comm. Kerr: Wasn't that within the body of the action?

Comm. Teague: It was? Okay.

Comm. Kerr: Are there any other questions?

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Guzman: Yes, but I abstain from anything dealing with the City of Paterson.

Comm. Hodges: It pains me to vote this down, but I'm still waiting for my compendium. I will unfortunately be strained to say no to this.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Rivera: Yes, but I recuse myself from C-9.

Comm. Teague: Yes.

Comm. Irving: Yes to everything. I abstain from C-9.

The motion carried.

FACILITIES COMMITTEE

Comm. Irving: The facilities committee met two weeks ago and had a long discussion. We discussed at the workshop meeting at length the update with regards to the lead testing. Mr. Morlino presented a very robust and thorough PowerPoint presentation that was subsequently emailed to the Board. Beginning next month at the next facilities meeting there's going to be a cover sheet presented to the Board that gives an update

of every single open order that happens to be there. We have tonight the one approved submission for electrical upgrades for technology labs at the schools listed, including the 2005 long range facilities plan list of projects.

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

Resolution No. D-1

Whereas, the Paterson School District is committed to developing more efficient and responsive operations by increasing capacity through updating technology (District Strategic Plan Priority IV, Goal 3); and

Whereas, the District has identified seven schools to receive a total of 24 computer labs in a technologically enhanced zone of each school which therefore requires additional electrical power; and

Whereas, LAN Associates has prepared work specifications for submissions at:

- School 5 (SP#4010-090-15-1000)
- School 9 (SP#4010-130-15-1000)
- School 10 (SP#4010-140-15-1000)
- School 18 (SP#4010-220-15-1000)
- School 29 (SP#4010-311-15-1000)
- Rev. Dr. Frank Napier, Jr. School (SP#4010-080-15-1000)
- John F. Kennedy Educational Complex (SP#4010-304-15-1000)

Now, Therefore, Be It Resolved, that the Paterson Public Schools approves the submission of the Electrical Upgrades for Proposed Technology Labs at Schools 5, 9, 10, 18, 29, Rev. Dr. Frank Napier, Jr. School, and the John F. Kennedy Educational Complex by LAN Associates, and that since this project was not included in the 2005 Long Range Facilities Plan list of projects to be completed, LAN Associates will therefore submit a revision.

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

Comm. Cleaves: Yes.

Comm. Guzman: Yes.

Comm. Hodges: Again, I really want to vote for this one in particular because of the labs, but no.

Comm. Martinez: Yes.

Comm. Rivera: Yes.

Comm. Teague: Yes.

Comm. Irving: Yes.

The motion carried.

Items Requiring Acknowledgement of Review and Comments

PERSONNEL COMMITTEE

Comm. Cleaves: Personnel met on September 29. Tonight we are presenting F-1. I encourage all of the Commissioners to vote no on the personnel reports.

Comm. Cleaves 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 Strategic Plan for 2009-2014 which amongst its strategies/goals is Priority I – Effective Academic Programs – Goal 1 – Increase Student Achievement; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED, the advisory Board of the Paterson Board of Education acknowledges reviewing and making comments based on the personnel recommendations of the State District Superintendent adopted in the October 15, 2014 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

NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
To activate pc# 308	Teacher of Special Education	School 28	To activate and reclassify
To activate (2) pc#'s	Teacher of Kindergarten	School 12	To service two new Kindergarten classes that have been added to the school. There are currently 47 students enrolled to start on 9/4/14.
To inactivate pc# 308	Teacher of Special Education	School 20	To activate and reclassify
To reclassify PC# 1938	Teacher Business Education	SET-JFKHS	To reclassify pc# 1938 to Career Development Teacher.
To reclassify pc# 1035	Food Service Field Manager	Department of Food Services	To reclassify pc# 1035 from Food Service Field Manager to Food Service Truck/Van Driver. Reclassification of position id due to the necessity for an additional driver to work in the foodservice warehouse and deliver food supplies to schools as needed. Please note this re-classification is intended to be a permanent change, therefore no ending date on action is required.

B. RESIGNATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE/DISCUSSION
Acevedo, Maria	Administrative Secretary	Department Bilingual/ESL/World Language	9/2/14-Resignation
Botero, Rocio	Cafeteria Monitor	School 18	8/1/14-Resignation
Direnzi, Gina	Teacher	ACT-JFKHS	7/24/14- Resignation
Farhat, Kashan	Teacher	Rosa Parks HS	8/1/14-Resignation
Ferreira, Erica	Teacher	School 25	9/1/14-Resignation
Gauthier, Raquel	Teacher	Edward W. Kilpatrick	9/1/14-Resignation
Germinario, Jovan	Teacher	CAHTS/EHS	8/1/14-Resignation
Headlam, Jaclyn	Teacher	YES Academy	9/29/14-Resignation
Hernandez, Diana	Teacher	School 28	8/1/14-Resignation
Hirschlein, Bruce	Teacher	School 20	7/1/14-Resignation
Kennelly, Jacqueline	Teacher	Norman S. Weir	7/1/14-Resignation
Kichakji, Justine	Teacher	School 1	7/24/14-Resignation
Lalley, Judith	Teacher	School 15	8/1/14-Resignation
Lorusso, Tania	Teacher	School 9	8/1/14-Resignation
Mansur, Bahar	Teacher	School 18	7/1/14-Resignation
McCloskey, Jaime	Teacher	School 11	9/1/14-Resignation

Miftari, Liri	Plumber	Department Repairs and Maintenance	7/10/14-Resignation
Nobile, Jaclyn	Teacher	School 15	8/1/14-Resignation
Oettinger, Joseph	Teacher	School 21	7/1/14-Resignation
Okoh, Gloria	School Physician	Department of Nursing Services	9/1/14-Resignation
Ortiz, Ramon	Teacher	School 4	7/30/14-Resignation
Pagan, Raul	Lead Monitor	School 11	7/22/14-Resignation
Petronzio, Jennifer	Teacher	School 15	7/1/14-Resignation
Rodriguez, Janneth	Teacher	School 11	10/1/14-Resignation
Sapara-Grant, Christopher	Executive Director	Department Facilities	10/21/14-Resignation
Seminario, Keith	Teacher	School 27	7/1/14-Resignation
Slavinskiy, Victoria	Instructional Aide	St. Mary's	6/30/14-Resignation
Sylva, Jennifer	Teacher	School 5	7/1/14-Resignation
Throm, Anna	Teacher	International HS	7/1/14-Resignation
Toomey, Marlene	Principal	School 1	8/8/14-Resignation
Urena, Nicole	Teacher	Rosa Parks HS	9/22/14-Resignation
Verta, Adriana	Teacher	School 12	7/15/14-Resignation
Vierno, Dana	Teacher	School 13	7/1/14-Resignation
Williams, Terrance	Vice Principal	Destiny Academy	8/15/14-Resignation

C. SUSPENSIONS

NAME	POSITION	EFFECTIVE DATE	DISCUSSION
Miranda, Carlos	Teacher Grades 6-8 Science	9/1/14	To return from suspension with pay to School 9.
Vincenti, Richard	Teacher Science	9/1/14 through 1/31/15	To place on suspension without pay. This action is pursuant to the June 13, 2014, Opinion and Award of Arbitrator Howard Edelman.
Vilchez, Zuleman	Instructional Assistant	9/15/14	To suspend with pay pending the outcome investigation.
Crespo, Pedro	District Security Guard	9/15/14	To suspend with pay pending the outcome investigation.

D. RETIREMENTS

NAME	POSITION	EFFECTIVE DATE	DISCUSSION
Lynch, Robert	Teacher	10/1/14	Retirement
Ruiz, Irma	Teacher	8/1/14	Retirement
Williams-Milton, Katie	Teacher	John F. Kennedy HS	Retirement

Zablocki, John	Teacher	School 20	Retirement
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E. TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE/DISCUSSION
Colon, Otilio	Carpenter	Department of Facilities	8/29/14- In accordance with the last chance agreement. Health benefits will terminate October 1, 2014.
DeLosSantos, Estefania	21 CCLC Group Leader	9/1/14	To terminate for the 2014-2015 school year.
Romero, Abelardo	Teacher Math	9/5/14	To terminate due to conduct unbecoming.
Torres, Jonathan	Teacher of ESL	School 9	8/22/14-due to conduct unbecoming. Health benefits will terminate October 1, 2014.

F. NON-RENEWALS

G. LEAVES OF ABSENCE

NAME	POSITION	LOCATION	EFFECTIVE DATES
Belfield, Evelyn	Cafeteria Worker	Department Food Service	5/29/14-6/30/14
Lopez, James	District Security Officer	School 15	8/26/14-12/30/14
McCormick, Barbara	Administrative Secretary	Department of Accounts Payable	8/5/14-11/2/14
McMillan, Gloria	District Security Officer	School 28	7/16/14-11/11/14
Pinchom, Anna	Instructional Aide	School 24	3/10/14-3/24/10
Whitaker, Trancy	Cafeteria Worker	Department Food Services	5/12/14-6/30/14
Attieh, Jade	Teacher	School 18	9/1/14-11/14/14
Brown, Diana	Teacher	BTMF/JFKHS	9/19/14-2/16/14
Bryant, Chivonne	Teacher	CAHTS/EHS	6/11/14-6/30/14
Del Valle, Zacha	Teacher	PANTHER Academy	9/1/14-6/30/14
Godoy, Mary	Teacher	CAHTS/EHS	9/22/14-6/30/14
Habib, Kristie	Teacher	School 24	9/1/14-12/31/14
Holloway, Marilyn	Teacher	Rosa Parks HS	6/1/14-6/30/14
Kopesky, Amanda	Supervisor of Language Arts	Department Academic Services	7/1/14-6/30/15
Malloy, Jillian	Teacher	Norman S. Weir	9/1/14-6/30/15
Paletta, Stephanie	Teacher	School 15	1/26/15-6/30/15

Ramos, Monique	Teacher	School 30	5/13/14-5/27/14
Sandoval-Thorne, Josmary	Teacher	New Roberto Clemente	9/1/14-1/2/15
Stewart, Frederick	Teacher	John F. Kennedy HS	4/9/14-4/24/14

G1. LEAVES OF ABSENCE (RETURN TO ACTIVE STATUS)

NAME	POSITION	LOCATION	RETURN DATE
Albert, Deanna	Teacher Preschool Intervention & Referral Specialist	Department of Early Childhood	9/2/14
Andersen, Helene	Instructional Assistant	International HS	9/2/14
Belfield, Evelyn	Cafeteria Worker	Department Food Services	9/2/14
Benabdallah, Wassila	Personal Aide	School 5	9/2/14
Blayer, Patricia	Teacher Grade 1	School 27	9/2/14
Bryant, Chivonne	Teacher Special Education	Culinary Arts-ESH	9/2/14
Cadet, Patricia	Teacher Kindergarten	School 26	9/2/14
Castro, Samathan	Teacher Physical Education	ACT-JFKHS	9/2/14
Chromey, Rosemaire	Supervisor of Mathematics/Instruction	School 25	9/2/14
Cruz, Rebecca	Teacher Grade 5	School 15	9/2/14
Daily, Magdalene	Instructional Assistant	Norman S. Weir	9/2/14
Davis, Jennifer	Teacher Grade 5	School 27	9/2/14
Dine-Matos, Dania	Teacher Grade 5	Alexander Hamilton Academy	9/2/14
Fleming, Julie	Teacher Grade 5	School 25	9/2/14
Fulmore, Sherry	Social Worker	International HS	9/2/14
Gagliardo, Frances	Teacher Grade 2	School 12	9/2/14
Gilbride, Mallorie	Teacher Grade 1	School 13	9/2/14
Glarz, Eric	Teacher Social Studies	STEM-JFKHS	9/2/14
Goldwire, Peggy	Teacher Arts	School 11	9/2/14
Gregg, Janet	Instructional Assistant	ACT-JFKHS	9/2/14
Grieco, Johnna	Teacher Preschool	Dale Avenue	9/2/14
Guillen, Yokasta	Teacher Grade 5	School 24	9/2/14
Hric, Deborah	Teacher Grade 1	School 5	9/2/14
Kelley, Arlethia	Instructional Assistant	School 21	9/2/14
Kolb, Lynne	Teacher Grade 1	School 25	9/2/14
Lantigua, Mary	Teacher Grade 4 Bilingual	School 11	9/2/14
Leshno, Sue Ellen	Teacher Grade 2	School 12	9/2/14
Lym, So-Yoon	Teacher Art	BTMF-JFKHS	9/2/14
Majbour, Marina	Teacher Special Education	School 9	9/2/14
Mandara, Penny	Teacher Special Education	Urban Leadership	9/2/14

LEAVES OF ABSENCE (RETURN TO ACTIVE STATUS) CONT.

NAME	POSITION	LOCATION	RETURN DATE
Mathews, Tai	Teacher Grades 4-8 LAL G & T	School 28	9/2/14
Mauriber, Kathryn	Teacher Grades 6-8 Language Arts	School 2	9/2/14
Messina, Marielle	Teacher ESL	School 15	9/2/14
Moody, Sarah	Teacher Grade 1	Teacher's Room	9/2/14
Navedo, Sandra	Personal Aide	School 30	9/2/14
Negit, Jessica	Instructional Assistant	School 26	9/2/14
Negron, Elaine	Teacher Social Studies	ACT-JFKHS	9/2/14
Noriega, Juana	Teacher World Language	School 21	9/2/14
Nova, Lourdes	Teacher World Language	Don Bosco	9/2/14
Olsen, Nicole	Teacher Grade 1	School 29	9/2/14
Pagan, Gary	Teacher Special Services	School 8	9/2/14
Patane, Laura	Teacher Kindergarten	Dale Avenue	9/2/14
Perry, Karen	Teacher Business Education	Destiny	9/2/14
Poncelet-Del, Maureen	Teacher Business	BTMF-JFKHS	9/2/14
Pop, Lourdes	Teacher ESL	School 11	9/2/14
Porto, Beth Ava	Teacher Arts	School 2	9/2/14
Ram, Abigail	Teacher Math	ACT-JFKHS	9/2/14
Ranger-Dobbs, Boblyn	Principal	School 6	9/2/14
Rau, Melissa	Teacher Grade 1	School 18	9/2/14
Redmond, Craig	Personal Aide	School 7	9/2/14
Reynoso, Ivette	Teacher Bilingual/ESL	School 18	9/2/14
Ribeiro DeOliveria, Sonia	Teacher Physical Education/Health	ACT-JFKHS	9/2/14
Rivera, Sonia	Teacher Special Education LLD	School 21	9/2/14
Rogers, Darryl	Instructional Assistant	School 28	9/2/14
Rosa, Carlos	Personal Aide	STARS Academy	9/2/14
Rothenberg, Amy	Teacher Art	Rosa Parks HS	9/2/14
Rothstein, Sherri	Teacher Grade 4	School 30	9/2/14
Saicew, Ruth Ann	Personal Aide	School 9	9/2/14
Sanders, Trevor	Teacher Military Science	Government and Public Administration	9/2/14
Sarker, Tanmi	Instructional Assistant	St. Mary's	9/2/14
Sarvis, Kentrel	Instructional Assistant	Dale Avenue	9/2/14
Schimming, Elizabeth	Teacher Special Education	School 15	9/2/14
Scott, John	Teacher Physical Education	Teacher's Room	9/2/14

LEAVES OF ABSENCE (RETURN TO ACTIVE STATUS) CONT.

NAME	POSITION	LOCATION	RETURN DATE
Skimore, Pamela	Teacher Special Education	School 8	9/2/14
Skinner, Rosa	Teacher Special Education	School 15	9/2/14
Stinson, Joseph	Teacher High School	Information Tech	9/2/14
Sweeney, Noreen	Teacher Social Studies	Teacher's Room	9/2/14
Tindal, Leroy	Personal Aide	Great Falls Academy	9/2/14
Valicenti, Joseph	Teacher English	HARP Academy	9/2/14
Vargas, Lucy	Teacher World Language	School 13	9/2/14
Whitaker, Trancy	Cafeteria Worker	Department of Food Services	9/2/14
Williams, Alrick	Teacher Math	Culinary Arts	9/2/14

H. APPOINTMENTS

NAME	POSITION	LOCATON	DATE	DISCUSSION
Aanonsen, Lisa \$50,161/Universal/Step 1 Funding Source 15140100101306	Math Teacher	BTMF Academy	9/1/14	New hire vacancy was due to non-renewal. This position is needed to provide students with the required high school level math skills.
Abdelhady, Eman \$30,008/Step 1 Funding Source 11000217106655	Personal Aide	School 9	9/1/14	New hire due to the transfer of Shirletta Judkins.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Abdo, Khawla \$50,161/Single/Step 1 Funding Source 15209100101069	Teacher of Mathematics	Boris Kroll (Destiny/ ROADS)	9/1/14	New hire to fill vacancy. Position is needed to complete staffing needs for the ROADS Program at Boris Kroll Complex. Students from middle school and high school were co-mingled and the instructional goals

				moving forward are to ensure that students have access to highly qualified personnel.
Abuassi, Dalal \$50,461/Single/Step 2 Funding Source 15140100101307	Teacher Math	ACT-JFKHS	9/1/14	New hire- This position needs to be filled to stay in compliance and student needs are met. Our enrollment has increased to 507 a differential of 37 over last year's enrollment.
Acosta, Jennifer \$55,617/Single/Step 9 Funding Source 15120100101006	Teacher Grade 2	School 6	9/4/14	New hire – The current Grade 2 teacher is transferring within School 6 to the position of Teacher Grade 3. With an anticipated enrolment for 2014-2015 in Grade 2 of 68 students, for class sections are needed to maintain a class size of 17 students.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Ahmed, Sarin \$50,161/BA/Step 1 Funding Source 15140100101306	Language Arts Teacher	BTMF-JFKHS	9/1/14	New hire due to vacancy position. Non-tenured teacher was non-renew.
Alfano, Kristine \$57,753/MA+30/Step 10 Funding Source 15000218104009	Guidance Counselor	School 9	9/15/14	Appointment due to transfer of Hanan Elherawi.
Ali, Minara \$30,008/Step 1 Funding Source 11216100106705	Instructional Aide	School 1/ TCU 7	9/5/14	New hire replacing Shanyra Belfield who resigned as of September 1, 2014.
Anderson, Samantha \$53,596/Single/Step 5	Teacher Grade 1	School 6	9/1/14	New hire- The current Grade 1

Funding Source 15120100101006				Teacher was non-renewed, creating the Grade 1 vacancy. With an anticipated Grade 1 enrollment of 56 students, three class sections are needed for a class size of 18.6 students per class.
Aquino, Eileen \$57,025/Single/Step 10 Funding Source 11000219104655	Teacher LDT-C	School 2	9/1/14	New hire- to complete CST at School 2. School 2 Has a case load of 140 students.
Arrick, Bridget \$48,000 Funding Source 20231200100653	Program Assistant	Parent Resource Center	9/4/14	New hire this position is reclassify potion control number 9139 (which was a part time position) to a full time position.
Assaf, Sabreen \$50,161/Single/Step 1 Funding Source 1521210010101007	Teacher Special Education	School 7	9/1/14	New hire replacing Ana Radice, who was transferred to New Roberto Clemente.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Atalla, Mervat \$50,161/Single/Step 1 Funding Source 15213100101307	Teacher Special Education	ACT-JFKHS	9/17/14	New hire will replace Elizabeth Caccavella who has been appointed a Supervisor position in Central Officer effective September 2014.
Aviles, Natalie \$50,161/Single/Step 1 Funding Source 15140100101063	High Shcool Bilingual Math Teacher	School of Information Technology-Eastside HS	9/1/14	New hire- This position became available as the result of terminating a non-tenure teacher.
Barca, Santina \$73,700 Funding Source	Coordinator of Curriculum Operation	Department of Curriculum and Instruction	7/1/14	Appointment from Interim Supervisor of Curriculum

11000221102650				Operations. This is a reclassification of an Administrative Assistant position which was filled by an Interim. The position is responsible for the programmatic aspects of curricula matters such as course catalog, program inventory, program evaluation, and assets mapping. Please end monthly stipend as of effective date for this permanent assignment.
Bascom, Gene \$59,155/Universal/Step 12 Funding Source 15213100101064	Teacher of Special Services	CAHTS- Eastside HS	9/1/14	New hire- This position is needed to address increase in Students with Disabilities within the School.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Battista, Daniel \$50,161/Single/Step 1 Funding Source 15140100101064	Teacher Physical Education	CAHTS- Eastside HS	9/1/14	New hire replacing Mr. Omar Polanco who transfers.
Beach, Jamil \$50,1651/Single/Step 1 Funding Source 20218100101705	Preschool Teacher	St. Mary's Preschool	9/1/14	Temporary leave replacement teacher. Effective 9/1/14-6/30/15. Kathleen Spadola is on loan to the New Jersey Department of Education.
Beauchamp, Veronica \$31,878/Step 6 Funding Source 20218100106705	Instructional Assistant	St. Mary's School	9/1/14	New hire- Every preschool classroom must have an instructional assistant. The

				previous Instructional Assistant was transferred to 14 th Ave ELC. This is to replace the Instructional Assistant.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Beilen, Gary \$51,171/Single/Step 4 Funding Source 15130100101025	Teacher Grades 7 &8 Science	School 25	9/1/14	New hire- replacing Mrs. Graham who recently retired. Highly Qualified Science teacher is required for the 143 7 th and 8 th grades students. The position is needed to be in Boar of Education compliance and to implement SIP strategies addressing the Instructional needs of 143 7 th and 8 th grade students. In addition, we are anticipating an influx of children resulting from the ongoing completion of the Alabama Avenue Townhouse Development (Heritage at Alexander Hamilton).

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Beirne, Kerri \$50,161/Single/Step 1 Funding Source 141216100101705	Teacher Preschool Special Education	Early Childhood	9/1/14	New hire- By code one Preschool teacher is needed for every 15

				students.
Benali, Somia \$50,161/Single/Step 1 Funding Source 15140100101304	Teacher of Math	STEM-JFKHS	9/1/14	New hire replacing Mr. Plunkett who retired earlier this year.
Berkowitz, Joshua \$50,161/Single/Step 1 Funding Source 15130100101006	Teacher Grades 6-8 Language Arts	School 6	9/1/14	New hire- the current Science Teacher is not available to participate in the SIG Extended Day/Year programs and therefore is not able to continue teaching at School 6. With anticipated enrollment for 2014-2015 of 520 students, it is necessary to fill the vacant science position.
Bevanda, Olivera \$54,102/Single/Step 6 Funding Source	Teacher Science- Biology	International HS	9/5/14	New hire- will replace Anna Throm who resigned after being place on Administrative reassignment pending an investigation and subsequently resigned her position. Class enrollment is 26 per section with Honors and PSI Biology being taught.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Beya, Paola \$50,161/Single/Step 1 Funding Source 15240100101002	Teacher ESL	School 2	9/22/14	New hire is necessary by law and compliance. To support our English Language Instruction for our students in Bil/ESL, K-8, in which we

				have 100-120 students enrolled.
Bracey, Ashley \$50,161/Universal/Step 1 Funding Source 1521410010106	Teacher of Special Education	STARS Academy	9/1/14	New hire- Temporary Leave Replacement Special Education Teacher at STARS Academy beginning September 1, 2014. Ms. Bracey will be replacing Erin Goellner who is on maternity leave.
Brown, Althea \$91,201/AMA30/Step 9 Funding Source 15000240103006	Interim Vice Principal	Turn Around School 6	8/28/14	Appointment- replacing T. Bennett who resigned. Salary will be AMA30-step 9 \$87,501.00 +3700.00 long= \$91,201.00+ additional monthly stipend of \$2800.00 for Turn Around work.
Brown, Lenora \$6,502.00 Funding Source 15000262107007	Cafeteria Monitor	School 7	9/4/14	New hire replaces Katia Gracia who was non-renewed.
Bumbaco, Vivian \$53,596/Single/Step 5 Funding Source 15213100101306	Teacher of Special Education	BTMF-JFKHS	9/18/14	New hire replacing Sarah LoConte.
Cabrera, Mariel \$8,594.00/Step 1 Funding Source 15000211173030	Home School Community Liaison	School 30	9/1/14	New hire- HSCL is important in order to fulfill the Parent Resource Center activities for 2014- 2015.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Caccavella, Elizabeth \$82,401 Funding Source 11000219104655	Acting Supervisor	Department Special Services	9/17/14	Appointment – To be paid a monthly stipend of \$500 for interim capacity.
Canas, Alex \$50,761/Universal/Step 3 Funding Source	Teacher of Grade 5 Special	School 30	9/1/14	New hire due to Special Education vacancies that

11000262107	Education BD			need to be filled by law to provide a quality education.
Cancel, Kristy \$29,307/Step 1 Funding Source 15201100106306	Instructional Assistant	BTMF Academy	9/8/14	New hire to assist the Teacher with students.
Cannata, Ashley \$50,161/Single/Step 1 Funding Source 15120100101002	Teacher Grade 5	School 2	9/1/14	New hire- due to the 5 th teacher who resigned. The 5 th grade enrollment is 58. A teacher is needed to fill the vacancy.
Carcich, Natasha \$50,161/Single/Step 1 Funding Source 15120100101015	Teacher Grade 3	School 15	9/1/14	New hire- replacing Jennifer Petronzio who resigned. I currently have 105 grade 3 students enrolled and we will be getting new registrations /transfers. The requirement is a maximum of 24 students per class. In need this class section.
Cardoso, Alexis \$51,461/Single/Step 2 Funding Source 11000219104655	Teacher Psychologist	School 18	9/15/14	New hire replacing Bahar Mansur
Carroll, Jenai \$50,761/Single/Step 3 Funding Source 1100216100655	Teacher/Speech Language Specialist	School 30 (.6) OOD (.4)	9/5/14	New hire- position is required for 95 students at School 30 who require speech and 12 Out- of -district.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Carson, Leilani \$55,112/Single/Step 8 Funding Source 15140100101054	Teacher of English	PANTHER Academy	9/1/14	New hire- Ms. Carson is the leave replacement this year for Ms. Delvalle and teaches English, core high School graduation

				requirement for 100 students at PANTHER Academy.
Caruso, Matthew \$50,161/Single/Step 1 Funding Source 15130100101024	Teacher Grade 8 Social Studies	School 24	9/1/14	New hire require courses large classes and completed schedules.
Castro, Maria \$55,922/MA+30 Traditional/ Step 3 Funding Source 11000219104705	Preschool teacher Psychologist	Department of Special Services	9/1/14	To hire as Leave Replacement to be extended replacing Dania Diaz for the 2014-2015 school year.
Chiguito, Dennisse \$50,161/Single/Step 1 Funding Source 15130100101316	Teacher Grades 6-8 Science	New Roberto Clemente	9/1/14	New hire- New Roberto Clemente is now a School Improvement Grant (SIG) school. Ms. Chiguito can work the Extended Learning Opportunity (ELO) schedule.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Cirillo, Gina \$51,171/Single/Step 4 Funding Source 15120100101025	Teacher Grades 5-6 (Highly Qualified Math)	School 25	9/1/14	New hire replacing Mrs. Ferriera who recently resigned. The position is needed to address the current enrollment of 170 5 th & 6 th grade students and the anticipated influx of children resulting from the ongoing completion of the Alabama Avenue Townhouse Development. (Heritage at Alexander Hamilton)
Clark, Edward \$50,161/Single/Step 1	Leave Replacement	School 10	9/1/14	Leave Replacement

Funding Source 151301001010	Physical Education Teacher			Teacher replacing H. Dinc who is on sabbatical leave 9/1/14-6/30/15. We have two PE teachers who provide physical education and health for all Pre-K to 8 th grades students (570 students). Mr. Dinc has been approved for a sabbatical for 2014-2015 school year. In order to be in compliance with the requirements for PE and Health and leave replacement teacher must be hired.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Cornish, Jason Lee \$5,041/MA/Step 1 Funding Source 20231100101653	Climate and Culture Teacher Mentor	School 12,24,Don Bosco	9/1/14	Appointment due to vacancy. No change in salary. Internal transfer.
Crater, Ashley \$50,161/Single/Step 1 Funding Source 15140100101062	Teacher of English	School of Government- Eastside HS	9/1/14	New hire- Candidate interviewed at job fair. Teacher is needed to teach English classes which are requisite courses for graduation. The teacher will teach 5 classes with 25 students each, which ensures 125 students in meeting their requisite courses.
Crespo, Eric Stipend of \$800/month No change in salary	Interim Director of Humanities	Department of Academic	8/18/14	Appointment- Lauren Kazmark is moving into a new

Funding Source 1100022110265				interim position, which leaves a vacancy in the Humanities Director position. Mr. Crespo is a Social Studies supervisor who has worked in the Department of for over a year, and is certified and capable of filing the role as Interim Humanities Director.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Cruz, Jesenia \$56,625/Single/Step 10 Funding Source 15140100101063	High School Music Teacher	School of Information Technology – Eastside HS	9/11/14	New hire due to termination. This position is to replace a non-tenured teacher that was not renewed. This is the only instrumental music teacher.
Cruz, Jessica \$50,161/Universal/Step 1 Funding Source 20218100101705	Teacher Preschool	St. Mary's	9/1/14	New hire-Leave replacement Teacher for Maribel Mejia who it on leave of absence from September 1, 2014-through 6/30/2015.
Cruz, Natalia \$27,220/Step 1 Funding Source 20218100106705	Instructional Assistant	Edward W. Kilpatrick	9/1/14	New hire- The District Initiative is to increase the amount of preschool classrooms in district. By code every preschool classroom requires an instructional assistant.
Delgado, Cynthia \$50,161/Single/Step 1	Teacher Grade 1	Dale Avenue	9/8/14	New hire due to the overflow at #9 two

Funding Source 15120100101041				additional grade 1 sections were added.
Desvarieux, Harry \$30,008/Step 1 Funding Source 15213100106306	Instructional Assistant	BTMF-JFKHS	9/15/14	New hire for the new CBI program.
Diaz, Dhariana \$8.25 per hour Funding Source 60910310110310	Food Service Substitute	Department of Food Services	9/8/14	New hire- funds to pay substitutes will come from the Enterprise Funds not the General Funds.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Diaz, Trinidad \$22,000 Funding Source 151301001010008	Permanent Substitute	School 8	9/1/14	To hire as a Permanent Substitute at \$22,000 pending issuance of certification. This position was created for the reorganization of Bilingual Education in grades 6-8. There are a total of 77 students in these 3 grades at School 8.
Dietz, Rebecca \$51,171/Single/Step 4 Funding Source 15110100101006	Teacher Kindergarten	School 6	9/1/14	New hire – The current Grade Kindergarten teacher was transferred to Grade 1 creating the Kindergarten vacancy. School 6 hired a replacement; however the replacement declined the position. With an anticipated Kindergarten enrollment of 53 students, three

				class sections are needed for a class size of 17.7 students per class.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Dominguez, Jennifer \$53,596/Single/Step 5 Funding Source 20218100101705	Preschool Teacher	Edward W. Kilpatrick	9/3/14	New hire- The District Initiative is to increase the amount of preschool classrooms in-district. By code one preschool Teacher is needed for every 15 students.
Douglas, Desirae \$50,161/Single/Step 1 Funding Source 15000218104306	Teacher Guidance Counselor	John F. Kennedy HS	9/15/14	New hire to fill vacancy created by Michele Howe now athletic Supervisor effective immediately.
Dubjel, Olinka \$50,161/Single/Step 1 Funding Source 15130100101005	Grade 6 Math Teacher	School 5	9/3/14	New hire to fill vacancy due to a Leave replacement from 9/1/14-6/30/14.
Dunn, Alphonso \$55,112/Single/Step 8 Funding Source 15140100101064	Teacher Chemistry	CAHTS- Eastside HS	9/1/14	New hire due to vacancy created by the non-renewal of Katherine Cofer.
Eliefifi, Mariam \$30,008/Step 1 Funding Source 20218100106705	Instructional Assistant	St. Mary's School	9/1/14	New hire- the District Initiative is to increase the amount of preschool classrooms in-district. By code every preschool classroom requires an instructional assistant.
Elmahjoubi, Mohamed \$50,161/Single/Step 1 Funding Source 15240100101036	Teacher ESL	Alexander Hamilton Academy	9/4/14	New hire to fill current vacancy of ESL Teacher at the school due to the transfer of Ms.

				Duran ESL Teacher to Grade 2 to fill emergency vacancy.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Elsamra, Mohamed \$59,655/Single/Step 12 15140100101057	Teacher Science	Garrett Morgan Academy	9/1/14	New hire- New appointment will replace Tatiana Mikhailovsky who was transferred to HARP Academy. Five classes 24 students which included required Project Lead the Way Course- Biotechnology.
Elson, Jeri \$50,161/Single/Step 1 Funding Source 15120100101029	Teacher of Arts	School 29	9/1/14	New hire- due to the current holder of this pc being transferred to School 11.
Farrell, Christopher \$50,461/Single/Step 2 Funding Source 15130100101025	Teacher Grade 7 Language Arts	School 25	9/1/14	New hire to replace Lourdes Tubil. The position is needed to be in Board of Education compliance and to implement SIP strategies addressing the instructional need of 87 7 th grade students. In addition, we are anticipating an influx of children resulting fro the ongoing completion of the Alabama Avenue Townhouse Development. (Heritage at Alexander Hamilton).
Fasheh, Dina	Teacher	School 9	9/3/14	New hire due to the

\$50,161/Single/Step 1 Funding Source 15120100101009	Grade 2			transfer of Ashley Ventrice
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Fernandez, Justin \$50,161/Single/Step 1 Funding Source 15120100101004 (.30) 15130100101004 (.70)	Teacher Physical Education/ Health	School 4	9/1/14	New hire replacing John Scott who is on leave as of 6/23/14. Physical Education is a specialized subject matter that really needs the attention of someone who has majored in this field and not just a substitute teacher. One of our Physical Education Teachers is out on medical leave of absence and we do not know when he will be returning. We do not want our student to start the school year without a Phys. Ed. Teacher.
Figueroa, Luis \$50,161/Single/Step 1 Funding Source 15130100101021	Teacher Grades 6-8 Math Bilingual	School 21	9/1/14	New hire- position is needed to be filled in order to comply with NJSA 6A:15
Flores-Randazzo, Lizaida \$33,621/Single/Step 8 Funding Source 152401001010630	Teacher ESL	School of Information- Eastside HS	9/1/14	New hire as permanent substitute at \$33,621 until certificate is issued. Alary will be Step 1 \$50,161 retroactive to issuance date of certification.
Francisco, Elis \$50,761/Single/Step 3 Funding Source 20218100101705	Teacher Preschool	School 21	9/1/14	New hire- By code one Preschool teacher is needed for every 15 students.

Franklin, Todd \$59,655/Universal/Step 12 Funding Source 15120100101021	Teacher Grade 3	School 21	9/1/14	New hire due to current vacant internal transfer.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Gambino, Peter \$50,161/Single/Step 1 Funding Source 15140100101064	Math Teacher	CAHTS- Eastside HS	9/1/14	New hire replacing Ms. Dilber Yildirim who retired in June.
Gandhi, Rekha \$53,596/Single/Step 5 Funding Source 1500022210008	Library Media Specialist	School 8	9/1/14	New hire- Librarian is needed to service the school population of over 550 students.
Gilroy, Sevgi \$53,596/Single/Step 5 Funding Source 15120100101015	Teacher Grade 3	School 15	9/16/14	New hire due to a tenured teacher, Amber Lassiter transferring to a new assignment at School 6.
Girardi, Michelle \$50,161/Universal/Step 1 Funding Source 15120100101015	Teacher Grade 2	School 15	9/1/14	New hire- replacing Venita Tomlinson in order to maintain the maximum number of students per class, which is 241 students per class, which is 241, will need to assign a teacher to that Grade 2 leave replacement.
Goldberg, Jason \$59,655/Single/Step 12 Funding Source 15130100101021	Teacher of Science	School 21	9/1/14	New hire due to vacancy position internal transfer.
Goldstein, Dana \$50,461/Single/Step 2 Funding Source 15209100101020	Teacher Special Education	School 20	9/29/14	New hire replacing Sara Wennberg.
Gomez, Melissa \$53,596/MA/Step 5 Funding Source 15213100101063	Teacher Special Education	School of Information Technology- Eastside HS	9/1/14	New hire due to resignation.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Gonzalez, Grisell \$54,607/Single/Step 7 Funding Source 20218100101705	Preschool Teacher	School 28	9/1/14	New hire- The previous preschool classroom teacher was terminated in June. By code we need one teacher for every 15 students in preschool.
Graber, Christopher \$90,701/BMA/Step 9 Funding Source 20231200102653	Supervisor of Learning Network	Department of Academic Services	7/1/14	Appointment- from Interim Supervisor to Supervisor.
Green, Jaymie \$57,880/Step 11 Funding Source 15120100101006	Teacher of Art	School 6	9/1/14	New hire-Job Fair Applicant
Greenwald, Gwen \$50,161/Single/Step 1 Funding Source 15213100101024	Leave Replacement Special Education	School 24	9/1/14	To hire as a Leave Replacement for K-2 Special Education Resource Teacher to replace Ms. Stacey Rzeszutek during her maternity leave from September to December 2014.
Greer, Anne \$54,102/Single/Step 6 Funding Source 1524010010102	Teacher of ESL	School 6	9/1/14	New hire to replace Guillermo E. Wong
Griffith, Steven \$50,161/Single/Step 1 Funding Source 15120100101015	Teacher Grade 5	School 15	9/1/14	New hire- The vacancy is due to Nicole Slota transferred to G & T program at School 28. I currently have 25 students in that section.
Guerra, Ivan \$54,322/MA+30 Traditional/ Step 1 Funding Source 15213100101020	Teacher Special Education	School 20	9/1/14	To hire permanent from Leave Replacement position. No change in salary

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Gutierrez, Rodriguez, Maria \$50,761/Universal/Step 3 Funding Source 15140100101062	Teacher of Chemistry	School of Government – Eastside HS	9/1/14	New hire due to High School Science teacher resigned. Teacher taught 5 sections of Chemistry classes.
Guzman, Juannys \$22,000 Funding Source 15130100101011	Permanent Substitute	School 11/Newcomers	9/15/14	New hire as permanent Substitute for Grades 6-8. Salary to be \$22,000 until cert is issued. Salary will be \$54,102/Step 6 Position is needed for Bilingual Restructuring.
Hagedoorn, Brooke \$53,596/Single/Step 5 Funding Source 15140100101064	Teacher Speech Language Specialist	School 2	9/1/14	New hire- Position required filling vacancy and providing Speech Language Therapy to 134 students.
Hardy, Laquisha \$27,220/Step 1 Funding Source 11216100106705	Instructional Assistant	School 28	9/1/14	New hire for Preschool students.
Hawkins, Christina \$30,000/Step 1 Funding Source 15209100101307	Instructional Assistant	ACT-JFKHS	9/12/14	New hire needed to fulfill classroom requirements for the newly implemented community based instruction (CBI) program effective September 4, 2014.
Henderson, Edward \$51,171/Universal/Step 4 Funding Source 15140100101304	Teacher of Social Studies	STEM-JFKHS	9/1/14	New hire- replacing Carol Stryker who retired earlier this year.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Hernandez, Erika \$54,102/Step 6 Funding Source 1512010010102	Teacher Grade 2	School 20	9/1/14	New hire- This position is needed for Grade 2 students. The position must be held by a Qualified/Certified Grade 2 Teacher to provide instruction in the content areas (Language Arts, Mathematics, Science, and Social Studies.
Hernandez, Marlene \$50,161/Single/Step 1 Funding Source 15213100101002	Teacher Special Education	School 2	9/5/14	New hire to service students identified in their IEP for Pull Out Services.
Hilaire, Emmanuella \$54,607/Single/Step 7 Funding Source 15140100101054	Teacher Math	PANTHER Academy	9/1/14	New hire – This position is required in order for students to meet their graduation requirements.
Hillman, Gail \$97,692/MA/Step 17 Funding Source 15213100101012	Teacher Social Worker	School 12	9/1/14	Hire vacancy of re-classified position of Teacher Social Worker. Ms. Hillman is being recalled from RIF that occurred on 7/1/14
Hoffman, Nicole \$51,171/Single/Step 4 Funding Source 15130100101006	Teacher of Mathematics	School 6	9/1/14	New hire to fill vacancy of non-renewal.
Iusseine, Sabrie \$27,220/Step 1 Funding Source 15212100106307	Instructional Assistant	ACT-JFKHS	9/15/14	New hire needed to fulfill classroom requirements for the newly implemented community based instruction (CBI) program effective September 4, 2014.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Jackson, Joy \$56,625/Step 10 Funding Source 15130100101006	Teacher Dance	School 6	9/1/14	New hire- to fill vacancy of non- renewal.
Jarensky, Nancy \$51,171/Single/Step 4 Funding Source 15213100101002	Teacher Special Education	School 12	9/8/14	New hire-Teacher was transferred to a Special classroom position, leaving the resource position vacant.
Kahn, Mojtaba \$50,761/Universal/Step 3 Funding Source 15140100101306	Teacher Biology	BTMF Academy	9/1/14	New hire- Biology Teacher who will be teaching PSI and General Science which is a course requirement for graduation.
Kelly, Loretta \$126,710/Step 10 Funding Source 20231200103653	Interim Director of College and Career Readiness	Department of Curriculum and Instruction	7/1/14	Appointment is due to vacancy in this position.
Killcommons, Megan \$51,171/ Single/Step 4 Funding Source 15110100101033	Teacher Kindergarten	Edward W. Kilpatrick	9/1/14	New hire- from leave replacement position to permanent.
King, Steven \$65,836/Universal/Step 14 Funding Source 15140100101057	Teacher of Math	Garrett Morgan Academy	9/1/14	New hire- due to vacancy position
Kniecinski, Kathryn \$50,461/Universal/ Step 2 Funding Source 15120100101006	Teacher Grade 4	School 6	9/1/14	New hire- The teacher previously in the Teacher Grade 4 position is being transferred to a Teacher Grade 3 position. With an anticipated enrollment for 2014-2015 in Grade 4 of 41 students, two class sections are needed to maintain a class size of 20.5 students.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Knight, Alan \$52,444 with stipend of \$500.00 per month. 11000252100702	Interim Supervisor of Special Projects	Department Communication	9/17/14	As per the state approved 2014- 2015 District Organizational Chart action is requested to reclassify pc # 447 locations 702 from Media Technician to Supervisor of Special Projects and appoint Mr. Knight from Media Technician to the position as Interim Supervisor of Special Projects. Stipend of \$500.00 per month to be given while in Interim capacity. Reorg Plan additional responsibilities.
Kochaniec, Kimberly \$50,161/Single/Step 1 Funding Source 15120100101015	Teacher Grade 1	School 15	9/1/14	New hire-Leave replacement teacher for school year 2014-2015. Replacing Mrs. Stephanie Paletta who was approved a leave of absence from September 2, 2014 to June 30, 2015.
Kolldani, Florenca \$30,008/Step 1 Funding Source 11000217106655	Personal Aide	Norman S. Weir	9/1/14	New hire to remain in compliance with the student's IEP as per State and Federal regulations. PC# 4097 to be vacated by Selina James to fill PC# 1568 vacated by Theresa Langston- retirement.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Kozar, Rasa \$55,112/Step 8 Funding Source 20218100101705	Preschool Teacher	School 28	9/1/14	New hire is needed to teach in a preschool classroom at School 28. The former classroom teacher moved to a school age position. By code we need one preschool teacher for every 15 students.
Lantigua, Kelly \$54,670/Single/Step 7 Funding Source 20218100101705	Teacher Preschool	School 10	9/15/14	New hire is needed to teach in a preschool classroom at School 28. The former classroom teacher moved to a school age position. By code we need one preschool teacher for every 15 students.
Lauzeckas, Robert \$54,102/Single/Step 6 Funding Source 15213100101052	Teacher Special Education	Rosa Parks HS	9/1/14	New hire- Mr. Lauzeckas will replace Marilyn Holloway who never returned from leave.
Ledgard, Mary \$22,000 Funding Source 15110100101008	Perm Sub	School 8	9/1/14	To hire as perm sub until elementary certificate is issued at \$22,000. Salary will be adjusted and retroactive to step 2 \$50,461 as of date of issuance on certification. Position is needed due to teacher retired.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Lenti, Luz \$30,610/Step 3 Funding Source 11216100106705	Instructional Assistant Preschool Special Education	School 28	9/1/14	New hire- By code each classroom must have an assistant.
Lian, Sue Ellen \$6,502.00 Funding Source 15000262107007	Cafeteria Monitor	School 7	9/4/14	New hire replaces Rumena Hossian who was non- renewed.
Lima, Ariella \$54,102/Universal/Step 5 Funding Source 1521410010103	Teacher Special Education	School 30	9/1/14	New hire who will be replacing Ms. Alicia Pavone who has taken another position in the district.
Lopez, Steve \$30,008/Step 1 Funding Source 11000217106655	Personal Aide	School 30	9/1/14	New hire for students (JP #2037221) and (SM #2034803). Personal Aide required as per IEP.
Manlapid, Enriguez \$30,008/Step 1 Funding Source 15204100106028	Instructional Assistant	School 28	9/1/14	New hire for the New Kindergarten Severe LLD Class at School 28.
Marotti, Jamie \$50,161/Single/Step 1 Funding Source 15120100101024	Grade 1 Teacher	School 24	9/1/14	New hire- this position is required courses, large classes and completed schedules.
Mason, Michael \$61,469/Single/Step 13 Funding Source 15209100101064	Teacher of Special Education	CAHTS- Eastside HS	9/1/14	New hire- replacing Eddie Hill who resigned.
Matesic, Jenna \$50,161/Single/Step 1 Funding Source 15120100101024	Grade 2 Teacher	School 24	9/1/14	New hire- this position is required courses, large classes and completed schedules.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
McCourt, Kyle \$50,161/Single/Step 1 Funding Source 15120100101075	Teacher Physical Education/ Swim Lifeguard	Norm S. Weir	9/1/14	New hire replacing Jacqueline Kennelly who resigned. Position is necessary to remain in compliance with NJ State Regulations.
McKoy, Marnie \$137,700 with stipend of \$1,000.00. Funding Source 1100251100690	Acting Chief Human Capital Officer	Department of Human Resource Services	9/8/14	As per the state approved 2014- 2015 District Organizational Chart action is requested to reclassify pc#6168 Location 723 from Chief Accountability Officer to Chief Human Capital Officer and appoint Ms. McKoy from Executive Director of Accountability pc# 5851 to the position as Acting Chief Human Capital Officer up to 3 months at which time the Superintendent can chose to renew for an additional 3 months. Stipend of \$1000.00 per month to be given while in Interim capacity.
McMichael, Kerry \$50,161/Single/Step 1 Funding Source 15130100101024	Grades 6-8 Language Arts Teacher	School 24	9/1/14	New hire due to vacancy in Grade 6.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Megaro, Mark \$55,112/Step 8 Funding Source 15120100101006	Teacher of Arts	School 6	9/1/14	New hire- The current Art Teacher was non-renewed creating a vacancy. Anticipated enrollment for 2014-2015 of 470 students, it is necessary to fill the vacant art position.
Mendiola, Susana \$50,161/Single/Step 1 Funding Source 15240100101018	Grade 3 Bilingual Teacher	School 18	9/1/14	New hire due to we have 24 Bilingual 3 rd Grade Students.
Mensah, Frank \$30,008/Step 1 Funding Source 11000217106655	Personal Aide	International HS	9/1/14	New hire for student (LT 2010225). Personal Aide required as per IEP.
Monahan, Michael \$50,161/Single/Step 1 Funding Source 15423222100069	Teacher Science	DESTINY Academy	9/22/14	New hire for the New Alternative Middle School at DESTINY Academy
Moreno-Robles, Emilia \$30,008/Step 1 Funding Source 15212100106011	Instructional Assistant	New Comer School 11	9/8/14	New hire to fill vacancy pc#4600 due to resignation

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Morris, Charlotte \$50,161/Step 1 Funding Source 1530100101026	Teacher Physical Education	School 26	9/4/14	New hire- NJSA 18A:35-7&* requires every pupil, except kindergarten pupils, attending public schools to take Health and Physical Education Program. Paterson Public School 26 currently has 636 students enrolled. A minimum of two Physical Education and Health

				teachers are need to provide instruction for 636 students. School 26 currently has one Physical Education teacher therefore a second teacher is needed
Munoz, Andres \$50,761/Step 3 Funding Source 15213100101064	Teacher of Special Education	CAHTS- Eastside HS	9/1/14	New hire- Needed to address increase in Students with Disabilities within the school
Munoz, Dalia \$31,267/Step 6 Funding Source 20218100106705	Instructional Assistant	St. Mary's Preschool	9/1/14	New hire- By code every preschool classroom must have an instructional assistant. The previous Instructional Assistant was terminated. This is to replace the Instructional Assistant.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE DATE	DISCUSSION
Neyra Melgar, Laura \$50,161/Single/Step 1 Funding Source 15240100101008	Teacher Grade 1 Bil/ESL	School 8	9/1/14	New hire replacing an internal transfer.
Nicolich, Anthony \$54,607/Single/Step 7 Funding Source 15213100101316	Teacher Special Education	New Roberto Clemente	9/1/14	New hire replacing Dawn Mugno who has left the district.
Nivar, Laura \$22,000 Funding Source 15240100101015	Teacher Grade 4 Bilingual	School 15	9/15/14	New hire is due to a non-tenured teacher non-renewal. I currently have 27 students in that section. To hire as Permanent Substitute \$22,000 until Bilingual cert is issued. Salary

				will adjusted to step 8 \$55,112.
Noel, Joseph \$51, 171/ Single/Step 4 Funding Source 15120100101009	Teacher Arts	School 9	9/1/14	New hire-currently working as a leave replacement, to hire as a permanent Art Teacher to fill vacancy.
Omar, Dwayne \$56,625/Universal/Step 10 Funding Source 15209100101030	Teacher of Special Education	School 30	9/1/14	New hire due to Special Education vacancies that need to be filled by law to provide a quality education.
Pajuelo, Frank \$61,450 Funding Source 11000218110870	Data Management Specialist	Department of Information Management System	9/1/14	Appointment- from Instructional Assistant to fill vacancy created by internal promotion.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Payne, Nicole Stipend of \$850/month until made permanent. Funding Source 15423240103065	Interim Director of Alternative Education	YES Academy	9/5/14	Appointment (reclassified for new title) reporting to the Asst. Supt for School administration as per 2014-2015 state approved district organizational chart. Salary remains the same with stipend of \$850/month.
Perez, Esther \$55,061/Step 1 Funding Source 15110100101005	Kindergarten Teacher	School 5	9/1/14	New hire due to vacancy internal transfer.
Perez, Mariana \$30,601/Step 1 Funding Source 20218100106705	Instructional Assistant	School 10	9/1/14	New hire- The District Initiative is to increase the amount of preschool classrooms in district. By code every preschool

				classroom requires an instructional assistant.
Perez, Monica \$57,880/Single/Step 11 Funding Source 15130100101012	Teacher of ESL	School 12	9/4/14	New hire- This position needs to be filled in order to comply with NJSA6A:15 1.1
Pergola, Jacqueline \$50,161/Single/Step 1 Funding Source 15120100101015	Teacher Grade 2	School 15	9/1/14	Leave replacement teacher for Alexa Baron who resigned.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Petrullo, Alyson \$50,761/Single/Step 3 Funding Source 20218100101705	Preschool Teacher	Edward W. Kilpatrick School	9/1/14	New hire is due to new Preschool classrooms at EWK. The district initiative is to increase the amount of preschool classrooms in district. By code one preschool teacher is needed for every 15 students.
Pierre, Tamar \$55,112/Step 8 Funding Source 20218100101705	Preschool Teacher	Edward W. Kilpatrick	9/1/14	New hire. New preschool classrooms were opened at EWK. The district initiative is to increase the amount of preschool classrooms in district. By code one preschool teacher is needed for 15 students.
Prag, Vashrani \$56,462/Traditional/Step 9 Funding Source 15140100101306	Leave Replacement Teacher	BTMF-JFKHS	9/1/14- 2/16/15	Leave Replacement Teacher replacing Diana Brown who is on leave.
Press, Bryan \$22,000	Leave Replace	Norman S. Weir	9/1/14	To Leave Replacement from

Funding Source 15201100101075	Special Cog Mild Grade 6			September 2, 2014-June 30, 2015 as a permanent substitute until Teacher of Students with Disabilities Certification (in process) is issued.
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APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Quispe-Aliaga, Rocio \$30,309/Step 2 Funding Source 11216100101705	Personal Aide	Dale Avenue	9/1/14	New hire for student (AV #5203029) Personal Aide is required as per IEP.
Ranger-Dobbs, Boblyn \$127,978.00/CMA/Step 6 Funding Source 150002400103006	Interim Principal	Turn Around School 6	8/28/14	Appointment- replacing S. Davis who resigned. Salary will be CMA- Step 6 (to adjust salary and give credit for all years of administrator experience that qualify here to run a turnaround school) \$113,578.00 + additional yearly stipend of \$13,500 for Turn Around work = \$127,078.00 +900.00 longevity= \$127,979.00
Recchione, Matthew \$53,596/Single/Step 5 Funding Source 15213100101027	Teacher Special Education	School 27	9/15/14	New hire – Position required to provide instruction to Special Education students in grades 4 and 5 as per IEP requirements.
Renna, Emilie \$350 per day Funding Source 15000240103305	Principal on Assignment	School of Educational Training.	9/22/14	Leave replacement for Ms. Perrotta who is on leave. 9/22/14-10/14/14

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Reyes, Christina \$29,397/Step 1 Funding Source 15190100106066	Instructional Assistant	14 th Avenue Early Learning Center	9/1/14	New hire- Ms. Reyes is to fill the pc vacated by Mr. Frank Pajuelo, who has been appointed to another position in the District. Kindergarten Aide is required by law in Kindergarten classrooms.
Rivera, Dennis \$50,161/Single/Step 1 Funding Source 15130100101005	Teacher Physical Education	School 5	9/1/14	New hire due to resignation.
Rivera, Maria \$50,161/Single/Step1 Funding Source 15140100101064	Teacher of Business	Culinary Arts- Eastside HS	9/1/14	New hire to replace non-renewal Teacher of Business Education.
Roberts, Sandra \$53,596/Universal/Step 5 Funding Source 15000218104304	Guidance Counselor	STEM-JFKHS	9/1/14	New hire- replacing Cedenia McCollum who was transfer to elementary counselor position. We currently have over 670 students in STEM. We cannot provide adequate counseling services to 670 students with only two counselors; it would jeopardize the quality and effectiveness of assistance and support provided to our students.
Robinson, Xiomara \$53,596/Single/Step 5 Funding Source 15120100101018	Teacher Grade 3	School 18	9/1/14	New hire replacing a teacher who was transferred due to medical reasons.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Rodriguez, Carlita \$82,401/BMA/Step 1 Funding Source 20231200102653	School-based Special Education Supervisor	School 11 School 30 School 24	9/1/14	Appointment- replace Nicole Gibbs to a Supervisor Sp. Ser.
Rodriguez, Flordaliza \$22,000 Funding Source 15140100101063	Teacher Social Studies Bilingual	School of Information Technology- Eastside HS	9/1/14	New hire as permanent substitute at \$22,000 until Bilingual cert is issued. Salary will be adjusted and retroactive to issuance date to Step 6 \$54,102.
Rogers, Jarrod \$30,008/Step 1 Funding Source 20218100106705	Instructional Assistant	Edward W. Kilpatrick	9/1/14	New hire due to new preschool classroom at EWK. The district initiative is to increase preschool classrooms in district. By code, each preschool classroom must have an instructional assistant.
Romea, Rodrigo \$50,161/Single/Step 1 Funding Source 15140100101052	Teacher Math	Rosa Parks HS	9/10/14	New hire to fill the vacancy that was created when Kashan Farhat resigned from the district in August 2014.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Ronga, Susan \$101,551/MA+30/Step 11 Funding Source 13602100101410 (50%) 20606100101410 (34%) 20621100101410 (15%)	Teacher Coordinator	PACE	9/1/14	The position is to correct and reclassify Ms. Ronga for Paterson's Adult & Continuing Education back to Teacher Coordinator from

				Lead Teacher. All employees who held the TAP position title were reclassified to Teacher Coordinators and placed back on the Teacher Coordinator's salary guide. As per Grievance #10-102, Year: 2011-2012. Inadvertently Ms. Ronga was not included on the Personnel Action Form.
Rosado, Crystal \$50,161/Single/Step 1 Funding Source 15130100101005	Teacher Grade 5	School 5	9/1/14	New hire replacing retirement. 5 th Grade Math – testing grade.
Rosario, Jose \$57,880/Single/Step 11 Funding Source 15130100101010	Teacher of ESL	School 10	9/1/14	New hire- This position needs to be filed in order to comply with NJSA 6A:15.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Rovelli, Francis \$22,000 Fundng Source 15130100101021	Permanent Substitute Grades 6-8 Bilingual	School 21	9/5/14	New hire due to Bilingual Restructuring. Permanent Substitute until cert is issued. Step 1 \$50,161 when cert is issued.
Rugel, Mary \$50,461/Single/Step 2 Funding Source 1512010010102	Teacher Grade 5	School 20	9/1/14	New hire- Position is needed for Grade 5 students. Also, is needed to provide mathematics instruction for 50 grade 5 student.
Ruth, Sheila \$99,692+ stipend \$400 \$100,092	Reading Specialist	School 13	9/22/14	Appointment- To be paid a yearly stipend of \$400.00

Funding Source 20231100101653				in addition to base salary as per PEA contract.
Salazar-Gomez, Margaret \$50,461/Single/Step 2 Funding Source 15000218104306	Guidance Counselor	BTMF Academy	9/1/14	New hire to provide BTMF student with academic guidance and college/career preparation.
Sanabria, Susan \$50,161/Step 1 Funding Source 15140100101064	Teacher of Social Studies	CAHTS-Eastside HS	9/1/14	New hire- replacing non-renewed staff member.
Scala, David \$55,617/Single/Step 9 Funding Source 15140100101054	Teacher of Science	PANTHER Academy	9/1/14	New hire- Core themed courses required a teacher with this certification.
Schnorr, Kathleen \$78,618/Traditional/ Step 15 Funding Source 15140100101307	Teacher English	ACT-JFKHS	9/15/14	New hire-will replace Gina DiRenzi who resigned from the position effective July 24, 2014.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Sciarrino, Sydney \$22,000/Single/Step 1 Funding Source 15209100101020	Teacher Special Education	School 20	9/1/14	New hire- to hire as Perm Sub at \$22,000 until Special Cert is issued. Salary will be adjusted to step 1 \$50,161 retroactive to issuance date of cert.
Sen, Tulika \$30,008/Step 1 Funding Source 20218100106705	Instructional Assistant	St. Mary's	9/1/14	New hire- By code each classroom must have an assistant. Previous Instructional Assistant was transferred into Leave Replacement position. This Instructional Assistant replaces the previous

				Instructional Assistant. By code you need an Instructional Assistant.
Sharrock, Naiobe \$83,401/BMA30/Step 1 Funding Source 11000219104655	Supervisor of Special Education	School 30	9/1/14	New hire to fill pc# 9795 as Supervisor of Special Education for BD program at School 30. PTF 2109 was created to activate pc# 9795.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Sideris, Sophia \$56,625/Step 10 Funding Source 15120100101006	Teacher of Technology	School 6	9/1/14	New hire- The PEA contract requires all teachers to have one preparation period per day. In order to arrange coverage for teachers, all Specialty Teacher positions must be filled. As a result of being awarded the School Improvement Grant (SIG), School 6's school year will be extended by 300 hours. The actual school day will be extended by an hour and fifteen minutes. Effective extended day programs are tailored to meet multiple intelligences inclusive of right brain and left brain cognition and development. Next school year, students will benefit

				from additional time in core content subjects. However, the current number of Specialty classes that are offered does not meet the varying needs of the student body.
Smith, Dilenia \$50,161/Universal/Step 1 Funding Source 15110100101041	Teacher of Kindergarten	Dale Avenue School	9/4/14	New hire due to the resignation of a Kindergarten Teacher.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Smith, Rlchina \$50,161/Step 1 Funding Source 20218100101705	Preschool Teacher	School 10	9/1/14	Appointment from Preschool Instructional Assistant to Preschool Teacher.
Soto Jr., Wilson \$73,182/Single/Step 15 Funding Source 15240100101066	Teacher Kindergarten Bilingual	14 th Early Learning Center	9/1/14	New hire to fill this position needs to be filled in order to comply with NJSA 6A:15 1.1.
Sotomayor, Carlos \$22,000 Funding Source 15213100101064	Perm Sub	CAHTS-Eastside HS	9/1/14	To hire as perm sub until Special Cert is issued. Salary will be adjusted and retroactive to issuance date to step 4 \$51,171. Position is need due to increase in Special Student enrollment.
Stalter, Courtney \$50,161/Single/Step 1 Funding Source 15213100101018	Teacher Special Education	School 18	9/3/14	New hire will replace Ms. Carlita Rodriguez who (transferred) from this position as of 9/1/14. Too a Supervisor.
Syzo, Luljana \$50,161/Step 1 Funding Source 15240100101062	Teacher of ESL	GOPA-Eastside HS	9/1/14	New hire- due to resignation

Tanksley, Rashidah \$50,161/Single/Step 1 Funding Source 15213100101005	Teacher Special Education	School 5	9/1/14	New hire due to transfer. IEP Compliance.
Tate, Kamiya \$41,429/Step 12 Funding Source 15204100106028	Instructional Assistant	School 28	9/1/14	New hire for the new Kindergarten Severe LLD class at School 28.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Tatis, Jhilda \$51,171/Single/Step 4 Funding Source 20218100101705	Teacher Preschool	Madison Avenue K Center/School 15	9/1/14	New hire – The District Initiative is to increase the amount of preschool classroom in district.
Thomas, Al'Davon \$27,220/Step 1 Funding Source 11000217106	Personal Aide	School 30	9/1/14	New hire for student (RH #2048043). Personal Aide required as per IEP.
Thompson, Sakena \$50,000 Funding Source 204742001008150000000 1	Program Manager	Full Services Community Schools	9/1/14	New hire to work through August 31, 2015.
Tomasheski, Paul \$50,161/Single/Step 1 Funding Source 15130100101027	Teacher Social Studies	School 27	9/1/14	New hire will fill newly created position as Social Studies Teacher. Class enrollment is 24 per section 5 sections taught.
Topolski, Thomas \$50,161/Universal/Step 1 Funding Source 15120100101008	Teacher Grade 1	School 8	9/1/14	Temporary leave replacement for Grade 1 to work from September 2014-November 3, 2014.
Ullman, Nicole \$55,112/Single/Step 8 Funding Source 15213100101002	Teacher Special Education	School 2	9/1/14	New hire- to service students identified in their IEP for Pull Out Services

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Valverde, Ylva \$22,000 Funding Source 1524010010101021	Teacher Grades 3-4 Bilingual	School 21	9/16/14	New hire as permanent Substitute for Grades 3-4. Salary to be \$22,000 until cert is issued. Salary will be \$54,102/Step 6 Position is needed for Bilingual Restructuring.
Vargas, Dahiana \$29,307/Step 1 Funding Source 20218100106705	Instructional Assistant	Edward W. Kilpatrick	9/1/14	New hire due to new preschool classroom at EWK. The district initiative is to increase preschool classrooms in district. By code, each preschool classroom must have an instructional assistant.
Velasco-Rosado, Cynthia \$50,161/Universal/Step 1 Funding Source 15120100101041	Teacher Grade 1	Dale Ave	9/1/14	New hire- Title Teacher Grade 1 (reclassify from Teacher Kindergarten) to backfill position of teacher that has left the district and to accommodate New grade 1 classroom due to School 9 kindergarten students that are remaining in the building for grade 1.
Villaverde, Manuel \$22,000 Funding Source 15240100101011	Permanent Substitute	School 11 Newcomers	9/1/14	To hire as a permanent substitute for Grades 6-8 Bilingual Science at School 11 (Newcomers)

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Virula, Melissa \$30,008/Step 1 Funding Source 11209217106	Personal Aide	School 30	9/1/14	New hire for student ASL-2054027. Personal Aide required as per IEP.
Vitiello, Jessica \$50,161/Step 1 Funding Source 15212100101006	Teacher Special Education	School 6	9/1/14	New hire- The previous Teacher Special Education is not able to participate in the School Improvement Grant Extended Day/Year and has been transferred to another school, creating a vacancy.
Walker, Ricardo \$73,182/Single/Step 15 Funding Source 1520910101020	Teacher Special Education	School 20	9/1/14	New hire- position is needed to provide instruction for grade 4 students enrolled in the Special Education-Behavior Disability Program.
Williams-Bembry, Ronda \$50,161/Single/Step 1 Funding Source 15140100101064	Teacher of Consumer Science	CAHTS – Eastside HS	9/1/14	New hire to fill vacancy created by the non-renewal
Wilson-Redmond, Deidre \$50,511/Traditional/Step 1 Funding Source 15130100101005	Teacher Arts	School 5	9/1/14	New hire vacancy is due to retirement. Tested grade level.
Wirknaa, Christopher \$50,161/Universal/Step 1 Funding Source 15213100101055	Teacher of Special Education	International HS	9/1/14	New hire due to retirement.
Yacoub, Maryann \$50,461/Single/Step 2 Funding Source 15120100101009	Teacher Grade 3	School 9	9/8/14	New hire due to the transfer of Ms. Van Vlaaderen.

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATON	DATE	DISCUSSION
Zavian, Erica \$50,161/Single/Step 1 Funding Source 15120100101015	Grade 2 Teacher	School 15	9/2/14	New hire- The vacancy is due to a tenured teacher, Caroline Safa, transferred to SPED Resource position pc# 7032. This grade 2 section currently has 23 students enrolled.
Ziolkowski, Christopher Same salary with stipend \$500/month Funding Source 15000221102062	Interim Supervisor School-Based Phys/Ed /Health HS	GOPA-Eastside HS	9/1/14	Appointment-replacing Clarissa Adams who is currently on leave from 9/1/14 through 10/13/14.
Zolotkovsky, Rebecca \$53,596/Single/Step 5 Funding Source 20218200104705	Teacher Speech	School 20	9/1/14	New hire- Replacing current Speech Therapist who resigned. To provide Speech Language Therapy and conduct evaluations.
Zumaran, Armida \$30,008/Step 1 Funding Source 15214100106001	Instructional Assistant	School 1	9/8/14	New hire to replace William Skidmore who was transferred.

I. TRANSFER

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Acevedo, Jacqueline	Teacher Special Education LLD	School 2	Teacher Special Education Autism	School 2	9/1/14
Alexander, Kerrah	Teacher Grade 2	Department of Student Attendance	Teacher Special Education	YES Academy	9/1/14
Ali, Muhammed	Personal Aide	School 20	Personal Aide	School 28	9/1/14
Aral, Hulya	Cafeteria Monitor	School 13	Cafeteria Monitor	School 30	9/1/14
Arnette-Hayes, Jenissa	Math Intervention	School 4	Grade 3 Teacher	School 6	9/1/14

	Teacher				
Batista, Jose	Teacher Grade 3	School 29	Teacher Grade 4 Bilingual	School 11- Newcomers	9/1/14
Bolchune, Diane	Teacher Special Education	Don Bosco	Teacher Grade 1	School 14	9/1/14
Burdick, Kyra	Grades 6-8 Math	School 12	Teacher Grade 3	School 29	9/1/14
Camacho, Alisa	Teacher Grade 4	School 4	Teacher Grade 1 (Reclassify)	School 27	9/1/14
Carnicella, Robert	Teacher Grade 8 Algebra	School 2	Teacher Grade 6-8 Math	School 21	9/1/14
Casale, Susan	Teacher	School 4	Teacher Grade 6-8 Math	School 18	9/1/14
Cella, Heidi	Teacher Grades 6-8 Science	New Roberto Clemente	Teacher Grade 6-8 Science	Don Bosco	9/1/14
Cirillo, Gina	Teacher Grade 5	School 25	Teacher Grade 6-8 Math	School 25	9/15/14
Colli, Jr., Louis	Interim Coordinator	Department of IMS	Teacher English	BTMF-JFKHS	9/1/14
Colli, Jr., Louis	ELA Teacher	JFKHS	Teacher Mentor of Data	School 6	9/1/14
Cruz, Joselyn	Teacher Grade 3	School 15	Teacher ESL (reclass)	School 5	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Cunningham, Azaria	Teacher Grades 6-8 Science	Don Bosco Academy	Teacher Science	New Roberto Clemente	9/1/14
Decker, Jennifer	Teacher Grade 2	Department of Academics	Teacher Grade 2	School 12	9/1/14
Del Carmen Leon, Sulay	Teacher of Bilingual	School 21	Teacher Bilingual Grades 6-8 math	School 11/Newcomers	9/1/14
Deodato, Joseph	Instructional Assistant pc# 5030	STARS Academy	Instructional Assistant pc# 3989	STARS Academy	9/1/14
Dervishi, Aferdita	Teacher Grade 8 Algebra	School 10	Teacher Grades 6-8 Math	Don Bosco	9/1/14

Dinnerman, Steven	Teacher Grades 68 Social Studies	School 25	Teacher Social Studies	STEM-JFKHS	9/1/14
Doherty, Jennifer	Teacher Grades 6-8 Science	New Roberto Clemente	Teacher Grades 6-8 Science	School 4	9/1/14
Dorina, Karen	Teacher Special Ed Resource	New Roberto Clemente	Teacher Special Education	School 18	9/1/14
Duran, Yadira	Teacher ESL	Alexander Hamilton Academy	Teacher Grade 2	Alexander Hamilton Academy	9/1/14
Fanelli, Mark	Teacher Music	School 27	Teacher Music	School 4	9/1/14
Fantozzi, Catherine	Grade 3 Teacher	School 9	Grade 4 Teacher	School 9	9/1/14
Feczer, Melissa	Teacher grade 5	Alexander Hamilton Academy	Teacher Grade 3	Alexander Hamilton Academy	9/1/14
Ferreri, Vilma	Teacher Bilingual	School 15	Teacher Bilingual	School 8	9/1/14
Flemings, Julie	Teacher Grade 5	School 25	Teacher Grade 1	School 25	9/15/14
Fodi, Leslie	Grade 4 Teacher	School 9	Grade 5 Teacher	School 9	9/1/14
Gallagher, Kelly	Teacher Special Education	School 18	Teacher Special Education	Don Bosco	9/1/14
Garcia, Joseph	Teacher ESL	Dale Ave	Teacher ESL	School 29	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Garcia, Ylbert	Teacher Special Education	New Roberto Clemente	Teacher Special Education	School 5	9/1/14
Garrabrant, Kenneth	Data Teacher	Destiny (.6) Rosa Parks HS (.4)	Teacher Math	HARP Academy	9/1/14
Gessler, Deborah	Personal Aide	School 2	Instructional Assistant	School 2	9/1/14
Goldberg, Joan	Teacher Math	YES Academy	Teacher Math	PANTHER Academy	9/1/14
Gonzalez, Jacqueline	Teacher Grades 6-8 Science	School 11-Newcomer	Teacher Grades 4-5 Science Bilingual	School 11-Newcomer	9/1/14

	Bilingual				
Gorsky, Christopher	Teacher Grades 6-8 Math	School 25	Teacher Grade 8 Math	School 25	9/15/14
Grullon, Daniel	Teacher Grades 6-8 BII	Don Bosco Tech	Teacher of ESL	Don Bosco Tech.	9/1/14
Guillen, Yokasta	Kindergarten Teacher	School 24	Teacher Grade 5	School 24	9/1/14
Hagihosseini, Leyla	Teacher Special Education	School 8	Teacher Special Education	School 5	9/1/14
Harris-Hodge, Lakresha	Teacher Grade 3	School 28	Teacher Grade 2	School 28	9/1/14
Harvey, Patricia	Teacher Kindergarten	Dale Ave	Teacher Library Media Specialist	School 12	9/1/14
Hatcher, Luana	Instructional Assistant	School 10	Instructional Assistant	School 29	9/1/14
Hiras, John	Teacher Grades 6-8 Science	New Roberto Clemente	Teacher Grades 6-8 Science	Don Bosco Tech	9/1/14
Hogans, Kelly	Teacher Grade 3	Department of Professional Development	Teacher Grade 5	School 27	9/1/14
Hooyman, Bonnie	Leave of Absence		Teacher Grade 4	School 10	9/1/14
Horta, Christina	Teacher ESL	School 2	Teacher Grade 5	School 2	9/1/14
Hunchak, Sharyn	Teacher Grade 4	Edward W. Kilpatrick	Teacher Grade 5	School 12	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Johnson, Cassandra	Instructional Assistant	School 1	Instructional Assistant	School 21	9/1/14
Johnson, Kathleen	Teacher English	School 27	Teacher English	SET-JFKHS	9/1/14
Jones, Renay	Instructional Assistant	Dale Ave	Instructional Assistant	Urban Leadership	9/1/14
Karcher, Deirdre	Teacher Grade 1	School 29	Teacher Grade 4	School 29	9/1/14

Kellam, Quashinda	Teacher Grades 6-8 Language Arts	School 12	Teacher LLD Special Education	New Roberto Clemente	9/1/14
Kelley, Keith	Instructional Assistant pc# 3989	STARS Academy	Instructional Assistant pc# 5030	STARS Academy	9/1/14
Kennedy, Grace	Instructional Assistant	Urban Leadership	Instructional Assistant	School 12	9/1/14
Kennedy, Jasmine	Grade 2 Teacher	School 6	Teacher Mentor of Climate and Culture	School 6	9/1/14
Kober, Christine	Grades 6-8 Language Arts	School 7	Teacher Technology	School 7	9/1/14
Krankel, Daniel	Teacher Grades 6-8 Math	School 12	Teacher Grades 6-8 Math	New Roberto Clemente	9/1/14
Laldee, Sarah	Teacher Science/Social Studies Grades 6-8	School 2	Teacher Science Grades 7-8 Gifted and Talented	School 2	9/1/14
Landeira, Patricia	Teacher Kindergarten Bilingual	Early Learning Center 14 th Ave	Teacher of ESL	Dale Avenue	9/1/14
Lantigua, Mary	Teacher ESL	School 29	Teacher Grade 4 Bilingual	School 11- Newcomers	9/1/14
Lape, Beverly	Grades 6-8 Language Arts Teacher	School 4	Teacher Reading Specialist	New Roberto Clemente	9/1/14
Larrauri, Amanda	Teacher of Grade 4 Bilingual	School 11- Newcomers	Teacher of BL/ESL	School 29	9/1/14
Lassiter, Amber	Teacher Grade 3	School 15	Teacher Reading Specialist	School 6	9/1/14 with \$400.00 stipend.

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Lastra, Erika	Teacher Speech Lang.	Roberto Clemente (.8) OOD (.2)	Teacher Speech Lang.	Don Bosco (.6) Roberto Clemente (.4)	9/1/14
Lavin, Stacey	Teacher Special Education	BTMF-JFKHA	Teacher Special Education/MD	STEM	9/1/14
Lavin, Stacy	Teacher Special Education	BTMF-JFKHS	Teacher Special Education	STEM-JFKHS	9/1/14

Lewis, Barbara	Instructional Assistant	School 2	Personal Aide	School 2	9/1/14
Liguori, Karen	Teacher Special Education	School 21	Teacher Special Education	School 19	9/1/14
Liz-Morel, Petra	Principal on Assignment	Assistant Superintendent Office	Principal	School 1	9/1/14
London, Maria	Instructional Assistant	Alexander Hamilton Academy	Personal Aide	Alexander Hamilton Academy	9/1/14
Lugos, Carlos	Teacher Special Education	School 12	Teacher Special Education	School 1	9/1/14
Manzo, Jaclyn	Teacher Grades 6-9 Math	Don Bosco	Teacher Grades 6-8 Math	School 27	9/1/14
Mathews, Patricia	Teacher Grade 5	Edward W. Kilpatrick	Teacher Grade 4	School 9	9/1/14
Matthews, Patricia	Teacher Grade 4	School 9	Teacher Grade 1	School 14	9/1/14
McKenzie, Moses	Vice Principal	School 6	Vice Principal	DESTINY Academy	9/2/14
McMillan, Myesha	Teacher Grade 3	School 6	Teacher Grade 4	School 4	9/1/14
Menos, Miercedes	Teacher ESL/Bil	School 18	Teacher Grade 4 Bilingual	School 18	9/1/14
Mikhailovsky, Tatiana	Teacher Biology	Garrett Morgan Academy	Teacher Science	HARP	9/1/14
Miller, Leonard Jr.	Instruction Assistant	Urban Leadership	Instructional Assistant	School 12	9/1/14
Mosca, Jennifer	Teacher Speech Language Specialist	Don Bosco (.8) School 30 (.2)	Teacher Speech Language Specialist	School 2	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Mosley, Arleen	Personal Aide	Alexander Hamilton Academy	Instructional Assistant	Alexander Hamilton Academy	9/1/14
Mungai, Nicholas	Teacher Grade 8 Algebra	School 20	Teacher Grades 6-8 Math	Don Bosco	9/1/14
Munoz, Wendy	Supervisor	SET-JFKHS	Interim Vice Principal	STEM-JFKHS	9/2/14

Nucci, Tina	Teacher Grade 5	School 26	Teacher of ESL	School 13	9/1/14
Nunez, Sandra	Grade 5 Teacher	School 18	Guidance Counselor	School 18	9/1/14
Obeidallah, Dua	Teacher ESL	International HS	Teacher ESL	STEM-JFKHS	9/1/14
Otubanjo, Aderonke	Instructional Assistant	Dale Ave	Instructional Assistant	Urban Leadership	9/1/14
Park, Hyunjin	Teacher Special Ed. MD	Edward W. Kilpatrick	Teacher Sp. Ed. COG MOD.	Edward W. Kilpatrick	9/1/14
Pazzant, Dawna	ELA Teacher Grade 8	School 2	Teacher Grades 6-8 LAL Gifted and Talented	School 28	9/1/14
Pearson, Heather	Teacher Grades 6-8 Math	New Roberto Clemente	Teacher Grades 6-8 Math	School 9	9/1/14
Pincus, Donna	Teacher Grade 4 Math	School 29	Teacher Grade 3 Gifted and Talented	School 29	9/1/14
Pinkett, Jaden	Instructional Assistant	School 20	Instructional Assistant	School 5	9/1/14
Porcelli, Michelle	Teacher Grades 6-8 Social Studies	New Roberto Clemente	Teacher Grades 6-8 Social Studies	School 25	9/1/14
Pulgarin, Sandra	Teacher World Language	Culinary Arts	Teacher ESL	Culinary Arts	9/1/14
Radice, Ana	Teacher of Special Education	School 7	Teacher of Special Education	New Roberto Clemente	9/1/14
Rhein, Kathleen	Teacher Special Education Resource	Edward W. Kilpatrick	Teacher Special Education MD	Edward W. Kilpatrick	9/1/14
Rios, Carlos	Teacher Television Production	Destiny Academy	Teacher Career Technology	SET Academy-JFKHS	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Rivera, Mirva	Principal on Assignment	John F. Kennedy HS/Eastside HS	Principal	Adult Virtual Education	9/1/14
Rivera-Carvalho, Maria	Teacher ESL	STEM-JFKHS	Teacher ESL	International HS	9/1/14

Robinson, Brenda	Supervisor Special Education	Silk City Academy	Supervisor Special Education	STEM/SET – JFKHS	9/1/14
Rodriguez, Freddy	Grades 6-8 Math Teacher	School 25	Teacher Special Education	New Roberto Clemente	9/1/14
Romano, Kathleen	Teacher Grade 5	Don Bosco	Teacher Grades 6-8 Language Arts	School 8	9/1/14
Rosas, Milena	Teacher Special Education Resource	School 2	Teacher Special Education LLD	School 2	9/1/14
Roseberry, Lillian	Personal Aide	STARS Academy	Instructional Assistant	STARS Academy	9/1/14
Saad, Amal	Teacher Grade 1-8 Math	School 18	Teacher Math	STEM-JFKHS	9/1/14
Sabella, Matilde	Teacher ESL	Culinary Arts	Teacher World Language	Culinary Arts	9/1/14
Safa, Caroline	Teacher Grade 2	School 15	Teacher Special Education	School 15	9/1/14
Sanchez, Irina	Teacher Grades 3-4 Bilingual	School 21	Teacher of ESL	School 21	9/1/14
Schaefer, Thomas	Teacher Technology	BTFM-JFKHS	Teacher Technology	School 5	9/1/14
Schafer, Thomas	Teacher Technology	New Roberto Clemente	Teacher Technology	BTMF-JFKHS	9/1/14
Schlacter, Laurie	Teacher Special Education Autism	School 2	Teacher Special Education BD	School 2	9/1/14
Skidmore, William	Instructional Assistant	School 1	Personal Aide	Dale Avenue	9/1/14
Slota, Nicole	Teacher Grade 5 Math	School 15	Teacher Grade 2 Gifted and Talented	School 28	9/1/14
Solis, Leslie	Teacher Grade 4 Bilingual	School 18	Teacher ESL/Bil	School 18	9/1/14

TRANSFER (CONT.)

NAME	FROM: POSITION	FROM: LOCATION	TO: POSITION	TO: LOCATION	EFFECTIVE DATE
Solis, Leslie Ann	Teacher Grade 3 Bilingual	School 18	Teacher Grade 4 Bilingual	School 18	9/1/14
Szalay, Paulette	Teacher Grades 6-8 Science	School 4	Teacher Grades 6-8 Science	New Roberto Clemente	9/1/14

Terrana, Phyllis	Teacher Grade 3	School 9	Teacher Grade 3	School 9	9/1/14
Thomas, Beverly	Personal Aide	School 28	Instructional Aide	School 28	9/1/14
Vanvlaaderen, Cody	Teacher Grade 3	School 9	Teacher Grade 1	School 9	9/1/14
Vargas, Anny	Teacher Math	John F. Kennedy HS	Teacher Bilingual Math	BTMF-JKFHS	9/1/14
Vega, Amelia	Teacher ESL	Information Tech-Eastside HS	Teacher ESL	Culinary Arts- (.34) Information Tech (.33) Government and Public (.33)	9/1/14
Ventrice, Ashley	Teacher Grade 2	School 9	Teacher Grade 3	School 9	9/1/14
Verace, Alessandro	Teacher Mentor of Data	School 13	Teacher Mentor Data	New Roberto Clemente	9/1/14
Wellins, Kristy	Teacher Mentor of Climate and Culture	School 13	Teacher Mentor of Climate and Culture	New Roberto Clemente	9/1/14
Williams-Young, Pamela	Personal Aide	School 28	Instructional Aide	School 28	9/1/14
Wohld, Jan	Teacher Industrial Arts	YES Academy	Teacher Industrial Arts	ACT-JFKHS	9/1/14
Wojtecki, Linda	Instructional Assistant	School 9	Instructional Assistant	Dale Ave	9/1/14
Wojtecki, Linda Lee	Instructional Assistant	Dale Ave	Instructional Assistant	School 9	9/1/14
Wong, Guillermo	Teacher ESL	School 21	Teacher Bilingual	School 21	9/1/14

J. ADDITIONAL COMPENSATION

K. MISCELLANEOUS

NAME	POSITION	LOCATION	DISCUSSION
Amato, Diana	Teacher Special Education	Silk City Academy	To work summer (July-August) for student placement and orientation of students that will attend Silk City Academy. Not to exceed \$1360 or 40 hours.
Carranza, Vilma	Teacher BSI	Adult School	The following PPD staff member will be participating in the

			district's "Theory of Change" PD on August 4, 2014 through August 6, 2014. (3 days) at a rate of \$34.00 per hour. Not to exceed \$1000.00.
Delgado, Jorge	Chief B	School 20	Effective September 2, 2014 transfer Ms. Delgado to the Facilities Department. Jorge is scheduled to retire December 2014 and in order to ensure a smooth operation of the school it is in his best interest and that of the new custodial company TEMCO as there has been concerns around his communications with the TEMCO staff. Jorge has indicated that he will be using aprox. 40 days of accumulated time before his retirement, which is another reason for the transfer as heating season is approaching and it is important that there be continuity regarding boiler operation. Salary will remain the same.
DeLane-Smith, LaDonna	Instructional Assistant	Destiny Academy	To pay stipend for breakfast coverage at Destiny Academy for 2014-2015 school year, at contractual rate. Not to exceed \$2,184.00.
Donnelly, Joan	Teacher ESL	14 th Avenue Early Learning Center	To compensate for Breakfast Supervision at the 14 th Avenue Early Learning Center for the 2014-2015 school year. Not to exceed \$3,094.00.

MISCELLANEOUS CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Hardiman, Annie	Guidance Counselor	School 28	To pay Ms. Hardiman for 21.25 hours for Grievance Counseling to students regarding the death of a student during the Summer School Program. (this was an emergency request) July 7, 2014-July 11, 2014. Not to exceed \$ 722.50.
Jacobs, Yolanda	Cafeteria Monitor	School 7	To rescind the non-renewal as a result of their Donaldson

			Hearing effective September 1, 2014 and transfer her as described below.
Korzinek, Brian	Teacher Special Education	Silk City Academy	To work summer (July-August) for student placement and orientation of students that will attend Silk City Academy. Not to exceed \$1360 or 40 hours.
Molina, Sarai	Teacher Math	International HS	To appoint as the School Treasurer at International HS Garrett Morgan Academy for the 2014-2015 school year.
Perrone, Jacquelyn	Teacher Special Education	Silk City Academy	To compensate for working summer (July-August) for PBSIS school planning for Silk City Academy. Not to exceed \$680 or 20 hours.
Smith, Tameka	Secretary Data Entry Operator	Student Information Services	To amend PTF #447 to change account number to 20-474-200-100-815-053-000-001 as follows: To continue employment for Ms. Smith (current PPS employee) as a part time Clerical Assistant under the 21 st CCLC Grant for the Department of Full Service Community Schools and Grants Procurement. Effective 9/1/14 through 6/30/15 and not to exceed 19 hours per week at \$11.00/per hour. Not to exceed a total salary of \$ 7,722.00.

MISCELLANEOUS (CONT.)

Action needed to change pc# 211 from Teacher Special Ed LLD Teacher/Resource. Change needed due to self-contained class closing. Effective 9/1/2014.

To amend Personnel Transaction # 97 for Preschool Teachers for Summer Institute and Personnel Transaction # 99 for Preschool IS's for Summer Institute to include Thursday, August 21, 2014 as one of training days. No change in total hours.

To amend action # 180 to hire Ms. Viola Haddad as a mathematics teacher for the Ninth Grade Orientation/Pre-Session to replace math teacher Jenifer Kolb who is no longer available to work the program. The program runs from August 25-August 28, 2014. The hours will not exceed 15 hours per week at the rate of \$34.00 per hour.

To process payment for employees for sick and vacation days due to retirement and resignations as per the contractual agreements for the month of July 2014. Not to exceed \$1,594.816.56.

NAME	LOC	TITLE	STATUS	SICK	VAC	TOTAL	PER DIEM	\$ AMT
Alva, Jose	STAR S	IA	Retired 7/1/14	49.25		49.25	\$254.02	\$12,510.48
Andriulli, Joseph	703	Principal	Retired 7/1/14	90		90	\$546.34	\$49,170.60
Bonora, Louis	SCA	Teacher	Retired 7/1/14	10		10	\$480.11	\$4,801.10
Cinquino, Mary Grace	18	Teacher	Retired 7/1/14	87.75		87.75	\$500.46	\$43,915.36
Cioffi, Ivania	EWK	Teacher	Retired 7/1/14	51.25		51.25	\$492.63	\$25,247.28
Collins, Karon Kay	15	Teacher	Retired 7/1/14	69.25		69.25	\$530.79	\$36,757.20
Falzo, Sharon	25	Teacher	Retired 7/1/14	85.5		85.5	\$480.11	\$41,049.40
Feliciano, Rosaline	5	Teacher	Retired 7/1/14	12.5		12.5	\$480.11	\$6,001.37
Frega, Pamela	9	Teacher	Retired 7/1/14	25.5		25.5	\$508.29	\$12,961.39
Fitzgerald, Diane	15	PA	Retired 7/1/14	27.75		27.75	\$239.66	\$6,650.56
Gennarelli, Toni	5	Teacher	Retired 7/1/14	90		90	\$508.29	\$45,746.10
Gibson, Denise	15	Teacher	Retired 7/1/14	90		90	\$492.63	\$44,336.70
Goffman, Richard	305	Teacher	Retired 7/1/14	30		30	\$333.22	\$9,996.60
Graham, Jill	25	Teacher	Retired 7/1/14	57		57	\$492.63	\$28,079.91
Grieder, Mayra	RC	Teacher	Retired 7/1/14	50.25		50.25	\$329.07	\$16,535.76
Gonzalez, Victor		Cust/Maint	Dis. Retire 9/1/13		13.5	13.5	\$243.16	\$3,282.66
Harbison, Robert		Cust/Maint	Dis. Retire 5/1/14		6.5	6.5	\$221.77	\$1,441.50
Harvey, Marlene	27	Teacher	Retired 7/1/14	49.75		49.75	\$294.91	\$14,671.77
Helo, Nabila	9	IA	Retired 7/1/14	27.5		27.5	\$203.45	\$5,594.87
Jones, Loretta	15	Teacher	Retired 7/1/14	90		90	\$480.11	\$43,209.90
Koch, Wanda	HARP	Teacher	Retired 7/1/14	60.25		60.25	\$492.63	\$29,680.95
Krieger, Lorraine	29	Teacher	Retired 7/1/14	31		31	\$480.11	\$14,883.41
Langston, Theresa	NSW	IA	Retired 7/1/14	57.75		57.75	\$215.10	\$12,422.02

MISCELLANEOUS (CONT.)

NAME	LOC	TITLE	STATUS	SICK	VAC	TOTAL	PER DIEM	\$ AMT
Lorenzo, Enrique	NRC	Teacher	Retired 7/1/14	90		90	\$480.11	\$43,209.90
Madjar, Ivan	306	Teacher	Retired 7/1/14	84.75		84.75	\$492.64	\$41,751.24
McCann, Betty	29	Nurse	Retired 7/1/14	28.75		28.75	\$459.11	\$13,199.41
McKoy, Barbara	306	Teacher	Retired 7/1/14	41.75		41.75	\$226.59	\$9,460.13
Mizzone, Victor	305	Teacher	Retired 7/1/14	58.5		58.5	\$492.63	\$28,818.85
Musnikow, Gayle	5	Teacher	Retired 7/1/14	77.25		77.25	\$496.46	\$38,351.53
Mustrat, Nancy	41	Teacher	Retired 7/1/14	90		90	\$492.63	\$44,336.70
Nagaraja, Girija	NSW	Teacher	Retired 7/1/14	36.75		36.75	\$499.29	\$18,348.90
Pasquariello, Stella	2	Teacher	Retired 7/1/14	21.5		21.5	\$480.11	\$10,322.36
Pellettiere, Aileen	20	Teacher	Retired 7/1/14	81.25		81.25	\$500.46	\$40,662.37
Pinheiro, Jo Ann	9	Teacher	Retired 7/1/14	34.25		34.25	\$480.11	\$16,443.76
Piombino, James	54	Teacher	Retired 7/1/14	90		90	\$508.29	\$45,746.10
Portas, Peter	9	Teacher	Retired 7/1/14	43		43	\$478.11	\$20,558.73
Rich, Judith	305	Teacher	Retired 7/1/14	66.75		66.75	\$299.55	\$19,994.96
Rodriguez, Maria	5	Teacher	Retired 7/1/14	41.25		41.25	\$276.96	\$11,424.60
Spencer, Monica	15	Teacher	Retired 7/1/14	74.75		74.75	\$508.29	\$37,994.68
Strumolo, Maribeth	9	Teacher	Retired 7/1/14	90		90	\$500.46	\$45,041.40
Sucorowski, Christine	GFA	Teacher	Retired 7/1/14	10.75		10.75	\$325.57	\$3,499.88
Tesoriero, Beverly	12	Teacher	Retired 7/1/14	37		37	\$487.29	\$18,029.73
Vega, Carmen	4	Security Guard	Retired 7/1/14	25		25	\$219.74	\$5,493.50
Williams, Sheila		Sr. Specialist	Dis. Retire 5/1/14		6.5	6.5	\$238.01	\$1,547.07
Wright, Amalia	306	Teacher	Retired 7/1/14	56.5		56.5	\$508.29	\$28,718.39
Wondrack, Geraldine	27	Teacher	Retired 7/1/14	33.75		33.75	\$261.22	\$8,816.18
Yildirim, Dilber	64	Teacher	Retired 7/1/14	25		25	\$492.64	\$12,316.00
						GRAND TOTAL		\$1,594,816.56

To process payment for employees for sick and vacation days due to retirement and resignations as per the contractual agreements for the month of July 2014 this is revised to PTF 391. Not to exceed \$1,101,624.57.

NAME	LOC	TITLE	STATUS	SICK	VAC	TOTAL	PER DIEM	\$ AMT
Alva, Jose	STAR S	IA	Retired 7/1/14	49.25		49.25	\$254.02	\$12,510.48
Andriulli, Joseph	703	Principal	Retired 7/1/14	90		90	\$546.34	\$49,170.60
Bonora, Louis	SCA	Teacher	Retired 7/1/14	10		10	\$480.11	\$4,801.10
Cinquino, Mary Grace	18	Teacher	Retired 7/1/14	87.75		87.75	\$500.46	\$43,915.36
Cioffi, Ivania	EWK	Teacher	Retired 7/1/14	51.25		51.25	\$492.63	\$25,247.28
Collins, Karon Kay	15	Teacher	Retired 7/1/14	69.25		69.25	\$530.79	\$36,757.20
Falzo, Sharon	25	Teacher	Retired 7/1/14	85.5		85.5	\$480.11	\$41,049.40
Feliciano, Rosaline	5	Teacher	Retired 7/1/14	12.5		12.5	\$480.11	\$6,001.37
Frega, Pamela	9	Teacher	Retired 7/1/14	25.5		25.5	\$508.29	\$12,961.39
Fitzgerald, Diane	15	PA	Retired 7/1/14	27.75		27.75	\$239.66	\$6,650.56
Gennarelli, Toni	5	Teacher	Retired 7/1/14	90		90	\$508.29	\$45,746.10
Gibson, Denise	15	Teacher	Retired 7/1/14	90		90	\$492.63	\$44,336.70
Goffman, Richard	305	Teacher	Retired 7/1/14	30		30	\$333.22	\$9,996.60
Graham, Jill	25	Teacher	Retired 7/1/14	57		57	\$492.63	\$28,079.91
Grieder, Mayra	RC	Teacher	Retired 7/1/14	50.25		50.25	\$329.07	\$16,535.76
Gonzalez, Victor		Cust/Maint	Dis. Retire 9/1/13		13.5	13.5	\$243.16	\$3,282.66
Harbison, Robert		Cust/Maint	Dis. Retire 5/1/14		6.5	6.5	\$221.77	\$1,441.50
Harvey, Marlene	27	Teacher	Retired 7/1/14	49.75		49.75	\$294.91	\$14,671.77
Helo, Nabila	9	IA	Retired 7/1/14	27.5		27.5	\$203.45	\$5,594.87
Jones, Loretta	15	Teacher	Retired 7/1/14	90		90	\$480.11	\$43,209.90
Koch, Wanda	HARP	Teacher	Retired 7/1/14	60.25		60.25	\$492.63	\$29,680.95
Krieger, Lorraine	29	Teacher	Retired 7/1/14	31		31	\$480.11	\$14,883.41
Langston, Theresa	NSW	IA	Retired 7/1/14	57.75		57.75	\$215.10	\$12,422.02
Lorenzo, Enrique	NRC	Teacher	Retired 7/1/14	90		90	\$480.11	\$43,209.90
Madjar, Ivan	306	Teacher	Retired 7/1/14	84.75		84.75	\$492.64	\$41,751.24
McCann, Betty	29	Nurse	Retired 7/1/14	28.75		28.75	\$459.11	\$13,199.41
McKoy, Barbara	306	Teacher	Retired 7/1/14	41.75		41.75	\$226.59	\$9,460.13
Mizzone, Victor	305	Teacher	Retired 7/1/14	58.5		58.5	\$492.63	\$28,818.85
Musnikow, Gayle	5	Teacher	Retired 7/1/14	77.25		77.25	\$496.46	\$38,351.53
Mustat, Nancy	41	Teacher	Retired 7/1/14	90		90	\$492.63	\$44,336.70
Nagaraja, Girija	NSW	Teacher	Retired 7/1/14	36.75		36.75	\$499.29	\$18,348.90
Pasquariello, Stella	2	Teacher	Retired 7/1/14	21.5		21.5	\$480.11	\$10,322.36
Pellettiere, Aileen	20	Teacher	Retired 7/1/14	81.25		81.25	\$500.46	\$40,662.37
Pinheiro, Jo Ann	9	Teacher	Retired 7/1/14	34.25		34.25	\$480.11	\$16,443.76
Piombino, James	54	Teacher	Retired 7/1/14	90		90	\$508.29	\$45,746.10
Portas, Peter	9	Teacher	Retired 7/1/14	43		43	\$478.11	\$20,558.73
Rich, Judith	305	Teacher	Retired 7/1/14	66.75		66.75	\$299.55	\$19,994.96
Rodriguez, Maria	5	Teacher	Retired 7/1/14	41.25		41.25	\$276.96	\$11,424.60

MISCELLANEOUS CONT.)

NAME	LOC	TITLE	STATUS	SICK	VAC	TOTAL	PER DIEM	\$ AMT
Rothman, Elizabeth	20	Teacher	Retired 7/1/14	56.25		56.25	\$508.29	\$28,591.31
Spencer, Monica	15	Teacher	Retired 7/1/14	74.75		74.75	\$508.29	\$37,994.68
Strumolo, Maribeth	9	Teacher	Retired 7/1/14	90		90	\$500.46	\$45,041.40
Sucorowski, Christine	GFA	Teacher	Retired 7/1/14	10.75		10.75	\$325.57	\$3,499.88
Tesoriero, Beverly	12	Teacher	Retired 7/1/14	37		37	\$487.29	\$18,029.73
Vega, Carmen	4	Security Guard	Retired 7/1/14	25		25	\$219.74	\$5,493.50
Williams, Sheila		Sr. Specialist	Dis. Retire 5/1/14		6.5	6.5	\$238.01	\$1,547.07
Wright, Amalia	306	Teacher	Retired 7/1/14	56.5		56.5	\$508.29	\$28,718.39
Wondrack, Geraldine	27	Teacher	Retired 7/1/14	33.75		33.75	\$261.22	\$8,816.18
Yildirim, Dilber	64	Teacher	Retired 7/1/14	25		25	\$492.64	\$12,316.00
						GRAND TOTAL		\$1,101,624.57

L. SUBSTITUTE

NAME	EFFECTIVE DATE
ABDELQADER, KHITAM	9/1/14
ABDO, KHAWLA	9/1/14
ABOULRHIT, HIND	9/1/14
ABOUZID, TAIB	9/1/14
ABUHALTAM, FIDAA	9/1/14
ABURUMEILEH, TAMARA	9/1/14
ACHAB, ADAM	9/1/14
ADDISON, NAOMI	9/1/14
ADDISON, TONIA	9/1/14
ADEWALE, ADEJUMOKE	9/1/14
ADEWALE, OLUWAKAYODE	9/1/14
AFONSO, TERESA	9/1/14
AGAMA, ROMAN	9/1/14
AHLAOU, MHAMED	9/1/14
AHMED, LAILA A.	9/1/14
AHMED, OHID	9/1/14
AHMED, SAIF	9/1/14
AHMED, SHAMIM	9/1/14
AKTER, SHARMIN	9/1/14
ALAM, IMON	9/1/14
ALEXANDER, JACQUITA	9/1/14
ALI, HALEMA	9/1/14

ALI, MD ISHAQUE	9/1/14
ALLAN, ROCIO	9/1/14
ALMAGHRBI, LATIFEH	9/1/14
ANDERSON, JESSE	9/1/14
ANGLIN, BOSWELL	9/1/14
AOUICH, ABDELHAQ	9/1/14
APELIS, GEORGE	9/1/14
ARACENA, ELENA	9/1/14
ARAMAYO, MONICA	9/1/14
ARAUJO, LOURDES	9/1/14
ARHIM, SAID	9/1/14
ARIAS RAMIREZ, AUSTRIA	9/1/14
ARROYO, NYDIA	9/1/14
ARSHAKYAN, KARINE	9/1/14
ARSLANBECK, MAYADA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
ARTEAGA, EDGAR	9/1/14
ARTOPEE, CORTEA	9/1/14
AVELLA, STEVE	9/1/14
AVENDANO, JOSE A.	9/1/14
AVILA, MAYRA	9/1/14
AWAD, MONA	9/1/14
AYYASH, RANA M.	9/1/14
AZELMAD, JAWAD	9/1/14
BABAMUSTA, MERITA	9/1/14
BACOTE, SHANIQUA	9/1/14
BAEZ, CECILIA	9/1/14
BAEZ, LARIS	9/1/14
BAGH, MAHA	9/1/14
BAHAJ, OMAR	9/1/14
BAI, ZOUBIDA	9/1/14
BAIDYA, SHEULY	9/1/14
BAKER, CORINNE	9/1/14
BALDANZA, TERESITA	9/1/14
BALIMA, JOSIANE	9/1/14
BARNETT, CHRISTOPHER	9/1/14
BARRETT, BERNARD	9/1/14
BARRISE, JOSEPH	9/1/14

BASHA, DUAH	9/1/14
BASTA, NERMINE	9/1/14
BATEMAN, CHARLES R.	9/1/14
BATISTA, ELSA	9/1/14
BAUTISTA, ALBA	9/1/14
BAWAB, MARY	9/1/14
BEAMON, NATASHIA H.	9/1/14
BEATO, ANNERIS	9/1/14
BEATO, DIONIS	9/1/14
BECKFORD, FELESHA	9/1/14
BEGUM, AYESA	9/1/14
BEGUM, FATHEMA	9/1/14
BEGUM, HAPPY	9/1/14
BEGUM, PARUL	9/1/14
BELLAMY, WINFORD L.	9/1/14
BELRHOURBI, MBAREK	9/1/14
BELTON, JOYCE L	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
BERKOWITZ, BEVERLY	9/1/14
BESADA, REFAAT	9/1/14
BISWAS, SUPTI	9/1/14
BIVINS, JOAN	9/1/14
BLACK, SHANE	9/1/14
BLAKE, MARGIE	9/1/14
BLANCO, MILDALY	9/1/14
BLANKLEY, SHERYL G.	9/1/14
BLUMENSCHIN, JOSEPH	9/1/14
BOGERT, DUWAN	9/1/14
BOGERT, NA'IMAH	9/1/14
BOLANOS, ANGELO	9/1/14
BOLANOS, YOLANDA	9/1/14
BORDA, CARL D.	9/1/14
BORRAYO, MAHAGONEY	9/1/14
BOSCARINO, DIANE F	9/1/14
BOUASSRIA, MUSTAPHA	9/1/14
BOUCHER, NAEEM	9/1/14
BRAMON, JULIO	9/1/14
BRAZER, CYNTHIA	9/1/14
BRIDGES, ELEANOR	9/1/14

BRIGGS, DATRELL	9/1/14
BROWNE, EVADNEY	9/1/14
BRUCE, NICOLE R.	9/1/14
BRYANT, TIMOTHY	9/1/14
CABREL, IDELISA	9/1/14
CACERES, JOSE	9/1/14
CALAFIORE-BROCK, CAREN	9/1/14
CALDERON, LILA	9/1/14
CAMPBELL, ANTHONY	9/1/14
CAMPBELL, CLAUDETTE	9/1/14
CAMPBELL, FRANCINE	9/1/14
CAMPBELL, NATANA K.	9/1/14
CAMPOS, MAXIMO	9/1/14
CAMPUSANO, JOANI	9/1/14
CANCEL, KRISTY	9/1/14
CAPERS, TAMARA	9/1/14
CARABALLO, WILBERT	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
CARBONELL, ZINELFI	9/1/14
CARPIO, RICARDO J.	9/1/14
CARRANZA, AUGUSTO R.	9/1/14
CARRILLO, YENNY	9/1/14
CASALE, JAMES A.	9/1/14
CASTANEDA, KATHERINE	9/1/14
CASTILLO, VANESSA	9/1/14
CHALH, RACHID	9/1/14
CHALMERS, SHEKINA	9/1/14
CHONG, LEE	9/1/14
CHOUDHURY, AMENA	9/1/14
CHOUDHURY, SHUHANA	9/1/14
CHOUDHURY, TASMIAH	9/1/14
CHOWDHURY, ASHIS	9/1/14
CHOWDHURY, MANNA	9/1/14
CHOWDHURY, MOHAMMED	9/1/14
CHOWDHURY, MUSTACK A.	9/1/14
CHOWDHURY, PRADIP	9/1/14
CHOWDHURY, RATAN	9/1/14

CHOWDHURY, SAJIB	9/1/14
CHOWDURY, KOBIR	9/1/14
CIFELLI, LUANN	9/1/14
CLARKE, EDWARD	9/1/14
COAKIEANOS, VICKEE	9/1/14
COBIAN, ESTROJILDA	9/1/14
COCKBURN, TANASHA	9/1/14
COCKFIELD, BARBARA	9/1/14
COFFEY, BRICIN	9/1/14
COHEN, SARA L.	9/1/14
COLEMAN, CONNIE	9/1/14
CONROW, MARGARET	9/1/14
CORDOVA, JAQUELINE	9/1/14
CORNEJO, HECTOR	9/1/14
CORONEL, ELMA	9/1/14
CORRADO, BRUCE	9/1/14
COSENZA, CATHY	9/1/14
COX, DEBORAH	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
CRAVO, JANET	9/1/14
CRAWFORD, TATYANA	9/1/14
CROCKETT, FELICIA	9/1/14
CROCKETT, MICHELE	9/1/14
CRUZ, MARTHA	9/1/14
CUEVAS, MARIA	9/1/14
DAOUD, TAGHREED	9/1/14
DARGENTO, CATHERINE	9/1/14
DAS, MILTON	9/1/14
DAUDOVA, AYNUR	9/1/14
DAVIS, JHIA	9/1/14
DE DIOS, MELANIE	9/1/14
DE FLUMERI, ANTHONY	9/1/14
DE LA CRUZ, RUTH E.	9/1/14
DEAN, ANTOINETTE	9/1/14
DEARANI, GEORGE	9/1/14
DEB, ASHOK R.	9/1/14
DEJESUS, JESSIE	9/1/14
DEL VALLE ENCISO, LOURDES	9/1/14

DENSON, JR., EFFIEH H.	9/1/14
DESCAFANO, JORDAN	9/1/14
DESVARIEUX, HARRY	9/1/14
DEY, DARPAN	9/1/14
DEY, SANJOY	9/1/14
DEY, SWOPNA	9/1/14
DIAZ, ALBERTO W.	9/1/14
DIAZ, FABIO	9/1/14
DIAZ, MERVIC	9/1/14
DIAZ, VERONICA	9/1/14
DINAR, SOUMIA	9/1/14
DIXON, AMANDA	9/1/14
DIXON, SASHAUNA	9/1/14
DOUGLAS, DESIRAE	9/1/14
DOUGLAS, LEOTA	9/1/14
DOUGLAS, NICOLA	9/1/14
DURANGO, LUZ	9/1/14
DUTKO, PETER	9/1/14
DUTTA, SHIPRA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
DWYER, JESSICA	9/1/14
ECHEGRI, ADIL	9/1/14
EDDANFIL, RACHID	9/1/14
EDWARDS, JULIANA E.	9/1/14
EID, HODA	9/1/14
EL HAMDOUCHI, DRISS	9/1/14
EL JAOUHARI, BOUAZZA	9/1/14
EL MORABIT, HANANE	9/1/14
ELAYAN, REEM	9/1/14
ELFADILI, AICHA	9/1/14
ELHAFSI, SAIDA	9/1/14
ELIEFIFI, MARIAM	9/1/14
ELRAIS, KHALED	9/1/14
ELSHERIF, NASHWA	9/1/14
ELTON, ANNETTE C. C.	9/1/14
ENCARNACION, MICHEL - SR	9/1/14
ERES, TATIANA	9/1/14
ESPINOSA, MICHAEL	9/1/14

ESPOSITO, CLARA	9/1/14
ESTRELLA PENA, JORGE	9/1/14
ESTRICT, BRANDON	9/1/14
EVANS, ANA	9/1/14
FAHIE, GLORIA	9/1/14
FARH, AHMED	9/1/14
FARHAT, MOUSSA	9/1/14
FARJANA, REBECA	9/1/14
FEIMSTER, CASSANDRA	9/1/14
FEKI, MARIEM	9/1/14
FELLAH, HICHAM	9/1/14
FERNANDEZ, SALLYANN	9/1/14
FERRER, CLIVE	9/1/14
FIELDS, JOSEPH	9/1/14
FIGUEROO, GOEVANIA D.	9/1/14
FIGUEROO, PLUTARCO A.	9/1/14
FIORITO, JUANA E.	9/1/14
FLOREUS-ANDERSON, ANDREA	9/1/14
FONDER, PAULA R.	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
FONTIN, NADIA	9/1/14
FOOTE, RAYNESS	9/1/14
FOOTE, RONALD A.	9/1/14
FORMAN BERG, DIANE	9/1/14
FOSTER, DESLINE	9/1/14
FULMORE, LATOYA	9/1/14
GAGLIARDI, SANDRO	9/1/14
GAMARRA, GERARDINA	9/1/14
GAMARRA, OLGA	9/1/14
GAMBLE, NATALIE	9/1/14
GAMBLE, OCTAYVIA	9/1/14
GANDHI, REKHA	9/1/14
GANTI, ANNAPURNA	9/1/14
GARAY, FERNANDO	9/1/14
GARAY, LILIA R.	9/1/14
GARCIA, ANETTE	9/1/14
GARCIA, ANIA	9/1/14
GARCIA, RICARDO	9/1/14

GARY, SUQUAN	9/1/14
GHALIAH, AYAT	9/1/14
GHANI, MONOWARA	9/1/14
GIDNEY, DARLENE	9/1/14
GILBERT, ROBERT	9/1/14
GINES, LISSETTE	9/1/14
GIORDANO, AMANDA	9/1/14
GODOWSKY, EILEEN	9/1/14
GOKAJ, NURI	9/1/14
GOMEZ, MIGDALIA	9/1/14
GONZALEZ, MARCOS	9/1/14
GONZALEZ, RAFAELINA P.	9/1/14
GONZALEZ, SANDRA	9/1/14
GONZALEZ-GARCIA, ROSARIO A.	9/1/14
GORDON, JANETTE	9/1/14
GRANT, SHAQWANA	9/1/14
GREEN, MARK E.	9/1/14
GREEN, PAYSHA	9/1/14
GREENSPAN, DEBORAH	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
GRIFFIN, PAMELA D. D.	9/1/14
GRILLO, BRENDA	9/1/14
GUERRERO, LUZ	9/1/14
GUEST, MAURICE P.	9/1/14
GUSCIORA, SAVY S.	9/1/14
GUTIERREZ, JOSE	9/1/14
GUZMAN, IRIS	9/1/14
HADI, SAMIRA	9/1/14
HADI, SAMIRA	9/1/14
HAI SALEH, FATINA	9/1/14
HAI SALEH, FATINA	9/1/14
HAKI, THANNA A.	9/1/14
HAKI, THANNA A.	9/1/14
HALL, REGGIE L.	9/1/14
HALL, REGGIE L.	9/1/14
HAMED, FATIMA	9/1/14
HAMED, FATIMA	9/1/14

HAMEID, AJNADEEN	9/1/14
HAMEID, AJNADEEN	9/1/14
HAMMONS, PATRINELLA	9/1/14
HAMMONS, PATRINELLA	9/1/14
HAMMOUDEH, HAYTHAM	9/1/14
HAMMOUDEH, HAYTHAM	9/1/14
HAMMOUDEH, SUHA	9/1/14
HAMMOUDEH, SUHA	9/1/14
HANAFY, ASMAA A.	9/1/14
HANAFY, ASMAA A.	9/1/14
HANKE, ANA	9/1/14
HANKE, ANA	9/1/14
HANNAOUI, RAJAE	9/1/14
HANNAOUI, RAJAE	9/1/14
HANSFORD, FAITH R.	9/1/14
HANSFORD, FAITH R.	9/1/14
HAQUE, MOHAMMED	9/1/14
HAQUE, MOHAMMED	9/1/14
HARMOND, NICOLA	9/1/14
HARMOND, NICOLA	9/1/14
HARRIS, SHARDA	9/1/14
HARRIS, SHARDA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
HARRIS, THOMAS C.	9/1/14
HARRIS, THOMAS C.	9/1/14
HASAN, MASUD	9/1/14
HASAN, MASUD	9/1/14
HASSEN, NAHED	9/1/14
HASSEN, NAHED	9/1/14
HAUGHTON, MAURENE	9/1/14
HAUGHTON, MAURENE	9/1/14
HAWARI, HIAM	9/1/14
HAWARI, HIAM	9/1/14
HAWKINS, CHRISTINA	9/1/14
HAWKINS, CHRISTINA	9/1/14
HAYDEN, BEVERLEY	9/1/14
HAYDEN, BEVERLEY	9/1/14
HEFLIDE, FRANCIS	9/1/14
HEFLIDE, FRANCIS	9/1/14

HERBERT, KELICIA	9/1/14
HEREDIA, ALCIDES	9/1/14
HERLINA-GOLAUB, TUTY	9/1/14
HERRERA, ARASELI	9/1/14
HIBBERT, MICHELLE	9/1/14
HINAWI, ENAS M.	9/1/14
HINDS, MARCIA	9/1/14
HINOSTROZA, PLINIO	9/1/14
HOGGES, DASHYRIE	9/1/14
HOLMES, AMOI	9/1/14
HOSSAIN, FARZANA	9/1/14
HOSSAIN, SHAHANA	9/1/14
HRISTOV, KONSTANTIN	9/1/14
HUACHACA, HEBERT C.	9/1/14
HUNTER, KHADIJAH	9/1/14
HUSSAIN, AFZAL	9/1/14
HUSSAIN, CAROLYN	9/1/14
HUSSAIN, EKRAM	9/1/14
HUSSAIN, ROKEYA	9/1/14
HUSSAIN, SHAON	9/1/14
HUTTON, SHANNON A.	9/1/14
IBIDA, IGNATIUS	9/1/14
IBRAHEM, KAREMAN	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
IBRAHEM, REEM	9/1/14
INGRAM, CRESSE	9/1/14
IRSHAID, FATIMAH	9/1/14
IRVING, HERMAN	9/1/14
ISKRA, CAROL	9/1/14
ISLAM, MOHAMMED ROFIQUL	9/1/14
ISLAM, MOHAMMED SHAHIDUL	9/1/14
ISLAM, SHAHEDUL	9/1/14
ISLAM, SHUHED	9/1/14
ISLAM, SYEDA	9/1/14
ISMAIL, SOUZI	9/1/14
IUSSEIN, SABRIE	9/1/14
JACKSON, LAURA	9/1/14

JACKSON, SHAWN	9/1/14
JACOBS, ARTHUR	9/1/14
JACOBS, CHRISTIAN	9/1/14
JACOBS, JAKERA	9/1/14
JACOBUS, JOAN	9/1/14
JAIGIRDAR, TANIM	9/1/14
JAIMES, CLEUSA	9/1/14
JAMES, CHRISTOPHER	9/1/14
JAMES, JASON	9/1/14
JAUDAR, NAIMA	9/1/14
JAROSZ, BARBARA	9/1/14
JAVIER, ANA	9/1/14
JAVIER, MARCEL	9/1/14
JERES, ANA	9/1/14
JOHNSON, ATEATHA	9/1/14
JOHNSON, BETTE	9/1/14
JOHNSON, LESLY	9/1/14
JOHNSON, NOEL	9/1/14
JOHNSON, SHAKORA	9/1/14
JOHNSON, THERESA	9/1/14
JOHNSON, TIMAKI	9/1/14
JONES, ROXANNE	9/1/14
JONES, STEPHANIE	9/1/14
JORDAN, MONTRISE D.	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
JOYCE, THOMAS	9/1/14
JOYNER JR, JAMES	9/1/14
JOYNER, JAMES	9/1/14
JUDEH, NIHAIA	9/1/14
KABKAB, ADIL	9/1/14
KALYOUSSEF, SPERO	9/1/14
KAPLAN, ZUBEYDE	9/1/14
KELLY, DENNIS	9/1/14
KHAAISSA, FATIMA	9/1/14
KHAIRULLAH, YOUNA	9/1/14
KHALIL, KHALIL	9/1/14
KHAN, ABDUS	9/1/14
KHAN, BADRUL I.	9/1/14
KHAN, FARISA	9/1/14

KHAN, MAQSOODA	9/1/14
KHATUN, FAHIMA	9/1/14
KHATUN, ROSHNE	9/1/14
KHEZAM, RANA	9/1/14
KILGOUR, JAMES	9/1/14
KLIEGMAN, JONATHAN	9/1/14
KOLLDANI, FLORENCA	9/1/14
KORSAK, JOAN	9/1/14
KORVAL, ALANA	9/1/14
KOVACH, BEVERLEY	9/1/14
KRASNIQI, AVDI	9/1/14
KREGER, JULIE	9/1/14
KURURY, JULEKA	9/1/14
LAINEZ, SANTIAGO	9/1/14
LAKRAA, ZAHIRA	9/1/14
LAMBERT, ANNA	9/1/14
LAMONTH, FLORENCE	9/1/14
LARWA, JANELLE	9/1/14
LATIF, MONSUR	9/1/14
LATTOUF, MARY	9/1/14
LAURENT, STEPHANIE	9/1/14
LEMMON, NIKOLETT	9/1/14
LEMONIUS, JOHN	9/1/14
LEWIS, JANEILLE	9/1/14
LEWIS, LINDA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
LIAQUAT, ADNAN	9/1/14
LITTLEJOHN, TRANACE	9/1/14
LLUPA, LEDIO	9/1/14
LOCKWOOD, WYNTER C.	9/1/14
LOEFFLER, VIRGINIA	9/1/14
LONDON, ANDRES	9/1/14
LUCANAS, HENRRY H.	9/1/14
LUCAS, NANCY	9/1/14
MAC DONALD, JARED	9/1/14
MAJIDI, KHALID	9/1/14
MANJARREZ, JUAN	9/1/14
MANLAPID, ENRIQUE	9/1/14
MANNIRY, MOHAMED	9/1/14

MANSOUR, MALIKA	9/1/14
MANSOURI, HICHAM	9/1/14
MARCANO, REYNA	9/1/14
MARMOL, RAMON	9/1/14
MARQUEZ, VILMA	9/1/14
MARTINEZ, FRANCES	9/1/14
MARTINEZ, LUIS	9/1/14
MARTINO, ANNA	9/1/14
MARZOUQ, AMAL	9/1/14
MATIC, MLADEN	9/1/14
MATUTE, SHERIL	9/1/14
MAZZELLA, WINDY F.	9/1/14
MCANUFF, JAHMIYA	9/1/14
McCALLUM, MILDRED O.	9/1/14
MCCANN, KATELYN	9/1/14
MCDANIEL, TAMIKA	9/1/14
McDONALD, ALVITA	9/1/14
MCDOWELL, STAR'TASIA	9/1/14
MCDUFFIE, JIMMY	9/1/14
MCLAREN, ROBERT	9/1/14
MEJIA, JOSEFINA	9/1/14
MEJIA, MERARI	9/1/14
MEKKY, HANAN	9/1/14
MELCER, LORI	9/1/14
MELVIN, ANTOINETTE	9/1/14
MENDOZA, YSAAC A.	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
MERCEDES, SANTA	9/1/14
MIAH, SABLU	9/1/14
MIAH, ZAKIR	9/1/14
MIK, EWA	9/1/14
MILAD, GEORGE	9/1/14
MILLER, LUCIA	9/1/14
MILNER, JOHN	9/1/14
MINAYA, GLADYS	9/1/14
MIRANDA, FROILAN P.	9/1/14
MITCHELL, RASHAD S.	9/1/14
MOHAMED, REDA	9/1/14
MONTALTO, PATRICIA A.	9/1/14

A.	
MONTES, ISRAEL	9/1/14
MONTESINO, YENIS	9/1/14
MONTON, JOHN	9/1/14
MOORE, DARNELL	9/1/14
MORALES-ABBUD, JULIA	9/1/14
MORAN, CARLOS	9/1/14
MORCOM, HAROLD T.	9/1/14
MORENO ROBLES, EMILIA	9/1/14
MORGAN, DENISE	9/1/14
MORRIS, PHANIE	9/1/14
MOSQUEA LAGOMBRA, JOSELINA M. 136175408	9/1/14
MOUSSA, LAHCEN	9/1/14
MUHIT, MOHAMMAD A.	9/1/14
MUHYMIN, MOHAMMAD	9/1/14
MUIR, MARK A.	9/1/14
MUKITH, MOHAMMAD	9/1/14
MURIEL, RAMON D.	9/1/14
NABI, MAHMOOD	9/1/14
NALES, LUISA	9/1/14
NASHED, NERMIN	9/1/14
NASSAR, MAHER	9/1/14
NASSIHEDDINE, AHMED	9/1/14
NATH, SHIMU	9/1/14
NAVARRO, GLORIBETH	9/1/14
NICHOLAS, NARLIN A.	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
NOMAFO, ERIC A.	9/1/14
NUNEZ, AGYOLY	9/1/14
NUNEZ, ALEXANDRA	9/1/14
NUNEZ, LUZ	9/1/14
NURI, SYEDA	9/1/14
OBI, IFEANYI	9/1/14
OKHUAROBO, MARY	9/1/14
OLIVERO, CAROLINA	9/1/14
ORCHID, NAJAT	9/1/14
ORLIC JR, JOHN	9/1/14

ORLIC, LISA	9/1/14
ORTIZ, MARIA ELENA	9/1/14
OSMANABO, DEINAVA	9/1/14
OSORIO, CLAUDIA	9/1/14
OUFARI, JAMILA	9/1/14
OZGUN, EMINE	9/1/14
PACIGA, MICHAEL	9/1/14
PACZKOWSKI, LINDA	9/1/14
PAEZ, RUTH	9/1/14
PALACIO, LUIS	9/1/14
PALACIO, MARGARET	9/1/14
PALINO, GINA	9/1/14
PANDIT, RITA	9/1/14
PARKER, EVELYN	9/1/14
PARKER, JASMINE	9/1/14
PARVIN, KAWSER	9/1/14
PERDOMO, RUBY	9/1/14
PEREZ, ADALBERTO J.	9/1/14
PEREZ, BOLIVIA	9/1/14
PEREZ, DIGNA	9/1/14
PEREZ, EDELMIRA	9/1/14
PEREZ, EDWIN	9/1/14
PEREZ, JOSE	9/1/14
PEREZ, JUAN	9/1/14
PEREZ, REMY	9/1/14
PEREZ, SERGIO	9/1/14
PERVILLE, PAUL A.	9/1/14
PETERSON, BETTYE	9/1/14
PIERCE-HARRIS, CATINA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
PIMENTEL, GEOVANA	9/1/14
PLAZA, JEANETTE	9/1/14
PLLANA, ABDURRAHMAN	9/1/14
POLCHE, JOSEPH G.	9/1/14
PORRAS, VICTOR	9/1/14
PRADO, LUZ	9/1/14
PRIDE, JON	9/1/14
PURVIS, MIESHA	9/1/14
QADDOUM, ANAS	9/1/14

QADDOURA, KHADIJEH	9/1/14
QANDELL, WALLA	9/1/14
QANDIL, SUHAIR	9/1/14
QUNISE, ABEER	9/1/14
RAHHAL, HADEEL	9/1/14
RAHMAN, MAHBUBUR	9/1/14
RAHMAN, MASUDUR	9/1/14
RAHMAN, MONSUR	9/1/14
RAHMAN, MUHIBUR	9/1/14
RAHMAN, SABINA	9/1/14
RAHMAN, SHAYLA	9/1/14
RAMADAN, LEENA	9/1/14
RAMIREZ, GIANCARLOS	9/1/14
RAMOS, BETTY	9/1/14
RANGEL, ALMA	9/1/14
RASHEED, WOROUD	9/1/14
RASHID, MAMUN	9/1/14
RASO, GIOVANNI B.	9/1/14
RAZZAK, HADIYA	9/1/14
REDMON, DEBORAH	9/1/14
REED, LATRICE	9/1/14
REELS, LARRY	9/1/14
REID, NADINE	9/1/14
RESNICK, DEBRAH	9/1/14
REVERON, ROSARIO	9/1/14
REYES, GISELA	9/1/14
REYES, MARIA	9/1/14
REYNOSO, GLADYS	9/1/14
RIAD, ABD ECHCHAFIQ	9/1/14
RICHARDSON, GALE	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
RIVAS, MELDRY	9/1/14
RIVERA, LUCITANIA	9/1/14
ROBINSON JOHNSON, HATTIE	9/1/14
ROBINSON, ANNIKA	9/1/14
ROBINSON, JANENE	9/1/14
RODRIGUEZ, ALEXIS	9/1/14
RODRIGUEZ, JOSHUA	9/1/14

ROLLING, VIRGINIA	9/1/14
ROMERO, YVONNE	9/1/14
ROSA, CATHY	9/1/14
ROSE, LOVELLA	9/1/14
ROSS, KEVIN	9/1/14
ROSS, TRACEY	9/1/14
RUMMANA, DEWAN	9/1/14
RUTHERFORD, LETITIA	9/1/14
S. MANGRUM, JULIA	9/1/14
SAAD, NABIH	9/1/14
SAADALLAH, HICHAM	9/1/14
SAAID, MANAL	9/1/14
SALAMA, ANGI	9/1/14
SALCEDO, CLARA	9/1/14
SALOUANE, AHMED	9/1/14
SANABRIA, MARILYN	9/1/14
SANTANA SANCHEZ, YELTSIN	9/1/14
SANTORA, ROSA	9/1/14
SANTOS, SANDY	9/1/14
SBAI, HAFIDA	9/1/14
SCHECHTEL, DEBORAH	9/1/14
SEDKALI, INDZHIHAN	9/1/14
SELLITTO, SALVATORE	9/1/14
SEN, TULIKA	9/1/14
SEN, VAJAN	9/1/14
SHAHRIAR, SYED	9/1/14
SHAKOOR, DAAIYAH	9/1/14
SHARMA, SUSHIL	9/1/14
SHATZ, BARRY A.	9/1/14
SHEIKH, FATEMA	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
SHERMAN, STUART	9/1/14
SIDDIQUA, THANAHA	9/1/14
SILVA, JUAN	9/1/14
SILVA, RENEIRO	9/1/14
SIMPSON, EBONY	9/1/14
SINCLAIR, ANN-MARIE	9/1/14
SINGH, LOIS	9/1/14

SINGH, SARBJIT	9/1/14
SKELTON, NAHUM	9/1/14
SMITH III, OWEN	9/1/14
SMITH, CLAUDETTE P.	9/1/14
SNEED, KENYATTA	9/1/14
SOOBZOKOV, SUSAN	9/1/14
SOSA MARTINEZ, MAXIMA	9/1/14
SPENCER, CHIVONE	9/1/14
STEPHENSON, COURTNEY	9/1/14
STOKLEY, IDA	9/1/14
SUAREZ, JOENNA	9/1/14
SUAREZ, LENNY	9/1/14
TALIP, SABRIYE	9/1/14
TAPIA, BIENVENIDA	9/1/14
TAPIA, MARIA	9/1/14
TAWSIF, MUHAMMAD	9/1/14
TEJADA, DARBELIN	9/1/14
TEJADA, NELSON	9/1/14
THOMAS, BRENDA	9/1/14
THOMAS, JESSICA	9/1/14
THOMAS, JUANITA	9/1/14
THOMAS, RASHEEDA	9/1/14
THOMAS, SATI-SUE	9/1/14
THOMPSON, COLLEEN M.	9/1/14
THOMPSON, MARIANNA	9/1/14
TISELLANO, TATIANA	9/1/14
TOLBERT, JANICE	9/1/14
TORO, JONATHAN	9/1/14
TORRES, JAMIE	9/1/14
TORRES, KAREN	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
TORRES, MARIA	9/1/14
TORRES, NANCY	9/1/14
TOTH, BARBARA V.	9/1/14
TUCKER, ARBREY	9/1/14
TYRELL, SHARIFA	9/1/14
TYSON, GLORIA	9/1/14

UDDIN, KOBIR	9/1/14
UDDIN, MD	9/1/14
UDDIN, MOHAMMED N.	9/1/14
UDDIN, MUHAMMED	9/1/14
UDDIN, RUZI	9/1/14
USORO, BENEDICT U.	9/1/14
UTER, PATRICIA D.	9/1/14
VAN RENSALIER, DALE	9/1/14
VANWINKLE, GINA	9/1/14
VARGAS, ANA	9/1/14
VARGAS, OLGA	9/1/14
VASQUEZ, CARLOS	9/1/14
VASQUEZ, MONICA	9/1/14
VERAS, ANA	9/1/14
VERAS, ERNESTO	9/1/14
VERAS, JULERDY	9/1/14
VERGEL, RICHARD	9/1/14
VILDOSO, MARIA	9/1/14
VILLAVICENCIO, ROSA	9/1/14
VINCENT, ANTOINE	9/1/14
VISTO, BERNIE	9/1/14
WALKER, MALIK	9/1/14
WARNER, WENDY	9/1/14
WASHINGTON, KASHIMA	9/1/14
WATT, MARION	9/1/14
WEBB, JACOB	9/1/14
WEINSTEIN, FRED	9/1/14
WICHOWSKI, LAUREN	9/1/14
WILKS, JESSICA	9/1/14
WILLIAMS, CANDICE	9/1/14
WILLIAMS, GIRALDA	9/1/14
WILLIAMS, ISAAC	9/1/14
WILLIAMS, JASMINE	9/1/14

SUBSTITUTE (CONT.)

NAME	EFFECTIVE DATE
WILLIAMS, JASMINE J. J.	9/1/14
WILLIAMS, MICHELE	9/1/14
WILLIAMS, VANESSA	9/1/14
WILLIAMS, VANESSA M.	9/1/14
WILLIAMS, WILLIE	9/1/14

WIRTH, MARK	9/1/14
WITHERSPOON, DONESE	9/1/14
WONG, RICARDO	9/1/14
WOODS, GREGORY R.	9/1/14
WOOLRIDGE, DANIELLE	9/1/14
WRAY, HOWARD	9/1/14
YGARZA, MERY D.	9/1/14
YOUNG, DIANNA	9/1/14
ZAKHARY, NEVEN	9/1/14
ZAMAN, MOHAMMED	9/1/14
ZAVALETA, SARA	9/1/14
ZEGARRA, JOSE	9/1/14
ZELHOF, JOHN C.	9/1/14
ZIETARSKI, ANDREW	9/1/14
ZUCCATO, NOBILA	9/1/14
ZUMARAN, ARMIDA	9/1/14

INFORMATION ITEMS

- 15-A7. Approved the retention of creditor's counsel from the law firm of Riker, Danzig, Scherer, Hyland & Perretti, LLP, at a rate of \$380 per hour for partner attorneys, \$300 per hour for senior associates, and \$168 per hour for junior associates, plus reimbursement of certain expenses in accordance with a Professional Services Agreement for the 2014-2015 fiscal year, at an amount not to exceed \$80,000.00.
- 15-A8. Approved entering into a consultant contract with Elaine P. Davis, of Leadership Innovations, Inc., for Coaching and Evaluation of Principals (RFP-440-15), for the 2014-2015 school year, at an amount not to exceed \$110,500.00.
- 15-A9. Approve entering into an consultant agreement with Alonzo Moody to provide mentoring services, specifically mentoring students for drop-out prevention, grade improvement, classroom management, and incarceration workshops for students returning to school within the high schools, for the 2014-2015 school year, at an amount not to exceed \$49,700.00.

It was moved by Comm. Hodges, seconded by Comm. Martinez that Resolution No. F-1 be adopted.

Comm. Irving: Before we vote, I just want to clarify the reason why many of us have agreed to vote no is until we create a new process for the personnel committee. Many of us felt that it was necessary to at least make our stance known, but I do want to just say that the Superintendent has committed to joining us at the next personnel committee meeting to help draft and create a new process. Hopefully if we can hammer that out we'll be able to vote on the actions like we normally do.

On roll call all members voted no, except Comm. Irving who voted yes. The motion did not carry.

OTHER BUSINESS

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

The Board went into executive session 10:20 p.m.

The Board reconvened the meeting at 11:30 p.m.

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

The meeting was adjourned at 11: 31 p.m.