

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

February 20, 2013 – 7:20 p.m.
John F. Kennedy High School

Presiding: Comm. Christopher Irving, President

Present:

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

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

Comm. Manuel Martinez
Comm. Alex Mendez
Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Regular Meeting
February 20, 2013 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.

Comm. Irving: I'd like to welcome everyone to tonight's Board meeting. We have not many actions to discuss, but there is action that has transpired over the last few weeks that I think is going to warrant a great deal of discussion at the appropriate time. Some discussion is pertaining to the questions regarding legal and some regarding personnel appointments. So I want to make sure that the Board is aware that I think these conversations need to be had and need to be had now. I'd like for us to discuss and deal with what we need to deal with and hopefully come to a resolution between us and the Superintendent and then move forward.

PRESENTATIONS AND COMMUNICATIONS

Dr. Evans: Before I comment on the young people who performed for us earlier this evening, I'd like to share some of the comments that I made to that group just prior to the beginning of the program. As President Obama proclaimed in his annual charge for Black History Month, the year 2013 marks two important anniversaries in the history of African Americans and the United States. 150 years ago, on January 1, 1863, during the Civil War the Emancipation Proclamation set the United States on the path of ending slavery. A century later on August 28, 1963, hundreds of thousands of Americans of all nationalities marched to the memorial of Abraham Lincoln, the author of the Emancipation Proclamation, in the continuing pursuit of equality of citizenship and self-determination. It was on this occasion that Martin Luther King, Jr. delivered his celebrated "I HAVE A DREAM" speech. Just at the Emancipation Proclamation had recognized the coming end of slavery, the march on Washington for jobs and freedom announced the same for legal segregation in the United States. So tonight we recognize the sacrifices and accomplishments of those who came before us, but we also celebrate the potential for greatness in the students and young people who we serve in the Paterson Public School District. To that end, I applaud the young people, their teachers, their parents, and their administrators for bringing us a quality program. It not only helped us to celebrate Black History Month in a different kind of way, but it also helped us to appreciate the talent that really does reside in our students. I think too often we lose sight of what we're about, our students' potential, and what they can and can't do. I think clearly tonight we saw a quality demonstration to that end. Secondly, for the Board I either handed to you tonight or you see lying before you a badge. It's been a long time coming and it was a result of some questions some of you have raised in terms of identification. Often when you go to schools unfortunately there are some who still may not recognize your face until you tell them who you are. This badge should help. So when you go in any of our facilities it's easily recognized and obviously connects you with the school district. I think most of you are recognized as soon as you appear, but for those of you for whom that has been a challenge this should help address that challenge. Third, there is a short memorandum before each Board member that indicates that we recently received information from the New Jersey Department of Education about the most recent Race to the Top competition and consistent with their directions in terms of letting the DOE know if indeed we were interested in applying we have submitted information to the DOE indicating that we do intend to apply and the focus of those applications will be the schools that are noted there, School 6, School 13, School 28, and New Roberto Clemente. The applications must be completed and submitted to the New Jersey Department of Education by March 28. As we proceed with actually making decisions regarding the types of school improvement models that we wish to use we do plan to engage the community, the Board, and other community organizations and agencies in helping us to think through what kinds of interventions we may want to use in addition to what's already there and include them in that application process. The last item was the item you alluded to earlier. Each Board member received by email a copy of my latest response to the questions that were raised by the Board as it relates to the current status of the legal department and rationale, if you will, for some of the actions that have been taken. In fact, hopefully you've had a chance to read it and I know you have some questions about it as well.

Comm. Irving: I would prefer if we could take up the response to Dr. Evans in the actual legal report, if that's okay with you, Comm. Simmons. Dr. Evans, if that works with you we'll take it up at that point in time. I think that's the most appropriate time to discuss it because there are some other comments you guys may have following the legal committee meeting.

REPORT OF BOARD PRESIDENT

Comm. Irving: I want to echo what the Superintendent mentioned about the badges that are here. I'd like to really thank Comm. Simmons for reminding the central office and the Deputy Superintendent about getting this done and Ms. Shafer for making it happen within 24 hours. I spoke to her yesterday and she had brought it up and within a 24-hour window she got it done. Thank you so much. I think the badges are a good addition to the roles that we do. Although there are pictures that should be in every single foyer in the district, sometimes folks just don't know. That's absolutely okay and I think the badges will just help to reinforce that. The other piece I want to let you all know is about the Joint Committee for the urban school districts, Paterson, Jersey City, and Newark. Dr. Hodges and I have had several conversations. Doc, I don't know if you just want to give the Board an update on the document you just handed out to us at this point in time. I see the proposed date that's here on the bottom.

Comm. Hodges: Representatives met on Saturday in Jersey City to bang out a proposed agenda which you see in front of you for three meetings. Each of the districts will host one and potentially cover these topics. Up until this afternoon they had two dates proposed. The Education Law Center will be in attendance for the first meeting in Newark and they had to tie down a date. So this Thursday date is one that they have arrived at, March 14.

Comm. Irving: So everyone should lock that in their calendar at this point in time. Am I correct?

Comm. Hodges: Right. There will be information in terms of whether they're going to be hosting it and so forth. Obviously we're going to get an opportunity to host one and certainly Jersey City as well. There are some substantial changes going on in all three school districts and this meeting is very timely. It actually started out of the Urban Boards meeting where we created a task force just to address state intervention in schools. The Board President of Newark and I talked about having a meeting to discuss these issues. In our conversation on Saturday, I learned that Jersey City now has 28,000 students. What you have to understand is that they have a lot more students in the district, but only 28,000 still go to Jersey City schools. The rest go to charter schools. So there's a slow – I won't say dismantling – change occurring in Jersey City and their school districts. Those are some of the plans that they have for this district as well and that has significant implications for funding for school buildings, on and on. They also have implications for the education that your children receive as a result. So they've lost about 8,000 to 10,000 students over the course of several years. This is not an insignificant number, without dramatic increases in their test scores overall. That's not what it's been about. Consequently, we're going to be talking about some of those issues and others over these next three proposed meetings and I think I'll leave it there, Mr. President.

Comm. Irving: I'm going to ask each Board member to commit to making this date and time work. Dr. Hodges, do we have a location for the meeting?

Comm. Hodges: Not yet because they have to tie down the Newark School District in terms of where they can go.

Comm. Irving: Provided the politics associated with running the meeting.

Comm. Hodges: She's pretty confident that's not going to be a problem.

Comm. Irving: I just want to make sure we're clear. I assume we're going to have to convene and do the Open Public Meeting...

Comm. Hodges: Yes. It would be a regular meeting.

Comm. Irving: Each entity will convene their meeting and then I assume the Newark chair would be the person within their house to...

Comm. Hodges: We'll see how that works out, but it's important that you have a regular notice and public portion and the whole bit.

Comm. Irving: It would just be held in Newark.

Comm. Hodges: It would just be held in Newark.

Comm. Irving: Cheryl, I just want to make sure you make note of that. Okay? Thank you very much. Thank you, Dr. Hodges, for taking the lead in that and you've done a great job helping put that together. In situations like this some people may say why isn't the President doing this, but you came up with the idea and you moved forward with it. I think to have you as a liaison with those folks you've done a great job with it. I appreciate it.

Comm. Hodges: It's Urban Boards and there are some larger questions that have to be addressed. That's where it came from. Thank you, though.

Comm. Irving: I do want to echo the Superintendent's sentiment and just say how wonderful it was this evening to witness our young people perform and recognize the history and contributions of African Americans in this country. African American History or Black History Month is American History. It's tied into the fabric of White Americans, Latino Americans, Asians Americans, Muslim Americans, and Bengali Americans. It's a story of struggle. It's a story of every single race, ethnicity, and nationality that happens to be in this country. It's just so that at different times in history each group who sits on this dais or who watches this program has faced some form of oppression or struggle because of community, education, access and people willing to fight that that indeed happens and that folks who are in the Dominican Republic gain their independence, people who are in Haiti gain their independence, African Americans, Asian Americans, Latino Americans, and the struggle that they're going through now and immigrants who are coming into this country trying to find a pathway to citizenship. All of these are all associated with what it truly is to be an American. So I'm happy and proud of the celebration that we did, but I just want to make sure we underscore the fact that it's not a celebration for just African Americans or Black people. It should be a celebration for all of us as we recognize other cultures throughout the year as well. The last piece I do want to comment on is the update on where we are with regard to NJQSAC. We had a QSAC visit at the end of last year. I have been informed by the Superintendent that the QSAC scores are pending any day now. As you all are I'm quite interested to see and hear exactly how we did. As you know, the County Superintendent Gilmartin has retired and that has held up allegedly the process for getting us the scores in an expedited manner. So I'm hoping by the next workshop meeting to have these scores presented to the Board so we can have a discussion for exactly what those scores mean and a greater discussion with the Commissioner's office about what those scores mean.

Comm. Hodges: I can't let it go by without saying there's very little that the Board members can actually do to impact those scores. The audience needs to understand

that this is a state- controlled school district. We don't have any control over personnel. We don't have any control over curriculum. We can vote on fiscal and other operations, but it can be overruled and in some cases has been. So to suggest that the QSAC scores reflect what the Board is doing is somewhat disingenuous because we can't do anything that the state does not in fact have the right to overrule and in fact can dictate. So what you're seeing when you see those scores is the result of state operation. As long as you begin to understand that and call it what it is the QSAC scores reflect the operation of the state in the school district. These are the state's scores, not ours.

Comm. Irving: I think it's also important to mention that in the area that the Board does have control of, which is the governance piece, this Board scored so exceptionally well on the last review that the state came in and chose not to review us, which should speak volumes for this Board and the work that we have done. So you're right indeed that the last review was really an assessment of the role that the Superintendent and his staff have played. That is the end of my report. If there are no other questions, I'm going to move on to public comments. Comm. Kerr, I just want to give you a heads up. We discussed earlier that we are going to address the conversation around the legal letter that we sent Dr. Evans in response during the legal report. I just want to let you know that when we get to it.

PUBLIC COMMENTS

It was moved by Comm. Mendez, 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: Welcome to all our speakers. We have a three-minute window for comments unless we see fit to extend that timeframe if there's a presentation that goes out of the ordinary. We ask everyone to abide by the clock. When you hear the ring we're going to ask you to please wrap up your conversation and move on to the next person. We welcome your comments. Comm. Kerr, I think you want to do a little intro into why Ms. Scott is coming up.

Comm. Kerr: Yes. I was introduced to Ms. Scott by a friend regarding a program that I believe could be of benefit to the district. It's a program that addresses the nutritional component of our feeding program. I am very interested in it so I did invite Ms. Scott to come this evening and explain to the Board and to the wider community what this program is about and how it would affect our feeding program here in this district. Go ahead, Ms. Scott. We have Ms. Scott and Ray and Josie.

Ms. Sonia Scott: Good evening ladies and gentlemen. Good evening, Chairman of the Board. My name is Sonia Scott and I'm from Visalus. I'm a National Director with Visalus, the number one health awareness and weight loss program in North America. Tonight we are introducing a program that I believe would help in the school system. One reason we are here in Paterson is because I think it's a program that would benefit a lot of the students here. Tonight I'm going to introduce to you the ambassador couple from Montréal that's going to tell you a little bit more about Visalus, the company, the mission, the program and how it will help the City of Paterson.

Ms. Josie: Good evening and thank you for hearing us. Here at Visalus we're on a mission against obesity and we're also on a mission for healthy nutrition, especially for children. We know that in North America we're living an obesity epidemic and also this problem is now affecting our children more than ever in history. So with Visalus we have formed a community challenge and this community challenge feeds hungry and

undernourished children. Up to date in North America we've served over 1 million meals to children all over North America and we want to expand this drastically in the coming years. Our core product is a delicious shake that children love and it's also accompanied by a cookie. We know that for children to learn well they need to be nourished well. The most important meal of the day is obviously breakfast and we're convinced that for the district of Paterson to be added to your breakfast program for your students would be the Visalus shake and the cookies, which are delicious, highly nutritious, and kids really love them. It would be a perfect way to start the day. Why we're so convinced that this product really works is we lived it as a family ourselves. We lost a son in a car accident and our daughter gained 100 pounds. With Visalus she lost 100 pounds and she has kept it off also, so we're very happy about this. That's why we're so convinced this program would be very good for the children in your community.

Ms. Scott: It is very cost-effective, very tasty, and the kids really do love it. I know the time is restrained, so there's not a lot that we can say within the three minutes. We have a sample of the cookies and also the shake that we're going to give a sample out to each person to take with them and then I'm hoping to get some positive feedback from this.

Mr. Ray: I just wanted to finish it out there just to let you know who Visalus is. Visalus is owned by a company called Blyth. Blyth is on the New York Stock Exchange. They have two companies under their umbrella, which are PartyLite and Visalus. Visalus right now is going worldwide. The first thing they want to do is they want to fight obesity because our kids in North America gain pounds because they eat some nutrition where there's no value, such as French fries. All those fast foods are established everywhere and because we have a very fast lifestyle today they grab whatever, but they are poor with nutrition. That's why Visalus is a company that's number one in North America and starting in April we're going worldwide. We're on a mission. I was an entrepreneur before in hardwood floors for the last 25 years. I see the vision of the company. I sold my business to do this fulltime with my wife because we see the result in our family and our daughter. Thank you very much.

Comm. Irving: Thank you very much. If you have any additional information you can just leave it right on the side.

Mr. Ray: We do have some samples. If everybody would like to have some samples we have them for everybody.

Comm. Irving: You can just leave it on the side of the table and the Board members may take a break during the course of the meeting to do that. Thank you so much for coming. Thank you, Comm. Kerr.

Ms. Nesma Youssef: Hello everyone. I'm a student from John F. Kennedy High School. I would like to thank you so much for giving me the chance to read this letter. I would like to thank Mr. Field for his efforts in the school. On behalf of the students, parents and community we would like to take the opportunity to thank Mr. Field for all the work he has done in helping our community at John F. Kennedy High School Educational Complex. Mr. Field is always there for us lending a helping hand for all our problems. He has made our transition to Kennedy less worrisome for both parents and the students. Mr. Field is sensitive to the Muslim and Arabic students' cultural needs by accommodating them with a prayer room that they can use during our cafeteria time. He also supports us during our annual Bengali and Arabic festival. Our community and parents for the first time feel that we are part of John F. Kennedy High School and this is thanks to Mr. Field. We as a community are very proud of Mr. Field's leadership on

fostering a climate of cultural understanding and would like to see that his leadership continues with a successful base for many years to come. Thank you so much.

Ms. Luisa Alcala: I'm a school psychologist. I've been in the district 27 years. I started in 1986 right here at Kennedy High School as a special education teacher for 15 years. I've been a school psychologist for 12 right now. We had an in-service on Friday and I was compelled to come and talk to you today because something that the doctor said at the in-service at School 28 stuck with me. He was talking about being a special educator, which I am and will always be. He was saying how his success with his program was that he had people from the top that were seasoned people as veterans and helping people that are learning. He was saying how successful his program has been. He touched on a lot of great points. But that stuck with me because for 27 years I really realized that's the way it really should be. People on the top who really know have been there, have been through the trenches, and know how to make a special education program succeed. I know how the interview process goes in Paterson, but I was just wondering, Dr. Evans, when they do interview and it comes to you and you sign, are you able to ask questions of your subordinates to say why did we choose this person, does this person have the credentials? A lot of times through the years we've always hired people that are directors of special education from the outside. There have been a lot from the outside. I'm just wondering do you have any input when your subordinate comes through and says we're going to hire such and such for special education. Do you have any input from that person as per their qualifications or anything of that sort before they come to you for a signature? Are you involved with it? That's what I'd like to know because the way this doctor spoke about it was on target, having seasoned people. I'm from Paterson. I went through the Paterson schools. My career was all from here right here in Kennedy High School. I have put in for certain jobs in the past. I'm near retirement now. I was always passed up and sometimes by people that didn't even have the qualifications. I'm just wondering as a Superintendent do you have input with that when the interviewing process comes about.

Dr. Evans: If I may, I'd like to get your name and have a personal conversation with you with members of my staff. To answer your question requires more than a short answer because we're talking about multiple processes depending on the position that we're talking about. But I would like to discuss it with you.

Ms. Alcala: Okay. During my interview process in 1986 they were all special education and also the principal where I did my student teaching. So when I went for that interview in 1986 in Paterson I had people there that were seasoned. I actually got the job because there were people there that knew what was going on. I would gladly like to meet with you.

Dr. Evans: Are you assigned to School 28?

Ms. Alcala: No. That was where my in-service was on Friday. I'm at School 3 and School 8.

Dr. Evans: Can you give Mr. Aubrey Johnson your name? He's actually responsible for Schools 3 and 8, but I'm going to have the conversation with you. It's a lengthy response and rather than take the time tonight, I really would like to have it with you one-on-one.

Ms. Alcala: Thank you. Have a good evening everyone.

Comm. Hodges: Mr. President, with all due respect, I understand that is a lengthy response, but I will tell you there are a number of people in this community that have the same question. There are members of this Board that have the same question and I happen to be one of them. I too would like that discussion and I would like that discussion to be had in a way that the community can hear it because what this young lady has stated is quite true. In the 11 years that I've been here this is a constant refrain and I've watched good people not get in that door and other people take their places, people who might have had a relationship with the people who were doing the interviewing, to the detriment of our children. So I would like an appropriate response given perhaps as a presentation so that we can better understand how that kind of thing is being corrected. I think that's what her concern is.

Dr. Evans: We can do that. The process that Dr. Newell reviewed earlier this year with the Board is half of the answer to the question. It's a very tight process that actually puts principals in the lead in hiring people in their building as long as we can verify that the individuals are appropriately certified, have the appropriate credentials, and obviously are suited for that position. But principals have a tremendous amount of autonomy. When it comes to administrators I'm directly involved in every one of the interviewing of the finalists and I make the final decision, but there are processes that are lengthier. We'd be happy to provide a presentation if you'd like.

Comm. Irving: Maybe that can be scheduled at the next workshop meeting.

Comm. Hodges: No, at a regular meeting. That's something that should be televised. There are a lot of people who call and say, "I have a cousin that wants to be a teacher and they can't get in. There's no response from the personnel department." Or they see people being hired with some questions as to how they get hired. So it would be to the benefit of the community if they understand that you were tightening up the personnel processes and they can get more of a needs-based situation.

Comm. Teague: I definitely agree. There was an incident earlier where I went to my son's IEP meeting and it was discussed what school my son was going to be placed in and so on. The comment was raised that the individual supervisor said, "Are you giving this parent special treatment because they're on the Board?" I thought that was a very inappropriate comment. My child is no different from any other child in the district that has special needs. So if this particular person is in charge of the department they should know how to act in a professional manner. I'm not calling names because we're not really allowed to do that in an open forum. But I agree the people who are in those positions need to be seasoned and need to be trained on how to communicate with their staff and so forth.

Comm. Irving: I just want to acknowledge we are in public portion and we'll have our time to say what we want as well. Let's get back to the public portion to the people who are here.

Ms. Amel Youssef: My name is Amel Youssef and I'm a student from John F. Kennedy High School. I support the director of John F. Kennedy High School. He's very excellent in my opinion. He's the best director. I hope he will be the director John F. Kennedy High School for many years. I feel his work is more than excellent. He's doing his best to help the school to be better and to be one of the best schools. He helps me to get to my home early and he helps the students to get a school bus that's comfortable. All schools in America may not have this advantage.

Ms. Irene Sterling: Good evening. On January 15 at quarter of six in the evening the Department of Education announced two new charters to be approved for opening in Paterson. Normally this is not an area of much concern for us at the Ed Fund. However, this year the charter applicants leave some questions to be raised. If we're going to do that in part in conference on March 9, I think Comm. Teague has got some further information about the full conference, but one of the sessions in honor of Pat Harris is about choice in Paterson. On that day we will have representatives of the current three operating charters in Paterson - the Intra-District Choice School and Manchester Regional, which has over 100 Paterson children in it, as well as somebody from the district, to talk about with parents what are the options for choice in Paterson. What can you choose and why would you choose them? Here we come to the crux of the question about the two charters who have been given conditional approval for Paterson. One of them is called the Collegiate School and it is a member of a charter management group called the Ascend Schools which is led by Steven Wilson. They have an agreement with an organization called SABIS which runs international schools around the world. The firm is based in Lebanon. I'm going to present a link to you all later, several YouTube commercials for these schools, and what I'd like you to do when you get this and look at it is just turn the sound off because you know what they're going to say. We all say it when we talk about our schools – they're the best. Just look at what the students are doing in the videos. What the students are doing is sitting at desks individually in nice straight lines. They have a textbook, a notebook, and a pen, and there's a teacher in the front of the room lecturing to them. We have spent the last years in this district trying to get away from the sage on the stage, trying to get away from teachers only talking to students, but rather engaging them. So the notion that we're going to bring what's supposedly a high-performing charter in here which is going to put our kids back in seats, make them quiet, give them only things to memorize, is a major concern for us as we think about the work that the Ed Fund has been doing along with you over these years. I want to leave you with the words of the Ascend Charter Director when asked to describe what happens in a SABIS curriculum Ascend Charter School. He's referring to SABIS and no excuses charters. Both schools have a college preparatory focus. They are teacher-led instruction, whole class instruction, explicit lesson objectives aligned with state standards, frequent testing, large class sizes, tight discipline, and clear staff accountabilities. Some of those things we like very much. Other things I would raise a question as to whether that's the classroom that you want your child in and we want to talk with parents about whether or not that's the classroom they want their children in. Many of us want our children in places that have libraries, art classes, music, a humanities-based curriculum, and that have children discovering things that they need to learn. We really need to be serious about that because the charter movement left unchallenged will lead this district to have two kinds of students, special education and ELL, the two kinds of students that charters do not serve well. So if you don't want to be that district, if you don't want to be the School Board for that district, we really need to engage our parents further about understanding what kinds of experiences our kids are being given and what kinds of experiences we want to choose for them. Thank you.

Councilman Andre Sayegh: Good evening, Andre Sayegh, 384 Trenton Avenue. First, I'd like to say that I'm encouraged by that presentation. Thank you, Comm. Kerr and Ms. Scott and her colleagues. Ms. Taylor was talking about that when we were all on the School Board as far as increasing nutritional options for our students. Clearly, Paterson is a food desert and our options are limited. But if we can emphasize the importance of the most important meal for students and for anyone, breakfast, then perhaps we're accomplishing something very early on in the school day. So I'm hoping that this initiative for a more health conscious menu in our schools will take flight. I also want to invite School Board Commissioners to a presentation tomorrow at one of our

schools, School 25. Superintendent and Deputy Superintendent, you're invited as well. We'll be talking about recycling. Over a year ago I was here talking about the City Council and the city's Sustainable Jersey Initiative and how we're going green to save some green and hopefully make some green in the process. The Environmental Commission has taken the lead and it's led by former deputy superintendent and former principal here Dr. Joseph Fulmore. They're going to outline our very ambitious agenda that involves not only the city increasing its recycling rate, but the school district as well. That meeting is at School 25 at 7:00 tomorrow. I know Comm. Mendez has expressed his interest in attending so I'm attending that invitation to all of you and I'm hoping that you can make it. Finally, I'd like to receive an update on some of the school facilities in the sixth ward. Comm. Mendez, you have been very diligent pertaining to the facilities adjacent to School 25, primarily the fence that has been fixed. Clearly we've had conversations regarding additional improvements that need to be made with the signage that needs to be there as far as no trespassing and the other fencing that needs to be fixed as well. I'd also like to know where we are with Marshal/Hazel because that does affect School 9 and alleviates the overcrowding condition there. While we're receiving a report – and I will wait until the public portion is over so that you can respond – I'd like to know where we are with School 16 as well. A number of my constituents were concerned about the progress of that project. I thank you very much.

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

Comm. Irving: Dr. Evans, I want to give you an opportunity to respond to any comments made before the Board members if you'd like to.

Dr. Evans: With regards to the weight loss program, obviously we're going to take a look at that. If you could make sure you leave the information there or even better if you can get it to Mr. Kilpatrick. Food service resides in his division and we will look at it as a staff and I'm sure we'll be calling you for more information as we vet it and ultimately begin to make some decisions. We will set up for the Board's purposes and for the public's purposes a review of our hiring procedures for both administrative and teaching staff. The one for teaching staff will be a repeat of the presentation that Dr. Newell did this fall on our hiring procedures for instructional staff, particularly teachers and related staff in our schools. That's it, Mr. President.

BOARD COMMENTS

Comm. Teague: Good evening, Mr. President and members of the Board. First, I'd like to congratulate the children who showed the talent that they possess. I have to give a special shout-out to the Rosa Parks Jazz Band. That was phenomenal. That just shows that there is a lot of talent in this city, more so than a lot of the folks give us credit for as a community and as a school district. I just want to congratulate them. By way of announcement, the PEOC, the Department of Family and Community Engagement, and the PEF will hold its first annual Patricia Harris Parent Summit on Saturday, March 9 here at JFK High School. They are inviting all Board members and the community to attend. You can register for this event by contacting Ms. Linda Reid at 973-881-8914. I did provide a copy of this communication to each Board member. I'd also like to announce some of the workshops that will be taking place there. I'll read some of the names for you. The first one is "Will School Deform Crush the School Board?" Another topic is "Dignity in School – Stop Push-Outs," "Why Organize?" "Parent University," "School Funding," which is the School Funding Reform Act campaign, "School Choice." Child care will be available that day. They will be serving a continental breakfast and

lunch. There will be giveaways and so on and so forth. It will be a wonderful event. You need to attend it. Tomorrow morning at 9:00 we're going to be going down to Trenton again. For those of you who may not know, New Jersey School Commissioner Cerf has proposed to cut school aid significantly for low-income children, children who are learning English, and children with special needs. These cuts affect every school district in the state and especially in this city because we have a very high percentage of low-income families and children with disabilities and children who are learning English. So the parents in this city need to go with the PEF and the PEOC tomorrow morning. We're going to be leaving from 152 Market Street. That's directly across from City Hall. We need to go down there and we need to represent and advocate for our children. Our children rely on us as their parents to stand up for them to be their voice. It's not about being under the camera or show or fame. It's about fighting for our kids. If we don't stand up for them and speak up for them no one else will. So I'm inviting you to join us tomorrow to go down there and let your voices be heard. We're going to be at the State House I believe and we're calling on our legislators to band together and do what they need to do to stop those cuts or whatever it is he's trying to do yet again. As you know, this is going to be a heavy year politically in this state. So let's remember what our Governor is doing to our schools.

Comm. Mendez: Good evening. I also want to take a moment to congratulate all the students that performed tonight. It was outstanding from Rosa Parks, School 5, School 7, and a special thanks to Norman S. Weir for the great improvement that those children showed tonight. I also had the opportunity to visit the building and they are in need of a new sound speaker in the school. The speaker that they have is extremely old and I think that we have to look into that, Dr. Evans. I'm also going to answer a couple of questions that Councilman Sayegh had about the "No Trespassing" sign at School 25. I don't want you to wait for my facilities report. The deadline for those signs being installed was January 22. Obviously we still haven't done that yet. Also we're waiting for the spring to remove the graffiti. I know the community is very concerned about the graffiti that we have around School 25. So we're waiting for the spring to get that done and to paint the fence. I believe we have to change the image of the school. The "No Trespassing" sign should be installed at this time. The deadline was January 22 and we're going to talk about that a little later about.

Comm. Martinez: Thank you and good evening to everybody. First, I'd like to acknowledge the comments that were just made in public portion by Ms. Sterling. I agree with her in the sense that we as a Board and in general need to do a much better job of informing our community about the impact that charter schools can potentially have in our district. Oftentimes, people get caught up in the new phase and a new trend without being informed about it and all that glitters isn't necessarily gold. So I welcome having an opportunity to discuss that in further length. Having been a teacher in public schools in this district and also in a charter school district, I think I can lend a little bit of my experience to help clear up some of the misconceptions folks may have about charter schools. Secondly, I'd like to invite everyone in the district, especially the high school students but also perhaps some of the middle school students, to attend a college fair that the Paterson Youth Council will be hosting this Saturday at International High School between the hours of 2:00 and 4:00. Some of the universities that will be present are William Paterson, Rutgers, Montclair, Seton Hall, and Ramapo among others. They will be there to be able to answer any questions that you may have as far as enrollment, admission, financial aid, and any questions pertaining to college life and the experience. So I would invite all the students, families, and even our elementary and middle school students to come out and learn a little bit more about the potential opportunities at these universities. Thank you.

Comm. Kerr: I just would like to congratulate the children who performed this evening. I was unavoidably late this evening, but I know that from the comments I've heard this evening that the performance was good. I just want to congratulate all our kids who performed this evening. I also want to congratulate my forbearers. This month is African American History Month and when you look at the historical record concerning the rigid oppression and opposition through the development of the Negroes in the country – I use the term Negroes because I want to be politically correct...

Comm. Hodges: Well, you're not.

Comm. Kerr: I'm not? I hope I'm correct in some sense. But when you look at the opposition and so on and the perseverance of our forbearers it's amazing that we are at the point where we are today. My problem is we are not seeing the same level of commitment to the struggle to make sure that our kids, those that come after us, gain the same level of development that our forbearers were able to push to gain. So we need to make it a mission that we educate and that's the reason why I really love this position. It gives me a handle on how to reach out and help to make sure that the younger kids, not only African Americans, but all our young people get the quality education that they need to get to develop in a way that they'll become useful and productive members of our society. So I just want to again congratulate my forbearers. There are some pressing issues that I would like to mention this evening, but I know that we are going to have some on the side. So I will put that until another time.

Comm. Irving: There will be ample time to have those discussions. I assure you of that.

Comm. Hodges: I'm going to try very hard to get all this in. I certainly want to congratulate the children and their efforts. But Dr. Evans, they aren't being allowed to expand their understanding of what African American History is all about. We seem to focus on a very narrow and limited aspect of African American History. Even that portion, which is the civil rights era, is only one facet of it. There are so many other things. I would like to see when Dr. Martin Luther King was very active around the country he had detractors who had other thoughts about the approach to civil rights. It would be interesting for students to understand just what kind of turmoil occurred in the 1960s. You just don't focus on Martin Luther King. There were other people who did other things and had other philosophies and approaches. Dr. King was the most acceptable person at that time, but the other people were far more controversial and had a great deal of support. It would even be interesting to contrast for instance Marcus Garvey and Dr. King in a conversation. What would they say to each other about their different approaches that they experienced? The Amistad, which we actually pay no attention to in this district, they teach that part of the reason that Thomas Jefferson has this dichotomy in his thinking, number one he's an egalitarian and he thinks all men are created equal. However, he has slaves and he wants them to stay slaves. Why was that? What the Amistad teaches you is that there was a revolt in Haiti where the slave masters were slaughtered and they were terribly afraid of that happening in this country. So they took measures to make sure no slaves would be in a position to do what they did in Haiti. That's in part why he took the position that he did, but you don't hear about that. So that gap is left unanswered. So there are so many things that we can talk about and we can have students focus on other than these little songs that we tend to do. If you opened and had students explore what actually took place in a variety of different venues, arenas, and timeframes I think they would benefit more from the month's exploration of Black History. Lastly, I can't let this go. This charter problem, I used to support charters. I still support charters. I do not support how the Governor is using charters against urban districts. They don't allow charters in suburban districts in the state. He doesn't even try to put them there. He puts them here and he does not

give you the same kind of notice of their applications that they find out in the suburban districts. That's wrong, Paterson. That's wrong for you to tolerate that. There's a reason. If these crops of charters were so good, then why wouldn't the suburban districts want it for their children? Why are they making absolutely sure they don't come to those suburban schools? We need to begin to ask those questions. I'm going to stop there. I certainly have more that I'll find some way to squeeze in later during the conversation. I just think that this is such a serious problem that we need to address it. Talking about virtual schools, which they plan to sanction, they have a terrible academic record and they're going to want to do it here too. I thank you for your indulgence, Mr. President and I'll stop right there.

Comm. Guzman: I'm going to be a little brief. I just want to first apologize to the students that were here showing us their talent during the program. Unfortunately, I work and I couldn't make it to see the program. I have seen it before at the presentations that have taken place for Black History and I can say they have been outstanding. Our children are very talented in this district and I always say that we need to display more of that talent in our meetings. I always say that there's no reason why we shouldn't have our schools represented. We have a workshop meeting and a regular meeting every month. At least at our regular meeting we can have one of our schools. It's only a certain amount within the year. One of the schools can show us and have a little presentation. That way we can have more involvement by the parents who are definitely going to come and support their children and at the same time have those children get to know us and know who we are. A lot of the children in our district do not know what a School Board is, what we do, or who we are. So in a sense that gets us a little more connected to them and we get to learn a little bit more about them and the talents that they have to showcase to our community. I want to also thank the teacher that is here present. I'm sorry I couldn't get your name. She's from School 3 and School 8. I've been on this Board for five years now and I can tell you it's not the first time that has ever been brought to our attention, the hiring process and what's taking place. That is definitely something that has been spoken about and questioned. I don't believe we've gotten in detail maybe the answers that we need to know and to let our community know. But I'm looking forward to Dr. Evans providing us that information in a presentation to the community so that way everyone can know what actually takes place. For the nutrition program, I've never heard of it before. It's the first time I'm hearing it, but it sounds interesting and I'm looking forward to grabbing one of those samples over there. I said it from when they were sitting. I was going to grab one of those samples and I'm going to have my daughter try it. I might like it and I might not. I'm going to have my daughter try it and I guess she'll give me her little input - my five-year-old so she can let me know what she thinks about it. Regarding the charter schools, I know it's an issue that we've been battling for quite some time. We have some pros and cons. We have some people who are for it and some who are against it. But I think it's something that we definitely need to bring the community involved. We need to have all the information necessary. We can't just display what we want to display. We can't showcase what we want to showcase. We need to show the pros and the cons of the charter schools and be very realistic about it and see what our community thinks about it because it's really our children. It's not just our decision. It's about our community and the people that live here to decide whether they want to allow these charter schools to come into our district. I'm looking forward to it. I think Ms. Sterling mentioned that we're going to have a presentation or something discussing about it. If you could give me that information I would love to attend. I think that's it for today.

Comm. Cleaves: I echo also my colleagues regarding the students that performed this evening, School 5, John F. Kennedy, SET Academy, the Norman S. Weir choir, the

School 7 choir, and the Rosa Parks School of Fine and Performing Arts Jazz Ensemble. There were two outstanding performances tonight. There was a young lady from School 10, Iman Brown, who got up and she sang by herself. That's not an easy thing to do, to get up in front of a room of people, let alone speak. She sang and she did an outstanding job. Then little Hector. I don't know what Hector's last name was, but I was in awe. Hector did an original poem and he not only read it in English, he read it in Spanish at five years old. Hector, my granddaughter is three and she too is going to be bilingual. If I have to come and hunt him down so that he can teach her, she too will be bilingual. I thank the students for their performances tonight. They were outstanding. I have to disagree with Dr. Hodges just a little bit when you said the children were performing and not knowing what they're performing about. I went to the principal at School 5 after the program and I said to her I was amazed that your children were up there singing the black national anthem and they didn't have to read it from a piece of paper because those of us who should know it don't know it. Everyone mixes the words up, but they were singing it because they were taught it. She said that they not only were singing it, but they were taught why they were singing it. They were taught the reason why they were singing that song. So they weren't up there just singing and not knowing why they were singing their national anthem. While they were learning it they were being taught why and how that national anthem came about and the significance of that anthem and why it's sung. To the two young ladies that just left from John F. Kennedy, what they did this evening also is not an easy task, to get up and stand up for something that they believe in. They believe in someone that has an impact in their lives and they were not afraid to take a stand and come here in front of us and talk about that person and let us know how they appreciate that person. So to those two young ladies that spoke up this evening, thank you for having the courage to take a stand. Thank you.

Comm. Simmons: First, congratulations to the students that performed. I did catch a little bit of the performance. As you so eloquently stated earlier, Black History is American History. I do believe that it should be celebrated 365 days of the year because there are many contributions by African Americans. I agree with both Dr. Hodges and Comm. Cleaves, but it is a subject that begs for a larger discussion. As we tend to focus on the civil rights era there were many different views on how we should have obtained our rights. As he stated, what would conversations be like between Marcus Garvey and Dr. Martin Luther King, or Malcolm X and Dr. Martin Luther King? Both had different views on how the struggle should be fought. I've been privileged to meet some very important people. In the summer of 1988, while in college, I had the opportunity to spend time with Kwame Toure, formerly known as Stokely Carmichael. At the time he was a professor at Howard University who in turn introduced me to Dr. John Henrik Clarke and Dr. Benjo Cannon. So I had the opportunity to sit with civil rights giants and learn from them what the struggle was about and why the students were protesting. It gave me a lot of insight, more so than what I saw on television via programs like "Eyes on the Prize." Thirdly, childhood obesity has become a national epidemic. I'm encouraged, Dr. Evans, that we will be looking into exploring what that program has to offer. Lastly, this Saturday in Englewood at Community Baptist Church at 224 First Street from 11:00 a.m. to 1:00 p.m. there is a people's town hall meeting on public education issues specifically to discuss the RACs and their effects in school districts. So I encourage everyone to come out if you are available from 11:00 a.m. to 1:00 p.m. Again, it is at Community Baptist Church at 224 First Street in Englewood.

Comm. Irving: Just a few announcements that I want to make and two questions that I have for the Superintendent. The first announcement I'll make is that the Eastside Boys' High School team has made it yet again to the county finals. That will be held this Saturday. Eastside is playing DePaul Catholic Saturday at 12:00 noon at Wayne Valley

High School. I encourage Board members and community members who see this to attend and support our young men as they get out there and represent Paterson and do what they do. It seems as though Saturday is going to be a very busy day for a lot of us. In addition to that, I also want to recognize that Comm. Cleaves, Comm. Mendez, and myself in conjunction with the Parent Resource Center will be hosting a vision and eyeglass program on Saturday from 9:00 to 4:00 for students who are looking to get their eyes checked and receive glasses. We will have those services available to them. For students who are not insured we will be covering the first 50 students with free eye exams and glasses. This is an event open not just to students, but to the elderly and the community at large in an effort to continue to reach out. So I'd like to thank the department of communications for their help and efforts in this, and Kemper McDowell and his office for helping us to do this for the second year in a row. The other piece I just want to acknowledge, Dr. Evans, is just two questions that I should have brought up during the Superintendent's report. The first one has to do with the conversation we had around a male initiative. I know at the last workshop meeting you had committed to making that happen and I really would like to hear an update on exactly where we are with that. I know I gave you the recommendation of someone who I think should lead that initiative and I'd very excited to see that move. The other question I had is just a follow-up to the question I asked about the IFL and Focal Point. You had indicated by this meeting that we would have an update with regard to the merger of sorts for how the IFL and Focal Point will be speaking to each other so that teachers and principals have a clear indication for exactly how these different methodologies that can overlap do overlap so that's made apparent. Those are my two announcements and my two questions as well.

Dr. Evans: If I may respond to the latter first, actually I think it will be tomorrow that the Focal Point and IFL leaders that we are working with are going on a learning walk together. Is that today or tomorrow? Tomorrow? Okay. Basically, we've gotten them together. The issue is the language problem. They do not conflict. I'll make that real clear. What we have is an instructional model, a set of tools and principles that drive teaching and learning, versus an evaluation model through which we evaluate teaching and learning. What's important is that the language is the same. That's what we're working on, to make sure that the language is the same. We've had one meeting with them already. We had that actually a month and a half ago. Then I met with the IFL principal leader yesterday and she mentioned to me that she was getting with the Focal Point leader and that they were going to go on multiple learning walks together and refine the language so that they are using a common language, which is what they need to do.

Comm. Irving: So what's the timeline for making that happen? The reason I'm bringing this up is because I was told at the last workshop meeting that at this meeting we'd at least be given that timeline for how this is going to happen. I made sure when it was said that I put it in my I-Phone. So as soon as my turn came up it popped up. I want to be very clear and diligent on this because we've invested a great deal of money in both of those services and I think it's incumbent upon us to be sure that we get the best and the most out of each one. I just want to know when the Board should expect some type of resolution for how that's going to be articulated. I assume it's going to come in the form of a document.

Dr. Evans: The resolution will be a learning walk tool for both going in and observing the teaching for professional development and professional growth purposes that mirrors in language the spot observation tool that's used for evaluation – that they both have the same language. I know that the language has begun to change. Some of it has changed. There are some commonalities. I don't know what this learning walk

today or tomorrow is going to yield, but I know that one of the individuals is here for the next two weeks. I'm not sure how long the IFL person is going to be here, but when they leave I expect to have it done.

Comm. Irving: With that said, I'd like to hear an update at the curriculum committee meeting by the next workshop as to exactly where we are. I keep looking at the audience. I don't know who you're looking at, Dr. Evans.

Dr. Evans: I'm looking at Ms. Santa, Mr. Johnson, and Dr. Newell.

Comm. Irving: I'm looking at Dr. Newell. It can't be Mr. Sapara-Grant. It could be you. You're absolutely brilliant. I certainly would like to hear exactly where we are. I just want to echo that concern that I've heard from teachers in particular about how the overlap happens. I'd like to have the curriculum committee be provided with that document, either that shared memorandum or whatever is going to be created. I can't even expect it's feasible that document is going to be created by that time, but certainly for you all to let us know what is the path and the steps we're taking to get there and if someone from the IFL or Focal Point can be at the workshop meeting even better.

Dr. Evans: We'll look at the schedules. I can't say that they can be here, but we'll certainly have an update.

Comm. Irving: Or we can certainly give them a conference call. I'm a big fan of technology. There's no reason why folks can't make stuff. I just think that those are two very expensive and heavy programs. I want to make sure just personally that they work and that they work together and that they complement each other. I don't want to lose sight of that at all.

Dr. Evans: While I understand the focus on this particular issue and the language issue is one that we are addressing and should be addressed, I would keep in mind the source of a lot of the concerns that you might be hearing. We fundamentally changed the paradigm and the playing field and it's not uncommon for people to resist that change and to find reasons to resist that change.

Comm. Irving: Sure. But I think it's also fair to say that there is a contradiction on some level at times. I understand what you're saying, but the fact of the matter is that there's still a contradiction at times between both methodologies. So the question is, how do we make that not an issue? That's what I'm saying. If we don't give those folks anything to have to harp and comment about there's nothing left to do. I acknowledge that, but let's just take that barrier off the table.

Dr. Evans: Today I met with a group as we were doing some initial brainstorming on the memo that I shared with you regarding the Race to the Top competition. We looked at several different options that actually will come back to the Board for some input, but one of the options was a single gender school. We need to get inside the pros and cons and actually brainstorm some pros and cons and begin to give it some shape. But it's going to require a lot more discussion and vetting obviously. One of the schools that we're looking at for a possible school improvement grant application - that is one of the options that we're considering.

Comm. Irving: I appreciate that, but I was under the impression from the conversation we had that we would form some type of district-wide committee to look at a whole host of services and strategies that can be derived and created. I was under the presumption that was the direction we were going in. I certainly support single gender

schools. I had a friend of mine that went to the old Don Bosco and did quite well. They certainly have their benefits, but the problem that we saw was it requires more than just a single gender school. We're dealing with an absolute hole when it comes to our black and brown boys and how they perform in this district. I think it's bigger than just a single gender school. I'm not going to drop this issue because I think it does require a group of faculty and staff members who have an interest in this coming together and making recommendations to the Board and to you as to how we raise the level of student achievement, especially amongst our males of color.

Dr. Evans: There is interest. I've talked to some of our staff. I'm not ready to call names yet, but one in particular is interested in leading such an effort.

Comm. Irving: Again, I'd love to hear more about where this is going to go. All I'm personally asking for is just for a committee to be formed and for discussion and conversation to be had and for some recommendations to come. We do what we need to do once the recommendations come. But I think if we're going to get serious about student achievement we've seen in the conversation we had, which was a great conversation we had at the workshop meeting, that that is a huge hole and I think that we have the opportunity to fill it. I know some Board members have comments.

Comm. Hodges: I concur. Dr. Evans, this was a conversation that we were having before. A school is going to be inadequate because the problems of these young students occur very early and once it becomes institutionalized their approach to learning becomes cemented and it's very hard to move them back. In fact, as our numbers show, once they fall behind they never catch up. So we need to put a concerted effort into developing some strategies that will address this across the board because as you know males are struggling nationwide. This isn't simply a Paterson issue. We're going to have to develop approaches very early on just aimed at males in order to bring them to a higher level of performance. I guess it's going to have to be more than just tutorial work. We're talking about attitude and approach to education. All that is going to have to be examined and I think this is going to require more comprehensive conversation.

Comm. Martinez: I, too, concur and I would just like to lend my time. I would love to be considered to be a member on this committee and take an active lead in doing some of this work. I know Comm. Simmons and I have talked about perhaps starting some type of mentoring program working in conjunction with the work he does with the Boys' Summit. I think there's a lot of opportunity to really ramp this up and do some really good things. So I would love to be an active participant in this endeavor.

Comm. Kerr: It was this week I heard a report regarding how boys learn differently from girls. I know it would be a very costly venture here to have differentiated instruction in our classroom. But I believe just as we have created the Newcomers School there are some kids that maybe we need to separate and try a specialized type of school to address some of the deficiencies that they do have. I would like that to be a part of the discussion whenever we start discussing the new approaches that we might want to adopt to address some of the imbalances in the instruction.

Comm. Irving: Dr. Evans, I welcome your comments at the Board workshop, but I just want to make sure that we hold true to it. We have so many initiatives going on in this district and I know at times it can certainly be overwhelming to keep up with them. But I think this is one that every single one of us who sits on this dais has a vested interest in. In the light of the data that Comm. Kerr referenced and that we see, I think it's about time that this district really looks at what's possible and what options are on the table. I

want it to be known that the Board has initiated this conversation in helping to lead this charge or this directive to at least explore this. Once we're done with the boys, who's to say we don't look at even more targeted populations? If we're going to really improve student achievement we're going to have to do it. The gap where we need to go is so vast, but we can begin to start plugging in holes. The work we've done with the Newcomers School is a great example of that looking at our ELL population and saying here's a group that typically does not perform as well. Let's put them in an instructional environment where they can learn in their native language while still learning English, but they won't get lost and behind with regard to their course work. Then we can transition them on. To me that's a great example of how we do something like this. Whether it's an all boy's school or a mentoring program I just think our boys need us. I don't want to drive this to the ground, but our boys need us. They're counting on us to come up with something. Our parents are counting on us to come up with something to save our boys because we're losing them each time one gets shot. It's not just Black boys or Latino boys. It's not just Arabic boys. They're all males in this city and in this state who are losing their lives to drugs, guns, gangs, and I think we just owe it to them to do the best we can to do right by them. I'm on a soapbox, but I'm actually passionate about this. For the men who are here who have sons or who are fathers and grandfathers, I'm sure you all can echo that.

Comm. Mendez: I would like to comment on that topic. This is the question that I ask myself most of the time, if the curriculum that we have reflects the ethnicity that we have in the district. I think that we have to look deep into the curriculum that we have at this time to see what type of curriculum we're offering to our students. What is it that they really need in order for them to move forward with their education? I think that we have to look deep into that part.

Comm. Teague: Pastor McDuffie with the I AM Initiative has laid out a very strategic plan for what we're talking about tonight. I'm wondering is there a way that his committee and the Board of Education can sit down somewhere so he can kind of give us an outline of what it is he's trying to do with that particular program.

Dr. Evans: We have and continue to meet with Pastor McDuffie for that particular reason. Actually, attendance was the initial focus, but that has expanded significantly. So we're already engaged in conversation with him.

Comm. Teague: At a regular meeting, or at a workshop?

Dr. Evans: We haven't done it with the Board, but Ms. Shafer and I and other members of our staff have met with him and members of his group.

Comm. Teague: Is there any way you can get anything to us about the progress of those meetings?

Dr. Evans: Notes on the meeting I could, but the topic has not specifically focused on the issue we're discussing tonight. So I'm not sure if that will be helpful in informing this discussion. We certainly can expand those discussions to include that.

Comm. Irving: Thank you, Dr. Evans, for indulging that conversation and I look forward to hearing more about it at the next workshop meeting.

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Irving presented the minutes of the January 9, 2013 Workshop Meeting, the January 23, 2013 Regular Meeting, and the January 30, 2013 Special Meeting, and asked if there were any questions or comments on the minutes.

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

CURRICULUM AND INSTRUCTION COMMITTEE

Comm. Irving: You all have the curriculum report before you. The curriculum committee met on February 4. Staff members present you see attached. Board members present you all see there. As I said at the workshop meeting, we had extensive conversations around the conversation the Board would have at the subsequent workshop meeting around our efforts with Early Childhood and grades 1, 2, and 3. At the end of the curriculum committee there was a recommendation and conversation to look at expanding the Early Childhood Department beyond just preschool into the early development years. I know that Ms. Peron has taken that on and is looking into providing the Board more information. In addition, I do want to remind the Board that at the next workshop meeting the next topic of discussion will be looking at the grade levels 4-8 as indicated in the data that we got from Dr. Kazmark. So I would love in the curriculum committee again this month before March to have a discussion preceding the workshop so we can make recommendations to the Board. I think it just makes sense to get the conversation started with the committee that directly helps to create and foster some of those ideas, questions, and suggestions as well.

Comm. Irving reported that the Curriculum and Instruction Committee met, reviewed and recommends approval for Resolution Nos. A-1 through A-16:

Resolution No. A-1

WHEREAS, the District's first 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 awarded funds under Part B of the Individual with Disabilities Act (IDEA) to provide special education and related services to children with disabilities from ages 3-21; and

WHEREAS, the district has received and Board approved (Resolution #A26) the 2012-2013 award in the amount of \$6,653,239 for IDEA-B Basic and \$188,716 for IDEA-B Preschool; and

WHEREAS, the district has an unexpended balance from 2011-2012 in the amount of \$161,539 in IDEA-B Basic and \$30,933 IDEA-B Preschool

NOW, THEREFORE, BE IT RESOLVED, that the District support the submission of the amended application for FY12/13, IDEA-B in the amount of \$6,814,774 (FY 12/13

\$6,653,235 plus FY 11/12 carryover of \$161,539 and FY 12/13 \$188,716 plus FY11/12 carryover of \$30,933) for the grant period of 9/01/12 through 8/31/13.

Resolution No. A-2

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 School in the amount of \$566.00 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 School located in the City of Paterson and Paterson Public Schools for the grant period of September 1, 2012 through June 30, 2013.

Resolution No. A-3

WHEREAS, the Health Occupations Careers/ Job Training (HOC) program at the John F. Kennedy Educational Complex are dedicated to creating a school environment where teachers and students connect to the real world through job training, and

WHEREAS, William Paterson University received a grant to sponsor The Youth Transition to Work Program (YTTW), a multi-health skilled technician apprenticeship program for non-college bound seniors which will offer students leadership development, medical skills as well as a certification. The YTTW program is located at the William Paterson Campus beginning in January 2013 and continuing through August, 2013 and,

WHEREAS, William Paterson University has offered the Health Occupations program at the John F. Kennedy Educational Complex an opportunity to participate in YTTW by becoming a consortium partner with William Paterson University Continuing Education Department and the Workforce Investment Board of Passaic County and,

WHEREAS, YTTW is in alignment with Priority I: "Effective Academic Programs" of the Paterson Public School's Strategic Plan as well as the goals of the JFK Health Occupations program. YTTW program is also in alignment with the core content standards of career and technical education standards 9.3 and 9.4. Training sessions in YTTW will not only focus on the aforementioned skills but will include post instructional training that will provide assistance to students to obtain job placement as a medical assistant and,

WHEREAS all student expenses which include books and materials will be covered by the YTTW grant as well as student transportation from John F Kennedy Educational Complex to William Paterson University campus.

BE IT RESOLVED that the Paterson Board of Education approve the partnership between the Health Occupations program at John F. Kennedy Educational Complex and William Paterson University Continuing Education Department at no cost to the District with all expenses being covered for participating students through the Youth Transition to Work program grant from January 2013 through August 2013.

Resolution No. A-4

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

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

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

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

Whereas, Storytelling Arts, Inc. programs serve to enhance literacy skills and build community through classroom residencies and professional development opportunities for teachers from February 26, 2013 through April 25, 2013 by providing one planning meeting and workshop for educators, one in-residency workshop with two storytellers, and six weeks of classroom visits, as well as, one week of workshops for parents, and

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

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

Resolution No. A-5

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

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

the Center for School and Community-Based Research and Education at the UMDNJ-School of Public Health, and

Whereas, the Paterson Public School District will allow for continued professional development and send teachers to the University of Medicine and Dentistry of New Jersey to continue their certification for Structured Learning Facilitator during the months of March - June

THEREFORE, BE IT RESOLVED, that Paterson Board of Education approves teachers to continue professional development opportunities with NJ Safe Schools Project at UMDNJ and obtain the appropriate certification for Structured Learning Facilitator during the months of March - June in the amount not to exceed \$1400.00 funded through Carl D. Perkins Grant.

Resolution No. A-6

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

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

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

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

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

WHEREAS, the District Legal Counsel has reviewed the contract with Bergen Center for Child Development and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Bergen Center for Child Development to provide extraordinary services at a cost of \$120 per diem for a maximum of 133 school days for a total cost not to exceed \$15,960.00

Extraordinary Services-Revised Tuition contract to include a 1:1 aide cost. This is an amendment to the previous tuition contract approved on November 28, 2012-Resolution No. A-10 –Prior P.O. # 1302851 December 1, 2012-June 30, 2013

E.V. 2039043 CIMD

1:1 Aide

Resolution No. A-7

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 bedside instruction services for a student placed in a residential treatment center due to addictive disorder; and

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

WHEREAS, the District Legal Counsel has reviewed the contract with Bergen County Special Services and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Bergen County Special Services to provide bedside instruction services for a total cost not to exceed \$10,800.00.

1/7/2013-6/30/2013
\$60 per hour x 2 hours = \$120 per day x 90 school days = \$10,800.00
J.B. 2026924 N/C

Resolution No. A-8

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 bedside instruction services for a student placed in a residential treatment center due to addictive disorder; and

WHEREAS, Daytop Village Inc. of NJ 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 Daytop Village Inc. of NJ and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Daytop Village Inc. of NJ to provide bedside services at a cost of \$114 per diem for a maximum of 121 school days for a total cost not to exceed \$13,794.00.

12/18/2012-6/30/2013
R.J. 2008369 N/C

Resolution No. A-9

WHEREAS, the District's first priority is 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 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, parents may request an independent evaluation if there is a disagreement with any assessment conducted as part of an initial evaluation or re-evaluation provided by the district board of education at public expense under N.J.A.C. 6A:14

WHEREAS, the State District Superintendent has determined that the District is in need of Independent Evaluations to identify and provide program recommendations for students with disabilities; and

WHEREAS, Passaic County Educational Service Commission 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 Passaic County Educational Service Commission and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Passaic County Educational Service Commission to conduct a maximum of two (2) independent evaluations at a cost of \$450 per evaluation for the 2012-2013 school year for a total cost not to exceed \$900.00.

H.S. 2050972

Resolution No. A-10

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

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

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

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

WHEREAS, Passaic County Elk's Cerebral Palsy High School 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 Passaic County Elk's Cerebral Palsy High School and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Passaic County Elk's Cerebral Palsy High School to provide services at a cost of \$309.78 per diem for a maximum of 117 days for a total cost not to exceed \$36,244.26.

January 2, 2013-June 30, 2013
M.B. 5208467 MD

Resolution No. A-11

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

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

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

WHEREAS, the State District Superintendent has determined that the District is in need of instructional services for 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;

WHEREAS, the District Legal Counsel has reviewed the contract with Windsor Academy and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Windsor Academy to provide services at a cost of \$250.32 per diem for a maximum of 119 days for a total cost not to exceed \$29,788.08

December 13, 2012-June 30, 2013
M.H. 2047109 OHI

Tuition contract received on 1/8/2013.

Resolution No. A-12

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

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

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

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

WHEREAS, Youth Consultation Service 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 Youth Consultation Service and found the terms to be acceptable as written;

NOW, THEREFORE, BE IT RESOLVED, that the District enter into a contract with Youth Consultation Service to provide services at a cost of \$289.65 per diem for a maximum of 112 school days at a total cost not to exceed \$32,440.80

DYFS PLACEMENT
January 3, 2013-June 30, 2013
A.F. 2025628 MD

Resolution No. A-13

WHEREAS, the DECA students at the School of Business, Technology, Marketing & Finance at John F. Kennedy Educational Complex are competing in the New Jersey State DECA Career Development Conference in Cherry Hill, New Jersey.

WHEREAS, during the three day, two night trip from Wednesday afternoon February 27, 2013 to Friday March 1, 2013 students will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in marketing, merchandising and management careers.

The NJ DECA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the New Jersey Core Curriculum Content Standards of Language Arts Literacy 3.3, 3.4, 3.5, Mathematics, 4.1 and 4.2, and Career and Technical Education 9.1 and 9.2 and 9.4. Furthermore, they are aligned with the District's Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by providing Extended learning opportunities.

WHEREAS, the trip will include 8 students and 3 DECA Advisors, and is being organized by the JFK DECA Chapter with lodging and planning guidelines being provided by the New Jersey State DECA organization. Transportation will be shared with and arranged by Eastside High School's DECA Chapter.

WHEREAS, all expenses in connection with this trip will be paid by FY13 Perkins Grant money, therefore

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

Account	Account Number	Amount
Student Registration	20.378.100.800.830.000.0000.001	384.00
Student Meals-gsa rates	20.378.100.800.830.000.0000.001	976.00
Student Lodging	20.378.100.800.830.000.0000.001	816.00
Staff Lodging	20.378.200.580.830.000.0000.001	816.00
Staff Meals	20.378.200.580.830.000.0000.001	366.00
Contractual stipend	20.378.100.101.830.053.0000.001	600.00
	Total	\$3,958.00

Resolution No. A-14

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

WHEREAS, during the three day, two night trip from Thursday afternoon on March 14th, 2013 to Friday March 15th, 2013 students will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in business administration and management careers.

The NJ FBLA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the New Jersey Core Curriculum Content Standards of Language Arts Literacy 3.2, 3.3, 3.4, 3.5, Mathematics, 4.1 and 4.2, and Career and Technical Education 9.1 and 9.2 and 9.4. Furthermore, they are aligned with the District's Strategic Plan, Priority I: Effective Academic Programs, Goal 1: Increase Student Achievement by providing Extended learning opportunities.

WHEREAS, the trip will include students, two FBLA Advisors, one teacher chaperone, and is being organized by the JFK FBLA Chapter with lodging and planning guidelines being provided by the New Jersey State FBLA organization. Transportation will be provided by Trans Ed.

WHEREAS, all expenses in connection with this trip will be paid by FY12 Perkins Grant money, therefore

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

Account	Account Number	Amount
Student Registration	20.378.100.800.830.000.0000.001	1275.00
Staff Registration	20.378.200.500.830.000.0000.001	225.00
Student Lodging	20.378.100.800.830.000.0000.001	699.84
Staff Lodging	20.378.200.580.830.000.0000.001	233.28
Student Meals	20.378.100.800.830.000.0000.001	2,006.00
Staff Meals	20.378.200.580.830.000.0000.001	354.00
Transportation	20.378.200.500.830.000.0000.001	570.00

Contractual Overnight Stipend		300.00
	Total	5,663.12

Resolution No. A-15

WHEREAS, The Paterson Public School District supports and encourages the Eastside H.S. DECA students to attend and compete at the New Jersey State DECA Career Development Conference in Cherry Hill, New Jersey from February 27 to March 1, 2013 and

WHEREAS, The Paterson Public School District in accordance with State mandates and district policy, and given that the NJ DECA competitive events program and leadership workshops are congruent with sound educational practices and addresses cross content workplace readiness skills. They address and support the New Jersey Core Curriculum Standards of Language Arts Literacy 3.3, 3.4, 3.5, Mathematics 4.1 and 4.2 and Career and Technical Education 9.1, 9.2 and 9.4. and

WHEREAS, the trip will include 10 students and two teachers and is being organized by the Eastside High School DECA Chapter with lodging and planning guidelines being provided by the NJ State DECA organization. Transportation will be shared with John F. Kennedy H.S..and provided by Wagner Tours. And

WHEREAS, General Counsel has reviewed the contract, and

WHEREAS, All expenses in connection with this trip will be paid by Perkins Grant money, therefore

BE IT RESOLVED, that the Paterson Public School District approve this educational opportunity for the DECA students of Eastside H.S...

ACCOUNT	ACCOUNT NUMBER	AMOUNT
Student Registration		480.00
Student meals@ GSARate		1,220.00
Student Lodging		816.00
Adult Lodging		544.00
Adult Meals		244.00
Contraction Stipend		400.00
Travel		1,300.00
TOTAL		\$ 5,004.00

Resolution No. A-16

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

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

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this

section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

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

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

Total Number of Conferences: 17
Total Cost: \$2,573.99

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Jane Kustin	NJAHPERD Annual Conference	February 25, 2013	\$60.00 (registration)
Teacher/School No. 28 & ELC	Long Branch, NJ		
Denise Bernanducci	NJAHPERD Annual Conference	February 25-26, 2013	\$160.00 (registration)
Teacher/GPA @ EHS	Long Branch, NJ		
Candice Elmore	NJAHPERD Annual Conference	February 25-26, 2013	\$140.00 (registration)
Teacher/School No. 7	Long Branch, NJ		
Aaron Goldstein	NJAHPERD Annual Conference	February 25-26, 2013	\$140.00 (registration)
Teacher/School No. 7	Long Branch, NJ		
Nancy Mustart	NJAHPERD Annual Conference	February 25-26, 2013	\$110.00 (registration)
Teacher/Dale Avenue	Long Branch, NJ		
Patricia Vazquez Hill	Children Who Struggle to Speak: The Kaufman Speech to Language Protocol	March 1, 2013	\$199.00 (registration)
Speech Language Specialist/ Schools 8 & 15	Saddle Brook, NJ		
Margaret F. Micale	Bureau of Education & Research: Keeping Students Actively Engaged in Math Activities While You Teach Small Groups	March 5, 2013	\$215.00 (registration)
Teacher/School No. 5	Parsippany, NJ		
Rima Bandeli	Section 504 in NJ/CMI Education Institute	March 13, 2013	\$189.99 (registration)
Guidance Counselor/School No. 12	Hasbrouck Heights, NJ		
Barbara Kiel	New Jersey Council for Exceptional Children	March 18, 2013	\$100.00 (registration)
Master Teacher/DECE	Mahwah, NJ		
Erika Lum	New Jersey Council for Exceptional Children	March 18, 2013	\$90.00 (registration)
Supervisor/Special Education	Mahwah, NJ		
Virginia Galizia	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)
Principal/Alexander Hamilton Acad.	Somerset, NJ		
Vicki McKiernan	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)
Teacher/Alexander Hamilton Acad.	Somerset, NJ		
Lorraine Pirro	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)
Teacher/Alexander Hamilton Acad.	Somerset, NJ		
Michele Scavone	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)

Teacher/Alexander Hamilton Acad.	Somerset, NJ		
Lenora Stansfield	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)
Teacher/Alexander Hamilton Acad.	Somerset, NJ		
Donna Ziccardi	Rutgers Center for Literacy	April 12, 2013	\$150.00 (registration)
Teacher/Alexander Hamilton Acad.	Somerset, NJ		
Angela Follano	NJ Safe Schools Program: Developing & Implementing Student Training Plans	June 11-13, 2013	\$270.00 (registration)
Teacher/STARS Academy	Morris Plains, NJ		

It was moved by Comm. Guzman, seconded by Comm. Cleaves that Resolution Nos. A-1 through A-16 be adopted.

Comm. Hodges: As per your comments, Mr. President, this next discussion in the curriculum is going to be a lot tougher than the last one because there are some very significant issues certainly when we begin to see the drop-off and there should not be four or five substantive presentations on the same agenda. That's a problem. We have not had these kinds of discussions in the past. They're long overdue and they're complicated. So I'm just hoping that we minimize the additional presentations that are on the agenda and that the district does more than simply talk about what they've done, but bring us explanations as they see it for where they are and strategies for where they plan to go. That's far more important than just shaping the numbers or changing the numbers or packaging the numbers. We need to know what the plans are to make those numbers better.

Comm. Irving: I'll work with the Superintendent. I believe the only presentation we have is going to be from the Parent and Community Engagement Department. It's been quite a while since we've heard from them. So I think we need to do so. But at this point in time that's the only presentation that I know of for the workshop meeting.

Dr. Evans: It's the only one I'm aware of.

Comm. Irving: But with that said, Dr. Hodges, I think we proved at the workshop meeting...

Dr. Evans: I think staff has mentioned maybe there are more. Is there an OFAC report?

Comm. Irving: That's typically pretty short and we read that information beforehand. I'll make sure there's ample time. With that said though, I think we had a long and fruitful discussion. Again, I'm all for it provided that it is done in a capacity that really creates questions, discourse, and thinking about how to solve some of the issues and questions pressing us. But I do believe that this conversation is going to be a little different. I must agree with you because now we're talking about the nitty-gritty. We're talking about the four years in which we not only see student drop off, but we literally lose students. By the time they finish eighth grade students are so disconnected from the educational process that they go into their freshman year and they're just there, then we lose even more. So I absolutely agree with you and I'll make sure I work with the Superintendent to ensure that the meeting has enough time and discourse in order to do so.

Comm. Hodges: I know he's going to have chess and penmanship on the table, which will really be a leg up and part of the answer. I'm looking forward to the discussion.

Comm. Irving: We can take that up in policy.

Comm. Hodges: It's going to be ready for next week.

Comm. Irving: We can take that question up in policy. That's what I meant to say, but duly noted. Are there any other questions on A-16? I know we discussed it at length and there weren't many actions, but I just wanted to make sure if there were any final clarifications anyone needs.

Comm. Teague: A-13, A-14, and A-15 are all trips being paid for by the Carl D. Perkins Grant. The only thing I was trying to figure out is if it's already being paid for by a private entity, why does the Board have to approve them?

Dr. Evans: Perkins is federal dollars.

Comm. Irving: It still floats in the district.

Dr. Evans: It still has to go through the Board for review and vote just like any other expenditure.

Comm. Irving: Students and staff just can't up and decide to go wherever they want. Even if the funds came from an outside agency that action still has to be submitted to get permission to go.

Comm. Teague: I guess because I'm being a little selfish. That New Mexico trip got cancelled and I'm still trying to figure it out.

Comm. Hodges: I apologize. I did not raise the issue of the chaperone schedule. We sort of insist that they produce a schedule of times the chaperones are going to be in position. We've done that when students go away on trips because if you don't there is no schedule and there are no chaperones. The only thing that gets out late in the morning is our students and we've experienced that personally. From that point on we've insisted that there always be a chaperone schedule on the overnight trips and I don't think there is one on these.

Comm. Irving: Dr. Evans, is it possible to get that?

Dr. Evans: Yes. There may very well be one already, but it didn't come to you. We're talking for the Eastside trip and the JFK trip. Ms. Santa and Mr. Johnson will follow up.

Comm. Hodges: More importantly, that has to be institutionalized, Dr. Evans.

Dr. Evans: Yes, it does.

Comm. Irving: Is that a policy?

Dr. Evans: It's not a policy, but the Board asked us to begin doing that a couple of years ago and we did. As a matter of practice we've done it. Dr. Hodges is right.

Comm. Irving: I think it's a good practice. I just want to make sure that it's not a Board instructive or mandate or prerequisite.

Comm. Mendez: On A-14 and A-15, I'm extremely happy to see our students going out of the district and sharing an experience with other districts and other entities to help them in the learning process. On A-15, do we use volunteers for this type of trip? What is the process that we use if somebody wants to be a volunteer to help with the group?

Dr. Evans: It actually depends on the nature of the trip. Obviously there has to be school personnel there because we can't hold volunteers accountable for supervising students. But the core of chaperones can be enhanced by volunteers. In these particular trips, I can't tell you whether or not volunteers are involved or not, but certainly a minimum number of staff from the school are involved.

Comm. Mendez: You said it's all staff from the district, correct?

Dr. Evans: Correct.

Comm. Mendez: Okay. That was my question. I just wanted to make sure.

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Guzman: Yes.

Comm. Hodges: I'm still awaiting my compendium, so I'm going to have to say no. I know the BA is hard at work. It was one of his first instructions I'm sure Dr. Evans gave this poor gentleman. Until such time, though, I'm going to vote no.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Irving: Yes.

The motion carried.

LEGAL COMMITTEE

Comm. Irving: I'm going to ask Comm. Martinez, if it's okay with you, for you to discuss the legal report and to let me facilitate the conversation that comes thereafter. I'm sure there will be a lot of discussion. No offense, but this is why I sit in this chair. I just want to make sure that everyone gets a chance to get heard. I wanted to ask you that courtesy first.

Comm. Martinez: The legal committee met on February 12. We started our meeting at 5:40 p.m. Presiding was myself. Members present were Comm. Irving, Comm.

Hodges, and Comm. Simmons. Staff present was Ms. Susana Peron, Mr. Christopher Sapara-Grant, and the attorney present was Ms. Lisa Pollak. Some of the subjects discussed with Ms. Peron were the students to nurse ratios in our Early Childhood Department. We went over some of the stipulations in that agreement and discussed the settlement terms of the PEA petition that was filed. We discussed the status of some pending cases. We also discussed the bus incident that took place a couple of months ago and we're still awaiting some statements from others who were involved in that. That was essentially what was covered. Items two and five, I will allow you to discuss in further detail.

Comm. Irving: Great. Thank you. I'll deal with item five first and then I'll go back to item two. We discussed the status of the deputy legal counsel and the rationale for that position. At the end of that meeting the Board did send a memo to the Superintendent expressing the desire to have more information with regard to that position and then the Superintendent did issue a response. In addition to that we did discuss the use of the building space that's currently being constructed that the legal department will house. I will just say personally the greatest issue that I had with the space, besides the implication, is that the space was earmarked prior to the position to the deputy counsel coming into existence. Although that was cleared up by Mr. Sapara-Grant, the fact is that we're using overtime staff and money to help build this office space when we have schools that are in dire need of repair. I have expressed that to Mr. Sapara-Grant and to the Superintendent. I am not sure at this point in time where we are with regard to that, if there's a decision that has been made for that, but I think that action alone is cause for the district to take a step back and to at least remove the overtime piece from that. I think the indirect message we send is that that office space is more important than the facilities that happen to be in our schools and that we could be using this overtime staff for. With that said, I'd love to open the floor up now for discussion on the response given by Dr. Evans and/or response to the questions that were raised. Of course, I always have some, but I'll start with anybody else first.

Comm. Kerr: I must say I do thank you for your swift work in preparing that letter to the Superintendent. I also want to thank the Superintendent for responding in the way he did. But there were still some problems I have regarding the Superintendent's response. He clearly outlined in his response a timeline, but there were some gaps there that I need to point out. He made mention that when he came to this district and he went through the structure of the system here he wanted to reorganize the legal department. By him saying that it tells me that this was not something new. The problem I have with that is that we have had two reorganizations since Dr. Evans came. Two charts were presented and none of those charts had the legal department reorganizing in the way that Dr. Evans now wanted to reorganize that department. I'm saying if that was the case when he came in then it should be part of the reorganization maybe the first time or the second time and that didn't happen. The other thing is in our meeting we specifically asked that this new position be justified in terms of the workload. In Dr. Evans' response to us there was nothing there to justify the creation of this new position. We've had a general counsel before. In Dr. Evans' response he made mention of that. But that general counsel handled the work that flowed into the district and I believe he handled it quite efficiently because there were no real questions or argument that I've heard regarding his performance. He may have been shipped out of the district for other reasons than his work performance. The question about the need was not answered in Dr. Evans' response to us so I'm still waiting for Dr. Evans to clearly state the volume of the work that would require this deputy general counsel. The other thing that I'm concerned with is at the workshop meeting we had two people who would form part of this new department. They came and testified at our meeting that their work flow has decreased almost by a third. If their work flow has decreased, why

would there be a need to have somebody else come in if there is a reduction in terms of what's needed? That wasn't answered in Dr. Evans' response. I will just stop here for right now and allow other Board members to make their statements and get back to it.

Comm. Irving: I don't know if you want to do this like an inquisition. You can certainly respond, but I'm sure there are going to be more questions from other Board members. I have some as well.

Dr. Evans: Sure. In fact, I'd like to respond as the questions or issues are raised. First of all, if I recorded Mr. Kerr's questions accurately the first one had to do with the reorganization did not occur sooner. By the time we got to reorganization after I came in we did not have a sitting general counsel. That position had been vacated and we were actually in a position where our fiscal solvency was being questioned. So a lot of things were put on hold as a result and that's actually when we began to use outside counsel or consulting counsel in the form of Mr. Sayovitz and his group to actually serve as our acting general counsel. That situation or condition went on for a number of years. By the time I reorganized the district for the first time we did not have a sitting general counsel because of the action that I took. So that's why you didn't see it there and you didn't see it at all until this past spring. That's when it reappeared on the organizational chart and it wasn't complete because even when I did that organizational chart this past spring we had not hired a general counsel. It was shortly after that. Then after looking at who we hired, looking at my need and desire for stronger supervision involving risk management and labor relations, then making the adjustments which occurred late into the summer, that's when the organizational chart began to reflect all of that. So considering the amount of time that we went without a general counsel, that's why you didn't see it as a part of the reorg. The second item that I mentioned was work flow. I actually talked about the job description and the various responsibilities that the general counsel performs. At the top of the list is advising me. I actually spend a lot of time with general counsel asking for legal interpretations and legal guidance on decisions I'm making. That's a fulltime job unto itself, to be frank with you, but obviously there are other things to be done. So I think I'm hearing you say quantify more because I actually got into a description of the job functions.

Comm. Irving: Just to clarify, that question was indeed asked in the legal committee meeting. Comm. Simmons, I don't know if you want to shed more light on that.

Comm. Simmons: That question was definitely asked. A lot of the issue for me is justification. One of the suggestions in the legal committee meeting was producing timesheets. Ms. Pollak did discuss that she could do a time sheet. If I was to go to an attorney and he sends me a bill he would send me a bill based on the amount of time he spent with me on the phone or discussing if I'm in his office and that type of thing. Like you said, if she spends much of her time advising you on legal matters and all things legal that can be displayed in a time sheet which would...

Dr. Evans: I actually would have a problem with that. It's one thing to document the number of cases we have and we have a lot of them and I actually have a list of them. Displaying them numerically is not a problem. But then asking a professional to then create a time sheet to document every minute of the day that you spend working, I think that's going too far, quite frankly. When you reach a point where you're a professional and you have a job there are some accountability you assume for doing the job. Besides, she'd fall further behind if she's spending time logging every minute and documenting every minute of her time. She's not under contract. The people who are under contract have to give us a bill. They take time to do it and we pay them for the

time to create that bill. That's what it comes down to. But that's like asking a doctor to go and create a time sheet showing from the minute you walked into that office to document how much time you were with that patient, what did you do with that patient, and how much time did you consult. I personally think that's going too far. Estimation in terms of the percent of time a day it takes to perform specific job functions I think is reasonable. That's what professionals typically do. But to treat some professional like an hourly worker is a different kind of thing. But I can certainly give you numbers of cases.

Comm. Irving: Dr. Evans, I think the clarification came because quite frankly there is a need that the current general counsel is overwhelmed. Comm. Kerr, you're not even a member of the legal committee but you mentioned it. I'm just trying to understand what does overwhelmed mean and how does that look in any given day, time, or week in regard to general counsel's duties. If that's because she's spending two days with you as opposed to doing everything else that happens to be in her job description, that's one thing. Again, the Board has not been given that information. Those are just the two points that I have in my comments about the response. That question still looms. If the current general counsel is overwhelmed, what is overwhelming? What does that look like? The response keeps coming that it has to do with advising me or this is what I do. I think this Board has asked for documentation to do so. With all due respect, it's within this Board's right to ask for anything we want from a staff member or an employee. It's absolutely within your right to reject it, but that can be a whole other conversation to have. This Board is asking for viable information not to be antagonistic. We find ourselves in this situation because I don't think the district collectively did its due diligence in being forthright with the intention for bringing this position forward. So now here we are. At least from my perspective I think the question has just been to what degree is the district counsel overwhelmed and what does that look like. Maybe that's quantified differently. Maybe there's a medium way to do that, but the only way that the curriculum committee discussed was looking at a time sheet or documented chart for exactly how that happens or what the daily or weekly tasks may look like. I say that because, as I shared with Ms. Pollak at the legal workshop, the job description names certain functions that clearly she does not perform in this current capacity because clearly she's doing other stuff. What is that other stuff? If two or three parts of the job description speak to the fact that the district counselor will serve to litigate cases... Let me go to someone else while I find the line I'm speaking of. Are there other questions?

Dr. Evans: There was one other thing Comm. Kerr mentioned that I'd like to respond to. He said two people testified that their work has been decreased by one third. Maybe I need to decrease by two thirds between those two because you're talking about two individuals who in my mind are not individuals I would put in the role of associate or deputy general counsel. They weren't hired for that role. I think they are very well suited for the roles they were hired for, to manage and oversee risk management and to manage and oversee labor relations. They do a great job at that area. But that's not being a counsel for the district. They're totally different roles. So if indeed their work load has dropped that much then perhaps I need to cut parts of those positions.

Comm. Kerr: The point I'm trying to make here is one of the persons of which I speak is a lawyer. So that person has the skill set to perform job functions outside of maybe the risk management functions that she's performing just now. She's an employee of the district and I'm sure that as a practicing attorney she can maybe give you some advice. She's trained. She could look over a legal document and free up maybe the general counsel in this case. So we just have to make use of what we have in the district. Every time we just go out and get somebody to spend thousands of dollars to hire.

That's the point I'm trying to make. If their job load is reduced then maybe they can take over additional functions.

Dr. Evans: I'm measuring very carefully because we're getting into a personnel discussion and we can't discuss personnel. I'd be happy to discuss it very openly with you in executive session. Suffice it to say that is not a decision I would make.

Comm. Simmons: Just some clarification on the time sheet. I don't want you to think that it's something that we're asking for on a continuous basis. It's just something so that we have an idea of what her day looks like so that there is some documentation so that we can see she's spending a lot of time doing this and there are other things that are falling to the wayside. That's the type of thing that we're looking for.

Dr. Evans: I can provide you something. I hesitate to pull staff off of their jobs to produce these kinds of documents because then they fall further behind. The response that you have, it came directly from me. I crafted it because I said to staff I can't afford to pull you off your job for two days. That's how long it took me to craft that because we will be in deep legal trouble and in other areas because there are other areas implicated. It's that busy. I will craft something for you in response to your question.

Comm. Mendez: In this case something that I want to see from day one is from the cost-saving standpoint. I definitely want to see by having this person in the district what type of service we will not need to go outside and look for professional support.

Dr. Evans: It's a part of my response. It's included in your response. There's a table there that shows the areas that could be reduced getting someone with the qualifications in those areas and the projection. We may not find someone in that particular area, but in other areas that are represented there. But I think it's a fairly decent estimate as to the availability of folk. Then it shows where it can be reduced. It's the attachment headed "Outside Attorney Fees." That last column shows a projected 2013-14 actual assuming one or more additional attorneys. It shows the areas that would be reduced as a result.

Comm. Mendez: Are we going to continue having an outside lawyer for labor negotiations?

Dr. Evans: For our union negotiations?

Comm. Mendez: Correct.

Dr. Evans: We have to at least finish PEA. It's not a good thing to change your lead negotiator in the middle of negotiations. We're not making changes until negotiations are done.

Comm. Mendez: I definitely understand. But once we finish with this negotiation my understanding is that we're going to have a person capable of doing that job with the experience to get that job done. This is not the only one. After this there's going to be more business to take care of and that's my point. I want to be very specific. I want to make sure that by having that person in place in the district we will not have to go outside and look for a lawyer to do labor negotiations. I understand the amount of money that the district will spend by having somebody.

Dr. Evans: I can't make that guarantee. I really can't. Labor negotiations require a specific skill set. We may get fortunate and find someone with it. We just might. I don't

know. But I think we're less likely to find someone who is as experienced and knows the nuances of negotiating the kinds of agreements that are in a large district such as ours as compared to getting someone with the special education background or someone who has experience in some of the other areas. We represented that on the table. We didn't show a potential savings or reduction in union negotiations because that would be a more difficult one. But we showed it in other areas which cut that million dollars in half if indeed we're able to get someone who we want to be able to do this, but the reductions would be there.

Comm. Kerr: Based on what Dr. Evans is saying, we will always have to use somebody for labor negotiations because if it's not in a person's job description in this district he's averse to pulling anybody and placing anybody to do anything else.

Dr. Evans: I disagree.

Comm. Kerr: That's the point he made.

Dr. Evans: No, it's not. That is not the point I made.

Comm. Kerr: I mentioned the lawyer that we have in the district. The job flow has reduced and you said you can't give that person anything else to do.

Dr. Evans: Again, I'm very cautious about the words I choose because we're getting into personnel. We're evaluating personnel and assessing their potential. My comment was that is not a decision I would make in this particular case. I really don't want to say any more about that in public session. If you want to go in executive session, I will be much more graphic and much more detailed.

Comm. Kerr: I thought you said this is not a decision that I would make.

Comm. Irving: At this point in time.

Dr. Evans: You're merging two conversations here and playing word games. We're talking about in one case, labor negotiations, which require a specific skill set. Then you're talking about an individual who is on staff. If the implication is that person can do labor negotiations I would say definitely not.

Comm. Kerr: I was just answering Comm. Mendez because he said the person who handles labor negotiations. We're talking about reductions in terms of cost. I'm saying to him no matter what happens we will have to use somebody to function in that capacity, a contractor.

Dr. Evans: We may find someone that we can hire as a district employee who has that skill set already. I would say it's going to be more difficult than finding someone with skill sets in the other items represented on that chart. But who knows? We may get lucky. But I'm also saying we're not going to shift gears in the middle of contract negotiations. I think that would be suicide.

Comm. Kerr: I agree with that point.

Dr. Evans: But we may find someone that we can hire as a district employee to handle negotiations moving forward. I'm very open to that.

Comm. Kerr: Then let me ask you a follow-up question because of that. Having that knowledge right now that it's likely that we may need somebody in the future, will we consider that particular skill set when we go out to get that deputy?

Dr. Evans: We're casting a wide net. On that attachment that I just mentioned you see a number of highly specialized areas represented. Just to name a few, we're talking contracts. We depend heavily on one of the consulting firms to handle contracts, particularly specialized contracts. It's not union contracts, but leases and those kinds of contracts that obviously are necessary to secure services. Facilities require someone to do that in terms of contracts or some of the agreements or some of the understandings that we have with other entities. Human resources – that's a big one. That's an area that requires a lot of legal review as we are developing contracts with individuals or we're taking steps or actions for one reason or another, involving individuals. You can see that's an area where we're more likely to find someone with that skill set reducing it from approximately \$110,000 to \$10,000. We think it's a high probability that we can find someone. The people who would apply have a greater likelihood of having that as an area of expertise. Similarly with employee litigation and tenure, cutting that in half. The areas that are implicated where we feel we have a higher probability of an applicant with that skill set that we're satisfied with are represented in that table.

Comm. Kerr: Mr. President, Dr. Evans mentioned a lot of stuff there. Will that fall on one person? Or will we be looking for three or four?

Dr. Evans: Mr. Kerr, that's like asking if my podiatrist can also be my internal medicine person and if that person can also be my dentist. Just as medicine specializes, you have general practitioners, but you also have specialists. The same is true for law.

Comm. Irving: Comm. Kerr, there are some other Board members. I will certainly come back to you and I have some questions myself I want to follow up with. I do know that Dr. Hodges, Comm. Martinez and Comm. Teague have not had a chance to ask their questions.

Comm. Hodges: Part of this concern, at least for me, was a confluence of events, the legal deputy counsel and then on the heels of that finding this set of rooms that were being developed which seemed to escape the notice of the Board. It was because of that lack of information that seemed to raise a lot of questions in our minds. Unfortunately, it got out into the public and raised a number of questions. Then there was an article about someone just hired from Orange or something which just seemed to double down on the questions. When they came to the Board and asked what do you know about this person and what happened, I'm sitting here saying I have no idea. That's part of the problem. I had hoped that this information that you sent would address a substantial part of all of that. Let me just say two things. We're not going to change Dr. Evans' mind about hiring a deputy counsel. We're not going to do that. So our task has to be ensuring that we have enough information about how these expenditures are going to have a positive impact on the district as we possibly can and making sure that the staff is working to the highest possible efficiency. I think that's some of the concern that you're hearing, Dr. Evans, in a roundabout way. People are concerned. For me, I'm seeing dramatic increases in salaries for new hires that I don't understand. Quite frankly, people are making some colorful comments in the community about it, which is a problem. It undermines your authority and the Board's authority and it raises a lot of questions for the district, particularly when we're talking about how we're going to lay off staff in the academic arena, which is extremely troubling. So I think if we can find some way to help the Board understand it... You gave us this graph and unfortunately I only printed part of it because my computer

stopped just as I was coming out. There are some projections about expenditures. I just think we need to find a way to make sure that there is fidelity in those projections. We need to find a way to ensure that the people that you say are coming on staff are going to be delivering the most bang for the buck and that we don't have these dramatic swings in salaries to hire these people that we've seen so far. They're very hard to justify for me. I can't speak for everybody else on the Board, but I know that we're not going to get much further from you in terms of reversing your position because we don't have personnel. But we can ask you and it's within our rights to be accountable for information and data and making sure that the things that people say they're doing they're doing. That's your job to evaluate them, but it's our job to make sure that those evaluations are in fact happening. That's what the Board is wrestling with, a way to do that. We've been rather trusting, way too trusting, in the past. Now they're emerging with questions which may be a little uncomfortable because it's unusual, quite frankly. So that's what I'm looking for, to find some way to make sure that there's fidelity in these in terms of data and to ensure that this kind of information gap doesn't take place again. It does drive a wedge between the Board and the administration, one that we can ill afford because we have other challenges in front of us.

Comm. Irving: Before I move on to Comm. Martinez, I just want to raise that sentiment. I personally couldn't care less about the time sheet documentation. I told you guys that in our meeting. I didn't ask for it. Again, it's well within the Board's right to ask. If push came to shove anyone can OPER the information as well. This Board being that it is an elected body by the citizens of this town is asking for information that pertains to the dollars that taxpayers are spending. I certainly understand your position, Dr. Evans. You may not be comfortable with it and that's within your right, but it's also within our right to ask for whatever information we want and/or to go through the appropriate channels necessary to get it. So I want to apologize, but I'm just taken aback by that. I certainly understand your will in wanting to protect your staff, but this Board has an obligation to seek information and to seek the information that we need to feel comfortable with this decision, whether it's comfortable for you or not. I haven't been comfortable with this whole process and how we got here, not at all. I've had to sit and deal with it, so I think it's also fair for you and some folks who are in the administration to share that same discomfort. With that said, all this could have been prevented.

Comm. Hodges: That to me is the major issue, to find a way to avoid having this kind of thing happen again. Obviously personnel is your purview, but we do have a right to question people who are in our district. We have every right to do that and I needn't bring up the whole issue of the RACs, which I'm furious about, because they're meeting with Jersey City, by the way. They're meeting with Jersey City a number of times, but not with us, which to me is intolerable, but I don't want to get off track because I'm getting hot under the collar. We have a right to question who's working with our children. We have a right to do that. We have a right to demand that they be of the highest order. We have a right to do that. We can't tell you who to hire. We may actually challenge the people that you hire. We have a right to do that, too. But I think that it's far more beneficial to me at this point to make sure that there is fidelity in that we find a way to make sure that this kind of conversation doesn't have to happen again, certainly not in public, and that we satisfy the Board and their questions about where this is all going and that we're getting what we're paying for.

Comm. Martinez: The first portion of my comments I just want to state a reflection of my opinion. I'm not speaking for the Board with this first portion. I can understand that there could be a need in the legal department for assistance when you look at the information that was sent over. If you compare Paterson to Jersey City and to Newark and their legal departments obviously Newark and Jersey City are slightly bigger than

ours, but when you compare their legal staff to ours I can understand that there is a need or could be a need. What we're trying to seek as a Board – and Dr. Hodges and President Irving were alluding to it – is we're trying to do our due diligence to be able to justify, for lack of a better word, the need. I don't doubt the need, but we need to be able to validate this to folks who are asking. I think the big problem here is the perception that the outside looking in has. For example, as it pertains to facilities, I've had folks who have spoken to me saying I know that this school and that school are in need of facility repairs and so forth and they're not being tended to. But now this legal situation presents itself and they're blowing out and I don't want to exaggerate it. They're doing renovations, but if the money is not there for the buildings and the schools, how can it be there for this? It's a perception problem. We talked about 25% reduction in administrative staff, yet we're hiring coaches. In this particular instance, I don't deny the need, but the perception from folks outside looking in such. So when they come to us with these questions I need to have the proof or something to validate these needs and I think that's essentially what we're getting here. I think what you did present to us goes a long way in giving us what we need, but alluding to what Dr. Hodges stated earlier I think there were some holes in the process that led us up to here. So if we can avoid that moving forward then we wouldn't have to be having this discussion. Lord knows there are a lot more pressing things that we need to be discussing outside of this. Again, I can understand the need for assistance in that department, but we need to be able to justify it so we can present that to folks who are asking us. That's what we were elected to do and that's what we're trying to do.

Comm. Teague: Just as a side note, because this is related to this topic but indirectly. First, I'd like to say with regards to the letter that you sent out, I have absolutely no problems with it. I want to make that clear because I know there was a little back and forth and I want to make it perfectly clear that was a well-written and well-thought-out letter. My only concern was with regards to the legal suite and if I can get some more clarification on it that would be fine.

Comm. Irving: What clarification do you need?

Comm. Teague: The cost of it or the purpose for it being built.

Dr. Evans: I can deal with the purpose. Mr. Sapara-Grant can deal with the cost if that's what you want to know as well. Throughout our building for the past year or a little more than a year we have made a concerted effort to reassign staff so that people who reside within the same division or within the same proximity or area in our building for me it's a matter of supervising. If I'm on the third floor and my staff is on the second or fourth floor, then the day-to-day supervision of the work of those people becomes a bit more challenged. I want them in the same area and I made that clear to Mr. Sapara-Grant a year and a half ago. So movement began and he's actually been moving people around and actually has been making some physical changes to the building to be able to accommodate that. Then we got to legal when it was clear as to what I wanted the legal department to look like and we had already made some preliminary decisions about the area that we're talking about. A different division was actually going to go there for the same reason, to put together a group of people who were on different floors and different places, but I wanted the supervisor to be where they are for the monitoring, if that's a word that means seeming. I just wanted to make sure there was direct and more close supervision of the work that was going on than was taking place. I wanted that for legal as well. Then when I changed Mr. Sapara-Grant with finding an area that would do that the conversation immediately led to an area that we had already made a decision to do something else with and just change the purpose of that. Rather

than renovate it for this purpose, renovate it for that purpose. I'll stop there and let Mr. Sapara-Grant take it from there.

Mr. Chris Sapara-Grant: Good evening Commissioners and Dr. Evans. I had the opportunity of being present at the legal committee meeting and discussing some of these items. Unfortunately, the questions regarding this issue came after we already had the facilities committee meeting so I didn't get an opportunity to address this at facilities. But I'm not going to go into a lot of the details that I think the legal committee has already been privy to. But talking about costs, the issue came up about overtime costs being used towards that area. The development of that area had to happen because of what we're doing. To date we had spent or we had committed \$25,000 in walls, toilets, and other finishes. We had put out a contract to a vendor for carpeting and VCT and things like that worth about \$25,000. That has not been executed yet, but that's the price we've received so far to get that work done. We're waiting to issue a P.O. Then with staff times including overtime we spent \$42,000.

Comm. Mendez: How much will be the total cost for the project?

Mr. Sapara-Grant: It's going to be under \$100,000 because we've gotten to a point right now where all we need to do is have the vendors install the flooring and then paint. The facilities department is not finishing the space. What we do is get the space finished and as I mentioned at previous meetings the whole concept of that space was generated last spring and I don't believe there was a question regarding what was being done. In the past we developed parts of the building and have not presented that to facilities. There's nothing to hide. If the questions did come up at facilities we would respond. Unfortunately, it's been complicated by the other items and one of the issues that came up at legal committee was the overtime costs being applied to that space. My staff spends their regular time making sure that the schools are set and I also mentioned that there has not been a sense of urgency in trying to develop and finish that space. I wouldn't call it a legal suite. Unfortunately, we can either do some of the work we are doing in the schools as part of the overtime and continue developing administrative spaces and school spaces like we do during regular times, or we can do it vice versa. I believe the cost ends up being the same. I understand the perception, but sooner or later it's important that the administrators who support the schools be given an opportunity to be in spaces that are conducive. I was taken aback by one of the Commissioners who indicated when I mentioned that we have executive directors sharing offices that it was not that important. I guess the Board has its rights and when there is a need for spaces to be developed and if the issues come up at facilities I'll gladly share what is being done and the costs. But in my personal opinion some of these things should be handled at the committee levels rather than the press. That's just my personal opinion.

Comm. Mendez: Mr. Sapara-Grant, it's not about whether there is nothing to hide or not. I think that if in the past we have made renovations to the central office and we haven't been informed that needs to change. For me as a business owner prioritization is everything and I'm very sure that that \$100,000 is coming out of the facilities budget, right?

Mr. Sapara-Grant: Right.

Comm. Mendez: So I think that we have to use the money more wisely. We have so many old buildings in the district and as you know were having constant discussions about small details in different schools where we have deterioration in the old buildings. You know that and I know that. With that money we can do a lot more. I will tell you I

agree that the central office has to have a decent place to work, but at the end we have to make sure that our children have the right facilities, the right buildings, a clean building and in good condition with no safety issues. I think that has to be our focus at this time. That has to be the main focus. But I definitely think that we have to talk about this a little bit more on the facilities committee and in the future any renovations in central office or out of the building have to go through the facilities committee and we have to have that discussion because it's about using the money wisely. As you know, we have had different questions about using part of the facilities fund to implement some cameras that we need in some of the buildings in rough areas. You mentioned that the budget is tight and that you have to see how you're going to allocate those funds. I definitely don't agree with spending this amount of money at central office. I definitely don't with all the old buildings that we have.

Dr. Evans: If I may comment on one point regarding Comm. Mendez' comments, the approximate \$100,000 that Mr. Sapara-Grant is talking about and the time dedicated to doing the work – I understand the Board's issues and concerns – but I want to be clear nothing has been taken away from any school. No funds have been reallocated that have been appropriated to taking care of routine maintenance in any school. Schools have not been negatively impacted because of that. That doesn't take away from the needs that we have in our schools. We know we have needs, but I just want to be clear. I don't want people walking away thinking you had money to make a repair to a school and you took it and used it for this. No, that did not happen at all.

Comm. Irving: Thank you for the clarification, Dr. Evans.

Comm. Hodges: I was a little concerned. As I mentioned before, it was more for me how this all happened and how I found out about it. Looking over this data, which I certainly will be checking on continually, as you can well imagine, it was how I found out about it that was the most disturbing. To your point sir, it was the press that informed me in some cases. That's what's disturbing. So if the press is finding out and asking me questions about things that I don't know and I'm on the facilities committee, they're looking at me as if, "Why don't you know?" It's because no one is telling me about it. They know about it before I do and that's disturbing, particularly in view of the fence at JFK. I didn't know about it. I'm on the facilities committee. The last I knew we were having another discussion. That didn't happen. The fence went up. So when these things happen you're sort of taken aback because the community does come to us. We're here as part of this Board and they think we're all working together and that in their minds we're running this school district. That's not the case, but they believe that out there because they elect people to do that. When we can't answer their questions it's a problem for us. It's a problem for me because I shouldn't have to get my information from the press. Also, it denies me the ability to exercise the appropriate oversight that I'm supposed to. That's what troubles me more than anything else. I'm being denied that opportunity to exercise oversight, to raise the questions, to raise issues, to ask about the priorities. That's the problem, more so than the money being shifted. That's another issue. That's what I'm responding to. That's what I'm hoping we'll spend more time trying to figure out how to fix.

Comm. Irving: I'd like to draw this conversation to a close soon, but with some type of tangibles for how we move on from here. I know we can all talk about this until we're blue in the face, but I do want to just see where we're going to move to from here and what the next steps are in this fact-finding portion.

Comm. Kerr: Let me start off by saying, Mr. Sapara-Grant, you are one of those people in this district that I have tremendous respect for. I believe you have done a great job in terms of maintaining our facilities.

Comm. Irving: He's okay.

Comm. Kerr: But I must beg to disagree with the premise of your presentation this evening because what you're saying is – and this is what I'm hearing and you can correct me – directors need space so they should get space. That's what I'm hearing from you and that troubles me. The school district is a non-profit organization. It's not a \$500 million profit-making enterprise. So the possibility is not there for us to spend and make money. We are restricted to a limited amount of resources and we have a precious commodity which we should be spending those resources on and that's our children. What is happening in this district is we're talking about \$100,000 as if it's just a dollar. \$100,000 is a lot of money and if we use that \$100,000 it has to come from somewhere. If we take that \$100,000 out of our resources to create a space we do not have that \$100,000 to employ a guidance counselor to effectively guide our kids where they need to be. That's my concern. That's my problem. The problem is we can develop space, we can give increases in salaries, and we can do all kinds of stuff. I remember being in this district and it took us more than five years to get Bauerle Field resurfaced because we could not touch the money in the budget to resurface it. You know how much it cost to resurface it, but we just could not do it. But we find the money to do any other old thing that we need to do that does not impact instruction and that's a concern of mine. I believe we have to set, as the President rightly has said, some protocol by which we function and by which we create these non-productive spaces, in my judgment, so that the Board will not have to come here and find itself wasting time addressing some of these issues that could have been avoided if we had some set protocols. I believe one of the reasons why we did not hear about the development of the space is because the Superintendent knew that had he presented it before the Board we would have argued against it. Dr. Evans, I'm just assuming. You said, "Let's go ahead first and bring it into being and then I'll take the heat for it." That's how I understand this to be. So we have to be a little bit more respectful in terms of the limited resources that we have, what we spend it on, and make sure that it accrues the most benefit to our kids and not to just people who want to show how big their rooms are.

Mr. Sapara-Grant: Comment well taken. Thank you.

Comm. Irving: I just have a few questions. It's just a clarification point and you're probably not going to be personally answering this anyhow. So I apologize. I will just say I think from a perception standpoint, but also just from a practicality standpoint if there's ever going to be extra time used to renovate anything it should always go to our children first and then to the adults second. The adults don't need to be served first and the children second. I'm banging my head on the wall about this overtime issue and to me it's a no-brainer. I just want to hear from the administration a commitment that we're going to step back from the overtime piece of this project and let this go as planned because I think it's the right thing to do. There's no need to do this program or project at the speed of light when we can certainly earmark that time for other places. I think most of us who are sitting here watching TV can agree with that. Has the position of executive deputy counsel been approved by the County Superintendent and the state? Is there an expectation for the legal department to grow past this next position? I'd be hard-pressed after this deputy is hired or comes on board that another request for another staff member comes. Then I'd really have concerns because I know the justification for some of this has to do with the changes going on in Trenton to tenure.

But I also know that tenure charges under the new law take almost two to three years to develop. I'm just trying to understand if we move forward are we expecting additional staff or requests to be made from the legal department? Those are the last two questions that I have.

Dr. Evans: Regarding the County Superintendent and the Commissioner's office, the County Superintendent has to approve the contracts for appointments for certain positions such as assistant superintendent positions. The list is fairly long. The higher level positions they have to approve. One of the exceptions to that is the general counsel and the general counsel's office. Those positions do not have to be approved by the County Superintendent. However, in the Commissioner's office they have to be approved. But it's at the appointment level, not at the vetting or the hiring level. Before a person can be hired the Commissioner's office has to approve it as part of that process. Then for most senior level positions the Executive County Superintendent has to approve the contracts.

Comm. Irving: Are we expecting any more additional staff past this position to come before the Board? Is there an expectation that the legal department will grow anymore?

Dr. Evans: Unless some additional expectations are presented to us...

Comm. Irving: Above and beyond what's currently explained and will be explained to the Board. I just want to make sure we nip this in the bud and that we don't grow exponentially.

Dr. Evans: Can I make one other comment? It's part of what you and I were just talking about. I can see that communication continues to be a huge challenge. It is familiar territory. We've been there before and I would like to have hoped that we have gotten past that. But it's still a problem and it's still a problem that we need to work on to be able to get information to you sooner so it's clearer up front in terms of what we're doing, why we're doing it, and obviously the impact on the staff. We will endeavor to work even harder to improve the communication.

Comm. Irving: Thank you, Dr. Evans. Do we have some takeaways moving forward?

Dr. Evans: About overtime? Yes, we'll hold that.

Comm. Irving: You also mentioned that the Board will receive in some form or fashion about the request Comm. Simmons made.

Dr. Evans: Absolutely. I'll provide that.

Comm. Irving: I think Comm. Kerr has one more request.

Comm. Kerr: Yes. We want to see some process that will be employed in the selection of this new position - who we're going to end up with.

Comm. Irving: So it's a timeline for hiring.

Comm. Kerr: The timeline for hiring and the requisite skills that will be a part of the job description. We find people just popping up in the district and we don't know anything about them. We had recently a deputy BA pop up in the district. We just find these people coming from out of the woodwork and we don't know. So if we're going to fill this position I would like to know what we are looking for. I remember when we were getting

a deputy superintendent we were talking local and you were part of that. You were part of that when we talked about getting someone local. I would like to see us start looking in our district also for some of these positions. If it's good for down there, it's good for up here. That's the point I'm trying to make here.

Comm. Irving: I concur.

Comm. Cleaves: I have just a simple request to Dr. Evans. When you start to reel in this communication problem that we have, when special projects come up if you can give us a preliminary budget with the communication so we also know where the funds are coming from it would cut out a lot of discussion. So if you can give us a preliminary budget with whatever special projects you want to do in central office I think that would be great.

Dr. Evans: Will do.

Comm. Hodges: Dr. Evans, I've made this request before. We can't get involved in personnel, but we can have the expectation that you can give reasons behind the people that you do choose and be able to defend those reasons. We should be able to ask questions about why you hired so-and-so. We can't stop you, but it's appropriate in terms of exercising oversight to do that. That should be a practice since we're supposed to be building capacity when the Commissioner deigns to give us local control back, which I'm sure is any day soon. But that would be the practice, to expect to be asked to defend why you're hiring so-and-so at whatever salary. That should be routine and it hasn't been. So I'm asking for it again. That would also alleviate some of my concerns. It wouldn't alleviate it, but it certainly might address it.

Comm. Irving: I think the best reference point would have been for the Board members who are here the hiring of Dr. V in that process. I truly believe that process was probably the most transparent and clear process. You had an intent that you were going to hire a deputy superintendent, you gave the Board a job description after the conversation we had in executive session, you subsequently did your hiring, and then you brought the resume. It was just so flawless with regard to the information provided it made for very little questions. I think that type of process moving forward would be very helpful.

Comm. Hodges: It should be institutionalized so that we don't have to ask for this. This whole thing would have been minimized.

Comm. Irving: I don't know if the threshold needs to be senior level staff, but I think especially when we have a benchmark of what the folks may be making the return on our investment has to be substantial. The fact of the matter is that big ticket salaries find their way into the press and then there are folks in the community who'll ask questions about these folks who are making this big money. I think it's important for the Board to have that information to say this is the best person who's qualified.

Comm. Hodges: They find out before we do. They come talk to me and I have no clue that these things are happening, which is troubling. They do. That's why it's important to ahead of time defend, explain, or however you want to say, discuss, why you have chosen such-and-such so the Board has a clear understanding of what you're doing.

Comm. Irving: Dr. Evans, I just want to thank you for engaging us and taking all this in because we have not had discussions like this and I think as a Board we generally get along quite well. But there are and will be cases where the Board and you disagree on

the philosophy, hiring, or practices and I think that's okay. That's just part of the job per se and doing what we do. Can we get along most times? That's great. Do we have to get along most times? No. For folks who may be uncomfortable with that, too bad. So be it. I'll sleep well tonight knowing that I did my due diligence in asking questions that folks who put me in office expect me to ask.

*Comm. Guzman leaves the meeting at 10:15 p.m.

FISCAL COMMITTEE

Comm. Kerr: The fiscal committee was scheduled to meet on February 14 last Thursday. Comm. Mendez had me schedule that date, but my wife overruled that date. So we did not have a meeting on Thursday, February 14. The minutes of that meeting have already been read into the record.

Comm. Kerr reported that the Fiscal Committee met, reviewed and recommends approval for Resolution Nos. C-1 through C-13:

Resolution No. C-1

BE IT RESOLVED, that the list of bills dated February 13, 2013, in the grand sum of \$9,229,833.32 beginning with check number 179445 and ending with check number 180011 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

Approve transfer of funds within the 2012-2013 school year budget for the month of December 2012.

WHEREAS, the New Jersey Administrative Code 6A:23A-2.3(d)-(h) 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 2012-2013 school year budget, for the month of December 2012, 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 made a part of the minutes. Furthermore, the transfers were approved by the Department of Education.

Resolution No. C-3

WHEREAS, Paterson Public Schools has established a Tuition Reserve from the 2011-12 unreserved fund balance in the budget, which can be utilized for the payment of tuition adjustments from prior year estimated tuition rates to the actual tuition rates certified by the State of NJ to be paid in 2012-13; and

WHEREAS, the amount of invoices received to date for tuition adjustments total \$62,369.62, and should be allocated to the following vendors in the tuition budget account number 11.000.100.566.657.000;

CP Center	\$22,908.00
The Children's Therapy Center	\$19,155.76
Benway School	\$13,579.86
Bergen Center for Child Development	\$ 6,126.00
Banyan School	<u>\$ 600.00</u>
	\$62,369.62

WHEREAS, the amount of \$62,369.62 will be transferred from the Tuition Reserve Account to the designated tuition budget appropriation account for payment; and

NOW, THEREFORE, BE IT RESOLVED, that funds will be transferred from the Tuition Reserve account to the designated tuition budget appropriation account, 11.000.100.566.657.000, in the amount of \$62,369.62, to cover expenses incurred as a result of the tuition rate increases certified by the State of New Jersey; and

BE IT FURTHER RESOLVED, that this resolution shall take effect with the approval signature of the State District Superintendent.

Resolution No. C-4

WHEREAS, Paterson Public Schools are required by New Jersey Administrative Code 6A:23-2.11-5(c).4(iii)-(vi) to prepare monthly Financial Statements; and

WHEREAS, the School Business Administrator has prepared and presented the Board Secretary Report A-148 and the Report of the Treasurer A-149 including the cash reconciliation for the month of December 2012;

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledge receipt of and accept the Monthly Financial Reports for December 2012; and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Monthly Financial Reports for the fiscal period ending December 2012, as part of the minutes of this meeting and note the public discussion of same for the minutes; and

BE IT FURTHER RESOLVED, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with the Monthly Financial Reports; and

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

Resolution No. C-5

WHEREAS, in the district's Strategic Plan, the fourth priority is to provide efficient and responsive operations by revamping operational procedures and align to the Department of Early Childhood Education's (DECE) goal number 1: Increase accountability for performance;

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

WHEREAS, the Paterson Public School District Internal Auditors conducted an audit of the early childhood center; Paterson YMCA Preschool.

WHEREAS, the Paterson Public School District accepts the Internal Auditors' audit report of Paterson YMCA Preschool 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 some deficiencies in the quarterly reports as follows: The Provider under spent the budget, and as a result the Provider owes the District \$156,397.96. The auditors noted minor accounting errors. The YMCA expenditures related to shared costs did not correlate to the actual costs, and some deficiencies were noted in the review of the required staff credentials for three temporary staff and two substitutes. Also, there was no documentation of a health benefit waiver for one employee, and no life insurance for 4 current employees;

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

THEREFORE, be it resolved that the Department of Early Childhood Education has addressed the finding in the Internal Auditors' audit report of the Paterson YMCA Preschool in compliance with 6A:23A-5.6 and addresses the recommendations contained in the report; and

BE IT FURTHER RESOLVED, 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 the February 6, 2013 public meeting of the District Board of Education within 30 days of receipt of the audit report; and

BE IT FURTHER RESOLVED, the Paterson Board of Education within 30 days of the February 6, 2013 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 findings 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

BE IT FURTHER RESOLVED, 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-6

WHEREAS, Priority 1, Goal 1 of the 2009-2014 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase student achievement;

WHEREAS, the district has been granted \$30,752.00 by the State of New Jersey in Non-Public Textbook Aid for textbooks for nonpublic school students; and

WHEREAS, the grant funds will be used solely for students attending non-public schools within the district in accordance with applications filed by the individual schools within the State of New Jersey for Nonpublic Textbook Aid;

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education accept the Nonpublic Textbook Aid Grant for the State of New Jersey in the amount of \$30,752.00 to provide textbooks for students attending nonpublic schools within the district.

Resolution No. C-7

WHEREAS, on June 13, 2012 the Board of Education approved the request to apply for continuation funding (A-2) for a grant entitled Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education for the purpose described in the application which increased to the amount of \$623,113 with \$1,168,813 for the entire consortium for the 2012-2013 school year and

WHEREAS, the New Jersey Department of Labor and Workforce Development approved the Paterson Public School District's Application for funding for July 1, 2012 – June 30, 2013 school year and

WHEREAS, the acceptance amount of the Paterson Public Schools' portion of the Consortium grant is \$1,168,813 which is anticipated to be expended within the following categories:

1. Teacher Salaries FT	\$404,525	20.621.100.101.410.000.0000.001
2. Teacher Salaries PT	\$23,868	20.621.100.101.410.053.0000.001
3. Salary-Sec'y. & Clerical	\$ 18,503	20.621.200.105.410.053.0000.001
4. Employee benefits	\$64,690	20.621.200.200.410.000.0000.001
5. Health Benefits	\$ 75,336	20.621.291.270.410.000.0000.001
5. General Supplies	\$ 1,508	20.621.100.610.410.000.0000.001
5. Staff Travel	\$ 640	20.621.200.580.410.000.0000.001
7. Contracted Serv. Trans.	\$ <u>2,500</u>	20.621.200.516.410.000.0000.001

Sub-total I \$591,570

Lead Agency Coordination:

8. Other Salaries	\$20,170	20.621.200.110.410.053.0000.001
9. Purchase Prof. Ed. Services	<u>\$11,373</u>	20.621.200.320.410.000.0000.001

Sub-total \$623,113

10. Purchase Prof. Services (Partner Agency Allocations)	\$545,700	20.621.200.329.410.000.0000.001
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TOTAL \$1,1168,813

WHEREAS, there is a matching of funds requirement in the minimum amount of \$195,181 that has already been identified within the local adult account funds:

1. Teacher salaries	\$185,412	13.602.100.101.410.000.0000.000
2. Employee benefits	\$97,077	13.602.200.200.410.000.0000.000

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 grant and will make every effort to target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient manner, now

BE IT RESOLVED, that the Paterson Public Schools accept a contract for funding from the New Jersey Department of Labor and Workforce Development to operate the program entitled Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education at the Paterson Adult & Continuing Education for the project period from July 1, 2012 to June 30, 2013 in the amount of \$1,168,813.

Resolution No. C-8

Background Information:

Delta Dental of New Jersey, Foundation, Inc. (the philanthropic arm of the Delta Dental Plan of New Jersey, Dental Insurance) is committed to improving the oral health among New Jersey's youth and is an avid supporter of National Children's Dental Health Month in February, Give Kids A Smile in February and other initiatives that center around improving children's Dental Health. The Foundation has given large grants to the Paterson Public Schools, Office of Dental Services, since 1998. They want to bestow a grant of \$28,000 to the Office of Dental Services for January 1, 2013-December 31, 2013. The District has an Agreement with St. Joseph's Regional Medical Center to provide a dentist for the school dental clinic at least fifteen hours each week for eleven months January 1-December 31, 2011. One account will be set up; \$28,000 divided into monthly stipends to SJRMC toward salary through an invoice to St. Joseph's Hospital. Upon acceptance and signature on this Action Form and signature of the (duplicate) Project Grant Agreement, Delta Foundation will release the \$28,000 check to the attention of the Coordinator of Dental Services.

Recommendation/Resolution

WHEREAS, the Delta Dental of New Jersey, Foundation, Inc. wants to continue their mission to financially assist the Office of Dental Services to continue to provide dental treatment in the school dental clinic for the underserved, uninsured children residing in Paterson; and

WHEREAS, the Delta Dental of New Jersey, Foundation, Inc. has approved a grant of \$28,000 to be used for comprehensive dental care in the District's Dental Clinic located in the Health Department, 176 Broadway, from January 2013, through December 31, 2013; and

WHEREAS, \$28,000 will be used solely toward a stipend to SJRMC for a dentist's salary,

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education accept the \$28,000 check from the Delta Foundation to provide \$28,000 solely for a dentist provided by St. Joseph's Regional Medical Center for dental treatment for uninsured students residing in Paterson.

\$28,000 for account #20.068.213.300.855.000.0000.003 stipend to St. Joseph's Regional Medical Center

Resolution No. C-9

WHEREAS Berkley College will donate a total of 20 refurbished computers to Alexander Hamilton Academy. Computers will be placed in classrooms where they are needed.

WHEREAS the Vision of Paterson Public Schools is to be a leader in educating New Jersey's urban youth would require this essential technology for students to be technologically literate in the 21st century. The mission to prepare students to be successful in institutions of higher education cannot be achieved without students having knowledge and understanding of technology.

WHEREAS in alignment with Dr. Evan's Strategic Plan for Paterson Public Schools Priority I: Effective Academic Programs Goal1: Increase Student Achievement calls for aligned instructional programs and extended learning opportunities computers allow students to expand their knowledge on topics covered through the Model Curriculum and to further develop these concepts through more in depth study provided by use of the internet.

WHEREAS computers can support the variety of ways learners construct their own understanding. Students who gather information from the Internet can be self-directed and independent. They can choose what sources to examine and what connections to pursue. Depending on the parameters set by the teachers, the students may be in control of their topics and their exploration taking control of their own learning.

WHEREAS students can work through a computer based activity at their own pace rather than 25 individuals working together on an activity; technology allows independent completion of work.

WHEREAS students can build their own understanding by using computers as resource tools, as work stations for individual learning or as communication channels to share their ideas with other learners. Individual understanding and experiences must be shared and compared to curriculum content.

WHEREAS using technology in the learning environment can encourage cooperative learning and student collaboration. Classroom activities can be structured so that computers encourage collaboration, build on learner's desire to communicate and share their understanding.

BE IT RESOLVED that Alexander Hamilton Academy accepts the donation of 20 computers from Berkley College to enhance student learning and continue on the Strategic Plan initiative.

Resolution No. C-10

WHEREAS, Paterson Public Schools ("PPS") at 90 Delaware Avenue, Paterson, NJ 07503 provides insurance protection to its covered employees, including health coverage from the State of New Jersey Health Benefits Program (SEHBP), and

WHEREAS, SEHBP offers 10 health plans including two high deductible health plans for the calendar year 2013 and the provisions of the two high deductible plans require PPS to fund a Health Savings Account (HSA) with \$300.00 annually for each employee enrolled in a high deductible plan and allow such employees to make additional contributions to their HSAs via payroll deduction, and

WHEREAS, the State has contracted with BNY Mellon to provide the employee HSAs and a checking account held in the name of Paterson City Board of Education for PPS's use in transferring any employee HSA payroll deduction contributions and the \$300.00 employer annual contribution per enrolled employee to the employee HSAs , and

WHEREAS, the checking account set up for the Paterson City Board of Education at BNY Mellon is account number 95009981539023; and

WHEREAS, PPS expects a reduction in the health and prescription insurance coverage costs for employees enrolled in the high deductible plans, and
WEREAS, there are no fees to be paid by PPS to BNY Mellon for maintenance of the Paterson City Board of Education account number 95009981539023,

NOW, THEREFORE, BE IT RESOLVED, in accordance with the SEHBP provisions, PPS will fund the HSAs of employees enrolled in SEHBP high deductible plans with \$300.00 annually per employee and use BNY Mellon account number 95009981539023 to transfer such amounts and any employee payroll contributions to the individual employee HSA accounts.

Resolution No. C-11

Resolution of the State Operated School District of the city of Paterson, County of Passaic, State of New Jersey, authorizing the department of purchasing to join the National Intergovernmental Purchasing Alliance Coop hereinafter referred to as the "lead agency", NATIONALIPA, for the conduct of certain functions relating to the purchase of work materials and supplies for their respective jurisdictions:

WHEREAS, The Paterson Public School District encourages open public bidding for goods and services; and

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

WHEREAS, this resolution shall be known and may be cited as the cooperative pricing resolution of the State Operated School District of the City of Paterson; and

WHEREAS, pursuant to the provisions of N.J.S. 40A:11-11(5) the State Operated School District of the City of Paterson is hereby authorized to enter into a Cooperative Pricing Agreement with the Lead Agency for the purchase of work materials and supplies, as needed; and

WHEREAS, The Paterson Public Schools shall pay no fee to join said Cooperative Pricing Agreement; and

WHEREAS, the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority IV: Efficient and Responsive Operations, Goal 2: Customer Focus Service, Improve Responsiveness to current and emergent needs district-wide; and

WHEREAS, the Lead Agency entering into contracts on behalf of the State Operated School District of the City of Paterson shall be responsible for complying with the provision of the Local Public Contracts Law (N.J.S. 40A:11-1 et seq.) and all other provisions of the revised statutes of the State of New Jersey, now

THEREFORE, BE IT RESOLVED that the Department of Purchasing of the State Operated School District of the City of Paterson, County of Passaic and State of New Jersey is hereby authorized to enter into a cooperative pricing agreement with the *National Intergovernmental Purchasing Alliance Coop (NATIONALIPA)* for the purchase of supplies & materials, for the 2012-2013 school year, as needed.

Resolution No. C-12

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson, special needs pupils to out of district programs for the 2012-2013 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through Sussex County Regional Cooperative, 2 Windsor Avenue, P.O. Box 1029, c/o Hopatcong Board of Education, Hopatcong, New Jersey 07843 and the District agrees to the terms of the contract for the 2012-2013 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent in awarding the following jointure contract for the 2012-2013 school year with Sussex County Regional Co-op, c/o Hopatcong Board of Education as listed:

Route	Destination	Route Cost	Administrative Fees 4%
E146	Willow Glen Montaque	4401.00	176.04
E217	Willow Glen Hardyston	28243.80	1129.75
E236	CP Center, Hopatcong	31680.00	1267.20

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

THEREFORE BE IT RESOLVED, this resolution, to provide jointure transportation for special needs students to out of district school programs for the 2012-2013 school year,

with the Sussex County Regional Co-op, c/o Hopatcong Board of Education, shall take effect with the approval signature of the State District Superintendent.

Account# 110002705186850000000000	\$64,324.80	Route Cost
Account# 110002703506850000000000	\$ 2,572.99	Administrative Fees

Resolution No. C-13

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson, special needs pupil living in a group home, in Park Ridge, New Jersey, to and from HoHoKus School of Trade in Paterson, New Jersey for the 2012-2013 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through The Park Ridge Board of Education, 2 Park Avenue, Park Ridge, New Jersey 07656 and the District agrees to the terms of the contract for the 2012-2013 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent in awarding the following jointure contract for the 2012-2013 school year with The Park Ridge Board of Education, 2 Park Avenue, Park Ridge, New Jersey 07656 as listed:

<u>Route</u>	<u>Destination</u>	<u>Route Cost for 12/13</u>
1630	Ho-Ho-Kus School of Trade	4,998.60

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

THEREFORE BE IT RESOLVED, this resolution, to provide jointure transportation for a Paterson, special needs pupil living in a group home, in Park Ridge, New Jersey, to and from HoHoKus School of Trade in Paterson, New Jersey for the 2012-2013 school year, with the Park Ridge Board of Education, 2 Park Avenue, Park Ridge, New Jersey 07656, shall take effect with the approval signature of the State District Superintendent.

It was moved by Comm. Mendez, seconded by Comm. Martinez that Resolution Nos. C-1 through C-13 be adopted.

Comm. Teague: On C-6, is it safe for me to say that non-public schools are private schools or charter schools?

Dr. Evans: No.

Comm. Teague: Non-public schools are still public schools?

Dr. Evans: No. Non-public schools are either private schools or parochial schools.

Comm. Teague: So does the funding that goes to those schools come out of the funding that public schools get? Is it split or divided and given?

Dr. Evans: For federal dollars yes because the students in those schools also generate federal dollars that flow through us. So students in parochial schools who meet the eligibility criteria to generate those Title I dollars then obviously the money comes to us and we then pass it along to the school where those students are enrolled. If it's a private school, the private school gets it.

Comm. Kerr: I think your question is, is the money that goes to those schools coming out of our budget. Dr. Evans, we are just a conduit for those resources. So it's not really coming out of...

Dr. Evans: The kids in the private schools actually generate those funds, but the federal government doesn't send them directly to private schools. They send them to us and then we send them to the private schools.

Comm. Teague: I was trying to figure out when a charter school comes into the district, do they have their own funding when they come in?

Dr. Evans: Charters schools are a different pipeline.

Comm. Teague: That's what I'm trying to figure out. Private schools and charter schools are two totally different entities.

Dr. Evans: Correct.

On roll call all members voted as follows:

Comm. Cleaves: Yes.

Comm. Hodges: I'm sensing the compendium is coming very soon and so will be my first yes vote. Any day now I'm sure. That was a no.

Comm. Kerr: Yes.

Comm. Martinez: Yes.

Comm. Mendez: Yes.

Comm. Simmons: Yes.

Comm. Teague: Yes.

Comm. Irving: Yes.

The motion carried.

FACILITIES COMMITTEE

Comm. Irving: Comm. Mendez, is there anything new that needs to be discussed for facilities?

Comm. Mendez: Yes.

Comm. Irving: Make it brief, brother.

Comm. Mendez: I definitely will. The facilities committee met on February 5. Presiding was myself. Members present were Comm. Cleaves and Comm. Hodges. Absent was Comm. Teague. Staff present was Mr. Sapara-Grant. We discussed some of the subjects that I want to mention right now. I would like to start with Hinchliffe Stadium. There was a resolution in front of the Board at the last workshop to give the Superintendent the authorization to sign on the execution for the release of the funds for the stabilization process. We voted on that resolution and I would like to inform the Board that we met the deadline, which was February 15, to submit all the documentation of the New Jersey Historic Trust. The first step which is the re-stabilization of Hinchliffe Stadium is a go. I'm very pleased to announce that we met that deadline and I would like to continue with International High School. The contractor has started the smoke evacuation system work but there is a safety plan that needs to be approved in order to start the main work and the obstruction of the exit. Also, we continue with the project and building the fence at School 28 and School 4. We don't have a deadline of when they're going to end that project, but that project is in progress. Also, School 15 we discussed with situation with PSE&G. The pole light in front of the school is not working which makes the school dark and unsafe. The residents are very concerned. There have been different meetings that they have tried to hold at School 15 and the parents are afraid to go there because it's very dark. We currently have lighting systems in the back of the bleachers and we want you install a sensor to automatically turn on lights only when there's any activity at School 15. That issue has to be addressed because School 15 is in back of the stadium and it's extremely dark there. With School 25, Comm. Sayegh mentioned during public portion that they're still waiting for the "No Trespassing" sign. The deadline that we have for those signs to be installed was on January 22. We're still in the process of contracting a company to trim the overgrown landscaping and trees at School 25 and School 15. This is the time to do that. We're still waiting to do that. Also we're done with the fence and now with the fence repair we want the basketball rims reinstalled to allow our children to use the playground with supervision and time limits. At Eastside High School, we're finished with the three guardhouses at Park Avenue. They're already installed and we're working on the two guardhouses on Market Street. With Kennedy High School, as we all know, we've completed the fence. Now the second project is to build the gate and install and start building the guardhouse. I'll just conclude with John F. Kennedy. Are there any questions?

Comm. Hodges: I just wanted to announce again. I know the Board has received an email about the presentation at PANTHER Academy on Friday. We have an analog system in place at the planetarium which is actually in need of repair because of the water damage. So rather than replace the system with an antiquated analog system, we're looking to obtain a digital system which is state-of-the-art and actually would be the only system in the State of New Jersey of its kind. The demonstration of what in part that system can do will be Friday at 11:00 and 1:00. So please, it would be very nice to have you come to see what the prospects are. We're very excited about the potential for science and other disciplines as well. You can download real-time data from online and it projects and creates images. You can look at a CT scan. You can create a model of what a red blood cell looks like and that all becomes a 3-D image on the planetarium. You can just imagine that. So the possibilities are extraordinary, not just for space, but for science, chemistry, physics, geology, and geography. We showed The Ring of Fire, which is all of the earthquakes that surround the Teutonic

plate in the Pacific Ocean, which travels down the coast of South America on the west coast and extends all the way over to beneath Australia. You can see the earthquakes that took place over the last 10 years and their locations. It's amazing and you can do it in real time. So this is just a phenomenal piece of equipment and I hope that you have the opportunity to see it.

Comm. Kerr: I've heard about this system, but what does it cost?

Comm. Hodges: It's \$500,000. The point of it is given...

Comm. Kerr: We're talking about real money here.

Comm. Hodges: Absolutely. But if you look at what it can do...

Comm. Kerr: I just want to see how quickly we're going to get it. That's all.

Comm. Hodges: We're going to try to get it real quickly.

Dr. Evans: If I may add to Comm. Hodges' comments, I was given a private showing. It is phenomenal and I feel has strong potential for enhancing our entire curriculum, not just science. I really would encourage you to go look at it. I'm committed to working with the school, Dr. Hodges, and others to make this work for us.

Comm. Cleaves: This evening at the program the Mayor said he was late because there was a fire at Hinchliffe. To Mr. Sapara-Grant, were you notified that there was a fire today at Hinchliffe?

Dr. Evans: Neither was I.

Comm. Mendez: There's a situation. At the last facilities committee meeting I informed that Hinchliffe Stadium is open. The main door right across the street from School 25 is just open 24/7. Anybody can go inside the stadium and do anything. It could be one of the students. We are responsible for that facility. That building belongs to the district. That's been very irresponsible. I don't really know if it's the city who uses the stadium or who's the person who opens the stadium. But we are about to start with the re-stabilization of the stadium and tonight someone created a fire inside the stadium. Tomorrow it could be something else. We have to stop that. It's my understanding that because of the shared services agreement I don't know if the city conducts some business inside the stadium, but that door is open. I personally went inside and took photos and video. The main door is open right across the street from the school. We have to stop that and we have to be more responsible now that we're starting with the project rebuilding and starting with the re-stabilization. We have to be more responsible with that and we have to hold people accountable whoever is in charge. Are there any other questions?

Comm. Hodges: Just for your notice, I'll talk to you offline. There are some security challenges there that I don't want to talk about on camera. I'll talk to you about it to explain what some of the circumstances are up there.

Comm. Mendez: Okay. With PANTHER Academy, we all know that we're using a classroom as a cafeteria. We're trying to reopen the negotiations with PCCC to allow the students the use of the cafeteria again. Is there any update with that negotiation?

Dr. Evans: My secretary is working to get us together. Both of us have terrible calendars and the challenge has been finding a time for us to do it, but we're aggressively working on it. As soon as we do I'll give you some feedback.

Comm. Mendez: Thank you. I've been very persistent with this topic because I believe that's the best option to resolve the problem. Instead of building inside and spending money we don't have I think that's the right decision. We have to try to make that deal happen. Are there any other questions?

Comm. Kerr: I just want to run this by the Superintendent. Dr. Evans, regarding the program at PANTHER Academy, do we have anyone in the district that's a grant writer?

Dr. Evans: We have one or two people who are proficient as grant writers but they're not functioning in that capacity. They actually have greater strengths in other areas and are serving us better in those other areas. So in the meantime we're having to contract with outside entities to help us write grants.

Comm. Kerr: I was just wondering if a program like this was a possibility that we can get some soft money to support the purchase of it. As you have mentioned, it would do more students well there. I think it's something that we should have.

Dr. Evans: We are going to pursue grant opportunities. Meanwhile, though, we're going to continue to work forward. We don't want to lose time in getting this set up. So I'm willing to make some commitments in the short run while we pursue grant funding for the long run.

Comm. Kerr: Okay. Thank you.

Comm. Mendez: Are there any other questions?

POLICY COMMITTEE

Comm. Simmons: The policy committee met on January 31. As the report is lengthy, I will submit it for the minutes.

The Policy Committee met on Thursday, January 31, 2013. The meeting began at 5:30 p.m. Board members in attendance were Comm. Hodges, Comm. Teague, and me. Staff members present were Lisa Pollak, Esq., General Counsel and Boris Zaydel, Paralegal.

Our agenda included:

1. POLICIES CURRENTLY ON HOLD

- | | |
|-----------|---|
| a. 9180 | School Volunteers |
| b. 9181 | Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants |
| c. 6XXX | Small Business Enterprise Encouragement Program |
| d. 2220.4 | Chess In School |
| e. 2220.3 | Penmanship |

2. BYLAW/POLICIES RECOMMENDED FOR REVIEW AND DISCUSSION

- | | |
|---------|--|
| a. 0XXX | Board Photo Identification Cards (District SOP; Sample Policies) |
| b. 3216 | Dress and Grooming |
| c. 4216 | Dress and Grooming |

- d. 2361 Acceptable Use of Computer Networks/Computers and Resources
- e. R2361 Acceptable Use of Computer Networks/Computers and Resources
- f. 2363 Pupil Use of Privately-Owned Technology
- g. 3281 Inappropriate Staff Conduct
- h. 4281 Inappropriate Staff Conduct
- i. 3282 Use of Social Networking Sites
- j. 4282 Use of Social Networking Sites
- k. 3321 Acceptable Use of Computer Network(s)/Computers and Resources By Teaching Staff Members
- l. 4321 Acceptable Use of Computer Network(s)/Computers and Resources By Teaching Staff Members
- m. 5516 Use of Electronic Communication and Recording Devices (ECRD)

3. POLICY ALERT NO. 198

- a. 0132 Executive Authority
- b. 2415 No Child Left Behind Programs
- c. 2431 Athletic Competition (2430 Co-Curricular and Athletic Activities)
- d. 2431.1 Emergency Procedures for Athletic Practices and Competitions
- e. 2431.2 Medical Examination to Determine Fitness for Participation in Athletics
- f. 2468 Independent Educational Evaluations
- g. 3230 Outside Activities
- h. 3281 Inappropriate Staff Conduct
- i. 4230 Outside Activities
- j. 4281 Inappropriate Staff Conduct
- k. 6113 E-Rate
- l. 6163 Advertising on School Property
- m. 6480 Purchase of Food Supplies
- n. 8505 School Nutrition

9180 *School Volunteers*

9181 *Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants*

It was determined that the district will require a criminal history background check for volunteer athletic coaches. The policy will require all regular school volunteer athletic coaches to obtain a criminal history record check after serving a minimum of sixty (60) hours of volunteer service. The policy states that the district will reimburse the volunteer athletic coaches for fingerprinting. However, as it pertains to school volunteers, the committee was not in favor of requiring a criminal history background check for community members in general so that school participation will not be hindered or eliminated. It was noted that volunteers should always be in the company of certified staff.

Small Business Enterprise Encouragement Program

The committee is still awaiting the recommendation of the Fiscal Committee on how this policy will be implemented.

2220.3 *Penmanship*

2220.4 Chess In School

The committee was informed that these two policies are currently under review and revision by the Superintendent.

BYLAW/POLICIES RECOMMENDED FOR REVIEW AND DISCUSSION

0000 Photo Identification

The committee discussed requiring Board of Education members to have photo identification and to swipe in and out when entering a school. It was the Chairman's

recommendation that a policy be developed for this purpose. It was noted that identifications were provided in the past. Also, when a Board member as a member of the general public enters a building, they must sign in and out. It was expressed that some are not following that procedure. Administration indicated that this is not a policy worthy item. What is necessary is a letter from the Board to administration requesting that the Board obtain photo identifications/ badges.

3216 Dress and Grooming

4216 Dress and Grooming

The Committee Chair requested these policies be put on the agenda for discussion to determine how they can be better enforced. Since their adoption, it has been noted that staff have not adapted to the requirements of these policies. It was noted that training and accountability should be implemented. It is the responsibility of principals and supervisors to make sure staff is adhering to the policy. It was also expressed that if teachers are not going to have to follow the dress code procedure, neither should students be forced to or be penalized. The committee agreed that a memorandum should be forwarded to the Superintendent requesting enforcement of these policies.

2361 Acceptable Use of Computer Networks/Computers and Resources

R2361 Acceptable Use of Computer Networks/Computers and Resources

2363 Pupil Use of Privately-Owned Technology

3281 Inappropriate Staff Conduct

4281 Inappropriate Staff Conduct

3282 Use of Social Networking Sites

4282 Use of Social Networking Sites

**3321 Acceptable Use of Computer Network(s)/Computers and Resources
By Teaching Staff Members**

**4321 Acceptable Use of Computer Network(s)/Computers and Resources
By Teaching Staff Members**

5516 Use of Electronic Communication and Recording Devices (ECRD)

The request came for the committee to review our technology policies. The committee discussed all technology policies as they relate to social media and how it is being used to teach in the classroom. Meetings are being held with the Director of Instructional Technology on how technology will be infused into the curriculum. The district is about to launch new information on its Web site. Also, some of our policies conflict with each other as to how technology/social media will be allowed or encouraged to be used in the classroom. The committee talked about risk and controls as we bring today's technology in line with classroom learning. It was noted that one source in the use of technology in the classroom is "November Learning." The legal department is spearheading the revision of these policies. They will be brought to the Board in the near future.

Our final item on the agenda was the new Policy Alert. These have been forwarded to staff for review and revision. The committee will be reviewing these completed policies at the next Policy Committee meeting.

The meeting was adjourned at 6:10 p.m.

I have just one update on one item that was spoken about. One of the items was photo identification, which we have tonight. Thank you, Ms. Shafer, for getting that done. Secondly, volunteer athletic coaches and co-curricular activity advisors. We discussed that those people who are regular volunteer coaches and co-curricular activity advisors will be required to undergo background checks. Those community volunteers who volunteer regularly at schools, whether it's a parent who comes in to read or assist, will not be required to undergo a background check. Those were the highlights. Are there any questions?

Comm. Kerr: The policy that you've just mentioned, is that a mandated policy? It would be a policy of the district, right?

Comm. Simmons: It will be a policy of the district. Are there any other questions?

Items Requiring Acknowledgement of Review and Comments

PERSONNEL COMMITTEE

Comm. Cleaves: The personnel committee met on February 4. In attendance were Comm. Martinez and I. Staff present was Jamie Murphy. We present this evening F-1.

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 February 20, 2013 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 create a pc#	Executive Director of Curriculum and Instruction	Department of Academic Officer	To reclassify and reactivate pc#9788.
To create a pc#	Reading Specialist	No. 27	This position is needed to provide targeted intervention for risk students. This position was a recommendation made by the CAPA Team and District Personnel at the conclusion of the CAPA Review in February 2012.
To create a pc#	School Secretary	Norman S. Weir School	
To create a pc#	Kindergarten Teacher	Early Learning Center	To place Kristin Clark into that pc. She is currently in temporary pc # as she has returned from leave.
To create pc#	Data Manager	Department of Reform and Innovations	Reactivate and reclassify pc# 1705
To create pc#	Supervisor of Family & Community Engagement	Parent Resource Center	Supervises Parent Coordinator, Home School Community Liaisons, School Community Program and other assigned Staff.
To create pc#	Director of Facilities Operations	Department of Facilities	
To create (2) pc#	Teacher Mentor of Professional Development/Special Educations	Department of Special Services	Position are in compliance with approved CEIS activities under Part B of IDEA as the district was identified as having a significant disproportionality in a targeted review by the NJDOE.

POSITION CONTROL ABOLISH/CREATE (CONT.)

NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
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To create (28) pc#	Part Time Position Support the 21 st CCLC Grant.	Division of Reform and Innovations	
To create (7) pc#	Special Education Instructional Assistant	No. 1	The adult to student ratio for students with Autism is mandated by 6A:14-4.7.
To create a pc#	Paralegal	Legal Department	
To create a pc#	Full Time Registrar	Central Registration	Strategic Plan- Priority 4- Efficient & Responsive Operations – Goal 1 – increase accountability for performance revamp operational procedures Goal 2 Customer service focus, improve responsiveness to current and emergent needs district wide.
To create (2) pc#	Special Education Instructional Assistant	No. 24	New class opening January 2013. Students with disabilities must be placed in programs as mandated by their IEP. Adult to student ratios must be maintained as per 6A:14-4.7.
To create pc#	Special Education Resource Teacher	PANTHER Academy	Position required to meet NJAC 6A:14 requirements to provide implementation of IEP program without delay (6A14-4.2) and to meet requirement that students with disabilities be placed in the least restrictive environments. Position also required to meet contractual obligations with the PEA regarding teacher workloads and hours.
To create pc#	Special Education Teacher	Don Bosco Academy	Position required to meet NJAC 6A:14 requirements to provide implementation of IEP program without delay (6A14-4.2) and to meet requirement that students with disabilities be placed in the least restrictive environments. Position also required to meet contractual obligations with the PEA regarding teacher workloads and hours.
To create pc#	Nurse	90 Delaware Avenue	Strategic Plan Priority 4- Efficient & Responsive Operations.
To abolish the following pc#	Nurses Aides	Department of Early Childhood	Pc#'s 5093,4459,4460,4464
To abolish pc#	Secretary-CU position	Department of Early Childhood	Pc# 9347

B. RESIGNATIONS

NAME	POSITION	LOCAITON	EFFECTIVE DATE
Zuckerberg, Priscilla	Speech Teacher	Don Bosco	1/1/13
Aguero, Maria	Cafeteria Monitor	No. 27	9/6/12
Blanford, Tiffany	Cafeteria Monitor	Martin Luther King School	11/14/12
Fischer, Amber	Cafeteria Monitor	No. 26	9/21/12
Jackson, Mark	System Analyst	Assessment Department	11/2/12
Lagos Rosero, Aracely	Food Service Manager	1	11/21/12
Leon, Yanet	Food Service Substitute	Department of Food Services	10/9/12
Moore, Regina	Instructional Assistant	No. 13	11/6/12
Noesi Cruz, Jesica	Cafeteria Monitor	No. 13	11/14/12
Polanco, Juana	Attendance Officer	No. 25	11/19/12
Rios, Zoila	Cafeteria Monitor	No. 27	9/6/12
Martinez, Bernardino	Plumber	Department of Facilities	11/30/12
Reed, Mawiyah	7 th grade Teacher	No. 25	12/3/12
Goodman, Frederick	English Teacher	Eastside HS	3/31/13

C. SUSPENSIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE
Wood, Benjamin	Physical Education Teacher	Eastside HS Information	10/31/12

D. RETIREMENTS

NAME	POSITION	LOCATION	EFFECTIVE DATE
Barr, Eva	ESL Teacher	Adult School	12/1/12
Bogert, Natalie	Special Education Teacher	Norman S. Weir School	1/1/13
Bouchard, Patricia	Master Teacher	Department Early Childhood	3/1/13
Delgado, Maria	Substance Awareness Counselor	International HS	12/1/12
Jenkins, Carolyn	Library Media Teacher	No. 25	1/1/13
Meara-McAdam, Mary	Kindergarten Teacher	No. 27	10/15/12
Johnson, Ruby	Instructional Assistant	No. 9	1/1/13
Kearney, Josephine	Food Service Manager	No. 8	10/1/12
Marino, Donna	School Secretary	PANTHER Academy	1/1/13
Pagan, Haydee	Personal Assistant	No. 28	10/1/12
Roche, Nancy	Food Service Worker	Department of Food Services	12/1/12
Santiago, Antonio	Custodial Worker	Department of	10/1/12

		Facilities	
Sellars, Lillie	Special Education Teacher	No. 24	11/21/12
Suzano, Marianna	Basic Skills Teacher	Adult School	1/1/13
Tookmanian, Joseph	Physical Education Teacher	No. 3	11/1/12
Zuckerberg, Priscilla	Speech Teacher	Don Bosco	

E. TERMINATIONS

NAME	POSITION	LOCATION	EFFECTIVE DATE
Ezcurra, Joana	Substitute Teacher	District	11/26/12
Benjamin, Cazel	Instructional Assistant	Eastside HS	1/2/13
Braxton, Sheldon	Instructional Assistant	No. 30	1/2/13
Graham, Dominique	Cafeteria Monitor	No. 6	12/28/12
El Hewie, Mohamed	Substitute Teacher	District	12/14/12
Singh, Narayan	Language Arts Teacher	Education & Training-JFK	12/21/12
Zapata, Anna	Lunch Monitor	No. 13	1/4/13

F. NON-RENEWALS

NAME	POSITION	LOCATION	EFFECTIVE DATE
Huachaca, Herbert	ESL Teacher	Eastside HS	9/30/12

G. LEAVES OF ABSENCE

NAME	POSITION	LOCATION	EFFECTIVE DATE
Alonso, Rosalynn	Preschool Teacher	No. 18	11/19/12-12/10/12
BrizanLaurentt, Elizabeth	Personal Assistant	No. 20	10/1/12-11/2/12
Campo, Julia	Special Education Teacher	No. 9	11/19/12-2/20/13
Chichelo, Beth Ann	Kindergarten Teacher	No. 2	2/7/13-6/30/13
Collado, Elizabeth	Food Service Employee	No. 20	11/1/12-12/28/12
Dipasquale, Robert	Maintenance Worker	Eastside HS	10/12/12-12/1/12
Drummond, Ines	Guidance Counselor	Department of Early Childhood	11/16/12-2/22/13
Dudley, Martha	Personal Assistant	Norman S. Weir School	11/21/12-12/2/12
Estrada, Yolanda	School Secretary	No. 15	11/2/12-1/3/13
Fuller, Nicole	Special Education Teacher	No. 27	11/22/12-12/19/12
Gioia, Ralph	Social Studies Teacher	John F. Kennedy HS	10/4/12-10/19/12
Goodwin, Gardenia	Cafeteria Monitor	No. 10	9/1/12-11/27/12
Jasper, Aaron	Grade 1 Teacher	No. 13	12/1/12-12/24/12

Lugo, Mildred	Grade 6 Bilingual Teacher	No. 18	10/1/12-10/15/12
Malloy, Jillian	Special Education Teacher	Norman S. Weir School	1/18//13-6/30/13
McCutcheon, Herbert	Grade 6 Social Studies Teacher	New Roberto Clemente	9/25/12-9/28/12
Miller, Silvia	Social Worker	Early Childhood Department	1/20/13-3/25/13
Montero, Rosa	Cafeteria Monitor	No. 15	10/1/12-12/3/12
Moore, Regina	Instructional Assistant	No. 13	10/1/12-10/31/12
Naitbarka, Abderrahman	Instructional Assistant	No. 15	10/23/12-11/23/12
Nero, Tiaheshia	Grade 3 Bilingual/ESL Teacher	No. 28	1/1/13-3/8/13
Obeidallah, Suha	Bilingual/ESL Teacher	No. 9	2/6/13-3/22/13

LEAVES OF ABSENCE (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
Odatalla, Nina	Department Head/Supervisor	Silk City Academy	1/10/13-6/30/13
Perez, Francisca	Food Service Employee	Food Service Department	9/24/12-10/8/12
Pinches-Collum, Susan	Physical Education Teacher	No. 15	12/10/12-1/18/13
Ribeiro DeOliveira	Physical Education Teacher	Eastside HS	9/1/12-12/14/12
Santiago, Antoinio	Maintenance Worker Painter	Department of Facilities	9/25/12-10/15/12
Santos, Carmen	Instructional Assistant	Early Childhood Program	4/16/13-4/30/13
Sellers, Lillie	Special Education Teacher	No. 24	10/25/12-10/31/12
Serafin, Magdalena	ESL Teacher	No. 18	11/12/12-2/28/13
Somma, Christina	Grade 2 Teacher	No. 29	1/9/13-3/8/13
Walton, Katori	Fiscal Monitor	Department of Special Services	2/18/13-3/29/13
Williams, Sheila	Secretary Senior Specialist	Payroll Department	10/25/12-12/14/12

G1. LEAVES OF ABSENCE (RETURN TO ACTIVE STATUS)

NAME	POSITION	LOCATION	EFFECTIVE DATE
Clark, Kristen	Kindergarten Teacher	Early Learning Center	11/1/12
DelCarmen, Paula, Yudelnia	Teacher Foreign Language	Rosa Parks HS	10/15/12
Kaminski, Mary Ann	Special Education Teacher	No. 29	10/9/12
Martinez-Preyor, Sandra	Vice Principal	BTMF- John F. Kennedy HS	10/29/12

Mcleod, Cory	School Secretary	International HS	10/29/12
Pearce, Nancy	Psychologist	Martin Luther King School	9/19/12
Rodriguez, Luz	Confidential Secretary	Superintendent's office	10/9/12
Torres, Linda	Instructional Assistant	No. 25	11/13/12

H. APPOINTMENTS

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Adams, Anna \$130,800/Step 11 Funding Source 15213100101034	Interim Director of Physical Education	Academic Programs	12/17/12	Appointment
Alfano, Kristine \$57,753/MA+30/ Step 10 Funding Source 20231100101653	Climate and Culture Teacher Mentor	No. 15	01/2/13	New hire
Bajes Zeidia, Amal \$48,362/BA/Step 2 Funding Source 15240100101068	ESL Teacher	Don Bosco Academy	01/2/13	New hire
Bernard, Karen \$104,000/BMA/Step 11 Funding Source 20218200102705	Supervisor for the Department of Early Childhood	Department of Early Childhood	12/17/12	Appointment
Biggs, Sharon \$110,450 Funding Source 11000221104704	Executive Director for Principal Evaluation and Coaching	Superintendent for Administration	12/17/12	New hire
Bodoky, Elena \$64,492 Funding Source 11000251100690	Human Resource Confidential Rep.	Department of Human Resource	12/6/12	Appointment
Bodoky, John \$52,000 Funding Source 11000251100627	Reconciliation Analyst	Central Stores	1/13/13	Appointment
Booker, Antoinette \$55,202/MA+30/Step 5 Funding Source 20231100101653	Math Teacher Mentor	Dr. Napier School No. 4	1/13/13	Appointment
Braico, Cosmo \$54,182/MA/Step 6 Funding Source 20231100101653	Math Teacher Mentor	No. 13	1/3/13	Appointment
Brown, Lisa \$53,391	Human Resource	Department of Human	12/6/12	Appointment

Funding Source 11000251100690	Confidential Rep.	Resource		
Cangialosi-Murphy, Jaime \$106,200 Funding Source 11000251100690	Director of Human Resource Services	Department of Human Resource	12/15/12	Appointment

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Cardillo, JoAnn \$153,158 Funding Source 11000221104703	Executive Director for Principal Evaluation and Coaching	Superintendent's Office	12/16/12	Appointment
Cardona, Maribel \$48,062/BA/Step 1 Funding Source 15240100101002	ESL Teacher	No. 2	12/13/12	New hire
Carranza, Vilma \$52,641/MA/Step 3 Funding Source 20621100101410	BSI Teacher	Adult School	01/2/13	New hire
Cavanna, Anthony \$156,362 Funding Source 11000221104703	Executive Director for Principal Evaluation and Coaching	Superintendent for Administration	12/17/12	New hire
Chapman, Ahnjionea \$10.50/hr. Funding Source 202532500110655088	Clerical Assistant	Department Special Service	1/7/13	New hire
Charles, Kelly \$55,202/MA/Step 8 Funding Source 20462200100653	Literacy Teacher Mentor	Dr. Napier School #4	01/2/13	Appointment
Colon, Kimberly \$35,000 Funding Source 60910310100310	Assistant Accountant	Department of Food Services	01/2/13	New hire
Crincoli, Carmelina \$48,362/BA/Step 2 Funding Source 15120100101036	Art Teacher	Alexander Hamilton Academy	01/2/13	New hire
Cuello, Gisela \$32,048/ADM/Step 12 Funding Source 20218200105705	Administrative Secretary	Department of Early Childhood	01/2/13	New hire

Davis, Sharon \$55,712/MA+30/Step 6 Funding Source 20231100101653	Literacy Teacher Mentor	No. 6	01/2/13	Appointment
DeLeon, Africa 48.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	No. 10	1/14/13	New hire
Demarest, Evelyn \$11.30/hr. Funding Source 1500021117302	Home School Community Liaison	No. 21	1/8/13	New hire

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Diaz, Rafael \$59,535/Step 11 Funding Source 60910310100310	Warehouse Foreman	Department of Food Services	12/3/12	Appointment
Diprima, Debra \$48,062/BA/ Step 1 Funding Source 15110100101002	Kindergarten Teacher	No. 2	1/9/13	New hire
Dorenfast, Linda \$48,062/BA/ Step 1 Funding Source 15212100101033	Special Education Teacher	Edward W. Kilpatrick School	12/13/12	Replacing Clara Rico who is on medical leave
Felice, Nanette \$98,527/BA+30/ Step 17 Funding Source 20463100101653	Math Teacher Mentor	No. 6	1/8/13	Appointment
Ferreira, Erica \$48,062/BA/Step 1 Funding Source 15120100101025	Grades 5&6 Science Teacher	No. 25	1/7/13	New hire
Floyd, Tara \$50,203/BA/Step 6 Funding Source 20218100101705	Preschool Teacher	No. 1	12/17/12	New hire
Francisco, Maria \$56,733/MA+30/Step 8 Funding Source 20231100101653	Climate and Culture Teacher Mentor	New Roberto Clemente	1/13/13	Appointment
Gallina, Diane \$100,092/MA/Step17 Funding Source 20231100101653	Data Teacher Mentor	No. 6	1/8/13	Appointment

Gavel, Nancy \$100,092/MA/Step 17 Funding Source 20231100101653	Data Teacher Mentor	No. 13	01/2/13	Appointment
Gilbrid, Mallorie \$48,062/BA/Step 1 Funding Source 15120100101013	Grade 1 Teacher	No. 13	1/3/13	New hire
Gilmore, Donna \$60,610/MA/Step 13 Funding Source 20231100101653	Literacy Teacher Mentor	No. 28	1/2/13	Appointment
Glisson, Gerald \$113,448/BMA30 Funding Source 154402100100063	Interim Assistant Principal for Co- Curricular Activities and Athletics	Eastside HS/JFK Complex	1/2/13	

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Gonzalez, Sandralis \$53,162/BA+30/Step 7 Funding Source 20231100101653	Literacy Teacher Mentor	New Roberto Clemente	1/2/13	Appointment
Gordon-Scott, Nichelle \$95,192/MA/Step 16 Funding Source 20463200100653	Data Teacher Mentor	No. 10	1/2/13	Appointment
Graham, Dominique \$8.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	No. 6	12/17/12	New hire
Grant, Martine \$52,041/MA/Step 1 Funding Source 15140100101306	Business Teacher	BTM&F	01/2/13	New hire
Guarente, Helen \$57,753/MA+30/ Step 10 Funding Source 20231100101653	Data Teacher Mentor	No. 15	01/2/13	Appointment
Hallal-Fabbricatore, Tania \$49,182/BA/Step 4 Funding Source 1524010010101062	English as a Second Language Teacher	School of Govt & Public Administration	12/17/12	New hire
Harris, LaConya \$8.55/hr. Funding Source	Cafeteria Monitor	No. 10	12/12/12	New hire

11000262107000064				
Holmes, Kawanda \$8.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	No. 6	12/17/12	New hire
Hussein, Daoud \$48,062/BA/Step 1 Funding Source 15423100101069	Math Teacher	DESTINY Academy	1/3/13	New hire
Ifill, Curtis \$8.55/hr. Funding Source 1100026210700006+4	Cafeteria Monitor	No. 18	12/12/12	New hire
Izone, Charles \$98,527/BA+30/ Step 17 Funding Source 20231100101359	Climate and Culture Teacher Mentor	Dr. Napier School #4	01/2/13	Appointment

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
James, Melissa \$48,062/BA/ Step1 Funding Source 15120100101009	2 nd Grade Teacher	No. 9	01/2/13	Leave replacement ½/-3/29/13
James, Salina \$27,020/Step 1 Funding Source 11000217106655	Instructional Assistant	No. 8	11/27/12	New hire
Johnson, Gina \$60,610/MA/Step 13 Funding Source 20231100101653	Climate and Culture Teacher Mentor	No. 10	01/2/13	New hire
Johnson, Joy \$52,341/MA/Step 2 Funding Source 15130100101006	Kindergarten Teacher	No. 6	1/7/13	New hire
Kajajian, Maguie \$41,719/Step 8 Funding Source 11000211173165	Bilingual Parent Coordinator	Parent Resource Center	12/17/12	New hire
Lassiter, Amber \$55,712/MA+30/Step 6 Funding Source 20231100101653	Literacy Teacher Mentor	No. 15	01/2/13	Appointment
Lozano, Madeline \$8.55/hr. Funding Source 110002621000064	Cafeteria Monitor	No. 12	1/2/13	New hire

Mandara, Gary \$54,835/Chief C/ Step 10 Funding Source 1100026210067	Chief Custodian C	New Roberto Clemente	1/7/13	New hire
Mangarelli, Anthony \$30,109/Step 2 Funding Source 11000217106655	Personal Assistant	STARS Academy	1/2/13	New hire
Mansur, Fatima \$63,671/PHD/Step 13 Funding Source 20231100101653	Literacy Teacher Mentor	No. 10	1/2/13	Appointment
McFarlane, Shevene \$48,062/BA/ Step 1 Funding Source 15213100101009	Special Education Teacher	No. 9	1/8/13	New hire leave replacement

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
McKay, Monique \$32,000 Funding Source 1100025110069	Human Resource Confidential Representative	Department of Human Resource Services	01/2/13	New hire
McLeod, Shawnee \$40,000/Step 5 Funding Source 11000266105683	Confidential Secretary C	Security Department	12/12/12	Appointment
McMillian, Renee \$89,100/BMA30/Step 6 Funding Source 15000240103307	Vice Principal	School Architecture & Construction Trades	01/2/13	Appointment
Miller, Tanya \$75,500/BMA/Step 1 Funding Source 11000218104656	Supervisor	Guidance Department	1/7/13	Appointment
Montero, Rosa \$8.55/hr. Funding Source 11000262107	Cafeteria Monitor	No. 15	01/2/13	New hire
Munem, Mayra \$48,362/BA/Step 2 Funding Source 152213100101316	Grades 6-8 Special Education Teacher	New Roberto Clemente	12/17/12	New hire
Munoz, Wendy \$75,000/AMA30/Step1 Funding Source 15140100101306	Supervisor	School of Education	01/2/13	Appointment

Owoeye, Abolade \$29,808/Step 1 Funding Source 15201100106307	Instructional Assistant	ACT-John F. Kennedy HS	01/2/13	New hire
Risteska, Suzana \$27,622 Funding Source 11000217106655	Personal Assistant	No. 14	01/2/13	New hire
Scott, Marquette \$63,902/MA/Step 3 Funding Source 151401001010304	Teacher Coordinator	John F. Kennedy HS	01/2/13	New hire
Shepard, Tiffany \$29,808/Step 1 Funding Source 11000217106655	Personal Assistant	Don Bosco Technology Academy	01/2/13	New hire

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Simone, Rosa \$11.30/hr. Funding Source 15000211173003	Home School Community Liaison	No. 3	1/7/13	New hire
Smith, Lakiesha \$8.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	Dr. Napier Technology Academy	01/2/13	New hire
Sosa, Jennifer \$30,100/Step 4 Funding Source 20218100106705	Preschool Instructional Assistant	Department of Early Childhood	01/2/13	New hire
Sosa, Miguel \$79,000 Funding Source 15000240103062	Vice Principal	School of Government	12/17/12	Appointment
Stephens Sutton, Sharon \$57,753/MA+30/ Step 10 Funding Source 15000218104052 (.40) 15424218104057 (.60)	Guidance Counselor	Rosa Parks HS	1/7/13	New hire
Thomas, Janet \$31,678/Step 6 Funding Source 11000130100101006	Instructional Assistant	No. 6	01/2/13	New hire
Vancheri, Nicholas \$96,132/MA+30/Step 3 Funding Source	Interim Principal	No. 7	12/16/12	Appointment

15000240103007				
Vanderveen, Glenn \$52,243/BA/Step 10 Funding Source 20462200100653	Data Teacher Mentor	Dr. Napier School #4	01/2/13	Appointment
Vaughen, Douglas \$8.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	No. 26	1/14/13	New hire

APPOINTMENTS (CONT.)

NAME	POSITION	LOCATION	EFFECTIVE	DISCUSSED
Veal, Genea \$19/hr. Funding Source 20231200100653	Program/Office Assistant	Parent Resource Center	12/1/12- 8/2013	New hire
Ventrice, Ashley \$48,362/BA/Step 2 Funding Source 151201001010090	Grade 2 Teacher	No. 9	01/2/13	New hire
Verace, Alessandro \$55,202/MA/Step 8 Funding Source 20231100101653	Data Teacher Mentor	New Roberto Clemente	01/2/13	Appointment
Vizcaino, Ana \$8.55/hr. Funding Source 11000262107000064	Cafeteria Monitor	New Roberto Clemente	12/12/12	New hire
Wellins, Kristy \$53,672/MA/Step 5 Funding Source 20231100101653	Climate and Culture Teacher Mentor	No. 13	01/2/13	New hire
Wilbur, Dwight \$11.30/hr. Funding Source 15000211173036	Home School Community Liaison	Alexander Hamilton Academy	1/14/13	New hire
Yasin, Krista \$60,513/MA+30 /Step 12 Funding Source 20238/100101653	Math Teacher Mentor	New Roberto Clemente	01/2/13	Appointment
Younge, Jacqueline \$57,420 Funding Source 11000251100690	Human Resource Confidential Representative	Department of Human Resource	12/17/12	Appointment
Zaydel, Boris \$51 000 Funding Source	Paralegal	Legal Department	01/2/13	New hire

11000230100629				
Zizza, Maria \$55,202/MA/Step 8 Funding Source 20238100101653	Math Teacher Mentor	No. 15	01/2/13	Appointment

K. TRANSFER

NAME	TRANSFER FROM:	FROM:	TRANSFER TO:	LOCATION
Ahmeti, Shpresa	Special Education Teacher	STARS Academy	Special Education Teacher	John F. Kennedy HS STEM
Berkowitz, Llysa	Kindergarten Teacher	Alexander Hamilton Academy	Kindergarten Teacher	No. 26
Brevard, Louvenia	Personal Assistant	No. 24	Personal Assistant	No. 19
DeLeon, Angela	Special Education Teacher	Don Bosco Academy	Special Education Teacher	Department of Special Service
DiCristina, Karen	School Nurse	Department of Nursing	School Nurse	No. 28
Giesler, Patricia	Special Education Teacher	Don Bosco Academy	Special Education Teacher	Department of Special Services
Guarente, Helen	Grade 4 Teacher	No. 15	Grade 3 Teacher	No. 15
Jefferson, Thomas	Board Officer	International HS	Board Officer	No. 20
Jones, Karen	Board Officer	No. 20	Board Officer	Silk City Academy
Matesic, Dino	Industrial Arts Teacher	YES Academy	Industrial Arts Teacher	ACT- John F. Kennedy HS
Mayo, Latticia	Social Worker	No. 6	Social Worker	No. 6 (.8) Urban Leadership (.2)
Muckle, Andrew	Board Officer	John F. Kennedy HS STEM	Board Officer	No. 6
Nero, Tiaheshia	Kindergarten Teacher	No. 28	Grade 3 Teacher	No. 28
Owens, Annette	School Secretary	No. 2	School Secretary	Dr. Napier School #4
Sane, Lajuana	Personal Assistant	No. 30	Personal Assistant	No. 15

Sims, Responda	School Secretary	Dr. Napier School #4	School Secretary	No. 2
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TRANSFER (CONT.)

NAME	TRANSFER FROM:	FROM:	TRANSFER TO:	LOCATION
Smith, Georgette	LDTC	(.4) No. 28 (.6) No. 26	LDTC	(.2) No. 28 (.6) No. 26 (.2) No. 1
Waharaka, Rumani	Grade 3 Teacher	No. 28	Kindergarten Teacher	No. 28
Wel, Dinorah	Cafeteria Monitor	Don Bosco Academy	Food Service Substitute	Department of Food Services
Williams, Katie	Cafeteria Monitor	No. 12	Food Service Substitute	Department of Food Service
Williams, Norman	Board Officer	International HS	Board Officer	No. 28
Zizza, Maria	Grade 3 Teacher	No. 15	Grade 4 Teacher	No. 15

J. ADDITIONAL COMPENSATION

K. MISCELLANEOUS

NAME	POSITION	LOCATION	DISCUSSION
Booker, Antoinette	Teacher Mentor for Math	Dr. Napier School No. 4	To amend action #309 to compensate (1) Teacher as a substitute for Dr. Frank Napier Jr. School #4's. Extended Learning Opportunity from January 2013-August 2013 for up to three hundred hours (300).
Bristow, Burnies	Interim Director of Accountability	Academic Department	Action to revise ptf #831 Mr. Bristow and adjust salary to add the stipend of \$3,500 to reflect PHD status effective 10/16/12.
Burgos, Anthony	Instructional Assistant	Silk City Academy	To compensate to transport the Robotics students from Panther Academy to Livingston, New Jersey on December 15, 2012 for a Robtics Competition @ \$24.00 hour not to exceed 9 hours. Not to exceed \$216.

MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Campo, Julia	Grade 2 Teacher	No. 9	Approval of non-accumulated days granted to Ms. Julia Campo, Elementary Teacher, under article 18:3-2 of the contract agreement between the Paterson Public Schools and PEA less substitute pay of \$110.00 per day from 11/28/12 through 3/31/13. 11/30/13 deduct \$330.00, 12/15/12 deduct \$11000.00 12/30/12 \$550.00, 1/15/13 deduct \$1100.00, 1/31/13 deduct \$1100.00, 2/15/13 deduct \$1100.00, 2/28/13 deduct \$880.00, 3/15/13 deduct \$110.00, and 3/31/13 deduct \$990.00.
Caputo, Anthony	Chief Custodian	No. 3	To amend acton #05 to compensate (1) substitute custodian for School No. 4 for up to 170 days for 1 hours per day @\$39.37 per hour.
Charles, Jean	Grades 6-8 Math Teacher	No. 6/APA	Action is requested to adjust from pc# 2925 and revert back to pc# 9337 and move that pc# to School No. 6.
Charles, Kelly	Mentor for Literacy	Dr. Napier School No. 4	To amend action# 309 to compensate one teacher as a substitute for Dr. Frank Napier Jr. School #4's Extended Learning Opportunity from December 2012-August 2013 for up to (300).
Conforti, Biagio	Physical Education Teacher	Great Falls Academy	To hire as administrator over the credit recovery program at Great Falls Academy High School. The program will run Monday's through Thursday's, 3:30 p.m.- 7:00 p.m. 3.5 hours daily x 4 days x 25 weeks x \$40.. = \$14,000.
Dow, Marcella	Science Teacher	International HS	To appoint as the Lead Teacher of the Saturday HSPA Program at International High School Garrett Morgan Academy.

Fisher, Mark	School Community Program Coordinator	Parent Resource Center	Action to restore the 2012-2013 school year increment for Mr. Fisher effective July 1, 2012.
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MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Fulmore, Joseph	Interagency Liaison	District	As per the directive and approval Dr. Donnie Evans, State District Superintendent, action is requested to pay Dr. Joseph Fulmore from July 1, 2012 through August 31, 2012 as per contract and addendum.
Goodreau, Jenna	Supervisor	Department of Curriculum and Instruction	To compensate the following (1) Supervisor for writing language arts and math curriculum for the NJASK program. 10 hours each at \$40.00 per hour= \$400.00 starting Friday December 13-21, 2012. Not to exceed \$400.00.
Goulis, Vicky	Special Education Teacher	Alexander Hamilton Academy	To hire to supervise student from 7:45 am to 8:15 am and 3:10 pm to 3:40 pm. Alternates will be Jenine Norris and Monique Sutura. Not to exceed \$6,188.
Johnson, Gina	SAC Teacher	No. 10	To amend action #307 to compensate one substitute teacher for School No. 10's Extended Learning Opportunity from December 2012-August 2013 for up to (300).
Khalil, Omar	Social Studies Teacher	Education & Training- JFK	To compensate (1) GED for parents instructors for GED classes at various locations as part of the district goal of Family and Community Engagement and the Paterson Parent University Program. Not to exceed \$8,304.00.
Kirkland, Gigi	Special Education Teacher	Eastside HS	Approval requested to appoint as HSPA Prep Program Lead Teacher at Eastside High School. Not to exceed 30 ours from January 5, 2013 thru March 2, 2013. Not to exceed \$1,200.00.
Leon, Sulay	Grades 6-8 Bilingual Teacher	No. 10	Request to change title of Sulay Del Carmen Leon from Teacher

			Bilingual/ESL Grades 6-8 to Teacher Bilingual Grades 6-8.
Magazine, James	Substitute Teacher	District	Board approval requested to appoint as Strength & Conditioning Coach at Eastside High for the winter 2012-13 athletic season. Not to exceed \$2,408.00.

MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Martinez, Marina	ESL Teacher	Adult School	Action to compensate for evening Adult ESL classes as per the Collective Bargaining Agreement between the Paterson Education Association and the District.
Ortiz, Brenda	Teacher Bilingual	No. 28	Action requested to adjust the salary from Permanent Substitute \$22,000 to Teacher Special Education BA Step 1 \$48,062 due to issuance of her certification effective 11/1/2012.
Ortiz, Jannet	Confidential Secretary	Deputy Superintendent	As per the directive of Eileen Shafer, Deputy Superintendent and Dr. Donnie Evans, State District Superintendent action is requested to give Ms. Ortiz an additional stipend of \$2500 added to her salary, while in the service of the Deputy Superintendent and responsible for additional duties.
Owens, Annette	School Secretary	Dr. Napier School No. 4	To amend action #310 to compensate one secretary as a substitute for Dr. Frank Napier Jr. School #4's Extended Learning Opportunity from January 2013-August 2013 for up to three (300).
Page, Gloria	Special Education Teacher	No. 18	Ms. Page is currently a teacher at School No. 18, has submitted her letter of retirement effective 4/1/13 and a request to be placed on the substitute roster for the 2012-2013 school year.
Parks, Joseph	Equipment Manager	John F. Kennedy HS	To appoint salary not to exceed \$4,956.00.

Pomales, Eliu	World Language Teacher	BTMF- John F. Kennedy HS	Action to adjust the salary from MA Step 6 \$54,182 to MA+30 step 6 \$56,712 in order to reflect additional earned education credits. Effective September 1, 2012.
Reider, Jason	Supervisor Department Head	John F. Kennedy HS	To amend original PTF for Jason Reider as Lead Teacher for the JFKHSPA Program for a total of 70 hours from January 2, 2013 through March 4, 2013 at \$40.00 per hour, for a total amount not to exceed \$2,800.00.

MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Sanchez, Josie	World Language Teacher	John F. Kennedy HS	To hire as the World Language Teacher for Credit Recovery, at \$34.00 per hour, for 3 hours per day, for 2 days per week, for 23 weeks, for a total amount not to exceed \$4,692.00.
Sipula, Meredith	Grades 6-8 Science Teacher	New Roberto Clemente	To compensate at a substitute rate of \$110.00 per day for days worked with principal approval prior to official date of hire. Dates worked were 14 days- 9/4/-9/21 for a total of \$1,540.00.
Smith, Jamielee	Substance Awareness Coordinator	No. 27/Garrett Morgan Academy International HS, PANTHER Academy	To recall
Tavarez, Gilma	Bilingual Teacher	John F. Kennedy HS	To hire as the Bilingual Teacher for Credit Recovery, at \$34.00 per hour, for 3 hours per day, for 2 days per week, for 23 weeks for a total amount not to exceed \$4,692.00.
Tookmanian, Patricia	Special Education Teacher	Norman S. Weir School	Action requested to adjust the salary from Permanent Substitute \$22,000 to Teacher Special Education BA Step 1 \$48,062 due to issuance of her certification effective 11/1/2012.
Vionisha, Mack	Assistant Girls Basketball Coach	Eastside High School	Board approval requested to hire as Assistant Girls Basketball Coach at Eastside High School

			for the winter 2012-13 athletic season. Not to exceed \$5,255.00.
Weimmer, Nicholas	Science Teacher	John F. Kennedy HS	Action to place on administrative leave with pay through March 31, 2013 at which point Mr. Weimmer will resign from position as of April 1, 2013. Health Benefits are to terminate December 31, 2012.
Wymer, Nancy	Drama Coach Director	John F. Kennedy HS	To appoint beginning August , 2012 to December , 2012 ½ stipend not to exceed \$3,580.00.

MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Zisa, Bill	Interim Guidance Counselor	District	To hire to replace Tamisha McKoy who is on maternity leave and returns March 18, 2013 at a rate of \$250 per day through March 15, 2013. Not to exceed 10, 750. Funding Source account # 11-140-100-101-780-054.

Action is requested to reclassify PC# 270, PC# 1095 and PC# 98884 to Human Resource Confidential Representative. Title reclassification is in line with increased job responsibilities and a more in-depth focus on customer service and efficiency.

Action requested to change the following:

PC#7519 Teacher of BL from: Acct. # 15-240-100-101-075 with its \$52,000 from Norman S. Weir

TO: Don Bosco Academy Acct. # 15-240-100-101-068as (Teacher of ESL.) Not to exceed \$52,000.

To amend personnel transaction 1551(Original PTF # 1198), Curriculum Management & Review, Posting 180. The only reason for this amendment is to extend the program period from April 30, 2012 through August 31, 2012 from 32 teachers to work on the basis of availability up to a collective total of 1500 hours @ \$34.00 per hour.

As per Ms. Bodker, Executive Director of Special Education Program, action is requested to move the pc#'s to the designated locations that require Personal Aides. PC# 9507 to Silk City 20-00 Academy PC# 5162 to School #10

To hire teachers for before/After/Saturday HSPA Preparation Program at PANTHER Academy. (8) eight teachers for off-site academies, three Math Teachers 2 two Language Arts Teacher /1 Special Teacher/ 1 ELL Teacher/ 1 Technology Teacher. Not to exceed 30 hours per teacher. Not to exceed \$8,160.

As per the directive and approval the State District Superintendent Dr. Donnie Evans action is requested to create and fund 3 administrative assistants for the Department of Assistant Superintendent for School Administration.

- 1- Department 703-Assistant Superintendent for Operations Unit 2
- 1- Department 704- Assistant Superintendent for Operational Unit 1
- 1- Department 703 (0.5) and 704 (0.5)- Shared among the 4 Executive Directors of Principal Coaching.

MISCELLANEOUS (CONT.)

To change title and its pc# 1365 to Teacher Language Arts – Title: Teacher Grades 6-8 Language Arts holder, Kathryn Mauriber.

To reclassify position control number (9121) a from Teacher Reading Specialist to Math Intervention Teacher for school No. 10. Funding through SIG School 10. 204631001016530000000001.

Action requested to reclassify position control 9054 from Media Specialist to Teacher of English as a Second Language at School # 11 to serve students in grades 6-8.

Action is requested to reclassify pc#6363 and pc# 9885 to Human Resource Confidential Representative. Title reclassification is in line with increased job responsibilities and a more i-depth focus on customer service and efficiency

Personnel transaction to reclassify vacant pc#7298 from Teacher Preschool Special Education at School No. 21. Account# 11-216-100-101-705- to Teacher Preschool at St. Mary's School- Location 713- Account: 20-218-100-101-705-000-0000-002. Not to exceed \$55,000.

Request to reclassify title for pc# 4927 from Family Outreach Coordinator to Parent and Community Involvement Specialist. Not to exceed \$95,000.00.

Action is requested to reclassify pc#1161 from Administrative Assistant to Human Resource Confidential Representative.

Action is requested to transfer pc#5294, cafeteria monitor from School 5 to School 36, Alexander Hamilton Academy due to need of an additional cafeteria monitor at School 36.

Action is requested to transfer pc# 9793 Executive Director for Research and Grant Writing to location 706, Department of Reform and Innovation.

Action is requested to reclassify pc#1615 from System Analyst to Data Management Analyst.

Action to change the funding for the preschool assistants from 112161001067050000000000 to 202181001067050000000002 as requested due to a change in 2012-2013 Preschool Education Aid budget allocations. Not to exceed \$267,962.00.

Action required to identify employees funded through IDEA-B (Basic) and IDEA-B (Preschool).

NAME	POSITION	ACCOUNT#	EFFECTIVE DATE
Collado, Francesca	Instructional Assistant	202531001066550000000001	9/6/12

DeLeon, Jannilka	Service Coordinator	202502001106550000000001	9/6/12
Dominguez, Leonor	Instructional Assistant	202531001066550000000001	9/6/12
Lawrence, Coretta	CEIS	202501001046558390000001	9/6/12
Rivera, Juni	Clerical Assistant	202502001106550880000001	10/25/12
Vacant Positon	Preschool/clerical	202532001106550880000001	NA
Varano , Dolores	CEIS	202501001046558390000001	9/6/12

MISCELLANEOUS (CONT.)

The Equivalency Committee met on October 17, 2012 to review requests for salary adjustments based on additional credits/degree earned. The committee is recommending that the certificated and non-certificated employees should be adjusted to reflect the salaries retroactive to September 1, 2012.

<u>FNAME</u>	<u>LNAME</u>	<u>LEVEL FROM</u>	<u>STEP FROM</u>	<u>SALARY FROM</u>	<u>LEVEL TO</u>	<u>STEP TO</u>	<u>LONGEVITY</u>	<u>TOTAL NEW SALARY</u>
Donna	Actable	BA+30	10	\$54,692.00	MA	10	\$700.00	\$56,923.00
Shakira	Adkins	BA+30	5	\$52,141.00	MA	5		\$53,672.00
Deanna	Albert	MA	12	\$58,283.00	MA+30	12	\$700.00	\$60,913.00
Laura	Almanzar	BA+30	6	\$52,651.00	MA	6		\$54,182.00
Nicole	Alzamora	BA	6	\$50,203.00	BA+30	6		\$52,651.00
Daniel	Anderson	BA	1	\$48,062.00	BA+30	1		\$50,511.00
Lauren	Arndt	BA	6	\$50,203.00	BA+30	6		\$52,651.00
Beatriz	Ashe	BA+30	4	\$51,631.00	MA	4		\$53,162.00
Charles	Bartlett	BA	6	\$50,203.00	BA+30	6		\$52,651.00
Diane	Bolchune	BA+30	5	\$52,141.00	MA	5		\$53,672.00
Quasheema	Bolds	BA+30	14	\$65,114.00	MA+30	14		\$68,175.00
Kareen	Brown	BA+30	7	\$53,162.00	MA	7		\$54,692.00
Cesar	Cabrera	BMA	12	\$113,083.00	PHD	12		\$115,083.00
Sebastian	Calabria	BMA+30	10	\$98,198.00	PHD	10		\$100,198.00
Daria	Canta	BA+30	6	\$52,651.00	MA	6		\$54,182.00
Patricia	Carr	MA	13	\$59,910.00	MA+30	13	\$700.00	\$62,141.00
Mahzabeen	Choudhury	BA	6	\$50,203.00	BA+30	6		\$52,651.00
Shawn	Collins	BA	12	\$54,303.00	BA+30	12	\$700.00	\$57,452.00
Adina	Eaton	BA	1	\$48,062.00	MA	1		\$52,041.00
Albania	Fermin	BA	2	\$48,362.00	MA	2		\$52,341.00
Vilma	Ferreri	MA	9	\$55,712.00	MA+30	9		\$57,243.00
Kenneth	Garrabrant	BA+30	14	\$65,114.00	MA+30	14	\$700.00	\$68,875.00
Helen	Gaurent	MA	10	\$56,223.00	MA+30	10		\$57,753.00
Vincent	Gurnari	BA	8	\$51,223.00	MA	8		\$55,202.00
Elif	Hajaluga	BA+30	2	\$50,811.00	MA	2		\$52,341.00
Luis	Hernandez	MA	17	\$95,192.00	MA+30	17		\$101,258.00
Tantanya	Hodges	BA	6	\$50,203.00	BA+30	6		\$52,651.00
Marcy	Jatovsky	MA	14	\$66,644.00	PHD	14	\$700.00	\$70,405.00

Quashinda	Kellam	BA+30	1	\$50,511.00	MA	1		\$52,041.00
Lakisha	Kincherlow-Warren	BA	10	\$52,243.00	MA	10		\$56,223.00
Wesley	Kline	BA+30	8	\$53,672.00	MA	8	\$700.00	\$55,902.00
Linette	Lee	BA	8	\$51,223.00	MA	8		\$55,202.00

MISCELLANEOUS (CONT.)

<u>FNAME</u>	<u>LNAME</u>	<u>LEVEL FROM</u>	<u>STEP FROM</u>	<u>SALARY FROM</u>	<u>LEVEL TO</u>	<u>STEP TO</u>	<u>LONGEVITY</u>	<u>TOTAL NEW SALARY</u>
Daniella	Lopez	BA	1	\$48,062.00	BA+30	1		\$50,511.00
Alexandra	Louridas	BA+30	3	\$51,111.00	MA	3		\$52,641.00
Kyon	Martin	BA	1	\$48,062.00	BA+30	1		\$50,511.00
Jahmeelah	Mattocks	BA+30	5	\$52,141.00	MA	5		\$53,672.00
Latoya	Mc Coy	BA+30	4	\$51,631.00	MA	4		\$53,162.00
Fidelina	Mendoza-Maiorano	BA	9	\$51,733.00	BA+30	9		\$54,182.00
Marielle	Messina	MA	6	\$54,182.00	MA+30	6		\$55,712.00
Carlos	Miranda	MA	4	\$53,162.00	MA+30	4		\$54,692.00
Jessica	Monaghan	MA	3	\$52,641.00	MA+30	3		\$54,172.00
Vashti	Mosby	MA	11	\$56,733.00	MA+30	11	\$700.00	\$58,963.00
Laura	Mucci	BA+30	3	\$51,111.00	MA	3		\$52,641.00
Terry	Nashville	BA	8	\$51,223.00	BA+30	8		\$53,672.00
Amanda	Nocella	MA	8	\$55,202.00	MA+30	8		\$56,733.00
Joanna	Norton	MA	4	\$53,162.00	MA+30	4		\$54,692.00
Kenia	Nunez	BA	8	\$51,223.00	BA+30	8		\$53,672.00
Jorge	Osoria - Teacher Po.	BA	3	\$48,662.00	MA	3		\$52,641.00
Jorge	Osoria - Coord. Po.	BA	3	\$61,217.00	MA	3		\$63,902.00
Gary	Palamone	BA+30	4	\$51,631.00	MA	4		\$53,162.00
Debra	Patsel	BA+30	17	\$93,627.00	MA	17	\$4,500.00	\$99,692.00
Jeimy	Perez	BA	3	\$48,662.00	BA+30	3		\$51,111.00
Thais	Petrocelli	BA	14	\$62,665.00	BA+30	14		\$65,114.00
Erin	Pride	BA	4	\$49,182.00	MA	4		\$53,162.00
Kevin	Ragas	BA+30	2	\$50,811.00	MA	2		\$52,341.00
Shella	Rene-Marc	BA	1	\$48,062.00	MA	1		\$52,041.00
Josefa	Reyes-Baez	ASST IV	4	\$30,100.00	ASST DEG	4		\$30,711.00
Norys	Reyna	BA	4	\$49,182.00	BA+30	4		\$51,631.00
Clevans	Robinson	BA+30	3	\$51,111.00	MA	3		\$52,641.00
Jazmin	Rotger De Parra	BMA	1	\$75,500.00	BMA+30	1		\$74,500.00
Gina	Rourke	BA	10	\$52,243.00	BA+30	10		\$54,692.00
Diane	Russo	BA+30	17	\$93,627.00	MA	17	\$3,100.00	98,292.00
Caroline	Safa	BA	7	\$50,713.00	MA	7		\$54,692.00

Michele	Scavone	BA	4	\$49,182.00	MA	4		\$53,162.00
Nargis	Selimgir	BA+30	1	\$50,511.00	MA	1		\$52,041.00
Vanessa	Serrano	MA+30	10	\$57,753.00	PHD	10		\$59,284.00
Vanessa	Serrano	BMA30	1	\$74,500.00	PHD	1		\$76,500.00
Jeannette	Sosa	BA	6	\$50,203.00	MA	6		\$54,182.00
America	Sotelo	BA+30	3	\$51,111.00	MA	3		\$52,641.00
Julietta	Stas	BA	1	\$48,062.00	BA+30	1		\$55,562.00

MISCELLANEOUS (CONT.)

<u>FNAME</u>	<u>LNAME</u>	<u>LEVEL FROM</u>	<u>STEP FROM</u>	<u>SALARY FROM</u>	<u>LEVEL TO</u>	<u>STEP TO</u>	<u>LONGEVITY</u>	<u>TOTAL NEW SALARY</u>
Anna	Suralik	BA+30	5	\$52,141.00	MA	5		\$53,672.00
Mark	Thompson	BA	4	\$49,182.00	BA+30	4		\$51,631.00
Carmen	Torres	MA	15	\$76,338.00	MA+30	15		\$77,868.00
Dawn	Uttel	MA	16	\$95,192.00	MA+30	16	\$1,100.00	\$97,858.00
Gloria	Van Houten	BA	11	\$52,753.00	BA+30	11	\$700.00	\$55,902.00
Nicholas	Vancheri	BMA	5	\$85,200.00	BMA+30	5		\$87,568.00
Alessandro	Verace	BA	8	\$51,223.00	MA	8		\$55,202.00
Julio	Verano	BA+30	12	\$56,752.00	MA	12		\$58,283.00
Melissa	Vogel	BA	5	\$49,692.00	MA	5		\$53,672.00
Leanne	Waldron-Lampone	BA+30	5	\$52,141.00	MA	5		\$53,672.00
Judy	Walsh	ASST I	14	\$40,471.00	ASST II	14	\$2,950.00	\$45,318.00
Krista	Yasin	MA	12	\$58,283.00	MA+30	12	\$700.00	\$60,513.00
Maria	Yoplac	BA+30	7	\$53,162.00	MA	7		\$54,692.00
Kelinda	Young	BA	1	\$48,062.00	BA+30	1		\$50,511.00

To hire the following teachers for Twilight for \$34.00 per our, for 4 hours per day, for 2 days per week, for 23 weeks, for an individual amount of \$6,256.00 each not to exceed \$34,408.00.

NAME	POSITION	LOCATION
Davis, Rashad	Language Arts Teacher	John F. Kennedy HS
Ferlanti, Mark	Physical Education Teacher	John F. Kennedy HS
Kalebek, Melih	Science Teacher	John F. Kennedy HS
Khalil, Omar	Social Studies Teacher	John F. Kennedy HS
Prescott, Shelton	Special Education Teacher	John F. Kennedy HS
Zea, Uriel	Math Teacher	John F. Kennedy HS

Board approval requested to appoint the coaches to Eastside High School winter 2012-2013 athletic season. There are (10) names on the assignment sheet for posting #966. The coaching positions are as follows:

NAME	POSITION	LOCATION	SALARY
Black, Robert	Head Bowling (co-ed)	Eastside HS	\$4,956.00

Davis, Donald	1 st Assistant Basketball (girls)	Eastside HS	\$6,069.00
Favors, James	Assistant Wrestling	Eastside HS	\$5,705.00
Griles, Juan	Head Basketball (boys)	Eastside HS	\$9,514.00
Hill, Eddie	1 st Assistant Basketball (boys)	Eastside HS	\$6,069.00
Jordan, Natalie	Head Indoor Track (Co-Ed)	Eastside HS	\$7,160.00

MISCELLANEOUS (CONT.)

NAME	POSITION	LOCATION	SALARY
Lyde, Ray Jr.	Head Basketball (Girls)	Eastside HS	\$9,514.00
Mizzzone, Victor	Assistant Indoor Track (co-ed)	Eastside HS	\$5,156.00
Robinson, Clevens	Head Wrestling	Eastside HS	\$8,311.00
Sangster, Roger	Assistant Basketball (boys)	Eastside HS	\$5,255.00.

Action to hire teacher substitutes for before school program. – Dates December 3-April 26th – Time 7:00 pm-8:00 pm. The following teachers will be substituting during the before school program.

NAME	POSITION	LOCATION
Chlupsa, Sheila	Teacher (substitute)	No. 12
Decroc, Nadia	Teacher (substitute)	No. 12
Harris, Todd	Teacher (substitute)	No. 12
Jenkins, Brandy	Teacher (substitute)	No. 12
Locicero, Arlene	Teacher (substitute)	No. 12
Selino, Janette	Lead Teacher (substitute only)	No. 12

Personnel Transaction to correct the titles of staff members working in the preschool disabled program. Not to exceed \$107,364.

NAME	POSITION	LOCATION
Alva, Carmen	Special Education Teacher	Department of Early Childhood
Norton, Michael	Special Education Teacher	Department of Early Childhood

To amend action 2258 for (2) lead teachers for the High School Summer Program at Eastside and Kennedy for 170.5 hours from June –August for up to not to exceed 170.5 2 teachers x 170.5 hours x \$40= \$13,640.00.

NAME	POSITION	LOCATION
Dupree, Nicole	English Teacher	Eastside HS
McKoy, Tamisha	Guidance Counselor	Eastside HS

Powell, Pamela	Supervisor- Department Head	BTMF – Kennedy HS
Saleem, Hafiz	Supervisor-Department Head	Eastside HS

To hire (2) Tech Support Person to alternate days for the 2012-2013 school year. No more than 40 hours, not to exceed \$1360. On call as needed, no set/scheduled hours.

NAME	POSITION	LOCATION
Fernandez, Rocio	Teacher Coordinator	Eastside HS
Verrico, Dan	Industrial Art Teacher	Eastside HS

MISCELLANEOUS (CONT.)

To employ 3 part time after school hours instructor/crew leader for the NJYC program for 3 -4 days/week, including Saturdays for up to 6-8 hours/day at \$34/hr. from 11/01/12-6/30/13 according to the guidelines and procedures of funded programs FY 2012-2013.

NAME	POSITION	LOCATION
McMahon, Michael	Social Studies Teacher	Adult School
Reilly, Kenneth	BSI Teacher	Adult School
Rizzo, Patricia	Transition Services Coordinator	Adult School

Request authorization to hire the following staff for 9th grade orientation for incoming freshman from august 20-22, 2012, 8:00 am-12:00 pm daily. Not to exceed \$2,720.00.

NAME	POSITON	LOCATION
Albanese-Benevento, Katherine	Art Teacher	HARP Academy
Lyons, Joanne	English Teacher	HARP Academy
Minor, Lecia	Health OCC/STW	HARP Academy
Toomey, Christopher	Social Studies Teacher	HARP Academy

Action to approve the addendum to Human Resources policy outlining Confidential Secretary placement and movement. To adjust salaries and guide for the list of individuals to be in line with new policies effective 7/1/2012.

NAME	POSITION	DOH	SALARY	TO:	NEW SALARY
Boone, Esther	Confidential C	12/1/80	\$59,690	Confidential D	\$67,190
Cobian, Maria	Confidential A	7/1/88	\$54,601	Confidential C	\$59,600
Delgado, Ilia	Confidential A	9/1/84	\$54,737	Confidential C	\$59,737
Efelis, Petra	Confidential A	3/17/03	\$42,122	Confidential B	\$44,622
Fantauzzi, Zenaida	Confidential C	9/7/93	\$56,576	Confidential D	\$64,076
Gonzalez, Felicia	Confidential A	1/17/06	\$33,189	Confidential B	\$35,689
Jones, Donna	Confidential A	3/11/96	\$60,292	Confidential C	\$65,292
Lee, Milca	Confidential B	4/11/94	\$49,941	Confidential C	\$54,941
Luttrell, Gloria	Confidential A	3/17/03	\$37,516	Confidential B	\$40,015

Mcleod, Evelyn	Confidential C	11/29/93	\$59,430	Confidential D	\$66,930
Ortiz, Jannet	Confidential B	10/1/91	\$61,832	Confidential D	\$69,082
Ramos, Gloria	Confidential B	3/3/97	\$43,927	Confidential C	\$48,927
Rodriguez, Gloryvette	Confidential B	4/16/07	\$49,941	Confidential C	\$54,941
Rogers, Lovey	Confidential A	7/15/04	\$32,905	Confidential B	\$35,405

MISCELLANEOUS (CONT.)

Compensation for (187) Secretaries/support staff for attending, facilitating and planning Secretarial Training Workshops, as per PEA Contract #22:6-10, I held during the 2012-2013 school year from 4:00 to 6:00 pm. Compensation rate is \$40.00 per workshop of 5 sessions including presenter and planning time. Not to exceed \$24,000.00.

FULL NAME	DEPARTMENT
ACKERMAN NANCY A	03S School Secretary
ALFORD BRENDA	03S School Secretary
ALVARADO MERCY	03R Sr Specialist
AMMAR MAYSOUN	03S School Secretary
ANDREWS MAMIE	03A Administrative Secretary
APONTE ELIZABETH	03S School Secretary
BACOTE SYLVIA	03P Specialist
BALOUGH MARJORIE	03S School Secretary
BANCHS LILLIAN E	03S School Secretary
BARCA SANTINA C	03R Sr Specialist
BARRETT PETER	03P Specialist
BARRISE RENEE	03A Administrative Secretary
BENCOSME YOHANNA	03S School Secretary
BERMEO KATHERINE	03S School Secretary
BERRIOS AUREA E	03S School Secretary
BIVINS JOAN	03S School Secretary
BLACK SHELLY	03P Specialist
BODOKY JR JOHN M	03N ANALYST
BONILLA EVETTE	03S School Secretary
BROWN LISA R	03S School Secretary
BULLARD MARTHA	03A Administrative Secretary
CABREJA TANA	03S School Secretary
CANALES RUTH E	03S School Secretary
CANCEL DONNA	03S School Secretary
CANTO DORY	03P Specialist
CARNEMOLLA JOSEPHINE	03S School Secretary
CARTER DOREEN	03A Administrative Secretary

CASIANO-JOSEPH JACQUELINE	03R Sr Specialist
CEDENO MARIEL	03A Administrative Secretary
CEFALO LUCIA	03S School Secretary
CEVALLOS GINA M	03S School Secretary
CHALAS CARMEN	03S School Secretary
CHESTNUT BEVERLY	03A Administrative Secretary
CHOY MARIA Y	03N ANALYST
CLAUDIO THERESA	41 Parent Coordinator 12
COLON MARTHA M	41 Parent Coordinator 12
CONLEY DWAUNE S	03S School Secretary

MISCELLANEOUS (CONT.)

FULL NAME	DEPARTMENT
COOK LATONYA	03S School Secretary
COOPER LAKEYSHA	03S School Secretary
COPELAND SELMA	03A Administrative Secretary
COSBY RONA P	03S School Secretary
CULHANE LAURIE B	03S School Secretary
DAVIS SYLVIA	03S School Secretary
DE JESUS TORRELLAS LUCY C	03S School Secretary
DE LEON JANET R	03S School Secretary
DIAZ CRESIE	03A Administrative Secretary
DIAZ ANYELIS	41 Parent Coordinator 12
DICHELLIS ALANA	03S School Secretary
DICKSON THELMA	03A Administrative Secretary
DOLAN DONNA M	03S School Secretary
DOWD RAE ANNE	03S School Secretary
DROBENAK DEBRA A	03A Administrative Secretary
DURKIN PRISCILLA	03S School Secretary
EASTON CAMILLE A	03A Administrative Secretary
ECHEVARRIA MARYBEL	03A Administrative Secretary
ELLERBEE LISA R	03S School Secretary
ELLERBEE YVONNE	03S School Secretary
ESTRADA YOLANDA	03S School Secretary
EVERETT JOYCE	03R Sr Specialist
FABIAN RUIZ VIANEL	03S School Secretary
FABOR CLARETTA	03G Registrar
FALU XIOMARA T	03S School Secretary
FARADIN LILLIAN	03R Sr Specialist
FISCHER MARK A	41 Parent Coordinator 12
FLATTERY NICHOLAS P	03N ANALYST

FOSTER JENNIFER	03R Sr Specialist
FRANCO MARIBEL	03A Administrative Secretary
GARCIA JANET	03S School Secretary
GARCIA-COLON ROSA M	03S School Secretary
GLISSON MICHELLE	03R Sr Specialist
GLOVER KAREN R	03S School Secretary
GONZALEZ YOLANDA	03G Registrar
GONZALEZ IRAIDA	03S School Secretary
GONZALEZ MARIA L	03S School Secretary
GONZALEZ ZORAIDA M	03S School Secretary
GONZALEZ-FLORES ELIZABETH	03R Sr Specialist
GRANADOS PATRICIA	03S School Secretary
GRECCO JAN A	03A Administrative Secretary

MISCELLANEOUS (CONT.)

FULL NAME	DEPARTMENT
GRIFFIN MONICA C	03S School Secretary
GUERRERO YUVELKY	03S School Secretary
GUTIERREZ ROSAICELA M	03E Executive Secy/Employee Benefit Spec
HAMER PHYLLIS	03S School Secretary
HARRIS PATRICIA ANN	41 Parent Coordinator 12
HARRISON SANDRA F	03S School Secretary
HAYEK BEVERLY ANN	03R Sr Specialist
HERNANDEZ JADIRA	03S School Secretary
HERRINGTON DENISE B	03S School Secretary
HUNTINGTON JOYCE	03S School Secretary
IACOBELLI ANNA	03S School Secretary
JACKSON MARK	03N ANALYST
JACKSON VIRGINIA	03S School Secretary
JAMES SARAH	03S School Secretary
JOHNSON KIM	03P Specialist
JONES PATRICIA	03S School Secretary
JONES VALERIE	03S School Secretary
LAWSON CRYSTAL	03P Specialist
LEE RENEE J	03E Executive Secy/Employee Benefit Spec
LIZ YOMARI	03S School Secretary
LOPEZ LILIAN	03P Specialist
MARINO DONNA M	03S School Secretary
MARTIN APRIL	03A Administrative Secretary
MARTINEZ MIOSOTTY	03S School Secretary
MCCLENNY SHANNON L	03S School Secretary

MCCOMBS-RE'VOAL SHARON DENISE	03S School Secretary
MCCORMICK BARBARA D	03P Specialist
MCDONALD OMAR ROY	03S School Secretary
MCELVEEN LORETTA	03R Sr Specialist
MCLEOD SHAWNEE S	03P Specialist
MCLEOD CORY	03S School Secretary
MERCADO YOANY M	03S School Secretary
MERKERSON LESLIE RENEE	03R Sr Specialist
MILLER THERESA J	03N ANALYST
MILLER JOYCE M	03S School Secretary
MITCHELL ALBA	03S School Secretary
MOORE BARBARA J	03D Data Entry
MORGAN CHANESE	03S School Secretary
MORRIS DARLENE	41 Parent Coordinator 10
MUNOZ MONICA	03A Administrative Secretary
NEALY SHARON P	03R Sr Specialist

MISCELLANEOUS (CONT.)

FULL NAME	DEPARTMENT
ORTIZ MARTA E	03S School Secretary
ORTIZ RAFAELA	03S School Secretary
OWENS ANNETTE	03S School Secretary
PAGAN LOIDA	03S School Secretary
PALLERO FIORDALIZA	03S School Secretary
PELLETTERE BETTY JEAN T	03S School Secretary
PENA TAIRIS V	03A Administrative Secretary
PENA IBELKA	03S School Secretary
PIERCE SHARICE R	03S School Secretary
QUINCHIA ANGELA	03S School Secretary
REILLY IVONNE	03S School Secretary
RIVERA- LUGO TAMARA	03S School Secretary
RIZACK SHIRELL R	03S School Secretary
ROBLEDOS MIGDALIA	03S School Secretary
ROBLES LISA J	03A Administrative Secretary
ROBLES GLORIA M	03S School Secretary
RODRIGUEZ ANNETTE	03R Sr Specialist
RODRIGUEZ ELIZA	03R Sr Specialist
RODRIGUEZ ANGELA M	03S School Secretary
RODRIGUEZ ANNA G	03S School Secretary
ROLLINS RHONDA	03S School Secretary
ROMAN MARIBEL	03S School Secretary

ROONEY GAIL	03S School Secretary
ROSA LIZ M	03S School Secretary
ROSADO MARIA D	03R Sr Specialist
RUIZ ELISA A	03S School Secretary
SANCHEZ ROSARIO	03S School Secretary
SANCHEZ YOMARA	03S School Secretary
SANDERSON CHARLOTTE	03S School Secretary
SANDOVAL MARIA E	03A Administrative Secretary
SANTANA DAISY	43B PT-SCL
SANTIAGO MARIA E	03A Administrative Secretary
SCHUMANN NANCY	03R Sr Specialist
SERRANO EVELINE	03S School Secretary
SHIPP DEBRA L	03P Specialist
SIMS RESPONDA	03S School Secretary
SMITH TAMEKA	03D Data Entry
SMITH NIKKI D	03S School Secretary
STAMPS MONIQUE	03S School Secretary
SUMTER DEBORAH A	03S School Secretary
SURITA DOROTHY	03R Sr Specialist

MISCELLANEOUS (CONT.)

FULL NAME	DEPARTMENT
TIGNEY - GERALD SABRINA	03R Sr Specialist
TOMASINI ROSE MARIE ANN	03S School Secretary
TORRES MARILYN	03S School Secretary
TORRES MILAGROS	03S School Secretary
VALDIVIA DAISY	03S School Secretary
VAN DER STAD TRUDY ANN	03A Administrative Secretary
VARGAS DAHIANA L	03S School Secretary
VOLINO DANIELLE P	03R Sr Specialist
WADE PATRICIA M	03G Registrar
WADE DARLENE	03S School Secretary
WASHINGTON SANDE	03G Registrar
WATSON LENORA	03S School Secretary
WATSON RENAE	03S School Secretary
WEAVER LISA M	03S School Secretary
WILLIAMS SHEILA V	03R Sr Specialist
WILLIAMS BONNIE K	03S School Secretary
WILLIAMS DENISE	03S School Secretary
WILLIAMS TANYA S	03S School Secretary
WILLIAMS YVETTE	03S School Secretary

WILLIAMS YVONNE	03S School Secretary
WILLIAMS SHALIMAR	41 Parent Coordinator 12
WILLIAMS-HARRIS JOANN L	41 Parent Coordinator 12
WILLIAMSON KIMLER L	03N ANALYST
YOUNGE JACQUELINE	03E Executive Secy/Employee Benefit Spec
ZAHROON HAIFA	03N ANALYST
ZUNIGA ANA	03P Specialist

MISCELLANEOUS (CONT.)

To hire as the Credit Recovery program administrator at SBA/PSA/DA from 3:30 pm-7:00 pm, Mon-Thurs. Not to exceed 14 hours per week at \$40.00 per hour, for 26 weeks. Not to exceed \$14,560.

NAME	POSITON	LOCATION
Bacchus, Sham	Interim Executive Director of Accountability	Department of Academic Program
Dupree, Nicole	English Teacher	Eastside HS

Action to hire (3) administrators to serve as Credit Recovery Program Administrators. Staff will share responsibility and will not exceed allotted number of hours.

NAME	POSITON	LOCATION
Greene, Tanya	Vice Principal	YES Academy
Payne, Nicole	Principal	YES Academy
Soli, Joanne	Special Education Teacher	YES Academy

L. SUBSTITUTE

NAME	Effective Date
Ahmed, Soted	1/4/13
Aljaber, Abdullah	1/4/13
Bai, Zoubida	1/4/13
Baldanza, Teresita	11/29/12
Begum, Parul	1/4/13
Begum, Rojina	1/4/13
Blanco, Veronica	1/4/13
Bongon, Lawrence	1/4/13
Bongon, Lawrence	12/18/12
Bradley, Mae	12/18/12
Chuck, Vedalyn	1/4/13
Coffey, Keely	1/4/13
Corrado, Bruce	11/29/12
Cox, Debrah	12/18/12

Deeb, Mohammad	11/29/12
Demitro, Samantha	1/4/13
Elsamra, Mohamed	11/28/12
Farh, Ahmed	1/4/13
Gafar, Rubena	1/4/13
Garcia, Sonia	11/28/12
Gary, Suquan	1/4/13
Green, Paysha	1/4/13
Haider, Mohammed	11/28/12

SUBSTITUTE (CONT.)

NAME	Effective Date
Hasan, Masud	1/4/13
Herbert, Kelicia	1/4/13
Holder, John	1/4/13
Houdari, Samantha	1/4/13
Hunter, Khadijah	11/28/12
Ibrahim, Dalia	1/4/13
James, Jason	1/4/13
Johnson, Noel	1/4/13
Krahjai-Kouchha, Hana	11/28/12
Lemmon, Lawanda	1/4/13
Liaquat, Shuwaib	1/4/13
Louhab, Mohammad	11/29/12
Martinez, Dania	1/4/13
Marzouq, Amal	1/4/13
Nelson, Tracy	1/4/13
Perez Medina, Diana	1/4/13
Piekarz, Edward	11/28/12
Rahman, Jayed	1/4/13
Saharig, Rudy	1/4/13
Samuels, Stephanie	1/4/13
Sava, Alejandra	1/4/13
Soobzokov, Susan	12/18/12
Taspinar, Ayfer	11/29/12
Telada, Darbelin	1/4/13
Thomas, Brenda	12/18/12
Valentin, Jenesis	1/4/13
Valentin, Jenesis	11/28/12

INFORMATION ITEMS

- 13-A12. Approved entering into a consultant contract with Rick Welsh, DBA NOBOX, to provide professional development training at School No. 3 in areas of co teaching, special education inclusion programs and reaching students with special needs, for the 2012-2013 school year, at an amount not to exceed \$10,000.00.

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

OTHER BUSINESS

Comm. Hodges: Comm. Guzman mentioned earlier the concerns about the charter schools and having a balanced discussion. There has to be a balanced discussion and unfortunately we're being left out of that conversation. The suburbs are somehow finding out about these applications and either we're not pursuing them on our own or we're not getting information, or we're not able to ask pertinent questions as to how these places operate, who's running them. For instance, Mr. Wilson, who's going to be running the Collegiate School, happens to have an affiliation with Mr. Cerf's former company. I'm sure that's over and above board, but it does raise some questions in the minds of some people as to how he got his application passed and the others didn't. It's things like that. What kind of program are they putting our children through? You heard some of the conversations that Ms. Sterling mentioned earlier. I'm going to send the Board a couple of articles, at least one article, just for your edification about it. Again, you may think that I'm anti-charter school. That's not the case at all. It's a tool. I'm concerned about how the tool is used. I'm also concerned that we have our community pay strict attention because they don't want to get our children into these places that we pay for, by the way, it comes out of our budget, and the wrong things happen to them. I think we should be as demanding as possible. We can't stop them, but we can be as demanding as possible about what operations take place here because we're being held accountable and they should be too. So I'll be sending that information, but we should certainly get that word out to the community. Thank you.

Comm. Mendez: I would like to make a comment on this information that I already sent to Dr. Evans about the announcement of the emergency school closings. It's my understanding that the parents are notified of emergency school closings due to inclement weather at 5:00 a.m. on the day of the decision. But most parents have work schedules that might not allow them enough time to make arrangements for the care of their children. It's my suggestion that parents are notified the day before the emergency closure. Most of the time when we have any storm on the way, I think that we have the information the day before. I think that we have to look into that because if we look around any district in the state, such as Clifton or Wayne, announces the day before if there will be school or not. By 8:00 at the latest parents know if school is open or closed. By letting the parents know at 5:00 a.m. for me doesn't make sense. With this storm at School 21, I got the information that there were around 25 kids in the gym waiting for the parents to pick them up because parents went to work and they dropped them off at the school. Unfortunately, they had to work. They got out of work at 4:00 or 5:00 and they cannot leave the job at 1:00 to go pick up their kids. So we have to look into that. I think that if we know that we're going to have hard weather, if we know there is a storm on the way, I think that by 8:00 at the latest the night before we should let the parents know if school will be open or closed tomorrow. I also thank you, Dr. Evans, for your response about my concern. I think that we should look deeper into that and for the

future once we know the facts by 8:00 we should let the community know school will be open or closed. That way parents can make the arrangement and get somebody who's going to take care of their kids when they go to work the next day. Thank you, Mr. President.

Dr. Evans: Comm. Mendez did share this concern with me previously and I did respond. For the public and for the remainder of the Board members who didn't hear my response, I hear the concern. It's a valid concern, but two points need to be made. We don't close every time a school district around us closes because our circumstances are different. Sometimes we may get snow in the middle of the night and we get up in the morning and the streets are clean and they're ready to go. Or some other circumstance may enable us to be able to open. So that's one thing to consider. When you hear that Clifton is closed or Haledon or some of the others, we may very well be open depending on the conditions of our streets. The second point that I made is sometimes predicting the weather is not 100% every time. It's gotten better over the years. We admit that, but it's not 100%. So because they predict that it's going to snow or be otherwise inclement is no guarantee. I realize the challenge as parents and we don't want to put them in that position. We wait until the last possible minute until we're fairly certain that the weather is going to be a problem for us transporting kids to school. Sometimes that may be 8:00 at night when we're that certain and sometimes it may be 5:00 in the morning. We spend a lot of time, effort, and energy in making that decision and the process really works for us. Ms. Shafer actually makes the decision and then calls me and if I have any concerns I communicate it, but the decisions that she's made so far are right on point. We get input from the city police and our own people out on the streets. Sometimes I get in my car and drive around in the middle of the night when it's supposed to be snowing and sometimes it's not and sometimes it is. And we obviously watch the weather. So it's not a guess. It is, but it's not. It's the best guess we can make, but a very informed guess. But just know just because you see weather down the street in a neighboring town doesn't mean that the Paterson Public School District will automatically be closed.

Comm. Mendez: I definitely understand that, Dr. Evans. But it troubles me that with the decision at 5:00 in the morning the parents are struggling at this time. I also would like to know if there are other schools with kids after 1:00 when we dismiss the kids waiting for the parents. That case happened at School 21. I don't want to see a bus full of children in the middle of the storm dropping kids. I have a big concern when it comes to that.

Dr. Evans: That makes perfect sense.

Comm. Mendez: We need to avoid any accidents. Specifically I was there in front of the school with that weather and seeing those buses full of children dropping kids off. That's something that we have to look into.

Comm. Kerr: I just want to go back to the charters. I believe as a district it is very important that we place on the record and Comm. Hodges mentioned a point that one of the companies that will be given a charter in Paterson is a former member of Dr. Cerf's firm and will be a part of that group. That to me smells like nepotism. It smells. I'm not saying it is. That's part of the ethics of the district. You can't work on this Board and have somebody involved in administration in this district. I think the general principle should rule for everybody. I believe we should place that record. I just need to know what we do to make sure that gets out to the larger public. You made mention of that. Help me.

Comm. Hodges: Unfortunately, this young lady – I can't pronounce her name – is actually a blogger and she's from a suburban district. She actually notified me that it was happening and I'm embarrassed because I live here and somebody from outside the town – Darcy Simonesky – had to tell me what's going on educationally in my community. We're not extended the courtesy of being notified that two schools are opening up here or that there's an application. That's troubling because the suburban districts are out there marshalling their forces to stop these schools.

Comm. Irving: And they're winning.

Comm. Hodges: And they're winning. In addition to that, this gentleman said that the reason he came to Paterson was because we're not trying to get kids into college. That was his comment to the press.

Comm. Kerr: Can we make it a part of our case in opposition to what Commissioner Cerf is doing? We write him a letter and in that letter state exactly what we know and why we're opposed to that kind of action.

Comm. Hodges: You want the community to do it, actually.

Comm. Irving: I have no problem doing it, but I would like to have a much longer conversation about that. I'm just being frank with you guys. I think the pendulum for how people feel about charter schools and how that language should be crafted needs to be vetted in a workshop meeting in that language. I agree with you. The process by which this is happening is very sketchy. But I can tell you personally the concept of charter schools does not initially worry me. It's what Comm. Hodges said before. How they're being implemented I think is the greater concern.

Comm. Kerr: That's the argument we're putting forward. I'm against charter schools for the simple reason that it weakens public schools further. It is dismantling public schools. Sooner or later we go back to the days when getting an education for a Black or Latino kid is going to be such a problem because only a few will succeed. Those who fall through the cracks in the concrete will make it and it's going to be a few. So I've always believed in strengthening the public school and making it the best it can be and then it will cover everybody we all will move from that. Dropping a charter here and there is only going to take out the best of what we have and then the rest we will have to discard or consign to the garbage heap. We need to understand this and we need to make public school better. We need not make it weaker. It's a republican philosophy that everything you should make money from. You should make money from prisons. You should make money from schools. You should make millions from churches. I just need to see something different happening. I believe we should approach it from that. You have your guys. You're giving them charters. There's no transparency. We need to know the connection. We need not argue about being against charters. Not everybody on this Board is against charters. So we're not going to attack it from that standpoint.

Comm. Hodges: I just want to tell you one of the articles I'll send you will underscore the concerns. It's actually a Washington Post article. I won't discuss where it came from, but the article will tell you how they screen students out and some of the ways that they use to cultivate who they end up teaching with applications, interviews, asking for certain information, and just frank dismissals or expulsions so that they end up having a very tailored population. But what troubles me more than anything else is the fact that there was no clear transparency in this process. They didn't say to the Paterson School District these things are being considered for your town, but he tells the press that there

is. The press is being told this is transparent and they all know about it. But we didn't know about it.

Comm. Irving: Comm. Kerr, would it make sense if when Dr. Hodges sends that information I will draft a letter that we can discuss, chop up, add, divide, and multiply at the workshop meeting? I always love working from somewhere so I'll take the best stab I can at it and then we can send it to the Board before the meeting and we can work on hashing out exactly what type of language we want to use.

Comm. Hodges: Or just totally rewriting it.

Comm. Irving: Which you may end up doing, but I'm cool with that.

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

The meeting was adjourned at 10:56 p.m.