Transition Plan for the Return of Local Control
to Paterson Public Schools

September 5, 2018
# Table of Contents

**Executive Summary** .................................................................................................................. 4

**Introduction** .............................................................................................................................. 5
  - Purpose .................................................................................................................................. 5
  - Guiding Principles .................................................................................................................. 5
  - Historical Context ................................................................................................................... 5
  - District Improvements and Current State ............................................................................... 5
  - Regulatory Context .................................................................................................................. 7

**Provisions of the Transition Plan to Full Control** ..................................................................... 9

**Part 1: Fundamental Considerations** ....................................................................................... 9
  1. Length of the Transition Plan ............................................................................................... 9
  2. Constitution of the Advisory Board as the Board of Education ......................................... 9
  3. Classification of the District .................................................................................................. 9
  4. State Engagement with the District During the Transition .................................................. 10
  5. Process for Resolving Conflict between the Superintendent and Board .............................. 12
  6. Comprehensive Accountability Office .................................................................................. 12
  7. Consequences for Not Meeting the Expectations of the Full Transition Plan ..................... 14
  8. Initiatives to Aid in Transparency and Accessibility ............................................................. 15
  9. Education of Public ............................................................................................................... 16

**Part 2: Governance** .................................................................................................................. 16
  1. Purpose and Overview ......................................................................................................... 16
  2. Ethics Training for BOE and Cabinet ................................................................................... 16
  3. Professional Development for the BOE and District Staff Regarding Governance Best Practices ................................................................................................................................. 17
  4. Structuring the Board Decision-Making Process .................................................................. 19
  5. Board Understanding of the Importance of Relevant and Updated District Policy .............. 19
  6. Status of the State-Operated Superintendent ..................................................................... 21
  7. Search for Successor Superintendent .................................................................................. 21
  8. Establishing Expectations for a Working Relationship between the Board, Superintendent and Cabinet ................................................................................................................................. 24
Part 3: Instruction & Program ........................................................................................................ 30
  1. Purpose and Overview ............................................................................................................ 30
  2. Student Performance Data ..................................................................................................... 31
  3. Expectations for Continued Focus on Academics ................................................................. 31
  4. Professional Development for the BOE, Cabinet/District Leadership and Paterson Education Association (PEA) Regarding Instruction & Program Best Practices .................................................................................. 32
  5. Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent and District Staff .................................................................................................. 33
  6. Curriculum Decisions ............................................................................................................ 34
  7. Instruction and Program Goals ............................................................................................... 35

Part 4: Fiscal Management and Operations ................................................................................... 35
  1. Purpose and Overview ............................................................................................................ 35
  2. Basic Fiscal Obligations: Budget Requirements and Best Practices ........................................  36
  3. Professional Development for the BOE and District Staff Regarding Fiscal Management Best Practices .......................................................................................................................... 37
  4. Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent, and District Staff ........................................................................................ 38
  5. Planning for Long-Term Financial Stability ......................................................................... 39
  6. Financial Reporting .............................................................................................................. 40
  7. Expectations Regarding Additional Fiscal Management and Operations Initiatives ......... 40
     a. Equipment Lease Financing: .............................................................................................. 40
     b. Additional Expectations: .................................................................................................. 41
  8. Policy Development Process and Role of Policy Committee ................................................. 41
  9. Maintenance of Operational Data and Controls .................................................................... 41
  10. School Safety and Security .................................................................................................. 41
  11. Transportation .................................................................................................................... 42
  12. Training for School District Employees ............................................................................. 42
13. Student Health ........................................................................................................................................42
14. Guidance and Student Support Services .........................................................................................42

Part 5: Personnel ......................................................................................................................................43

1. Purpose and Overview ..........................................................................................................................43
2. Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent, and District Staff .........................................................................................43
3. Monitoring of Personnel Functions Recently Returned .......................................................................44
4. Expectations Regarding Additional Personnel Initiatives ....................................................................45
   a. Continued Implementation of AchieveNJ .............................................................................................45

Monitoring of Transition Plan Implementation and NJQSAC ................................................................45

1. Implementation of Transition Plan .........................................................................................................45
2. NJQSAC Reviews Following Completion of Full Transition Plan ............................................................45

Appendices ..................................................................................................................................................47

Appendix A: Equivalency Application ........................................................................................................48
Appendix B: Equivalency Measures Scorecard for I&P (2016/2017) .........................................................52
Appendix C: Timetable for activities relating to and leading to the withdrawal from State intervention ..................................................................................................................................................54
Appendix D: Names and Terms of Current Board Members ....................................................................56
Appendix E: Code of Ethics for School Board Members (18A:12-24.) ....................................................57
Appendix F: Training Plan ............................................................................................................................58
Appendix G: District Additional Metrics .....................................................................................................60
Appendix H: Personnel Transition Plan ........................................................................................................63
Appendix I: Operations Transition Plan .......................................................................................................72
Appendix J: Human Capital Standard Operating Procedures ......................................................................78
Appendix K: Fiscal Transition Plan ...............................................................................................................108
Executive Summary

After more than two decades under full intervention by the State Department of Education, Paterson Public Schools (PPS) is being returned to local control.

Upon concluding that PPS has made significant progress and had satisfied the regulatory requirements of New Jersey Quality Single Accountability Continuum (NJQSAC) in December 2017, the New Jersey State Board of Education (NJSBOE) voted to initiate the return of local control on May 2, 2018. With this vote, the State and District were required to develop a transition plan, outlining the process through which full voting authority and governance will be returned to the School Board. This document, the full transition plan, officially recognizes the local Board’s control, to become effective on September 6, 2018.

The transition to full local control is governed by N.J.A.C 6A:30-7.2; pursuant to this provision, the Department has worked closely with the District to develop a plan to fully transition the District to local oversight by the Paterson Board of Education. The Department has engaged with the District to incorporate local input so that the plan is tailored to Paterson’s specific status and needs, all while maintaining high expectations for the transition period and beyond.

The content of this plan focuses on fundamental considerations for the overall transition as well as specific expectations for all five of the NJQSAC areas (Governance, Instruction & Program, Personnel, Fiscal Management, and Operations) as part of one comprehensive transition plan. As voting authority for the areas of Operations, Fiscal Management and Personnel were returned by the Department to the District in 2014, 2016, and 2016, this plan focuses more heavily on the areas of Governance and Instruction & Program, each returned by the NJSBOE on May 2, 2018 subject to the completion of this Plan.

This is a critical milestone and represents a tremendous achievement by all those involved. As the transition to local control begins, it is important that the Superintendent in collaboration with the Board ensures an orderly transition and remains focused solely on the interests of the district’s approximate 28,000 school children (Pre-K through grade 12). This Plan includes key milestones and safeguards to ensure that Governance is and continues to be focused on the best interests of our students. Specifically, the plan will be accompanied by a Comprehensive Accountability Scorecard, which will be used to track and measure the District’s progress toward implementing this transition plan, and a timetable for activities relating to and leading to the withdrawal of State intervention, which identifies and sequences the benchmarks laid out throughout this plan in the appropriate sections.
Introduction

Purpose
This Transition Plan is presented pursuant to N.J.A.C. 6A:30-7.2 (b) and (c); and N.J.A.C. 6A:30-7.3 to delineate the terms and conditions for the return of local control to the Paterson Public School District (District) by resolution of the Board (State Board) on May 2, 2018. The purpose of this Transition Plan is to document the process, actions, and commitments to be taken by the District, the Paterson School Board (Local Board or Board), and the New Jersey Department of Education (Department) in order for the State to withdraw from partial intervention in the areas of Governance and Instruction & Program and to return authority and oversight over the District in its entirety to the local Board of Education.

Guiding Principles
This report is predicated on optimism that progress will continue in the future. However, it also acknowledges that care and attention are required to protect the District from regressing on efforts to improve and a return of the circumstances that led to State intervention. This plan, therefore, provides assistance, transparency, and accountability during the transitional period and is designed to support sustainable improvements that will continue to benefit the children of Paterson for many years to come.

Historical Context
One of the most important responsibilities of a community is to provide for the education of its children. New Jersey’s constitution ensures its citizens a “thorough and efficient system of free public schools.” Although it is the State, not localities, that bears that duty, typically the State delegates the operation of the schools to local school boards. When a local district has failed to live up to this responsibility, the State must provide support and oversight and, in the most egregious circumstances, take back decision-making from the district. This was the case for the Paterson Public Schools. Once the state assumed control, the authority of the local Board of Education was vested into the State-appointed Superintendent of Schools, with the Board acting in an advisory capacity.

District Improvements and Current State
The District is now in a position to transition to full local control, having demonstrated marked academic progress and noted improvements across each of the five areas measured by the New Jersey Quality Single Accountability Continuum (NJQSAC) evaluation system since the State takeover in 1991. As a result, the District has seen multi-year progress towards local control in each area on the NJQSAC metrics.

After State takeover, the District made incremental progress in varying areas of work, most notably making improvements in basic operational, fiscal and personnel functions for the District. In 2014, the State returned the area of Operations to the District in recognition of the progress made in this area of work. In 2016, the State returned Fiscal Management and Personnel. The progression of QSAC scores noted in the chart that follows reflects the progress demonstrated by the District in these areas.
In recent years, in the area of Governance, Paterson has also seen significant and sustained progress. Paterson School Board members have completed hundreds of hours of training to achieve Board Certifications and shown a continued commitment to collaboration with the Superintendent and District staff despite the addition of several new Board members and changes in leadership. Several Board Members have exhibited a heightened level of ambition in the area of professional development through their achievement of becoming Master Board Members. This is accomplished by becoming a Certified Board Member (CBM) and accumulating 20 additional credits. The School Board has maintained functioning committees and has continued to vote on all resolutions with final say in areas where local control has been returned; thus managing these areas in the way a board with full local control would manage them. The District and Board’s shared progress in Governance is reflected in a perfect score of 100% in this domain in the most recent QSAC review.

Lastly, and most importantly to the central goal of providing all students with a “thorough and efficient” public education, the District has seen sustained progress in the area of I&P. In recent years, Paterson has made major investments to improve the way students learn core subjects. The District strives for cohesive curriculum guides that serve as a ‘one-stop shop’ informing teachers of standards, objectives, and resources needed and providing sample lesson, unit projects, and interdisciplinary connections. Over 400 curricula were created and Board approved. The District has also invested in professional development opportunities for School Leaders and District Staff to provide them with time to learn how to implement new standards and pedagogical approaches in their classrooms. These opportunities are offered through Professional Learning Communities,
Grade Level Meetings, Vertical Articulation Meetings, Common Planning Time, workshops and embedded coaching sessions. The District has also invested in after-school programs, Saturday programs, summer enrichment, Credit Recovery programs, Full Service Community Schools and 21st Century Learning programs.

The District has demonstrated progress throughout the last several years, particularly in English Language Arts (ELA) and in graduation rates. Most recently this progress includes an increase of 4% in students meeting or exceeding expectation on the PARCC state assessment in 2017. In addition, graduation rates have improved by 42.2% in eight years yielding a graduation rate of 87.8% in 2017. The District will continue its effort in providing effective instructional strategies to ensure all students reach their academic potential and prepare them to compete in a global economy.

In Winter 2016, the District applied and received approval for an Equivalency to demonstrate student growth over time utilizing proposed equivalences for Instruction & Program (I&P) Indicators 1-7 (Specifically 38 of the 100 points available). The spirit of NJQSAC, N.J.S.A.18A:7A-10 et seq. is designed to require the school district to demonstrate it can improve outcomes for students; the statute states that “the quality performance indicators shall take into consideration a school district’s performance over time, to the extent feasible.” However, the set of student outcome indicators in place at the time of the 2017 QSAC review did not take into consideration growth in students’ performance. Instead, they looked at snapshots of proficiency levels, graduation rates, and achievement on federal school-level metrics (developed for a different type of assessments and frozen since 2014. The Equivalency approved for Paterson assessed the District’s progress in recent years and was more meaningful to the District in developing curricular and instructional improvement strategies while still providing rigorous accountability for results.

In February/March 2017 during the District’s NJQSAC visit, the State assessed the District’s scores against the Equivalency measures. The 2017 placement score for I&P represents the District’s outcomes on the Equivalency; these measures and the District’s scores are included. (See Appendices A and B). Comprehensively, the District scored 26/38 on the approved Equivalency metrics and 82/100 points overall for I&P.

**Regulatory Context**

Regulations of the State Board of Education provide the legal context for the development and implementation of this plan for the full return of local control to Paterson. The entire process for return to local control after the District scores above 80% on any NJQSAC indicator is predicated on the Commissioner of Education and State Board of Education finding “[S]ubstantial evidence that the public school district has adequate programs, policies and personnel in place and in operation to ensure that the demonstrated progress, with respect to the
components of school district effectiveness under intervention, will be sustained.” NJAC 6A:30-7.1 This concept of sustained progress forms the basis of this plan. The State Board of Education will approve the return of full local control upon the adoption and implementation of this plan. Assuming the plan is fulfilled, it will expire in two years from the date of approval. At that time, the Commissioner will designate the District as a “high performing” school district and determine its placement on the NJQSAC continuum. Regulations (N.J.A.C. 6A:30-7.3) provide for the following components of the plan:

- “A timetable for the activities relating to and leading to the withdrawal from State intervention in the areas under transition” (See Appendix C);
- “Provisions regarding the continued employment status of the State district superintendent appointed during the period of intervention, provided, however, that the State district superintendent shall continue to hold that position until … [governance is returned to local control]”;
- “Provisions regarding the continued provision of technical assistance by highly skilled professionals”;
- “Provisions regarding the continued use of and any changes in the duties, authority and responsibilities of highly skilled professionals appointed to provide direct oversight in the public school district”;
- Establishment of “a decision-making hierarchy in the event that conflicts arise between persons appointed and school district personnel regarding public school district operations”; and
- “Specific goals and benchmarks to assist the public school district in satisfying the factors set forth at N.J.A.C. 6A:30-7.1(b)…” [6A:30-7.3(a)5 et seq.]

The process for the development of the plan is also addressed in regulations. Regulations provide for approval of the plan by the Commissioner, who is charged with unique responsibility for developing it in collaboration with local authorities. Once this approval has been granted, the plan will be “presented at a public meeting of the district board of education and officially noted in the minutes.”

Regulations provide for the continued engagement from the State during the period required to implement the plan. “During the period of transition, the Department shall continue to monitor the public school district…to ensure that progress is sustained and that the transition plan is being implemented.” (N.J.A.C. 6A:30-7.4(b)

The regulations provide additional guidance regarding the transition of Governance. When the Governance component is returned to local control the plan must address the following:

- Receipt of technical assistance by the public school district, and the payment for such services;
- Discontinuance of the Capital Projects Control Board; and
A special election within one year placing the question of classification status pursuant to N.J.S.A. 18A:9-1 et seq. before the voters of the public school district.

The transition process formalized by this plan will end “upon complete satisfaction of all components of a full transition plan to local control…” N.J.A.C. 6A:30-7.6. The anticipated date of expiration is in two years from the date that the plan is reviewed and approved.

Provisions of the Transition Plan to Full Control

Part 1: Fundamental Considerations

1. Length of the Transition Plan
The Paterson Public Schools administration and Board have shown dramatic improvement. To ensure the sustainability of this improvement through the transition, the initial length of the transition period, and therefore this plan, shall extend for two years from September 6, 2018, provided it has been successfully implemented.

At that point, the Commissioner shall notify the NJSBOE that the District has successfully and thoroughly completed or met all activities or benchmarks required under the plan. Determination of the completion of the expectations established in this plan shall be based on the metrics established in the CAO structure described below.

2. Constitution of the Advisory Board as the Board of Education
On the date of the acceptance and approval of the plan, the Advisory Board will be constituted as the Board of Education with all powers, authority and responsibility provided by law.

3. Classification of the District
State law provides that a referendum on the classification of the board as Type I (appointed) or Type II (elected) be held within one year of meeting the performance criteria for Governance. In keeping with the spirit of returning oversight and Governance of the District to the people of Paterson, the overriding principle for the establishment of the election date for district classification should be to maximize voter attention and participation. Given that participation is greatest at the general election, the date of the referendum will be November 6, 2018, which is within one year of the approval of this plan.

Consistent with statute N.J.S.A. 18A:7A-53, in both Type I and Type II districts the members of the Paterson Board of Education at the time of the election shall remain and continue in office until the expiration of their respective terms and the qualification in office of their successors. If voters approve a Type I district (appointed) at the election, the District will notify the City of Paterson of the requirement to establish a Board of School Estimate and appoint members to said Board.

Like the overwhelming majority of Type II Districts throughout the State, Paterson holds its
Board elections annually in November; this will remain the case if Paterson becomes a Type II District (and no action is taken to move the election date).

A list of the names and terms of current PPS board members is included in Appendix D.

4. State Engagement with the District During the Transition

Due to the magnitude of the transition and the number of years since the District was last under local control, the State will have specific elements of monitoring and supporting the District during the period of transition.

The regulations contemplate that this engagement may occur through the appointment of an individual designated as a Highly Skilled Professional (HSP) to monitor progress and assist the District in the transition to local control by providing guidance and expertise. The Commissioner will appoint three HSPs for Paterson to support the District and Board in the implementation of this plan. This plan envisions that the role of the HSPs in Paterson will evolve during the transition period to reflect the needs of the District, with the initial focus of the HSP’s efforts on supporting the District in developing its budget, executing personnel decisions in peak season, and planning for the opening of school for the first time under local control in over two decades.

In order to assist the District in meeting the expectations of this plan, the State will appoint a technical HSP (Governance HSP) with the authority provided under NJSA 18A:7A-14(e)(2) from the date of acceptance and approval of the plan until it is deemed fully completed by the Commissioner. The HSP will assist the District in the implementation of the Plan as follows:

- The District’s budgeting process and its allocation of resources
- The development of policies and procedures for the budget and financial planning
- The alignment of budget objectives and financial goals with instructional and student needs, as well as with previously approved corrective action plans from prior audits or monitoring reports
- Lines of communication between the Board and its central administration
  - Protocols to ensure communication between Board and District is appropriate and consistent with good governance
  - Responsibilities of Board members clearly defined and monitored
  - Delineation of Board and administration responsibilities
  - Board to make policy in concert with administration
- Administration to implement policy
  - Ensure that all positions are posted in accordance with negotiated agreements
  - Ensure that all Personnel Transaction Forms (PTF) relating to new hires have all the appropriate supporting documentation attached to completed PTF’s in accordance with the corrective action plan that resulted from the 2016 Office of Fiscal Accountability and Compliance (OFAC) audit findings.

In addition, the HSP will serve as the liaison between the Board and the State in the
implementation of the transition plan and will consult with the district’s Strategic Planning Committee, the group which will lead the development of the first strategic plan for the District under local control (see Part 2 Section 10). The HSP will also support the activities of the CAO (see Section 6). Finally, the HSP will provide guidance and consultation to the District and the Board to establish relationships with the Paterson higher education and non-profit community to support the District and Board in leveraging local expertise and resources to accomplish the goals of this plan. Included in these relationships, the HSP will encourage consultation between the District and other public school entities (i.e. county vocational and charter schools) to ensure that the District continues to plan for the City’s education system as a whole, on behalf of PPS children.

The HSP will serve as a resource and advisor to the District on issues concerning the School Ethics Act and applicable State ethics laws and assist in proactively identifying behaviors that may result in ethical issues. The HSP’s role will not preclude him or her from making referrals to the School Ethics Commission concerning potential violations of the School Ethics Act.

In addition to the HSP described above, the State will also appoint 2 additional HSPs dedicated to Instruction & Program (I&P HSP), and Special Education (SPED HSP). Both of these HSPs shall serve as technical HSPs appointed with the authority provided under N.J.S.A. 18A:7A-14(e)(2) from their date of appointment until the Plan is deemed fully completed by the Commissioner.

The I&P HSP shall support implementation of the Plan in the following areas:

- Curriculum and Instruction
  - Monitor curriculum implementation and oversee the creation of the Five-Year Curriculum Plan as part of the Five-year strategic plan.
  - Collaborate with all District stakeholders to ensure that all decisions include analysis of data points to make informed decisions.
  - Work closely in the implementation of Intervention and Referral Services (I&RS) through Response to Intervention (RTI).
- Continued sustainability of progress in I&P, to include metrics defined in the I&P equivalency (detailed in the introduction).
- Integration of Curriculum and Instruction with the work of other District Functional areas to ensure comprehensive support for student learning (i.e. through budgeting, evaluation, operations, technology, etc).
- Any other areas relevant to effective Instruction and Programs in the District.

The SPED HSP shall support implementation of the Plan in the following areas:

- **Special Learners**: ensure that the District is adequately addressing the needs of students such those with IEPs, Section 504 Plans, English Language Learners,
Newcomers, Gifted and Talented, Overaged and Under Credited students in accordance with recognized best instructional practices and with relevant Federal and State laws. The SPED HSP will work with District personnel to build capacity and oversight to fulfill the District’s special education obligations. The District and SPED HSP will also close out all open Corrective Action Plans and develop or continue all plans for compensatory education. The District continues its emphasis on placing students with IEPs in the least restrictive environments.

- **Alternative Programs**: ensure that the District is adequately addressing the needs of students with attendance, legal and behavioral issues by providing specialized staff and increased supportive opportunities in order for them to successfully complete their courses of study, graduate and become productive members of the community.
- Ensure that the District addresses the needs of Special Learners in the development of all District policies, strategic plans, and curriculum plans.
- Any other areas relevant to effective Special Education in the District.

All three of the HSPs outlined in this section will be compensated as provided in statute with an equally shared cost by the State and by the Paterson School District.

**5. Process for Resolving Conflict between the Superintendent and Board**
To maintain effective management of the District and ensure alignment between the Board and the Superintendent, it is essential that the two parties work together professionally and respectfully. It is inevitable that conflict will arise periodically between/among the Board and Superintendent; in these instances, all parties should engage constructively in issue resolution. It is recommended that the primary venue for discussing concerns and resolving issues is in Board committee meetings and executive sessions, where legally appropriate.

In cases where the Superintendent and Board cannot resolve conflict, the HSP can be a useful mediator.

Though it is strongly recommended that the Board and Superintendent work towards consensus, the authority of each should be considered in light of the division of responsibilities in which strong boards select the Superintendent and set overall policies while ceding day-to-day operations and management decisions to the Superintendent. If that approach is violated, it creates disunity between the Board and Superintendent, making it difficult to attract and retain the most qualified Superintendent and Cabinet Members.

**6. Comprehensive Accountability Office**
As with any large organizational strategic shift, the success of implementation of this plan in guiding the transition depends on tracking and publishing data that evidences the sustained
progress of the District. As a foundational requirement, the District must meet the expectations in this plan as measured through the indicators in the Comprehensive Accountability Scorecard and annually reported by an independent entity.

To facilitate this reporting, the State will partner with an independent entity to form a Comprehensive Accountability Office (CAO) with the capacity to collect, analyze, and publish data regarding the ongoing operations and performance of school districts and boards recently exited from State intervention and returned to local control. PPS and the Paterson Board will be among the school districts the CAO is tasked to support. This independent entity will be crucial in aiding the NJDOE’s review of the PPS’s compliance with and progress toward full implementation of this Plan. The chosen entity will have demonstrable expertise in the relevant areas, described in greater detail below. The cost associated with the entity’s creation and all associated work shall be split by the District and the State.

The CAO will gather and analyze data from the District and State to aid the State in monitoring progress and compliance with the plan using specific, clear benchmarks and metrics to determine if the expectations for sustained progress and continual improvement continue to be met.

Additionally, the CAO and the District shall publish all information provided to the CAO and any analysis thereof on the District’s website. The CAO may additionally create a website for this purpose to complement what is published on the District’s website.

This plan will be accompanied by a Comprehensive Accountability Scorecard with metrics assessing the District’s progress in meeting the expectations established in this plan. This Scorecard will be at the core of the CAO’s efforts; it measures District progress against the expectations in this plan and should be seen as a complementary process to NJQSAC.

Specifically, the CAO will be responsible for:

1. Compiling relevant data and information to establish the annual status of the District compared to the Scorecard metrics and providing information necessary to assess annual progress on the plan;
2. Publishing and presenting the data to the NJDOE and to the public in a credible and actionable way, such as through the development of an easy to understand dashboard of District performance that will be broadly disseminated to the Paterson community.

In order to be fully independent, the CAO shall be located in a group or entity determined by the Commissioner of Education, who will oversee its work.

The CAO will meet bi-annually with the District to assess progress against the Scorecard and will produce and present a public report annually in September (2019 and 2020). The Superintendent and Board will provide updates at public board meetings about these bi-annual
meetings.

The Commissioner will review each of the two annual reports and may discuss the District’s progress with the HSP, District, and/or Board. The CAO’s annual reports shall be part of, but not the exclusive measure of the District’s progress through the transition plan. In reviewing the annual reports of the CAO and all other information available to the Commissioner, should it identify concerns with the pace or degree of progress made by the District, it may consider potential interventions, described in Section 7.

Provided the District meets all the expectations in this plan and the Commissioner recommends the complete withdrawal of state intervention upon the completion of this Plan, the CAO’s second report will be prepared in time for NJBOE consideration of that matter.

7. Consequences for Not Meeting the Expectations of the Full Transition Plan

It is expected that the progress made in recent years, leading to the transition of Operations, Fiscal Management, Personnel, Instruction & Program and Governance, will continue. The District will continue to align its efforts and resources to drive further improvement for schools and students.

However, this Plan must also responsibly provide for a scenario in which that progress is interrupted, including a failure to meet the benchmarks and goals outlined herein. As discussed above, the independent CAO will report on the District’s overall progress. After the Commissioner’s review of this overall progress, the Commissioner will establish interventions and modifications to this Plan, consistent with statute and regulations, which specifically address any area of identified concern or deficiency. These interventions may include:

1. Continuation or reinstatement of the HSP(s);
2. Providing additional levels of State oversight and support;
3. Directing that the District take specific actions consistent with the terms of this plan as an alternative to initiating formal statutory or regulatory intervention processes, including reinstating full state control; or
4. Elongating the time-frame for the expiration of this Plan.

In addition to the data reported annually by the CAO as described above, there are certain events that may occur either through action or inaction that are so inarguably egregious as to fundamentally change the progression of the transition and require the immediate reestablishment of State intervention.

These egregious events would indicate clearly that the District has not developed the capacity necessary to fulfill its responsibility to the children and families of Paterson. In such an instance, the State may take any actions authorized by statute and regulation, including full State intervention pursuant to N.J.S.A. 18A:7A-15 and N.J.A.C. 6A:30-6.1, et seq.
This provision is triggered in the event of non-compliance in any of the following critical areas as established by this plan and identified by, or reported to, the independent CAO, HSP or School Ethics Commission:

a) A pattern of violations of the School Ethics Act by members of the School Board or District Leadership team;
b) Incidents of interference in personnel decisions that undermine the effectiveness of the District; these may include violations of any of the following laws as determined by the School Ethics Commission or Commissioner of Education as appropriate:
   o Conflicts of Interest law (N.J.S.A. 18A:12-24);
   o Nepotism policy required by N.J.A.C. 6A:23A-6.2; or
   o Contributions to District Board of Education Members and Contract Awards (N.J.A.C. 6A:23A-6.3),
c) As determined by a court, government agency, or by the HSP and verified by the Commissioner of Education, failure to abide by federal and state laws (related to District responsibilities) and Board policies and bylaws, that are applicable to members of the Board of Education and senior management team and that undermine the effectiveness of the Board as a whole;
d) Failure of the Board to pass a balanced budget in compliance with State requirements;
e) Adverse opinion in the annual financial statement audit;
f) Insufficient cash flow to make payroll or vendor payments;
g) Failing scores on more than 33% of metrics on the Equivalency Measures Scorecard produced annually by the CAO;
h) Policies or actions by Board Members or the District leadership that knowingly putting children’s safety at risk;
i) Failure of the Board to approve State standard-aligned curricula; and
j) Other widespread, consistent, or egregious actions that hinder the ability of the Board or District to efficiently and effectively operate the District as identified by the HSP and verified by the Commissioner.

8. Initiatives to Aid in Transparency and Accessibility

For well over a decade, the State appointed Superintendent has regularly met with key stakeholder groups and the community at large. In the past, public engagement has been invaluable in developing both long term and short term strategic plans as well as advising on everything from budget priorities to the naming of new school buildings. At present, the State appointed Superintendent holds annual community forums in each of the city’s six wards and quarterly roundtables with parents to ensure maximum accessibility and participation.

This Plan expects that the District builds on recent practice by continuing to deeply engage with all stakeholders in the community. The District should ensure that it disseminates information in a timely manner to all relevant stakeholders and continue to pursue meaningful community engagement to inform and support District strategies.
9. Education of Public

Building on the six public meetings held by the District in May and June of 2018, the District shall take appropriate steps to inform and educate the public regarding the return of local control, the provisions of this plan, and the referendum question to determine the District’s classification status (Type I or II). In addition to Community Public Forums and Learning Tables, diverse methods of communication should be used (website, social media, etc.) to maximize information reach and dissemination.

Part 2: Governance

1. Purpose and Overview

This section of the Plan is pursuant to N.J.A.C. 6A:30-7.2 (b) and (c); and N.J.A.C. 6A:30-7.3 to delineate the terms and conditions for the return of the Governance component of the NJQSAC to the District by resolution of the State Board on May 2, 2018. The purpose of Part 2: Governance, is to document the process, actions, and commitments to be taken by the District, the School Board, and NJDOE in order for the State to withdraw intervention in the area of Governance.

This section addresses training for the Board to undertake in ethics and other governance topics; structures and expectations for the Board’s decision-making process, role, and working relationship with the Superintendent and District staff; plans and expectations around the current State-operated Superintendent and the process for identifying a permanent Superintendent; strategic planning and budgetary expectations; facilities oversight; and finally, expectations regarding additional initiatives.

All topics addressed below are included in the timetable in Appendix C.

2. Ethics Training for BOE and Cabinet

Effective leadership in locally controlled districts must work towards ensuring that the community has a high level of confidence in the knowledge, ability and integrity of the Board of Education and District leaders. It is essential that a positive culture is developed that supports high expectations as it relates to effective decision making in meeting the needs and best interest of all students. Board Members and the District Leadership team must possess a thorough understanding of the laws, regulations and expectations of being a Board Member that are aligned with established ethical standards.

The Superintendent and Board Members are expected to continue the practices of attending retreats, conferences, and workshops that will keep them abreast of relevant issues in performing their responsibilities while building capacity to ensure effective decision making and the implementation of best practices.

Ethic Trainings are conducted annually and cover the following areas:

- Code of Ethics for Board Members
- School Ethics for Board Members and Administrators
- School Ethics Decisions
• Confidentiality Protocols
• Crisis Communication Rules

All board members must attend state mandated ethics trainings in addition to annual trainings provided by the District.

The Board of Education and Superintendent, in cooperation with the HSP, will develop training modules based on best practices that must be completed by each member of the Board and Cabinet. Should the District and/or Board identify and provide evidence to the Commissioner of any previous board trainings which sufficiently address these topics and were successfully completed by all of the currently constituted Board Members, the Commissioner may deem in writing that this previous training meets the requirement.

The training module shall include but not be limited to the following components:
• State Law, Regulations and Case Law regarding conflicts of interest and ethical requirements of school board members;
• District policies regarding ethical conduct;
• Financial disclosure requirements; and
• Review of past ethical lapses in the District and how these have impacted the District’s educational progress and financial status.

Particular attention will be paid to the following subject areas:
• Conflicts of interests;
• Board’s respect for the confidentiality of information;
• Appropriate role of the Board compared to the Superintendent and District leadership, including avoiding Board attempts to exercise any administrative responsibility; and
• Requests made by the board or individual board members and the community must represent the best interests of all students in Paterson.

All training related to these topics must be completed by June 2019, as noted in Appendix F.

3. Professional Development for the BOE and District Staff Regarding Governance Best Practices

In order to develop an effective framework to ensure proper governance the Board and Cabinet Members are expected to attend and participate in professional development workshops. Professional development helps build capacity in the areas of:
• Promoting and supporting student achievement;
• Developing student centered attitudes in Board Members and District Staff when making decisions; and,
• Fostering productive and collaborative relationships with community stakeholders in achieving district goals and objectives.
All new Board Members are expected to attend a new Board Member orientation training and
the mandatory training given by the NJSBA to deepen their scope of the expectations of
serving as Board Members. A schedule is given to all Board Members listing the mandatory
courses in need of completion corresponding with their years of service.

At the beginning of each fiscal year, the Superintendent conducts a Cabinet Retreat and
Professional Development for District Leaders. These professional development opportunities
focus on the areas of collaboration, effective decision-making, and understanding best
practices.

To build capacity the Board and Cabinet Members are required to complete training in
governance best practices (in addition to the ethics training described in the previous section)
covering the following components:

- General attributes of successful Boards and Board Members (including engaging
  those identified by the State as models);
- Ethical governance;
- Effective decision-making processes and consensus building;
- Protocols for communicating with the public, including:
  - Communication during formal meetings of the Board (for example, how to
    respond during public comments about specific individuals, under
    appropriate Rice notification procedures);
  - Communication outside of formal board meetings (for example, 
    engaging informally with members of the public);
  - Communication on social media platforms and traditional print (news
    media outlets)
  - Communication between Administration and Board Members;
- Development of subject area expertise such as Personnel and Finance;
- Distinction in the purpose and goals of business and public meetings; and
- Mentorship for Board Chair (at the start of and throughout his/her tenure)

All training related to these topics must be completed by June 2019. Through the HSP, the State
shall ensure that the Board continues to maintain clear expectations for conducting committee
and public Board meetings in an efficient, transparent and respectful manner. The HSP will
assist the Board and District Leadership in developing trainings for Governance, utilizing
community resources whenever possible (such as partnerships with higher education, business
and non-profit institutions in Paterson). Again, should the District and/or Board identify and
provide evidence to the Commissioner of any previous Board trainings which sufficiently
address these topics and were successfully completed by all of the currently constituted Board
Members, the Commissioner may deem in writing that this previous training meets the
requirement.

Typical practice of high-functioning boards is to have two different kinds of public meetings;
in Paterson, these are referred to as “workshop” and “regular” meetings. Though both are subject to the Open Public Meetings Act, the use of each is intended to be different. This Plan reestablishes the expectation that the Board continue to effectively use each meeting for its specified and intended purpose.

Therefore, it is expected that workshop meetings will be used to report out on standing committee meetings, discuss resolutions and issues in greater detail, and provide the Board with an opportunity to ask questions of District Staff and engage in a productive exchange of ideas. Regular meetings, by comparison, are where the Board votes and takes action on resolutions and issues (by which point the agenda items have been thoroughly discussed and vetted) with further deliberation limited to instances in which new, relevant information has arisen.

Standing and Ad-hoc committees will continue to function in the District within appropriate guidelines by discussing specific areas with the Superintendent or key staff and communicating the conclusions of such discussions to the rest of the Board at the workshop meeting.

Finally, the Open Public Meetings Act also specifies that only certain issues may be discussed in closed or “executive” session. These issues are confidential in nature and privileged to only the individuals in the meeting. The Board must use executive sessions appropriately and maintain its commitment to transparency and integrity in decision-making while ensuring that sensitive information remains confidential.

4. Structuring the Board Decision-Making Process

Board decision-making, in both policy and practice, should be efficient, transparent, and prioritize the needs of students first. With regard to Board agendas, the Superintendent and Board Chair will continue the practice of developing Board meeting agendas.

The various meeting structures of the Board (committees, workshop meetings, regular meetings and public meetings) shall be used to ensure that the Board engages in rigorous discussion among members and with the District leadership. Committee reports should be carefully written to be summative and facilitate an efficient review of Board actions and decisions. Board Members should come to each type of meeting prepared, having read preparatory materials and with any outstanding questions/issues identified. The Board Chair shall review committee notes prior to workshop meetings where the monthly reports are shared. In addition, the Chair (upon review) will share all committee reports with Board Members for review and discussion prior to the workshop and regular meetings. Public participation in Board meetings should continue to provide a meaningful opportunity for stakeholders to provide input on issues or raise concerns.

5. Board Understanding of the Importance of Relevant and Updated District Policy

Board policies are essential for Governance and provide administration and staff with direction for day to day decisions in the operations of the district. It has been, and shall continue to be, the
commitment of the Board to make the needed revisions in updating the District’s policies on a consistent and regular basis.

The District has utilized Strauss Esmay Associates as a policy consultant (renewed yearly since 2002) for both PASS and DISTRICTOnline services to ensure that all mandated and non-mandated policies and regulations are kept current. Each Cabinet Level Administrator and building Principal receives a password for the online service.

The services/processes noted below are currently used and shall continue to be used to keep policies and regulations updated, as well as to revise, abolish or create suggested policies and regulations as necessary:

- ELAN (Education Law Access for New Jersey)
- ELANOnline (web version of ELAN) which includes:
  - Policy and Regulation Guides linked to:
    - NJ Statutes 18A, N.J.A.C. 6 & N.J.A.C. 6A, New Jersey School Digest cases
- Monthly issues of the New Jersey School Digest, reporting selected Commissioner, State Board and Court decisions, new laws and Code changes
- Unlimited consultation to district on policy issues
- Policy Alerts (4-5 per year) that supply and explain new and revised Policy and Regulation Guides.
  - District process is outlined below:
    - When an alert is received, within one week, it is forwarded from the Superintendent to the Policy Committee indicating it will be reviewed by staff and returned within two weeks;
    - District Staff revisions will be incorporated into the policy/ regulation and forwarded to the Policy Committee meeting for review/approval;
    - At the following regular meeting policies are presented for first reading;
    - At the next workshop meeting (prior to second reading), a special public session is held for public input;
    - At the next regular board meeting, policies and/or regulations are presented for second reading and adoption; and,
    - Upon adoption, an e-mail with attachments is forwarded to all District Staff listing all policies/regulations adopted, issued or abolished to in-service all staff accordingly. Lastly, the newly adopted policies/regulations will be posted on the district website.
The Board shall continue to demonstrate a commitment to ensuring that District policies are reviewed and developed regularly and systematically.

6. Status of the State-Operated Superintendent
One of the key characteristics of a state-controlled District is the appointment of the Superintendent. With the State’s full withdrawal of intervention, this plan establishes expectations for the status of the State-Operated Superintendent following return of the Governance function to local control.

State law provides that the District has three options in this regard (N.J.S.A.18A:7A-49): “extend the contract, provide 18 months’ notice of the intent to modify the contract, or allow the contract to expire with the appropriate required notification.” Additional guidance can be found in the current contract between the Commissioner and the Superintendent, which provides that the Superintendent’s term expires on June 30, 2019. The contract also specifies that the terms are subject to modification by the Commissioner upon return of the Governance function to local control.

7. Search for Successor Superintendent
The most important function of the Board is the selection of the Superintendent. As a Board they must work with and evaluate the Superintendent to ensure that their priorities are effectively and efficiently carried out. The selection process is the critical first step used by Boards to hire the person that will work collaboratively in meeting the needs of the district. The Paterson Board of Education, under the guidance of the New Jersey Commissioner of Education, led the search for the District’s Superintendent during the course of the 2017-2018 school year. The process was guided and determined by the following:

- The Board organized a search committee to review and interview all potential candidates for the position.
- The Board nominated an individual to be part of the search committee.
- After tabulation of all submissions, the search committee was formed.
- The Board retained a firm to conduct the search for the Superintendent.
- The Request for Proposals (RFP) was developed for advertisement as per New Jersey Purchasing laws.

The Board recognizes that there is a direct correlation with the success and achievement of the District when all stakeholders are involved. The District’s search committee followed established protocols throughout the search process. Search committee members are listed below:

- 3 – Board Members
- 1 – Board Alternate
- Clergy Member
- Parents
- Advocate
The following timeline was established in order to review candidates, conduct interviews, and select a Superintendent by March 1, 2018.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 29, 2017</td>
<td>Superintendent search begins: A State representative met with the Board of Education at a retreat to begin the process of searching for the next Superintendent of Schools. It was agreed that a 13 member committee would be appointed, with two alternate members. The State appointed two liaisons to assist in the process. This committee would narrow the field of candidates to three finalists. Once the finalists were chosen, they would be interviewed by the full Board.</td>
</tr>
<tr>
<td>September 14, 2017</td>
<td>Search Firm Request for Proposal/Qualification (RFP/RFQ): The Request for Proposal was opened by the Department of Purchasing. There were three proposals that were received by the District. At a special meeting on October 2, 2017, interviews were conducted to select the firm that would oversee the search.</td>
</tr>
<tr>
<td>December 20, 2017</td>
<td>Search Firm Led Interview Sessions, Follow-up and Preparation of Reports and Files: The Search Firm formed Focus Groups composed of Board Members (individually), religious organizations, union groups, businesses, non-profit organizations, parent teacher organizations, elected officials, teachers, students, higher education, and central staff members, that would be interviewed to provide input into the process. As part of the search, all members of the community were asked to complete an online survey (English, Spanish</td>
</tr>
</tbody>
</table>
or Arabic) to select the qualities desired in the next Superintendent. Six (6) community forums hosted by the Paterson Education Fund were held throughout the City, as well as an Open Forum for the Community at Large hosted by the Search Firm.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11, 2018</td>
<td>Closing Date for Applications: All applications were completed through an online process that was handled directly by the Search Firm.</td>
</tr>
<tr>
<td>January 23, 2018</td>
<td>1st Round Presentation of 8-10 Finalists to Committee: The Committee viewed 10 (ten), 3-5 minute one-way videos of the top candidates; completed a scoring matrix; and selected candidates to be interviewed face-to-face.</td>
</tr>
<tr>
<td>January 30, 2018</td>
<td>2nd Round Presentation of 5 Finalist to Committee: The Firm scheduled 5 (five) face-to-face interviews in 1-1½ hour sessions each; completed another scoring matrix; and decided on the top three (3) candidates to present to the Board of Education to be interviewed.</td>
</tr>
<tr>
<td>February 12, 2018</td>
<td>Presentation of 3 Final Candidates to the Board of Education: The Board of Education met in executive session to interview the three (3) finalists for the position of Superintendent of Schools.</td>
</tr>
<tr>
<td>February 14, 2018</td>
<td>Official Appointment by Board of Education: After deliberating in executive session, the new Superintendent was selected by a 6 affirmative, 1 abstention (conflicted), 1 absent (conflicted), and 1 recusal vote.</td>
</tr>
<tr>
<td>June 2018</td>
<td>District Superintendent Appointment: Approved by the Commissioner of Education.</td>
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</table>

Additionally, six Superintendent Search Forums were held in August and September 2017 to attain Stakeholder feedback.

After this Superintendent’s search process was completed, a State Superintendent was selected by the Board on February 14, 2018. A recommendation letter was sent by the Board to Commissioner of Education for appointment. The Commissioner, upon this recommendation by the Paterson Board, contracted with Eileen Shafer as State Operated Superintendent for the term...
of July 1, 2018 through June 1, 2019. Upon reestablishment as the Paterson Board of Education by this Plan, the Paterson Board will have the power to appoint a Board Superintendent, as outlined in N.J.S.A 18A:7A-49(d). Following the effective date of the Plan, the Commissioner will consult with the Paterson Board of Education to discuss their plans for the appointment of a full time superintendent and will modify Ms. Shafer’s contract as necessary.

8. Establishing Expectations for a Working Relationship between the Board, Superintendent and Cabinet

It is essential that the Board, Superintendent and Cabinet Members develop a framework that allows them to effectively collaborate as they build a cohesive governance team. The District understands the necessity of developing and maintaining productive relationships with Board Members as well as ensuring effective communication. The Board and Superintendent must act as a joint leadership team to work collaboratively to effectively address the District’s challenges. In addition, the collaboration is to support student achievement, make decisions that are community-focused, govern in a dignified and professional manner, respect each other’s right to disagree, and treat everyone with civility, dignity, and respect.

The District Administration and Board will follow the proper protocol thereby ensuring the Paterson Public School District will operate at the highest standard of performance:

1. All resolution items must go through legal review before Board Members are asked to vote on them. District Legal Counsel must sign all items, to verify that they were properly vetted.
2. All resolutions must be vetted through the appropriate Board Committee.
3. Board Member inquiries pertaining to items not on the Board agenda must be e-mailed to the Superintendent.
4. Requests for reports or additional information should be submitted to the Committee Chair.
5. Board Member requests for meetings/appointments must be made through the Superintendent’s Office. District Staff should not be contacted directly.
6. Emergency situations are communicated to the Board President, Superintendent, or Acting Deputy Superintendent.

The following are mutual and essential expectations of the Board Members and Superintendent in creating a productive work environment:

1. Superintendent provides ongoing communication.
2. School, student and staff emergencies will be communicated immediately.
3. Board packets and supporting documentation will be submitted in a timely fashion before the scheduled board meeting. All supporting documentation should be read prior to the Board Meeting. Requests for additions to the agenda and additional information will be considered based on time sensitivity or circumstance.
4. Special communications and requests for additional information will be sent to all Board Members.
5. All communications shall strictly address school business only.
6. All parties should be treated with civility, dignity and respect.
7. Issues and inquiries presented by the Board must be vetted through the Superintendent and respective Board committee in order to avoid surprises in a public forum.
8. Individual Board Members who request to add items to the agenda must attain the full Board’s approval (provided that it does not impact a previously approved goal).
9. The Board Members will contact the Superintendent’s Office with questions about agenda items or supporting materials at least two (2) days before the scheduled board meeting, if possible.
10. All meetings will start at the designated time and the Superintendent and Board Members will adhere to this time to be respectful of public attendees.
11. Refrain from having discussion pertaining to school business with District Staff during personal time off.
12. Honor the ethic of confidentiality when sensitive issues regarding the District are noted and/or discussed.
13. Individual Board Members respect the decisions of the Board majority and do not undermine the Board’s actions in public.
14. Actions can only be taken when there is a majority vote by the Board.

These expectations establish the following agreement between Board Members and the Superintendent:

1. Base every decision in the student’s best interest.
2. Treat each other respectfully.
3. Establish and maintain a basic organizational structure for the District, including selection of the Superintendent, adoption of policies, curriculum, budget, and collective bargaining agreements.
4. Value each other’s roles in the community and attend school and community functions.
5. Uphold the legal requirement for confidentiality on all matters arising from Executive Session.
6. Trust that all available facts and data have been considered before presenting recommendations.
7. Assess and evaluate educational issues affecting the District.
8. Ensure accountability to the local community.
9. Provide community leadership with advocacy at the local, state, and national levels.
10. Consider the Superintendent’s and Board’s recommendations without bias.
11. Conduct all Board business through Board communication protocols.

In selecting the Superintendent, the Board explicitly places trust and confidence in the Superintendent’s judgment with regard to the selection and deployment of District Staff and resources. The District staff work for and report to the Superintendent; thus, it is the Superintendent’s role to direct the work of the District Staff and make decisions about the allocations of resources, including such human capital resources and staff time.

Additionally, the Board and Superintendent, with the participation of the HSP, will develop a self-evaluation instrument to continually review progress toward achieving the above expectations. This self-evaluation instrument shall be completed periodically by all members of
the Board, Superintendent and Cabinet. The instrument will identify key indicators including communication, decorum and conflict resolution. The Board will discuss and analyze the results of the self-evaluation with the Superintendent, Cabinet and the HSP. The HSP will enlist the assistance of the New Jersey School Boards Association (NJSBA) and other appropriate entities in reviewing progress, providing support and in developing the self-evaluation instrument, interpreting results and implementing improvement strategies as needed.

A key step in the transition is to outline and agree to the roles and responsibilities of the Board and the District. Exhibit 1-Board, Superintendent, and Collective Responsibilities summarizes established baselines of what the separate and shared responsibilities include.

### Exhibit 1- Board, Superintendent, and Collective Responsibilities

<table>
<thead>
<tr>
<th>School Board Responsibilities</th>
<th>Superintendent Responsibilities</th>
<th>Collective Responsibilities</th>
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</table>
| o Advocating for all children, teachers, and other staff  
  o Maintaining fiscal responsibility  
  o Making policy for the District regarding personnel matters  
  o Delegating day-to-day management and decision-making authority for policy and personnel to the District  
  o Acting in compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act | o Recommending all administrative policies and annual budget to the Board  
  o Supporting the board by providing information for decision-making  
  o Overseeing educational program  
  o Taking responsibility for personnel matters  
  o Developing and administering the budget  
  o Developing and supporting teachers and other staff  
  o Day-to-day administration of the school district | o Prioritizing student outcomes  
  o Providing educational leadership to the community  
  o Creating strong connections with other agencies to support the achievement and development of children  
  o Setting district-wide policies and goals  
  o Ensuring safety and adequacy of all school facilities  
  o Ensuring effective Board and District communication  
  o Overseeing negotiations with employee groups |


This structure provides an effective approach to ensure that both the Board and the District operate effectively, efficiently, and aligned to best practice. To ensure that these delineated roles are enacted appropriately, there is also the need for ongoing trust, open communication,
and transparency between the Board and the Superintendent. The Board’s responsibility is to support the Superintendent, while the Superintendent’s main responsibility is to manage the daily operations of the district. In short, a Board cannot and “should not cross the line into management.”

9. Evaluation of the Superintendent

In addition to the duties and obligations described in the Sections above, the Board must also annually evaluate the Superintendent.

Pursuant to the requirements of N.J.S.A. 18A:17-20.3, the Paterson Board of Education will conduct an annual evaluation of the Superintendent as part of its regular operation of the District. The statute requires that the evaluation be based on the goals and objectives of the District and the responsibilities given to the Superintendent. The evaluation process must be completed by July 1st of each year.

To supplement this, the Board will follow these general guidelines of best practices with regard to evaluating the Superintendent:

- Set annual goals in collaboration with the Superintendent aligned to the District’s strategic plan for which the Superintendent will be evaluated, including, at a minimum, outcomes for student academic growth and achievement (Equivalency);
- Follow all appropriate ethics guidelines around confidentiality of personnel matters, of which the Superintendent’s evaluation is one;
- Reflect the statutorily required training provided by the NJSBA to new Board Members.

10. Strategic Planning Expectations

Strategic plans help the Board and District to continually strive toward higher educational standards and outcomes for students, driven by a coherent district-wide commitment to the values of equity and excellence.

The District is currently implementing a Five-Year Strategic Plan that extends through School Year 2018-19. One of the major impediments to District improvement is a lack of consistency in strategies and abandoning or modifying strategies prior to full implementation. Thus, this Plan expects that the District will continue to faithfully and fully implement the current strategic plan through its fifth and final year. During the Superintendent’s first months of tenure, the Board, District and HSP should begin the process of developing a new strategic plan, to be approved by the Board prior to July 1, 2019.

The Strategic Plan sets forth the District’s commitment and direction. It serves to hold the District Staff and Board accountable for achieving measurable goals that will increase student achievement.

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11. Guiding Principles of Budget Development

In recent years, the District has established certain budgetary principles to guide responsible spending decisions, and this plan expects that these principles will continue to guide budgetary planning during and after the transition period. A budget advisory team will assist in developing and formulating the recommended budget considerations determined by the Superintendent. Ongoing statewide budgetary pressures will likely continue to make the annual budget process challenging for the District as it transitions to local control.

During the budget approval process, the District will:

a. Review the District mission, objectives, strategies, and expectations and examine historical program costs and budget data.

b. Prioritize and recommend allocations through a participatory decision making processes comprised of key stakeholders including teachers and principals.

c. Improve transparency in school allocations and increase equity across all schools ensuring dollars are student centered.

d. Align resource allocations to program needs.

e. Develop a collaborative process comprised of internal and external stakeholders.

f. Incorporate presentations of program/services cost benefits to assist the Budget Development Team with the decision making.

g. Continue commitment toward shifting dollars into the classroom.

h. Prioritize budget components to permit flexibility in budget expansion or reduction.

i. Continue the commitment in identifying and implementing operating efficiencies in key areas while still maintaining essential student services.

j. Maintain central administrative expense set at 9% of the overall District budget.

k. Continue commitment to build unrestricted reserve funds to the maximum amounts permissible by law.

m. Continue commitment to build adequate contingent reserve funds such as the Capital Reserve, Emergency and Maintenance Reserve.

n. Utilize conservative budget assumptions and prudent financial management to ensure the District achieves a balanced budget with a surplus in excess of the state maximum of 2%.

12. Facilities

All districts within New Jersey are required to complete and submit a Long Range Facilities Plan (LRFP) every five years for approval by the Commissioner. The LRFP serves as the District’s building space plan and provides transparency to community stakeholders for the District’s intentions regarding use of facilities for various educational and administrative purposes.

The District’s current LRFP implementation extends through School Year 2019-20. Given the complexity of analyzing the current use and coming to thoughtful decision-making around the
best future use of facilities, this Plan expects that the District should begin the process of developing a new LRFP plan no later than 180 days before the expiration of the current LRFP. As needed, the District should engage with appropriate content experts (e.g.: demographers, city urban planners, architects, etc.) to develop the LRFP. Before Board approval of the LRFP, sufficient community engagement should be conducted.

The District, School Development Authority and the Commissioner will develop an orderly process and timeline for the completion of all capital projects currently planned and/or under construction on the effective date of the transition to local control. Any authorization of capital projects and their associated financing approved by the School Development Authority and Commissioner on or before the effective date of the transition to local control previously established that are awaiting funding and/or construction shall remain in force and completed per established timelines.

13. Expectations Regarding Additional Initiatives

a. Collaboration with other Local Educational Authorities (LEAs)

With Paterson students attending county vocational high schools, private and charter schools, a positive cooperative relationship between the District and Paterson’s other LEAs will be necessary to successfully achieve the community vision for an excellent education for every child.

The District should also consult with Paterson’s other public school entities to:

- Monitor residency of all students within Paterson (including district, charter, and county vocational) to ensure that only Paterson residents are being attributed to the District as part of the annual student counts;
- Develop outreach strategies for information regarding all public educational options available to students in the community, including enrollment, attendance, and performance data;
- Share best practices across education providers in service of all public school students in Paterson.

b. Enrollment

The District utilizes a centralized approach to support families in the registration and enrollment process. Through the Central Registration Department located at the district office, families have the opportunity to register for in-district schools, charter schools and non-public schools. It should be noted that although the registration process for charter schools is completed at the District level, the lottery is conducted by the charter school.

Most Kindergarten-Grade 8 enrollments follow a “neighborhood” approach. However, the District offers an elementary choice program. Students have an opportunity to apply to a variety of elementary choice schools, each with a different theme. In order to be considered, students must complete an application. The elementary choice application selection is finalized by a lottery and interview process. The process ensures equity and access for all students regardless of zip code or neighborhood.
For Grades 9-12, a high school choice program is offered to all students entering 9th Grade. Students are able to select from twelve high school academy options based on their career and college interest. For all 8th grade students, the process begins with a High School Choice Fair in early fall, completion of an application in winter, and final notifications are sent by early spring. The District is currently developing a weighted lottery process which may include mandatory summer programs, parent involvement and interview.

The district will remain committed to policies and procedures regarding student enrollment that will prioritize equity, access, and accountability for all students attending schools operated by public education providers.

Part 3: Instruction & Program

1. Purpose and Overview

Pursuant to N.J.A.C. 6A:30-7.2 (b) and (c); and N.J.A.C. 6A:30-7.3, this portion of the Plan delineates the terms and conditions for the return of the Instruction & Program (I&P) component of NJQSAC to the District by resolution of the State Board on May 2, 2018. The purpose of this section is to document the process, actions, and commitments to be taken by the Board and District in order to represent the successful implementation of the plan in the area of I&P.

The I&P component of the NJQSAC process focuses on teaching and learning and, therefore, is most closely connected to the core mission of the District. The NJQSAC indicators in this area are designed to determine both the District’s effectiveness in achieving the New Jersey Student Learning Standards (NJSLS) and its capacity to do so by looking at the District’s curriculum, professional development, supervision of instruction, interventions, attendance and other learning related issues.

The District in the 2017 School Year developed, and the State approved, an Equivalency Application that allowed the effectiveness of its instructional program to be gauged through a variety of student performance measures that were specifically focused on current needs and circumstances. The measures in the Equivalency combined with related I&P NJQSAC measures were scored by the State after the 2017 February/March evaluation by the NJDOE County Office. The review resulted in a score of 82% on the I&P component precipitating the return of this indicator to local control.

The I&P portion of this plan addresses the following: student performance data, continuation of reporting against the Equivalency, expectations for curricular decisions, and goals. For the Board, training will be provided on the decision-making process, structures and expectations for sustaining collegial relationships with the Superintendent and District Staff.
2. Student Performance Data
In February 2017, the NJDOE approved an Equivalency for the measures related to student outcomes within the I&P component of NJQSAC, which represent 38/100 of the available points. During the subsequent 2017 NJQSAC review, the NJDOE confirmed the District earned 28 of these points.

The Equivalency has been written and approved for three years and will therefore apply through the 2018-2019 school year. Through that time period the District is expected to continue to calculate its own scores and share the data, analysis, and self-scoring with the NJDOE for review and confirmation.

Prior to the expiration of this Plan, the District must (1) either request an extension of the equivalency, (2) revise the equivalency, (3) have the opportunity to create a new equivalency based on state adopted assessments and current district data, or (4) inform the NJDOE its intention and understanding that it will be using the updated NJQSAC indicators, which became effective on December 4, 2017 for the 2018-19 school year.

Further, the District must maintain continued focus on the student performance data that encompasses the approved Equivalency.

3. Expectations for Continued Focus on Academics
The District must maintain the standards of NJQSAC indicators through an organizational commitment for continual improvement.

The I&P and SPED HSPs together will be tasked with continually monitoring the District’s activities concerning the following areas and will provide written warning to the Board of Education, Superintendent, Commissioner of Education, and CAO whenever there is an observed deviation from the required standard:

a. Curriculum: The District has and will continue to have in place a process for ongoing review of district curricula based on (1) student performance data; (2) monitoring process inclusive of observations, classroom visitations and learning walks to assess the quality of implementation in all grade levels and, (3) a system of continual feedback.

In accordance with N.J.A.C. 6A: 13-2.1, the Standards Based Instructional Priorities, all board approved curricula contain the following components: a pacing guide, integration of 21st Century skills, list of instructional materials and varying levels of text in each grade level, benchmark assessments, interdisciplinary connections, appropriate modifications for Special Education students and English Language Learners. The District has and will continue to have curriculum that clearly specifies the content to be mastered and be aligned with NJSLS. The District has and will continue to have in
place assessments in all tested subjects;
b. **Implementation of the Curriculum**: The District supports, monitors and enhances the implementation of the curriculum by providing the following: (1) quality feedback on lesson plans, (2) classroom visitations, learning walks and observations, (3) Professional Development to address specific needs of each staff member, (4) opportunity for teacher collaboration through grade level meetings, professional learning communities, vertical/horizontal articulation meetings, and data meetings;
c. **Data Informed Decisions**: The District has a process to continually collect, analyze, and utilize student performance data to review the effectiveness of curriculum, instruction, and professional development. There is a set process for the dissemination of assessment data. First, the Assessment Department disseminates the data. Then, the data is presented to stakeholders (Board of Education, Parents and Community). Data is shared via a shared drive to Principals and Academic Services. Lastly, Teachers and related staff receive the data. The data is disaggregated to identify the needs of classroom instruction, intervention, specific subgroups and compared to the performance of similar schools and districts;
d. **Interventions/Enrichment**: The District is successfully implementing a system for using data to identify causal factors for achievement gaps for student groups and individual students and to provide targeted interventions to remedy them as well as offering opportunities to higher achieving students;
e. **Attendance**: The District has established and monitors the effectiveness of strategies to promote regular student attendance with targeted focus for those identified as chronically absent;
f. **Special Learners**: The District strives adequately addressing the needs of students such those with IEPs, Section 504 Plans, English Language Learners, Newcomers, Gifted and Talented, Overaged and Under Credited students in accordance with recognized best instructional practices and with relevant Federal and State laws. Working in conjunction with the SPED HSP, the District will continue to review and improve its procedures and practices to meet the needs of all students;
g. **Alternative Programs**: The District is adequately addressing the needs of students with attendance, legal and behavioral issues by providing specialized staff and increased supportive opportunities in order for them to successfully complete their courses of study, graduate and become productive members of the community.

4. **Professional Development for the BOE, Cabinet/District Staff and Paterson Education Association (PEA) Regarding Instruction & Program Best Practices**
This plan provides a process for communication, collaboration and professional development for members of the Board, Cabinet/District Staff, and Paterson Education Association (PEA) to make effective and informed decisions in I&P. As with Governance, each Board member and relevant District Leadership Team member as designated by the Superintendent will be required to participate in: 1) Training in NJSLS and assessments used to test standards; 2) Academic Data
Informational sessions including the difference between performance and growth measures, formative and summative assessment results, and disaggregation of data to understand sub-population trends; 3) Workshop meetings conducted by district personnel to the Board focused on inquiries, data, new initiatives and curriculum; 4) Board Retreats inclusive of cabinet members; 5) District Leadership meetings inclusive of Assistant Superintendents, Principals, Vice Principals, Directors and Supervisors in order to build capacity, share best practices and provide tools to ensure an effective oversight and decision-making process for issues within I&P. All professional development opportunities related to these topics will be completed by May, 2019.

The PEA has the opportunity to attend board meetings and committee meetings. The Superintendent meets once a month with the PEA president, quarterly with all other Union leaders and conducts a weekly phone conference with the Paterson Principal Association president. The Superintendent holds monthly meetings with the Board president and vice president to share data, district initiatives and respond to district inquiries. The District conducts a monthly Instructional Council meeting with district administrators and PEA members (PEA members selected by PEA leadership). The objective of this meeting is to discuss PEA inquiries, data, curriculum and new district initiatives.

The Governance HSP and I&P HSP will assist the Board and Cabinet/District Leadership in developing the appropriate meeting schedule, training and identifying partners to deliver it. Again, should the District and/or Board identify for and provide evidence to the Commissioner of any previous committee meetings or trainings which sufficiently address these topics and were successfully completed by all of the currently constituted Board Members, Cabinet/District Leadership, or PEA members, the Commissioner may deem in writing that this previous meeting and or training meets the requirement.

Once the required meetings or trainings are complete, it is recommended that the Board also identify and participate in planning of additional academic topics associated with key academic priorities/milestones in the District’s current strategic plan, such as community schools, absenteeism reduction, practices to move students with disabilities into least restrictive environments, decreasing out-of-school suspensions and all students reading on grade level.

5. Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent and District Staff

To support the goals and processes described above, the Board and District must maintain a working relationship to ensure an efficient and effective instructional leadership team.

It should be noted that the Board and District, with regard to I&P oversight and management, have been functioning in much the same way as a locally controlled board. This approach includes ways in which the Instruction and Program Committee and District Staff conduct reviews of curriculum, have deep discussions on teaching practices, plan professional development, create school improvement plans, and engage in other topics. This collaboration is
expected to continue under local control.

The Board should be mindful of the enormity and complexity of the District’s system of curriculum and instruction and should limit its policy focus initially to the areas addressed in the District’s Strategic Plan and current academic initiatives. Further, the Board should weigh the value of requests with the time and resources required for District Staff to gather information and data, being mindful that time-consuming requests pull District resources away from its core responsibilities.

With regard to all following areas, and in keeping with the Board, Superintendent and District Staff responsibilities described in previous sections, roles with regard to I&P should align with the following:

**Board:**
- Make responsible decisions or take actions that are in the best interest of all Paterson Public School children, regardless of any other competing interest or consideration;
- Vote to approve locally designed curriculum that implements the NJSLS;
- Act in compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act; and,
- Ensure fidelity of District practices to relevant policies and procedures.

**District:**
- Provide recommendations with helpful, complete information to the Board to enable responsible decision-making;
- Develop a set of goals, needs assessment, process for research and decision-making, final decisions, and rationales to Board to support curricular decisions;
- Present updates to the Board and Stakeholders on state test outcomes, analysis of data, and academic strategies responsive to student outcomes;
- Deliver updates on progress towards key academic milestones in the strategic plan and towards meeting Equivalency targets;
- Manage the daily execution of all aspects of the District’s academic work, including curricular decisions, academic support for schools, and supervisory practices such as management of school leaders and teachers;
- Adhere to all federal and state law and internal policies; and,
- Develop curriculum aligned to NJSLS for board approval.

**6. Curriculum Decisions**

To further support the working relationship between the Board and the District, this plan defines the role of the Board in curriculum and instruction decisions.

According to NJQSAC indicators for the I&P area, the Board is required to approve the NJSLS. The Board’s oversight in I&P involves approval of District-recommended curriculum, instructional materials, assessments (apart from other State-Administered assessments), and related professional development.
This plan requires that the District continue its existing practice of reviewing goals, needs assessments, research and decision-making processes, final decision outcomes, and rationales with the relevant Board committees. It is recommended that the practice of review for new curricula and the current five-year cycle for Board review of existing curricula continue beyond the expiration of this plan. The Board and Superintendent adopted curriculum aligned with the NJSLS in June 2016 and, therefore, any such review of existing curricula should occur in advance of the 2018-19 school year in accordance with the Five-Year Curriculum Plan.

7. **Instruction and Program Goals**
In an effort to sustain and continue student achievement and academic growth throughout the district, goals have been developed to further measure student growth. These goals are in alignment with the District and State approved Equivalency, NJQSAC indicators, and District created Metrics (Appendix G).

8. **Special Education Program Goals**
The District will continue to work the Department’s Office of Special Education Programs to ensure an efficient and effective implementation of the District’s policies and procedures. The District, in conjunction with the SPED HSP, will review current practices to ensure compliance with State and federal law. The SPED HSP will work with District personnel to build capacity and oversight to fulfill the District’s special education obligations. The District and SPED HSP will also close out all open Corrective Action Plans and develop or continue all plans for compensatory education.

**Part 4: Fiscal Management and Operations**

1. **Purpose and Overview**
In 2014 the New Jersey Department of Education approved a transition plan to return the functions of Operations to local control. In 2016, the Department approved transition plans for Fiscal Management (Appendix K) and Personnel (Appendix H). As a result, this Plan need not address specific terms and conditions for the return of these three NJQSAC domains; however, in the context of the full return of local control and complete State withdrawal of intervention, this plan revisits these three areas with expectations and requirements around practices and decision-making that will best position the District to marshal its strategy, resources, and attention towards continued improvement in student outcomes. Thus, this section documents the process, actions, and commitments to be taken by the Board and District to ensure responsible oversight.

This section addresses the Board’s fiscal and operations obligations/roles, training for the Board to undertake, structures and expectations for the Board’s decision-making process and working relationship with the Superintendent and District Staff, planning for long-term financial
stability, financial reporting; and expectations regarding additional initiatives.

The HSP will annually review evidence to substantiate the provisions of the NJQSAC Fiscal Management and Operations areas in the District’s annual Statement of Assurance and report to the Board, Superintendent, Commissioner of Education, and CAO any deviation from the required standard.

2. Basic Fiscal Obligations: Budget Requirements and Best Practices

Strong fiscal management ensures the District can focus its strategy and attention on teaching and learning. When a Board and District manage finances poorly, as was the case in Paterson prior to State control, a district is unable to meet its obligation to provide a “thorough and efficient” education for its students as delegated by the State.

The annual budget is reviewed by the Board and approved by the Executive County Superintendent in the spring of the preceding year for the general, special revenue and debt service funds. The budget is submitted to the State Commissioner of Education and County Superintendent for review and approval.

To meet State, federal law, and the NJQSAC fiscal indicators, the District must implement a financial system that adheres to certain standards and principles. The Governance HSP will consult and advise the District in the implementation of its financial system, including, but not limited to, the following basic requirements:

a. Fiscal Policies: The District follows a standard operating procedures manual for business functions including a system of internal controls to prevent the over-expenditure of line item accounts and to safeguard assets from theft and misuse.

b. Preparation of Balanced Budget: The District prepares and the Board approves a balanced budget on time each fiscal year to ensure financial stability.

c. Monitoring of Budget to Actuals: Board Secretary’s monthly report is completed and reconciled without exceptions (e.g., unbalanced/inaccurate balance sheet, unauthorized transfers) and is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the Board within 60 days of the month's end for approval. The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.

d. Fiscal Forecasting: Three times per year, in November, February and May, the District will present to the Board a projection of the current year revenue and expenses to ensure that the District is on target to maintain a balanced budget for the current fiscal year.

e. Position Control: Personnel transaction forms are reviewed for budgeting purposes approved by BA prior to hiring process. Position Control will be organized by GAAP Code and show all staff their titles and respective salary costs.

f. Year-End Balances: The District ends the year with no deficit balances and no line item over appropriated expenditures by more than 10% in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).
g. **Audit**: The District receives an unqualified opinion on the annual audit, has no material weaknesses and reportable conditions.

h. **Grants**: The District ensures all grant funds are managed in accordance with mandated requirements and funds are expended within the required time period.

i. **Capital and Equipment**: The District provides proper oversight and accounting of capital projects, including those funded by bonds and lease financings, and sufficiently tracks supporting financial information to receive reimbursements when capital funds are held by a third party in escrow.

j. **Facilities**: The cost of capital and facilities maintenance projects are properly recorded in a work order management system that provides accurate financial information upon the request of District staff, auditors, or other professionals.

k. **Procurement**: The District complies with the New Jersey Public Schools Contracts Laws and Administrative Codes for all purchasing.

l. **Health and Safety**: Annual health and safety reviews are conducted in each building using the Evaluation of School Buildings Checklist Report (N.J.A.C. 6A:19-6.1 et seq.).

m. **Auditing of School Accounts**: Quarterly reviews of Student Activities are audited for proper monitoring and controls.

If in the course of providing the advice and consultation, the Governance HSP learns of actions by the Board or Leadership that is inconsistent with these requirements, the Governance HSP shall notify the Commissioner of Education.

### 3. Professional Development for the BOE and District Staff Regarding Fiscal Management Best Practices

To date, the Board has successfully maintained and provided oversight over Fiscal Management and Operations; however, with the withdrawal of State oversight via the State-Operated Superintendent’s position and the Commissioner’s veto, and because a majority of the Board has changed over since Operations was returned in 2014, it is imperative to revisit relevant topics for Board professional development.

Further, fiscal management of the District places significant demands on the Board given the District’s large operation and budget relative to its peers in other districts. Additionally, the District should continue its tight budget management while implementing creative revenue strategies and cost-cutting solutions, all while preserving school budgets as much as possible. Lastly, the course of events that led to State Intervention in 1991 naturally puts a spotlight on the Board’s ability to manage the budget effectively in pursuit of the best interest of students.

Thus, the Governance HSP will provide technical assistance and additional training to Board and Cabinet Members in financial oversight, accountability, and fiduciary responsibilities, in the following areas:

- Internal controls
- Budgeting
- Forecasting
- Financial planning and reporting
- Financial policies
Particular attention given to the following areas:

- **Revenue Schedule**: Monitor collection efforts to improve cash flows.
- **Staff Qualifications**: Ensure credentials and responsibilities of key financial positions.
- **Internal Controls**: Delineate the importance of independence and segregation of duties in preventing fraud, waste, and abuse and what actions boards should take if they suspect irregularities in these areas.
- **Fiscal Controls and Budget Monitoring**: Run to assess the District’s financial condition.
- **Financial Planning**: Align enrollment and capital planning to the strategic plan to fund budget priorities; understanding tradeoffs in the budgeting process and decision-making.
- **Fund Balance Review**: Monitor that there is sufficient balance of funds.
- **Compliance**: Examine findings and implement recommendations from statewide audits.

In addition to the mandatory finance training provided by the NJSBA, relevant trainings are available through the National School Board Association as well as the Government Finance Officers Association (GFOA).

The Governance HSP will assist the Board and District Leadership in developing the appropriate trainings, utilizing community resources (such as partnerships with higher education, business, and non-profit institutions in Paterson) to provide training workshops. Again, should the District and/or Board identify and provide evidence to the Commissioner of any previous board trainings which sufficiently address these topics and were successfully completed by all of the currently constituted board members, the Commissioner may deem in writing that this previous training meets the requirement.

During the 2016 and 2017 NJQSAC visits in Paterson, evidence demonstrated that the Board has participated in budget development for over a decade. The District should continue the practice of briefing the Board on assumptions for revenue projections (i.e. State aid and tax levy funding), weighted student funding formula, other funding decisions, and funding related to strategic initiatives and priorities.

### 4. Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent, and District Staff

As Fiscal Management and Operations have been under local control since 2014, the Board and District have been functioning as a locally controlled board and district in these areas for several years. This includes budget review and approval, resource allocation decisions, fiscal monitoring and ensuring compliance with applicable laws. However, there are certain aspects of the relationship among the Board, Superintendent and District Staff that will naturally change with the return of Governance, the withdrawal of State intervention, and the Board selection of a permanent Superintendent.

With regard to all following areas, and in keeping with the Board, Superintendent, and District
Staff responsibilities described in previous sections, roles with regard to fiscal management and operations should align with the following:

**Board:**

- Make responsible decisions or take actions that are in the best interest of all Paterson public school children, regardless of any other competing interest or consideration.
- Establish financial controls and create policies that prevent errors and fraud in financial management.
- Ensure fidelity of District practice to relevant policies and procedures.
- Approve the budget methodology and ensure that the revenue and expenses are reasonable, achievable and aligned to the overall Strategic Plan. It is not the responsibility of the Board to make detailed budget allocation decisions on how much money a specific school or department should get or how a particular individual should be compensated. The Board should evaluate the District’s overall approach and guidelines to resource allocation decisions. Tactical decisions – that is, how best to achieve the District’s goals – remain the unique province of the Superintendent. As a general rule, the Board should defer to the Superintendent even if the decision involves spending, provided it is in the general parameters of the annually approved budget.
- Develop long-term financial goals for the District.
- Monitor financial performance.

**District:**

- Manage all daily accounting and financial management decisions.
- Provide recommendations on strategic initiatives, overall resource allocation and potential operating efficiencies.
- Provide recommendations on weighted student funding (school) budget model
- Provide updates to the Board on financial performance including budget to actual and cash flow reporting.
- Adhere to Federal and State laws and District policies.

5. **Planning for Long-Term Financial Stability**

The District should continue to utilize a long-term outlook in financial budgeting and planning. Consistent with this approach, the District will adhere to the following principles as it develops a balanced budget:

- Preserve school budgets wherever possible;
- Identify and implement operating efficiencies in key areas while still maintaining student services;
- Cap central administrative expenses as a percentage of the overall budget;
- Commit to building unrestricted reserve funds to the max amounts permissible by law;
- Consider District school levy increases on an annual basis as provided by law; and,
- Use conservative budget assumptions and prudent financial management to ensure
the District achieves or exceeds a balanced budget.

In the Spring 2019, the District will be submitting its first budget since the relinquishment of State Control. Along with the budget, the District will develop a three-year plan depicting the worst-case/best-case scenarios. The current budget includes an unrestricted fund balance of 2%, as per the mandatory threshold. This plan strongly encourages that the District maintain a minimum fund balance of 2%.

6. Financial Reporting

The NJDOE notes that the District provides public financial reporting that has increased transparency regarding budgetary constraints and future planning. This reporting has included quarterly budget to actuals and liquidity reports.

Measures that align with information provided in these reports are included in the Scorecard accompanying this Plan. As such, the CAO will collect and publish these benchmarks annually.

This Plan additionally requires that the public reporting structure and timing (currently implemented quarterly) by the District continue at least through January 2020. Further, the District must produce for the Board the results of the annual financial statement audit, as well as the following reports:

- Monthly monitoring of financial results
  - Budget to Actual: The report includes the original budget, transfers, adjusted budget, expenditures, encumbrances, and available balance.
- Monthly Cash Flow reporting by fund:
  - Beginning cash balance
  - Receipts by source
  - Total disbursements
  - Ending balances for cash, accounts payable and receivable
  - Reconciliation with bank statements

7. Expectations Regarding Additional Fiscal Management and Operations Initiatives

a. Equipment Lease Financing:
The District entered into a lease financing agreement for District vehicles. Custodial equipment for snow removal and transportation equipment follow a lease/purchase agreement. Additionally, the District has entered into Phase I of an Energy Savings Improvement Plan (ESIP) in the amount of $14 million dollars. The additional equipment for the 17 schools (ESIP Program – phase one) will reduce the amount of maintenance and repair for the facilities staff. The second phase will take place in the Fall of 2019. The ESIP program will reduce the burden of facilities and capital needs on the operating budget.
b. Additional Expectations:
Work orders for facilities capital, repair, and maintenance projects, must be accurately
described, evaluated, recorded, and closed out in the electronic work order management system
(currently SchoolDude).

Given the District’s responsibility to provide appropriate pupil transportation under certain
circumstances to many of the City’s approximate 28,000 school-aged residents, the cost of
pupil transportation is expected to be another significant annual operational expenditure. As
such, any contract or inter-local agreement with a transportation service provider should be
closely monitored and re-evaluated on an annual basis. The performance of that entity should
be evaluated against the terms stipulated in the contract or agreement, and, if not met, a
national competitive process should be undertaken to select a new provider or transition to
local management after sufficient and thorough planning.

8. Policy Development Process and Role of Policy Committee
The Board, in consultation with the Superintendent, is responsible for maintaining and updating
District policies and procedures in accordance with N.J.S.A 18A and N.J.A.C 6A.

The Superintendent shall develop any new policies and make any updates/amendments to the
District’s existing policy manual. Pursuant to this plan and to the existing Operations Transition
Plan (Appendix I) adopted in 2014, the Board shall develop and implement policies and
procedures in accordance with applicable laws and regulations with regard to the following
Operational areas: The prohibition of harassment, intimidation and bullying (HIB); cooperation
between school staff and law enforcement; reporting of missing and abused children; the
provisions of home instruction services, I&RS, and Chapter 192 and Chapter 193 services; and
the prevention of drug, tobacco and alcohol abuse.

In accordance with N.J.A.C. 6A:16-7.1, the District shall maintain and regularly update the Code
of Student Conduct to reflect all required elements which shall be presented to the Board for
review and approval. The superintendent shall be responsible for dissemination of the code of
conduct to staff, students and parents.

Upon submission of the code of conduct or policies, and to assist in the board’s consideration of
same, the Board will maintain a Policy committee to review and make recommendations to the
full Board.

9. Maintenance of Operational Data and Controls
The Board will continue to work with the Superintendent and the District Staff responsible for
performance and data to develop internal processes for data quality, management and review.
Prior to submitting the requisite data files to the NJDOE, the District will apprise the Board of
the due dates for data submission of required NJSMART files to the NJDOE, as well as the
details on the quality of the data submitted.

10. School Safety and Security
The District will continue to provide the Board with information regarding the safety and
security of the District’s students, including the safety education program required pursuant to
N.J.A.C. 6A:27-11.4; establish procedures to review and resolve any school or transportation incidents, in accordance with N.J.A.C. 6A:27-11 and 12.1(g); satisfy the requirements of the Gun-Free School Act and Title IV Section 4141 of Every Student Succeeds Act (No Child Left Behind), in accordance with N.J.S.A. 18A:37-7 through 12 and N.J.A.C. 6A:16-5.5; and develop and implement a Memorandum of Agreement with law enforcement, in accordance with N.J.A.C. 6A:16-6.1 and 6.2.

Pursuant to this plan, the district shall continue to report to the Board all incidents identified in the School Safety Data System (SSDS) pursuant to N.J.A.C. 6A:16-5.3 and 16.7 and all incidents of HIB. The District shall continue to conduct the required HIB self-assessment, which shall be approved by the Board prior to submission to the Department.

Further, the Board shall continue to adjudicate disputes arising from HIB determinations, in accordance with N.J.S.A. 18A:37-15, and disciplinary determinations, in accordance with N.J.A.C. 6A:16-7.2 through 7.6, consistent with the District’s policies and procedures regarding such hearings. This shall include a challenge to the administration's recommendations to place a student in an alternative education setting as part of a disciplinary consequence.

The District shall annually present to the Board the School Safety and Security Plan, which shall be subject to the Board’s review and approval. Upon the Superintendent’s recommendation, the Board shall appoint a school district liaison to serve as a contact person with child welfare authorities. This initial appointment shall be made on an annual basis.

11. Transportation
In accordance with applicable State law and regulations, as well as Board policy, the Board shall have oversight over the District’s transportation services to all eligible pupils, including the designation and approval of bus routes in conjunction with the Department of Transportation.

12. Training for School District Employees
The Superintendent shall provide the Board with an update regarding compliance with all required trainings for district employees in accordance with N.J.S.A. 18A and N.J.A.C. 6A; including a schedule of when these trainings are completed.

13. Student Health
The District shall continue to develop the District’s Nursing Services Plan, Board-approved comprehensive guidance and academic counseling program, and comprehensive Equity Plan, which shall be presented to the Board for approval in compliance with N.J.A.C. 6A:16-2.1(b), N.J.A.C. 6A:8-3.2(b), and N.J.A.C. 6A:7-1.4(c).

14. Guidance and Student Support Services
The Board, in consultation with the Superintendent, shall coordinate a comprehensive career education and counseling program with transition services for students with disabilities, pursuant to N.J.A.C. 6A:14-3.7(e)11-13; and shall ensure that each school building has a multidisciplinary team as part of the delivery of I&RS services in accordance with N.J.A.C. 6A:16-8.
In addition, the Board shall have oversight over the administration of the District’s comprehensive substance abuse intervention, prevention, and treatment referral program in the District as delivered by the district’s Substance Awareness Counselors.

**Part 5: Personnel**

1. **Purpose and Overview**

The District has had an approved Personnel Transition Plan (Appendix H) and local control of Personnel since 2016. As a result, this plan need not address specific terms and conditions for the return of this NJQSAC domain. However, in the context of the full return of local control and withdrawal of State intervention, this plan assumes the effective implementation of the existing Personnel Transition Plan. The Personnel Transition Plan addresses training for the Board to undertake in the domain of Personnel, structures and expectations for the Board’s decision-making process, role, and working relationship with the Superintendent and District Staff, and specific responsibilities within Personnel that fall under the Board’s purview.

This section of the plan revisits the transitional requirements regarding practices and decision-making that will best position the District to marshal its strategy, resources, and attention towards continued improvement in student outcomes.

2. **Establishing Expectations for Decision-Making and a Working Relationship between the Board, Superintendent, and District Staff**

The 2016 Personnel Transition Plan discusses the methods in which the Board, Superintendent, and District Staff work together on Personnel matters. Standard Operating Procedures have been developed to guide the Board and the Superintendent in Personnel matters. Continued attention will be focused on the Standard Operating Procedures 1.1, 1.2 Part 1, Part 2, and 2.5 (Appendix J).

The District is continuing to meet expectations for decision-making and a working relationship between the Board, Superintendent, and District Staff. The roles with regard to Personnel have aligned and will continue to as follows:

**Board:**

- Make responsible decisions or take actions that are in the best interest of all Paterson Public School children, regardless of any other competing interest or consideration;
- Maintain confidentiality and respect for individual employees’ cases and applicants in any hiring process as required;
- Ensure fair labor practices for employees;
- Maintain compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act;
• Ensure fidelity of District practice to policies, secure that all positions are funded before posting, candidates are vetted in a consistent manner, and candidates selected meet the requirements set forth in job descriptions;
• Participate in negotiations as determined by the Board;
• Vote to approve all applicable personnel matters (including settlement of collective negotiating agreements and candidate salaries); and,
• Conduct Donaldson hearings.

District:
• Provide data and recommendations to the Board to enable responsible decisions making regarding all applicable personnel matters;
• Afford guidance on whether matters should be discussed publicly or in closed session;
• Develop a set of goals, proposals to meet these goals, and fiscal analysis for each contract negotiation for approval and, with Board participation as necessary, conduct negotiations with collective negotiating units’ representatives;
• Manage the daily process associated with hiring and other personnel matters;
• Recruit and employ high quality, suitable candidates with experience and credentials aligned to the requirements of the job;
• Conduct District’s transfer process in the best interest of students and staff, submitting any transfers to Board for approval; and,
• Compile and recommend tenure charges that are aligned with applicable laws, regulations, and negotiated contracts,

3. Monitoring of Personnel Functions Recently Returned

The Governance HSP will provide technical assistance to the District to ensure the development and implementation of proper policies and procedures governing personnel functions. Specifically, the Governance HSP will work with the District to ensure:

1. The District has implemented a position control roster for tracking and management of staff additions and separations;
2. The District has developed and implements a hiring process and disciplinary process that is fact-based and free from inappropriate influences;
3. The District ensures that all staff are appropriately certified and credentialed for their assignment; and,
4. The District adopts and implements appropriate policies and procedures for the annual evaluation of all teaching staff members and distributes the policies by October 1 of each year.

If in the course of providing advice and consultation, the Governance HSP learns of actions by the Board or Leadership that is inconsistent with these requirements, the Governance HSP shall notify the Commissioner of Education.
4. **Expectations Regarding Additional Personnel Initiatives**

Research has repeatedly shown that nothing is more important to student achievement than the effectiveness of the staff. Therefore, all of the policies and procedures that the District and Board put in place must be developed to ensure the District is able to attract and retain the best teachers possible.

a. **Continued Implementation of AchieveNJ**

Paterson will continue to effectively implement AchieveNJ, the State’s educator evaluation system, which aims to ensure students have an effective teacher in every classroom, and an effective school leader in every school throughout New Jersey. This Plan sets the expectation that the District will continue its current approach of purposefully training school leaders, honest and rigorous teacher evaluation, and tailored teacher support that have characterized its practice to date. Therefore, under the two years of this Plan, the District must commit to retaining an evaluation tool – specifically, the District Framework for Effective Teaching and the District Leadership Framework (or an equivalent tool under AchieveNJ regulations) - that have already been approved by the State for use in evaluations.

Furthermore, if the average teacher evaluation rating increases, the State, and all of Paterson’s stakeholders, should expect to see a correlated increase in the outcomes for students, signifying that the increase is based on the fact of improved teacher practice, as opposed to a lack of rigor around evaluations.

The District ensures open lines of communication via our District Education Advisory Committee (DEAC). Paterson Public Schools has set high expectations for ensuring all staff members succeed at high levels, thus resulting in positive outcomes for the students of Paterson.

**Monitoring of Transition Plan Implementation and NJQSAC**

1. **Implementation of Transition Plan**

In accordance with the NJSBOE’s resolution passed on May 2, 2018, local authority over all District operations will officially begin immediately on September 6, 2018.

2. **NJQSAC Reviews Following Completion of Full Transition Plan**

Pursuant to N.J.A.C. 6A:30-7.6, upon successful completion of the Full Transition Plan, the Commissioner shall recommend to the State Board that the withdrawal from intervention be completed and the district returned to full local control. Following approval by the State Board, the District will undergo a full QSAC review. Upon completion of the review, “the Commissioner shall make a determination regarding the public school district’s placement on the performance continuum, notify the public school district of this action, and issue a letter to the public school district designating it as a ‘high performing’ school district.”
I confirm that this Commissioner-approved plan was discussed at a public meeting, held on September 5, 2018, and noted in the official minutes:

Paterson Public School District

By:

[Signature]

Board President

Date: 9-5-18

By:

[Signature]

State District Superintendent

Date: 9-5-18
Appendices

Appendix A: Equivalency Application
Appendix B: Equivalency Measures Scorecard for I&P (2016/2017)
Appendix C: Timetable for activities relating to and leading to the withdrawal from State intervention
Appendix D: Names and Terms of Current Board Members
Appendix F: Training Plan
Appendix G: District Additional Metrics
Appendix H: Personnel Transition Plan
Appendix I: Operations Transition Plan
Appendix J: Human Capital Standard Operating Procedures
Appendix K: Fiscal Transition Plan
Appendix A: Equivalency Application

NEW JERSEY DEPARTMENT OF EDUCATION

Equivalency application

N.J.A.C. 6A:5

COUNTY: PASSAIC  COUNTY CODE #: 31
SCHOOL DISTRICT: PATERSON  DISTRICT CODE #: 4010

"EQUIVALENCY" means approval to achieve the intent of a specific rule through an alternate means that is different from, yet judged to be comparable to or as effective as, those prescribed within the rule.

1. List the Administrative Code citation(s) that necessitates the proposed equivalency. As the Department cannot approve an equivalency to an entire chapter, subchapter or section (e.g., N.J.A.C. 6A:5; N.J.A.C. 6A:5-1; or N.J.A.C. 6A:5-1.1, respectively), all applications must include a citation at least at the subsection level (e.g., N.J.A.C. 6A:5-1.1(a)).
   N.J.A.C. 6A: 30-2.2 (c)
   N.J.A.C. 6A: 30-7.1 (b)
   N.J.A.C. 6A: 30. Appendix A – District Performance Review

2. Describe what the school district intends to accomplish that is currently prevented or disallowed by the existing rule(s).

   Instruction and Program is one of the five key areas of school district effectiveness by which New Jersey’s school districts performance and capacity are to be assessed pursuant to NJQSAC, N.J.S.A.18A:7A-10 et seq., and its implementing regulations N.J.A.C. 6A: 30-1.1 et seq. NJQSAC and its regulations further require that school district performance and capacity are to be assessed by means of objective measures. Currently, under the guidelines described by QSAC, PPS has local control over three of five areas: Operations, Fiscal Management and Personnel. The district is working diligently to earn control on the remaining two areas: Governance and Instruction & Program.

   The Instruction & Program area of QSAC is unique because it is the only area where a significant number of points are based on lagging outcomes which, by nature, take several years to change in response to direct efforts. Specifically, 38 of the 100 points on the I&P section are based on student performance outcomes. The spirit of this section of state law is designed to require the school district to demonstrate it can improve outcomes for students: the statute states that “the quality performance indicators shall take into consideration a school district’s performance over time, to the extent feasible.” However, the current set of student outcome indicators does not take into consideration growth in students’ performance. Instead they look at snapshots of proficiency levels, graduation rates, and achievement on federal school-level metrics (developed for a different type of assessments and frozen since 2012).

   Paterson Public Schools has a mission to prepare all children for the college/university of their choosing and in their chosen career. The district plans to continue to demonstrate sustained, substantial progress on the student outcome indicators through alternative metrics and goals.
that are rigorous and achievable. These proposed measures will evaluate proficiency and also growth. At the same time, we will utilize diagnostic internal measures in both LAL and Math which will prescribe interventions to address individual or subgroup needs as they become apparent.

3. Describe why an equivalency is necessary to accomplish the desired or measurable result(s). Describe the proposed equivalent.

An equivalence is necessary because without it, despite the district achieving real change in instructional practice and significant improvement in growth-based measures outside of QSAC, the targets currently set in the Instruction and Program section are unreachable in the foreseeable future. Language and Math targets were developed for a different type of assessment and now, with increased rigor in the PARCC assessments, they are substantially above New Jersey’s average proficiency rates of 46.7% in ELA and 35.8% in Math.

PPS is proposing not only new targets but also an equivalent set of metrics that keeps the goals of demonstrating rigorous, significant progress but does so in a more meaningful way. We are suggesting growth-based metrics which recognize and reward the progress of all students and not only those who happen to be on the higher end of the band that will push them to meeting or exceeding expectations.

PPS intends to demonstrate student growth over time utilizing the following proposed equivalences for Indicators 1-7:

Indicators 1 & 2

- **Current Code:**
  The District would earn three points each for a total of 6 points for meeting the AMO in LAL and Math for the district’s total population.

- **Proposed Equivalency:**
  The District would earn three points each for a total of 6 points for meeting the Federal participation rate of 95% on ELA and Math.

Indicators 3 & 4

- **Current Code:**
  The District would earn a total of 12-20 points (6-10 points each) for total student population proficiency of 75% or higher in ELA and Math, or 2-10 points (1-5 points each) for gap closure if proficiency is less than 75%.

- **Proposed Equivalency:**
  The District would earn **0-16 points** (0-8 points for ELA and 0-8 points for Math) if PARCC data is used for meeting district’s goals in ELA or Math as described below:
  OR
  The District would earn 0-16 points if the District mSGP is used for meeting district’s goals in ELA and Math as described below

<table>
<thead>
<tr>
<th>Points</th>
<th>Approaching/Meeting/Exceeding on PARCC</th>
<th>OR</th>
<th>District mSGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Math</td>
<td>Total</td>
<td>&gt;= 65%</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>55% - 64.9%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
<td>45% - 54.9%</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>&lt; 45%</td>
</tr>
</tbody>
</table>
Indicators 5a & 5b

- **Current Code:**
  The District would earn 2 points for **not having priority schools.**
  The District would earn 2 points for **having a reward school.**

- **Proposed Equivalency:**
  The District would earn 2 points for **not having** a school in bottom 5% of mSGP OR
graduation rate.
  The District would earn 2 points for having a rewards school.

**Indicator 6**

- **Current Code:** At least 70% of the district’s total population, across all grades tested in
  science achieve proficient or advanced proficient.

- **Proposed Equivalency:**
  The district would earn 2 points by reaching 70% proficiency or 4 percentage points in
  yearly growth in NJ ASK 4
  The district would earn 2 points for reaching 70% proficiency or 4 percentage points
  yearly growth in NJ ASK 8
  The district would earn 2 points for reaching 70% proficiency or 4 percentage points
  yearly growth in the Biology Competency Test

**Indicator 7**

- **Current Code:** The District would earn 2 points for students graduating from high school
  (4 points for 95%; 3 points for 90% and 2 points for 85%)

- **Proposed Equivalency:**
  The District would earn 2 points for 2.5 percentage points annual gain in the aggregate
  cohort graduation rate.
  The District would earn 3 points for having 2 high schools with a graduation rate of 90%
or higher or 4 points for having 3 or more high schools with a graduation rate of 90% or
  higher.

4. **Describe the process, including solicitation of input and public comment, employed to inform the community, parents, district board of education members, administrators, and staff in the proposal’s development.**

The process and venues for soliciting public comments and input to this equivalency application includes:

1) Two community-wide forums (one at Eastside High School and one at John F. Kennedy
   High School)

2) The Paterson Public School District’s Transformation Planning Steering Committee
   which includes the Dean of William Paterson University, President of Passaic County
   Community College, President of the Chamber of Commerce, Executive Director of the
   Paterson Education Fund, President/CEO of the New Jersey Federal Credit Union,
   Executive Director of the Paterson Alliance, CEO of the New Jersey Community
   Development Corporation, Pastor of St. Luke’s Baptist Church, and is chaired by the
   retired Executive Director of the Paterson Education Fund

3) The district’s Parent Teacher Organizations (PTOs)

4) School Board (public school board hearing)

5) Collective Bargaining Units

6) Posting on district Web site with a response mechanism for feedback

7) Local Governance Initiative Steering Committee for the district

8) District administrative teams:
   a. Superintendent’s Cabinet
b. Principals  
c. Directors  
d. Academic Services  
e. District office staff

5. The Superintendent will provide an overview of the proposed equivalency metric included in the application and will afford participants the opportunity to comment.

I, Dr. Donnie W. Evans, certify that the information presented in this application is true and accurate to the best of my knowledge.

Chief School Administrator

The District board of education adopted a resolution supporting the proposed equivalency:  
Board Adoption Date: February 15, 2017  Resolution Number: T&P-9

[Signature]

CHIEF SCHOOL ADMINISTRATOR  SIGNATURE  2/16/17  DATE

FEBRUARY 7, 2017

Page 4 of 4
Appendix B: Equivalency Measures Scorecard for I&P (2016/2017)

The chart below shows the metrics in PPS’s equivalency with the point scores on each.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Point Value</th>
<th>District Score</th>
<th>County Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The District would earn three points for meeting the Federal participation rate of 95% on ELA</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total of Indicator 1</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The District would earn three points for meeting the Federal participation rate of 95% on Math</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total of Indicator 2</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3 and 4</td>
<td>The District would earn 0-16 points (0-8 points for ELA and 0-8 points for Math) if PARCC data is used for meeting district’s goals in ELA or Math OR The District would earn 0-16 points if the District mSGP is used for meeting district’s goals in ELA and Math</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total of Indicator 3 and 4</strong></td>
<td>16</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>The District would earn 2 points for not having priority schools.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The District would earn 2 points for having a reward school.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total of Indicator 5</strong></td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in NJ ASK 4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in NJ ASK 8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in the Biology Competency Test</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total of Indicator 6</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The District would earn 2 points for 2.5 percentage points annual gain in the aggregate cohort graduation rate.</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The District would earn 3 points for having 2 high schools with a graduation rate of 90% or higher; or</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4 points for having 3 or more high schools with a graduation rate of 90% or higher</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total of Indicator 7</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Overall Total</td>
<td>38</td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>
Appendix C: Timetable for activities relating to and leading to the withdrawal from State intervention

Note: some activities have been completed prior to the presentation of this Plan.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section of Transition Plan</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017 - February 2018</td>
<td>Governance</td>
<td>Public meetings for transition</td>
</tr>
<tr>
<td>May 2018 - June 2018</td>
<td>Executive Summary</td>
<td>Superintendent Search Process</td>
</tr>
<tr>
<td>August 23, 2017</td>
<td>Governance</td>
<td>Presentation of draft Transition Plan to the public for input</td>
</tr>
<tr>
<td>October 2, 2017</td>
<td>Governance</td>
<td>Search firm selected and begins work</td>
</tr>
<tr>
<td>September 6, 2018</td>
<td>Executive Summary</td>
<td>Effective date of Transition Plan, Advisory Board constituted as Board of Education</td>
</tr>
<tr>
<td>November 30, 2018</td>
<td>Fundamental Considerations</td>
<td>HSP supporting District</td>
</tr>
<tr>
<td>June 2019</td>
<td>Governance</td>
<td>Board Training: Ethics Topics (See Section 2)</td>
</tr>
<tr>
<td>February 2019</td>
<td>Governance</td>
<td>Board Training: Governance Topics (See Section 3)</td>
</tr>
<tr>
<td>February 12, 2018</td>
<td>Governance</td>
<td>Superintendent Search: Superintendent Selection Committee recommends candidates to Board</td>
</tr>
<tr>
<td>February 14, 2018</td>
<td>Governance</td>
<td>Superintendent Search: Board makes final selection of new superintendent</td>
</tr>
<tr>
<td>TBD</td>
<td>Governance</td>
<td>State-Appointed Superintendent’s current contract expires</td>
</tr>
<tr>
<td>TBD</td>
<td>Governance</td>
<td>Board Superintendent takes office</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Instruction &amp; Program</td>
<td>Calculate equivalency score using data from 2017-2018 school year</td>
</tr>
<tr>
<td>November 6, 2018</td>
<td>Fundamental Considerations</td>
<td>Referendum on classification of board as Type I (appointed) or Type II (elected)</td>
</tr>
<tr>
<td>Date</td>
<td>Category</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 2019</td>
<td>Fundamental</td>
<td>Comprehensive Accountability Office releases first annual report</td>
</tr>
<tr>
<td></td>
<td>Considerations</td>
<td></td>
</tr>
<tr>
<td>June 2019</td>
<td>Governance</td>
<td>New superintendent and Board develop new strategic plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board approves new strategic plan</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Instruction &amp; Program</td>
<td>Calculate equivalency score using data from 2018-19 school year</td>
</tr>
<tr>
<td>September 2020</td>
<td>Fundamental</td>
<td>Comprehensive Accountability Office releases second annual report</td>
</tr>
<tr>
<td></td>
<td>Considerations</td>
<td></td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>Governance</td>
<td>District beings work on next Long Range Facilities Plan (no later than this date)</td>
</tr>
<tr>
<td>September 6, 2020</td>
<td>Fundamental</td>
<td>Transition Plan (provided successful implementation) and HSP authority expire</td>
</tr>
<tr>
<td></td>
<td>Considerations</td>
<td></td>
</tr>
<tr>
<td>September 6, 2020</td>
<td>Instruction &amp; Program</td>
<td>Express intention to renew equivalency or move to revised QSAC measures for following SOA</td>
</tr>
</tbody>
</table>
## Appendix D: Names and Terms of Current Board Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Election/Appointment</th>
<th>Term Expires In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent Arrington</td>
<td>January 2018 (appointed)</td>
<td>January 2019</td>
</tr>
<tr>
<td>Oshin Castillo</td>
<td>January 2016</td>
<td>January 2019</td>
</tr>
<tr>
<td>Nakima Redmon</td>
<td>January 2016</td>
<td>January 2019</td>
</tr>
<tr>
<td>Emanuel Capers</td>
<td>January 2017</td>
<td>January 2020</td>
</tr>
<tr>
<td>Manuel Martinez, Jr.</td>
<td>January 2017</td>
<td>January 2020</td>
</tr>
<tr>
<td>Jessica Schutte</td>
<td>August 2018</td>
<td>January 2019</td>
</tr>
<tr>
<td>Jonathan Hodges</td>
<td>January 2018</td>
<td>January 2021</td>
</tr>
<tr>
<td>Joel D. Ramirez</td>
<td>January 2018</td>
<td>January 2021</td>
</tr>
<tr>
<td>Kenneth L. Simmons</td>
<td>January 2018</td>
<td>January 2021</td>
</tr>
</tbody>
</table>

A school board member shall abide by the following Code of Ethics for School Board Members:

a. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.

b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.

c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.

d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.

e. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.

f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.

g. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.

h. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.

i. I will support and protect school personnel in proper performance of their duties.

j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.
## Appendix F: Training Plan

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Specific Requirements</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Training</td>
<td>Board Members and Cabinet will be trained in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conflicts of interest and ethical requirements;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Financial Disclosure requirements;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Confidentiality of information;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Roles of the Board compared to administrative responsibility;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nepotism; and,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Prohibited political contributions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed by May 2018 for current Board members;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required by February 2019 for new Board members elected in November 2018</td>
<td></td>
</tr>
<tr>
<td>Governance Best Practices</td>
<td>Board Members and Cabinet will be trained in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Governance best practices including attributes of successful boards;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Effective decision-making processes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Communicating with the public during and outside of board meetings; and,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Development of necessary subject area expertise (i.e. Personnel and Finance).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required by June 2019</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Board member and Cabinet members will be trained in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Financial oversight*,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Accountability,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fiduciary responsibilities, including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Internal Controls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Budgeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Forecasting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Financial Planning and Reporting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Financial policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Should also include budget development and approval timelines for Type II districts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required by June 2019</td>
<td></td>
</tr>
<tr>
<td>Board-Administration Relationship</td>
<td>Expectations Regarding Effective Working Relationships with District Cabinet/Staff</td>
<td>Required by: June 2019</td>
</tr>
</tbody>
</table>
| Instruction and Program | Board Members and Cabinet Members will be trained in:  
|------------------------|---------------------------------------------------------------|
|                        | o NJ Learning Standards and assessments (i.e. PARCC) used to test those standards;  
|                        | o Academic data, including the difference between performance and growth measures;  
|                        | o Formative and summative assessment results, and disaggregation of data to understand trends of subpopulations; and  
|                        | o Community Schools, Chronic Absenteeism, Special Population Trainings (i.e. ELL, Special Ed., G&T, etc....)  
| Evaluation of the Superintendent | Best practices in complying with legal requirements, alignment of district priorities/goals and continuing professional development.  
| Required by: | **June 2019**  
| Required by: | **July 1, 2018** |
### Appendix G: District Additional Metrics

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Goal</th>
<th>In Progress</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reduction of Comprehensive and Targeted Schools</strong></td>
<td>In 2017-2018, the district had six priority and twenty-two focus schools. In the upcoming 2018-2019 school year the State has identified seven comprehensive and two targeted schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Continue to sustain or decrease the number of identified schools as comprehensive and targeted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Develop, support and monitor Annual School Plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chronic Absenteeism</strong></td>
<td>In 2017-2018, the district launched a citywide campaign to address chronic absenteeism. To date student population chronic absenteeism in the district has decreased by <strong>-36.76%</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Continue to decrease the number of identified students by <strong>5%</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>- Increase participation rate by <strong>10%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Increase the combined mean benchmark by <strong>20 points</strong> (864 + 20 = 884)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Offer District-wide PSAT for grades 8-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AP</strong></td>
<td>- Utilize PSAT predictor data to identify students for AP placement</td>
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<td>- Increase enrollment in AP courses by <strong>5%</strong></td>
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<td>- Increase number of students achieving a Level 3 or greater by <strong>2%</strong></td>
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<tr>
<td>Focus Area</td>
<td>Goal</td>
<td>In Progress</td>
<td>Met</td>
<td>Not Met</td>
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| **PARCC**  | • Increase number of students achieving at a Level 3 or above in Mathematics by 5%  
• Increase number of students achieving at a Level 3 or above in English Language Arts by 5% | | | |
| **Graduation Rate** | • Increase the number of students graduating via state assessments by 3% | | | |
| **Subgroups** | Subgroups: Reduce the achievement gap in **ELA by 2%** in subgroups of:  
**Grades 6-7:**  
• African American Male  
• Hispanic Male  
**Grade 9**  
• African American Male  
• African American Female  
**Grade 10**  
• African American Male  
• Hispanic Male  
Subgroups: Reduce the achievement gap in **Mathematics by 2%** in subgroups of:  
**Grades 6-7:**  
• African American Male  
• Hispanic Male  
**Grade 9**  
• African American Male  
• African American Female  
**Grade 10**  
• African American Male  
• Hispanic Male | | | |
| **Science NJSLS** | • Utilize the data that will be collected from the 2018 assessment to set future goals to insure growth/success based on parameters outlined by NJDOE. | | | |
| **Option II** | • Increase Option II availability for our students through Dual Enrollment and SLE opportunities by **20%**. |

|       |       |       |
Appendix H: Personnel Transition Plan

TRANSITION PLAN FOR THE RETURN OF THE PERSONNEL COMPONENT TO THE PATERNSON PUBLIC SCHOOL DISTRICT

I. PURPOSE

This Transition Plan is presented pursuant to N.J.A.C. 6A:30-7.2(b) and (c), to delineate the terms and conditions for return of the Personnel component of school district operations to the Paterson Public School District (District) by resolution of the State Board of Education on February 10, 2016. The purpose of this Transition Plan is to address the process leading to the withdrawal from State intervention in the area of Personnel in Paterson as required by that resolution. It is also intended to detail specific goals and benchmarks pertaining to Personnel that will assist the Paterson Public Schools in satisfying the necessary factors to achieve local control in Instruction and Program and Governance, the remaining areas under partial State Intervention. The return of the area of Fiscal Management shall be the subject of a separate Transition Plan adopted by the Commissioner of Education and the Paterson Board of Education.

II. BACKGROUND

On August 7, 1991, and pursuant to the school district accountability system in effect at that time, the State Board of Education (State Board) revoked the authority of Paterson’s local board of Education to control the district’s operations, and created a State-operated school district. Fourteen years later, the legislature enacted the New Jersey Quality Single Accountability Continuum (NJQSAC), a statutory system that revised the former accountability system to “ensure that all districts are operating at a high level of performance” and to determine “the degree to which the thorough and efficient standards are being achieved.” N.J.S.A. 18A:7A-10, et seq. NJQSAC established an evaluation system using five key components as measures of school district effectiveness: (1) Instruction and Program, (2) Personnel, (3) Fiscal Management, (4) Operations, and (5) Governance. N.J.S.A. 18A:7A-10. Specific quality performance indicators rate a school district’s effectiveness within each of the five key components. Following an evaluation in the five key components, the Commissioner of Education (Commissioner) determines a school district’s placement on the performance continuum, and can recommend full or partial State intervention to the State Board.

Consistent with the aforementioned practice, the State-operated school district of Paterson (District) underwent reviews in 2007, 2011, and 2014 applying the indicators developed by the Department of Education (Department) with the five key component areas. These reviews resulted in the decision by the State Board, per the Commissioner’s recommendation, to return the Operations component to local control and place Paterson under partial State intervention. Upon Paterson’s placement under partial State intervention, the Paterson School Advisory Board of Education (Paterson Advisory Board) continued as an advisory board subject to the authority and control of the State District Superintendent, and the Department has continued to monitor the District’s progress. The District’s progress has been monitored through interim performance reviews pursuant to N.J.S.A. 18A:7A-14(b) and N.J.A.C. 6A:30-5.6(b). The District also

Based on the findings of the District’s interim reviews completed in November 2015, June 2013, and December 2010, together with the September 2011 and June 2014 three-year comprehensive reviews, the Commissioner concluded that the District has demonstrated evidence of sustained and substantial progress, as well as evidence that the District has the adequate programs, policies and personnel in place to ensure sustained progress, warranting the return of the Personnel component to local control pursuant to N.J.A.C. 6A:30-7.1. Thereafter, on February 10, 2016, upon the Commissioner’s recommendation, and pursuant to N.J.A.C. 6A:30-7.2(a), the State Board adopted a resolution directing the Department and the District to begin the process of transitioning the Personnel component back to local control in the District. The resolution further directed that the functions of Instruction and Program and Governance remain under partial State intervention.

III. EFFECTIVE DATE FOR RETURN OF THE FUNCTION OF PERSONNEL TO THE PATERNSON PUBLIC SCHOOL DISTRICT

This Transition Plan shall be presented at a public meeting of the Paterson Advisory Board on August 10, 2016 and officially noted in the minutes pursuant to N.J.A.C. 6A:30-7.4(a). The District and Paterson Board of Education (Board) shall assume control in the area of Personnel, effective upon Commissioner’s approval of the plan, and the provisions of this plan shall be implemented immediately according to the timelines set forth herein. The remaining components of school district functioning as defined by NJQSAC – Instruction and Program and Governance – will remain placed in partial State intervention.

IV. NJQSAC DISTRICT IMPROVEMENT PLAN

Pursuant to N.J.S.A. 18A:7A-14 and N.J.A.C. 6A:30-5.4, the District has developed a NJQSAC District Improvement Plan (DIP) to address those areas of school district functioning where the District did not satisfy at least 80% of the indicators during the NJQSAC evaluation. The components of the DIP are hereby incorporated into this Transition Plan.

a. The most recent District Improvement Plan was developed and submitted to the Department in the areas of Instruction and Program and Governance. This plan addresses each District Performance Review (DPR) indicator not met, strategies/interventions to be implemented, timelines, staff responsible for action items and evidence of completion for each, and was approved by the Department on March 30, 2016.

b. Progress on this District Improvement Plan will be monitored by the Department pursuant to N.J.S.A. 18A:7A-14 and N.J.A.C. 6A:30-5.6. Upon determination by the Commissioner that the District has satisfied the factors for initiating return to local control set forth at N.J.A.C. 6A:30-7.1 in one or more of these remaining areas, the
Commissioner shall recommend to the State Board that the process for withdrawal from intervention in that area, or areas, be initiated.

V. STATE DISTRICT SUPERINTENDENT AND PATERSON ADVISORY BOARD

Pursuant to N.J.S.A. 18A:7A-53(c), because the District has not met the NJQSAC performance indicators for the Instruction and Program and Governance components of school effectiveness, the District remains under partial State intervention, and the Paterson Advisory Board remains advisory. The Department and Commissioner will continue to negotiate contracts with and hire a State District Superintendent to serve as a chief school administrator to oversee the District as necessary, pursuant to N.J.S.A. 18A:7A-35.

VI. SPECIFIC GOALS AND PRIORITIES TO SUPPORT THE DISTRICT IMPROVEMENT PLAN FOR INSTRUCTION AND PROGRAM

The components of the District Improvement Plan are hereby incorporated into this Transition Plan. The Paterson Public School District priorities and goals are:

a. Priority I: Effective Academic Programs – Paterson students can achieve at a high level and this district is fully committed to preparing all students for college and their future career. The district will continue to implement a wide array of high impact interventions to accelerate student achievement (growth in test scores and graduation rates) and to help ensure students are comfortable with 21st century learning skills.
   i. Goal 1: Increase achievement levels – expected growth – by 20 percentage points for grades 3-11 by 2019
   ii. Goal 2: Increase graduation rate of students
   iii. Goal 3: Increase college preparedness
   iv. Goal 4: Create Student Centered Supports where all students are engaged in school
   v. Goal 5: Technology and 21st century learning

b. Priority II: Creating and Maintaining Healthy School Cultures – The district is dedicated to creating and maintaining safe, caring and orderly schools. We will continue to implement the Paterson Effective Schools Model which includes ten dimensions of school effectiveness to fundamentally change the culture and climate of schools as well as the district office.
   i. Goal 1: The Paterson Effective Schools Model (PESM)
   ii. Goal 2: Reconfigure schools to increase student engagement
   iii. Goal 3: Revise Student Assignment/School Choice Plan
   iv. Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards

c. Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.
i. Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs

ii. Goal 2: Create more Full Service Community Schools

iii. Goal 3: Expand partnerships with community organizations, agencies, and institutions

iv. Goal 4: Increase parent education opportunities to meet parents’ needs

d. Priority IV: Efficient and Responsive Operations – The district’s administrative offices must be well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

i. Goal 1: Improve internal and external communication

ii. Goal 2: Strengthen customer service orientation in schools and district offices

iii. Goal 3: Increase accountability for performance

iv. Goal 4: Increase administrative and staff capacity

e. Priority V: District Transformation Initiatives – In support of the Brighter Futures Strategic Plan’s priorities and goals, the district annually identifies and implements transformation objectives and initiatives that sharpen the focus on school and district improvement. Aligned with Brighter Futures goals, the objectives continue to be:

i. Build healthy school cultures and climates

ii. Redesign critical process and procedures

iii. Revise teacher and administrator evaluation systems

iv. Implement Common Core State Standards

v. Implement high impact academic interventions for low performing students

vi. Strengthen the district’s assessment system

vii. Building capacity among staff:

1. Teachers
2. Principals and vice-principals
3. District Administrators and supervisors

VII. POLICY DEVELOPMENT PROCESS AND ESTABLISHMENT OF POLICY COMMITTEE

The Board, in consultation with the State District Superintendent, is responsible for maintaining and updating District policies in accordance with N.J.S.A. 18A and N.J.A.C. 6A , which requires that at least annually, and more frequently if required by changes in law or statute, the district board of education reviews, updates and, by resolution, adopts policies, procedures and by-laws reflective of current law. The State District Superintendent shall develop any new policies and make any updates/amendments to the District’s existing policy manual. The Board is responsible for evaluating the effectiveness of its policies and their implementation.
Pursuant to this Transition Plan, the Board shall develop and implement policies in accordance with applicable laws and regulations with regard to all areas, with the exception of Instruction and Program and Governance.

The Board may maintain a Policy Committee to review and make recommendations to the full Board or may address Policy as a Committee of the Whole. The Board shall continue to utilize the services of the New Jersey School Boards Association in its policy development in order to meet its obligations under the School Ethics Code and the Board Members Code of Ethics.

The Board will make Policies consistent with the Best Practices articulated by the New Jersey School Boards Associations as follows: the Board, either as a committee or as a whole, will work on reviewing policies and making revisions as needed or recommended by counsel, the State District Superintendent or upon delegation by the entire Board. Policies shall be vision statements consistent with the Board Member Code of Conduct, File Code 9271, N.J.S.A. 18A:12-24.1.

VIII. EMPLOYMENT PRACTICES

The Board shall exercise its powers through the legislation of bylaws and policies for the organization and operation of the school district. The Board shall appoint, transfer or remove a certificated or non-certificated officer or employee only upon the recommendation of the State-District Superintendent. The State-District Superintendent shall recommend for employment those individuals who, in his/her opinion, are best qualified to fill the vacancy without regard to race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, disability or because of genetic information or refusal to submit to or make available the results of a genetic test, pregnancy, or other conditions not related to the duties and responsibilities of the job. N.J.S.A. 18A:27-4.1 and N.J.S.A. 11A:1-1 et seq.

IX. MAINTENENCE OF PERSONNEL AND MEDICAL RECORDS MANAGEMENT, DATA INTEGRITY AND CONTROLS

The Board will continue to work with the State District Superintendent and the Department’s Chief of Talent to develop internal processes for personnel records management, data quality, data management, confidentiality and review. Prior to submitting the requisite data files to the Department, the District will apprise the Board of the due dates for data submission of required NJSMART and other data files to the Department, as well as the details on the quality of the data submitted.

The Board will adopt written policies for the physical examination of new and existing employees and support administration in maintaining personnel health records in a secure separate location from personnel files. N.J.A.C. 6A:32-6.2 and 6.3.
X. JOB DESCRIPTIONS AND STANDARDS FOR APPOINTMENT

The District shall utilize appropriate job descriptions and standards for appointment of each teaching staff member, substitute teacher and other staff including paraprofessional positions. The District shall comply with the requirements of the Civil Service Act to the extent applicable to non-instructional staff job descriptions and standards. The District shall ensure that all staff are appropriately certified and credentialed for his/her assignment. N.J.A.C. 6A:32-4 and N.J.A.C. 6A:9-6.5. This shall include a common standard for employment of non-instructional staff in the non-competitive services.

XI. CRIMINAL HISTORY BACKGROUND COMPLIANCE

The District will confirm that new employees have a successful criminal history record check within three months of employment and that they have not been disqualified for employment (N.J.S.A. 18A:6-7.1 et seq., 18A:39-19.1 and 18A:6-4.13 et seq.). In addition, the District will appropriately address employees who have been reported or who report as having been arrested and/or indicted for a potentially disqualifying offense and will address those employees in a manner consistent with the N.J.S.A. 18A and N.J.S.A. 11A.

XII. EVALUATION OF STAFF

The Board shall adopt policies for the annual evaluation of all tenured and non-tenured teaching staff members by appropriately certified personnel. The policies shall be distributed to all tenured teaching staff members and non-teaching staff members, including administrators and supervisors, by October 1 (N.J.A.C. 6A:10). The Board will comply with the requirements of TEACHNJ in supporting administrative recommendations in addressing teaching staff members who have been rated as ineffective, partially ineffective, effective and highly effective, as applicable in order to implement the DIP for Instruction and Programs.

XIV. PROFESSIONAL DEVELOPMENT AND TRAININGS FOR SCHOOL DISTRICT EMPLOYEES

The Board will provide policy and financial support to address the current and projected needs and priorities for all school district staff when providing professional development opportunities consistent with the Strategic Plan, Individual School Improvement Plans and the School-wide Plans. The District shall use multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school/district staff when providing professional development opportunities; and use the data sources to analyze the alignment of the district's Professional Development Plan with teaching staff needs (N.J.A.C.6A:9-15 et seq.). The State District Superintendent shall provide the Board with an update regarding compliance with all required trainings for District employees in accordance with N.J.S.A. 18A and N.J.A.C. 6A. They are listed below:
a. Harassment, Intimidation and Bullying
b. Affirmative Action, Non-Discrimination, Equity
c. Potentially Missing, Abused or Neglected Children
d. Americans with Disabilities Act
e. Suicide Awareness
f. School Security
g. Substance Abuse
h. Blood Borne Pathogens
i. FERPA – Family Education Right to Privacy
j. Gang Awareness
k. Right To Know
l. Teen Dating Violence
m. Dyslexia
n. Asthma
o. Diabetes
p. Allergy Management/Food Allergies

XV. BUDGETING PRACTICES TO SUPPORT PERSONNEL NECESSARY TO PROVIDE A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION

The Board will support the district's budgeting process and its allocation of resources so that personnel budgets are aligned with instructional priorities, current enrollment and student needs to provide for a thorough and efficient education based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a long-range facilities plan and maintenance plans. The Board will annually align fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under ESSA. The district develops curricula and ensures professional development for all staff. (N.J.A.C. 6A:16-8.1).

XVI. PROFESSIONAL DEVELOPMENT AND TRAININGS FOR MEMBERS OF THE PATERNSON BOARD OF EDUCATION

As members of the Paterson Board of Education, each Board member is required to, and will attend all of the mandated training provided by the New Jersey School Boards Association to become a highly effective board of education, and will ensure adherence to the requirements and pronouncements of the School Ethics Commission and its laws and regulations incorporated below:

A. I will uphold and enforce all laws, state board rules and regulations, and court orders pertaining to schools. Desired changes should be brought about only through legal and ethical procedures;
B. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools which meet the individual needs of all children regardless of their ability, race, creed, sex or social standing;

C. I will confine my board action to policymaking, planning and appraisal and I will help to frame policies and plans only after the board has consulted those who will be affected by them;

D. I will behave toward my fellow board members with the respect due their office—demonstrating courtesy, decorum and fair play at all public meetings and in all public statements;

E. I will refrain from inappropriate conduct in public meetings and in making public statements, refraining from any disparagement of my fellow board members or others on a personal, social, racial or religious basis;

F. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run;

G. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action which may compromise the board;

H. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends;

I. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. But in all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its schools;

J. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the superintendent;

K. I will support and protect school personnel in proper performance of their duties;

L. I will refer all complaints to the superintendent and will act on such complaints at public meetings only after failure of an administrative solution.

Failure to adhere to the requirements of the School Ethics Act, the Board Member's Code of Conduct or other laws, may constitute a breach of this Transition Plan resulting in one or more areas being returned to partial State intervention."
XXI. FORMAL IMPASSE PROCEDURES

In accordance with applicable State law and regulation, the State District Superintendent may, as the Commissioner’s designee in accordance with N.J.S.A. 18A:7A-53(e), veto any action of the board. The State District Superintendent shall notify the Board, the Commissioner’s designee, and the Commissioner, of his intention to exercise the veto, along with a written justification for exercising this authority, within 24 hours of the Board’s action.

XXII. DEFAULT

In the event the Board fails to comply with any or all of the terms and conditions of this Transition Plan, which includes the commitments to support the District Improvement Plan for Instruction and Program and Governance, the areas remaining under partial State intervention on the effective date of this agreement, the Commissioner reserves the right to summarily place the area of Personnel under partial State intervention.

XXIII. AMENDMENT OF TRANSITION PLAN

This Transition Plan may be amended, as warranted by the circumstances, upon the agreement and approval of the Commissioner and adoption by the Board.

APPROVED BY:

David C. Hespe
Commissioner
Department of Education

8-5-16

Date

I confirm that this Commissioner-approved plan was discussed at a public meeting, held on 8-10-16, and noted in the official minutes:

PATERNSON PUBLIC SCHOOL DISTRICT

By: Christopher Irving
President
Paterson Board of Education

8/1/16

Date
Appendix I: Operations Transition Plan

TRANSITION PLAN FOR THE RETURN OF THE
OPERATIONS COMPONENT TO
THE PATERSON PUBLIC SCHOOL DISTRICT

I. PURPOSE

This Transition Plan is presented pursuant to N.J.A.C. 6A:30-7.2(b) and (c), and upon the return of the Operations component to the Paterson Public School District by the State Board of Education on June 4, 2014. The purpose of this Transition Plan is to address the process leading to the withdrawal from State intervention in the area of Operations in Paterson.

II. BACKGROUND

On August 7, 1991, pursuant to the school district accountability system in effect at that time, the State Board of Education (State Board), revoked the authority of Paterson’s local board of education to control the District’s operations, and created a State-operated school district. Fourteen years later, the legislature enacted the New Jersey Quality Single Accountability Continuum (NJQSAC), a comprehensive, statutory system that revised the former accountability system to “ensure that all districts are operating at a high level of performance” and to determine “the degree to which the thorough and efficient standards are being achieved.” N.J.S.A. 18A:7A-10, et seq. NJQSAC established an evaluation system using five key components as measures of school district effectiveness: (1) Instruction and Program; (2) Personnel; (3) Fiscal Management; (4) Operations; and (5) Governance. N.J.S.A. 18A:7A-10. Specific quality performance indicators rate a school district’s effectiveness within each of the five key components. Following an evaluation in the five key components, the Commissioner of Education (Commissioner) determines the District’s placement on the performance continuum and can recommend full or partial State intervention to the State Board.

Consistent with the aforementioned practice, the State-operated school district of Paterson (District) underwent a review in 2007 applying the indicators developed by the Department of Education (Department) with the five key component areas. That review resulted in the decision by the State Board to continue to place Paterson under full State intervention. The District’s progress has been monitored through interim performance reviews pursuant to N.J.S.A. 18A:7A-14(b) and N.J.A.C. 6A:30-5.6(b), and the District also underwent a three-year comprehensive review pursuant to N.J.S.A. 18A:7A-11 in 2011 and 2014.

Based, in part, on the findings of the District’s interim reviews completed in January 2010, December 2010, and June 2013, together with the 2011 and 2014 three-year comprehensive reviews, the Commissioner concluded that the District had met the factors for returning the Operations component to local control pursuant to N.J.A.C. 6A:30-7.1. Thereafter, on June 4, 2014, and upon the Commissioner’s recommendation, the State Board adopted a resolution directing that the Department and the District begin the process of transitioning the Operations component back to local control in the District. The resolution further directed that the functions of Instruction and Program, Personnel, Fiscal Management and Governance remain under partial State intervention.
III. EFFECTIVE DATE FOR RETURN OF THE FUNCTION OF OPERATIONS TO THE PATERSON PUBLIC SCHOOL DISTRICT

This Transition Plan, approved by the Commissioner on September 18, 2014, shall be presented at a public board meeting on October 8, 2014, and officially noted in the minutes per N.J.A.C. 6A:30-7.4(a). The District and Paterson Advisory Board (Board) shall assume control in the area of Operations beginning on July 1, 2014, and the provisions of this plan shall be implemented immediately according to the timelines set forth below. The remaining components of school district functioning as defined by NJQSAC – Instruction and Program, Personnel, Fiscal Management and Governance – will remain placed in partial State intervention.

IV. NJQSAC DISTRICT IMPROVEMENT PLAN

Pursuant to N.J.S.A.18A:7A-14 and N.J.A.C. 6A:30-5.4, the District has developed a NJQSAC District Improvement Plan (DIP) to address those areas of school district functioning where the District did not satisfy at least 80% of the indicators during the NJQSAC evaluation. The components of the DIP are hereby incorporated into this Transition Plan.

(a) The most recent DIP was developed and submitted to the Department in the area of Instruction and Program. This plan addresses each DPR indicator not met, strategies/interventions to be implemented, timelines, staff responsible for action items and evidence of completion for each, and was approved by the Department on October 21, 2013.

(b) Progress on these plans will be monitored at 6-month intervals by the Department, pursuant to N.J.S.A. 18A:7A-14 and N.J.A.C. 6A:30-5.6. Upon determination by the Commissioner that the District has satisfied the factors for initiating return to local control set forth at N.J.A.C. 6A:30-7.1, the Commissioner shall recommend to the State Board that the process for withdrawal from intervention in that area, or areas, be initiated.

V. STATE DISTRICT SUPERINTENDENT AND PATERSON ADVISORY BOARD

Pursuant to N.J.S.A. 18A:7A-53(c), because the District has not met the NJQSAC performance indicators for the Governance component of school effectiveness, the District remains under partial State intervention and the Board remains advisory. The Department and Commissioner will continue to negotiate contracts with and hire a State District Superintendent to serve as Chief School Administrator to oversee the District, who will be formally appointed pursuant to N.J.S.A. 18A:7A-35.
VI. POLICY DEVELOPMENT PROCESS AND ESTABLISHMENT OF POLICY COMMITTEE

The Board, in consultation with the State District Superintendent, is responsible for maintaining and updating District policies and procedures in accordance with N.J.S.A. 18A and N.J.A.C. 6A.

The State District Superintendent shall develop any new policies and make any updates/amendments to the District's existing policy manual. Pursuant to this Transition Plan, the Board shall develop and implement policies and procedures in accordance with applicable laws and regulations with regard to the following areas: the prohibition of harassment, intimidation and bullying (HIB); cooperation between school staff and law enforcement; reporting of missing and abused children; the provision of home instructions services, IR&S services, and Chapter 192 and Chapter 193 services; and the prevention of drug, tobacco and alcohol abuse.

The District shall develop a code of student conduct that contains all the required elements in N.J.A.C. 6A:16-7.1, which shall be presented to the Board for review and approval. The State District Superintendent shall be responsible for dissemination of the code of conduct to staff, students and parents.

Upon submission of the code of conduct or policies, and to assist in the Board's consideration of same, the Board will maintain a Policy Committee to review and make recommendations to the full Board.

VII. MAINTENANCE OF OPERATIONAL DATA AND CONTROLS

The Board will continue to work with the State District Superintendent and the Department's Chief Performance Officer to develop internal processes for data quality, management and review. Prior to submitting the requisite data files to the Department, the District will apprise the Board of the due dates for data submission of required NJSMART files to the Department, as well as the details on the quality of the data submitted.

VIII. SCHOOL SAFETY AND SECURITY

The District will provide the Board with information regarding the safety and security of the District's students, including the safety education program required pursuant to N.J.A.C. 6A:27-11.4; establish procedures to review and resolve any school or transportation incidents, in accordance with N.J.A.C. 6A:27-11 and 12.1(g); satisfy the requirements of the Gun-Free School Act and Title IV Section 4141 of No Child Left Behind, in accordance with N.J.S.A. 18A:37-7 through 12 and N.J.A.C. 6A:16-5.5; and develop and implement a Memorandum of Agreement with law enforcement, in accordance with N.J.A.C. 6A:16-6.1 and 6.2.

Pursuant to this Transition Plan, the District shall report to the Board all incidents identified in the Electronic Violence and Vandalism Reporting System (EVVRS) pursuant to N.J.A.C. 6A:16-5.3 and 16.7, and all incidents of HIB. The District shall conduct the required HIB
self-assessment, which shall be approved by the Board prior to submission to the Department.

Further, the Board shall adjudicate disputes arising from HIB determinations, in accordance with N.J.S.A. 18A:37-15, and disciplinary determinations, in accordance with N.J.A.C. 6A:16-7.2 through 7.6, consistent with the District’s policies and procedures regarding such hearings. This shall include a challenge to the administration’s recommendation to place a student in an alternative education setting as part of a disciplinary consequence.

The District shall annually present to the Board the school safety and security plan, which shall be subject to the Board’s review and approval. Upon the State District Superintendent’s recommendation, the Board shall appoint a school district liaison to serve as the contact person with child welfare authorities. This initial appointment shall be made on an annual basis.

IX. TRANSPORTATION

In accordance with applicable State law and regulation, as well as Board policy, the Board shall have oversight over the District’s transportation services to all eligible pupils, including the designation and approval of bus routes in conjunction with the Department of Transportation.

X. TRAININGS FOR SCHOOL DISTRICT EMPLOYEES

The State District Superintendent shall provide the Board with an update regarding compliance with all required trainings for District employees in accordance with N.J.S.A. 18A and N.J.A.C. 6A; including a schedule of when these trainings are completed. A list of all mandatory trainings is attached to this document as Appendix 1.

XI. STUDENT HEALTH

The District shall continue to develop the District’s Nursing Services Plan, Board-approved comprehensive guidance and academic counseling program, and Comprehensive Equity Plan, which shall be presented to the Board for approval in compliance with N.J.A.C. 6A:16-2.1(b), N.J.A.C. 6A:8-3.2(b), and N.J.A.C. 6A:7-1.4(c).

XII. GUIDANCE AND STUDENT SUPPORT SERVICES

The Board, in consultation with the State District Superintendent, shall coordinate a comprehensive career education and counseling program with transition services for students with disabilities, pursuant to N.J.A.C. 6A:14-3.7(e)11-13; and shall ensure that each school building has a multidisciplinary team as part of the delivery of IR&S services in accordance with N.J.A.C. 6A:16-8.

In addition, the Board shall have oversight over the administration of the District’s comprehensive substance abuse intervention, prevention, and treatment referral program in the District as delivered by the District’s Substance Awareness Coordinator.
XIII. APPOINTMENT OF HIGHLY SKILLED PROFESSIONALS

At this time, the Commissioner has decided not to exercise his authority, pursuant to N.J.S.A. 18A:7A-14, to appoint highly skilled professionals to provide technical assistance or to provide direct oversight in the remaining four NJQSAC areas under partial State intervention. However, the Department's staff will work with District staff, the State District Superintendent and the Board to monitor activities and to assist in meeting the NJQSAC indicators in the areas of Instruction and Program, Personnel, Fiscal Management, and Governance.

XIV. AGENDA PLANNING

The State District Superintendent and the Board President shall prepare the agenda for all meetings of the Board. In doing so, they shall consult the Board Secretary. The agenda shall specifically note which action items relate to Operations for voting purposes. If there are any disagreements between the State District Superintendent and the Board President regarding items involving Operations to be included on the agenda, the Passaic County Executive County Superintendent shall be consulted to assist the State District Superintendent and Board President in coming to a consensus on agenda items and, if necessary, make a final determination as to the appropriateness of an item involving Operations for inclusion on the agenda.

XV. FORMAL IMPASSE PROCEDURES

In accordance with applicable State law and regulation, the State District Superintendent may recommend that the Commissioner veto any action of the Board relating to Operations. The State District Superintendent shall notify the Board and the Commissioner of his/her recommendation for the Commissioner to exercise the veto, along with a written justification for exercising this authority, within three (3) days of the Board's action. The Board may, thereafter, provide a written statement to the Commissioner explaining its reasoning for such action, and must provide this written statement within ten (10) days of the Board's action. The Commissioner or his/her designee shall make a determination to exercise the veto within fifteen (15) days after receiving a true copy of the Board minutes, certified by the Board secretary, in accordance with N.J.S.A. 18A:7A-53(o). If the Commissioner or his/her designee takes no action within fifteen (15) days of receipt of the Board minutes, the recommendation to veto is deemed accepted, and the action of the Board shall be null and void and of no effect.

XVI. AMENDMENT OF TRANSITION PLAN

This Transition Plan may be amended, as warranted by the circumstances, upon the agreement and approval of the Commissioner and adoption by the Board.
I confirm that this Commissioner-approved plan was discussed at a public meeting, held on October 8, 2014, and noted in the official minutes:

PATERNSON PUBLIC SCHOOL DISTRICT

By: Christopher Irving
President
Appendix J: Human Capital Standard Operating Procedures

PATERSON PUBLIC SCHOOLS

Standard Operating Procedure: Job Posting, Selection and Hiring

<table>
<thead>
<tr>
<th>Subject: Personnel Hiring</th>
<th>Effective Date: Revised: January 13, 2017</th>
<th>Page: 1 of 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approved by: Dr. Donnie Evans</th>
<th>Signature:</th>
</tr>
</thead>
</table>

I. Purpose:
To establish and institutionalize District Guidelines for personnel hiring in the Paterson Public School District. This SOP covers newly created and funded positions, existing position vacancies and/or job transfers. This SOP does not cover transfer of returning staff from a Leave of Absence (LOA).

II. Authority:
The State District Superintendent

III. Terms and Conditions

Procedures for Posting Requisitions

A. All vacancies must have a valid and budgeted PC number or stipend to be posted on the Paterson Public School Career site (Applitrack). This replaces the former process of completing a Posting Request Form.

B. A Hiring Manager will enter the posting requisition request through Applitrack using a standardized job requisition form.

C. All requisitions will be electronically routed for approval. If at any time in the process, the requisition is not approved, the Hiring Manager will be notified and will have the option to address the concern and resubmit through the approval workflow.

D. All online requisitions will be approved and/or processed in order as follows:
   i. Unit Assistant Superintendent
   ii. Specialized Director, if appropriate (e.g. Early Childhood, ELL/Bilingual, Special Education).
   iii. Human Capital Partner

E. Once the requisition is approved by the last person in the workforce process, the requisition will automatically post to the Paterson Public Schools Career Website.

F. Positions will be posted for 10 days or until filled, whichever is later.

Procedures for Applicants

A. All applicants must complete an online Application through Applitrack to be considered for any position in the district.

B. Applicants can apply directly to a position or can apply to a generic position. Once a candidate completes their application and each time that a candidate applies for a posting the candidate

C. Providers for students in special education will be responsible for the posting of these positions directly to the site.
C. Generic positions will be pools of candidate applications that will be available for hiring managers to consider for their positions should they want to expand their candidate screening beyond those that applied directly to their position.

D. In some cases, the Office of Human Capital, will have prescreened the candidate and have added a recommended screening status of the candidate. This will be reflected in the candidate’s application profile.

E. Candidate applications are active in the system for one year.

Procedures for Screening, Interviewing and Selecting Candidate for Hire

A. Hiring Managers will screen all candidate applicants based on criteria within the job requisition to determine qualified candidates.

B. A selection committee will be formed to interview the qualified candidates and select the candidate to recommend for hire.

C. Candidates will be interviewed using a consistent set of questions.

D. Documents related to the interview and selection of candidate will be maintained online in the candidate’s online application record.

E. Candidates for positions with a title of Director or higher, will be presented to Cabinet as part of the final interview process.

Procedures for Recommending Candidate for Hire

A. After the candidate has been selected for hire, the Hiring Manager must complete the online Recommendation for Hire form to obtain the necessary approvals for hire. This process replaces the PTF form.

B. The Recommend for Hire form will be routed automatically for approval and/or workflow as follows:
   i. Unit Assistant Superintendent
   ii. Specialized Director, if appropriate (e.g. Early Childhood, ELL/Bilingual, Special Education)
   iii. Human Capital Unit Partner
   iv. Deputy Superintendent
   v. Board Approval

Procedures for Communicating to Candidate for Hire

A. Hiring Managers may provide an email notification to candidates that are being recommended for hire. These written offers are contingent upon Central Office and board approval and processing of all onboarding paperwork.

B. Candidates will be sent an offer letter contingent upon board approval following HC Unit Partner approval in the Recommended for Hire process. This letter will not contain salary information.

C. Candidates will receive a final offer letter with salary information and with onboarding documentation following board approval.

D. All unsuccessful candidates will receive an email informing them that the position has been filled.
Dissemination:

Information about the new or transferred employee will be sent to the appropriate personnel, including technology to establish user accounts in the appropriate online system.
RECRUITMENT & RETENTION PLAN

Paterson Public Schools

- DRAFT DOC. 1.11.17
District Mission Statement: To prepare each student to be successful in the
institution of higher education of their choosing and in their chosen profession.

Purpose:
1. To deliver a human capital strategy that is centered on teacher effectiveness to
directly support student achievement.
   a. The district recognizes that all schools in the district will be staffed with a
      highly qualified and effective teacher.
2. To recruit, develop and retain talented and capable teachers to achieve the
district’s goals for teaching and learning.
3. To establish a spectrum of services aligned to a common goal: closing the
achievement gap by maximizing teacher quality.
   a. The district will provide extensive professional development programs to
      build teacher capacity in alignment with performance measurements and
      Achieve/NJ.
4. To create a predictive model, in collaboration with the business office, that will
determine the district’s hiring needs in alignment with budgetary
considerations.
Teacher Recruiting, Hiring and Retention Plan Outline
DRAFT

Process:
Part I – Hiring/Recruitment Plan
1. Accelerate the timeline for hiring of new teachers
   a. Schedule onsite Job Fairs (February(mini), May(big), June(mini))
   b. Offer on the spot Commitment Letters to exceptional candidates at any job fair
   c. Increase communication with Business Office to evaluate and predict the district’s hiring needs
   d. Increase communication with principals and Assistant Superintendents to identify and post vacancies
   e. Improve utilization of Applitrack to house resumes and applications
Teacher Recruiting, Hiring and Retention Plan Outline

Process – continued

2. Recruit the best available teachers reflecting the diversity of the community
   a. Utilize a Talent Pipeline with local Universities and teacher networks
      i. Jersey City University
      ii. Kean University
      iii. Montclair State University
      iv. Seton Hall University
      v. Rutgers University
      vi. Rowan University
      vii. St. Peter’s University
      viii. Richard Stockton University
      ix. Centenary College
      x. William Paterson University
      xi. Monmouth University
      xii. Felician College

Attend local Bilingual Job Fairs – New York City 4/20/17
Communicate with out of State Universities (University of Puerto Rico), etc.
Teacher Recruiting, Hiring and Retention Plan Outline
Process – continued DRAFT

3. Create a recruitment calendar to be shared with district personnel and administration
   a. Prepare and publish recruitment brochures and fliers
   b. Prepare screening materials and data tools
   c. Provide training as needed for recruitment representatives
   d. Identify needed vacancies
   e. Register hiring managers and administrators
   f. Collect and analyze recruitment data to determine overall effectiveness of the process.

4. Establish a comprehensive district hiring process which is consistently practiced in all schools
   a. Tier I - Create a school based interview team – train as needed
   b. Tier II – Selected candidates will deliver a demonstration lesson, and share sample lesson plans.
   c. Candidates recommended for hire will be forwarded to Assistant Superintendents for timely approval
d. Establish efficient transfer and right-sizing process for identified staff members
   i. Establish timelines for placement of staff
   ii. Right sized staff should be considered for vacancies which offer the best fit for their credentials and teaching experience
Teacher Recruiting, Hiring and Retention Plan Outline

Retention DRAFT

Part II. – Retention
1. Deliver exceptional customer service in alignment with Strategic Plan
2. Create and maintain an employee centered work environment
   a. Recognition of “outstanding educators”
      i. District and school based acknowledgement
   b. Work with current Association employee assistance programs – drug/alcohol related issues
3. Provide professional development opportunities for staff which meet their needs and concerns via survey instruments and available data sources
4. Provide training as needed for district administrators to improve employee interactions regarding challenging and difficult situations.
5. Establish exit interview process for all teachers leaving the district and track data trends.
Teacher Recruiting, Hiring and Retention Plan Outline
Retention -continued  DRAFT

Part III - Data Monitoring
1. The following data will be monitored throughout the year to support improved hiring and retention rates
   a. Annual retention rate for new staff
   b. Number of candidates attending Job Fairs and responding to job postings
   c. Teacher Attendance Rates at district schools
   d. Exit Conference Data
Standard Operating Procedures for Job Postings, Selection & Hiring - DRAFT

Paterson Public Schools
Preparing All Children for College and Career

Standard Operating Procedure for Job Posting, Selection and Hiring

Subject: Personnel Hiring  Effective Date: Revised October 24, 2016  Page 3 of 3
Approved by:  Signature:

I. Purpose
To establish and institutionalize District Guidelines for personnel hiring in the Paterson Public School District. This SOP covers newly created and funded positions, existing position vacancies and/or job transfers. This SOP does not cover transfer of returning staff from a Leave of Absence (LOA).

II. Authority
The State District Superintendent

III. Terms and Conditions

Procedures for Posting Requirements
a. All vacancies must have a valid and budgeted PC number or stipend to be posted on the Paterson Public School Career site (Appirack). This replaces the former process of completing a Posting Request Form.

b. A Hiring Manager will enter the posting requisition request through Appirack using a standardized job requisition form.

c. All requisitions will be electronically routed for approval. If at any time in the process, the requisition is not approved, the Hiring Manager will be notified and will have the option to address the concern and resubmit through the approval workflow.

d. All online requisitions will be approved in order as follows:
   i. Unit Assistant Superintendent
   ii. Specialized Director, if appropriate (e.g. Early Education, ELL/Bilingual, Special Education)
   iii. HR Partner
Standard Operating Procedures for Job Postings, Selection & Hiring - DRAFT

Procedures for Applicants
a. All applicants must complete an online Application through Applitrak to be considered for any position in the district.
b. Applicants can apply directly to a position or can apply to a generic position. Once a candidate completes their application and each time that a candidate applies for a posting, the candidate will receive an email acknowledgment of the application.
c. Generic positions will be pools of candidate applications that will be available for hiring managers to consider for their positions should they want to expand their candidate screening beyond those that applied directly to their position.
d. In some cases, the Office of Human Capital will have pre-screened the candidate and have added a recommended screening status of the candidate. This will be reflected in candidate's application profile.
e. Candidate applications are active in the system for one year.

Procedures for Screening, Interviewing, and Selecting Candidate for Hire
a. Hiring managers will screen all candidate applicants based on the criteria within the job requisition to determine qualified candidates.
b. A selection committee will be formed to interview the qualified candidates and select the candidate to recommend for hire.
c. Candidates will be interviewed using a consistent set of questions.
d. Documents related to the interview and selection of candidate will be maintained online in the candidate's online application record.
e. Candidates for positions with a title of director or higher, will be presented to Cabinet as part of the final interview process.

Procedures for Recommending Candidate for Hire
a. After the candidate has been selected for hire, the Hiring Manager must complete the online Recommendation for Hire form to obtain the necessary approvals for hire. This process replaces the P71 form.
b. The Recommend for Hire Form will be routed automatically for approval as follows:
   i. Unit Assistant Superintendent
   ii. Specialized Director, if appropriate (e.g. Early Education, EL/Bilingual, Special Education)
   iii. Human Capital Unit Partner
   iv. Business Office
   v. Chief of Human Capital
   vi. Deputy Superintendent

e. Once the requisition is approved by the last person in the workforce process, the requisition will automatically post to the Paterson Public Schools Career Website.
f. Positions will be posted for 10 days or until filled, whichever is later.
Standard Operating Procedures for Job Postings, Selection & Hiring - DRAFT

vii. Board Approval

Procedures for Communicating to Candidate for Hire

a. Hiring Managers may provide a verbal offer to candidates that are being recommended for hire. These verbal offers are contingent upon Central office and board approval and processing of all onboarding paperwork. These verbal offers must not reference salary.

b. Candidates will be sent an offer letter contingent upon board approval following HC Unit Partner approval in the Recommend for Hire process. This letter will not contain salary information.

c. Candidates will receive a final offer letter with salary information and with onboarding documentation following Board Approval.

d. All unsuccessful candidates will receive an email informing them that the position has been filled.

Dissemination

Information about the new or transferred employee will be sent to the appropriate personnel, including technology to establish user accounts in the appropriate online system.
Recommend for Hire Approval Workflow

Before any candidate is approved for hire, it will go through the following workflow approval process:

<table>
<thead>
<tr>
<th>Recommendation for Hire - Non-transfer</th>
<th>Central Administrator</th>
<th>School-Based</th>
<th>SPED</th>
<th>Early Childhood</th>
<th>Bilingual / ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring Manager/Initiator</td>
<td>Central Administrator</td>
<td>Principal</td>
<td>Principal</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>1st Level Approver</td>
<td>*Superintendent, Deputy Superintendent, Asst. Superintendents, Executive Directors or Chiefs</td>
<td>Unit Assistant Superintendent</td>
<td>Unit Assistant Superintendent</td>
<td>Unit Assistant Superintendent</td>
<td>Unit Assistant Superintendent</td>
</tr>
<tr>
<td>2nd Level Approver</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
<td>Chief Special Education</td>
<td>Director of Early Childhood</td>
<td>Director of Bilingual/ESL</td>
</tr>
<tr>
<td>3rd Level Approver</td>
<td>Business - Daisy Ayala</td>
<td>Business - Daisy Ayala</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
</tr>
<tr>
<td>4th Level Approver</td>
<td>Human Capital Chief Officer</td>
<td>Human Capital Chief Officer</td>
<td>Business Administrator</td>
<td>Business Administrator</td>
<td>Business Administrator</td>
</tr>
<tr>
<td>5th Level Approver</td>
<td>Deputy Superintendent</td>
<td>Deputy Superintendent</td>
<td>Human Capital Chief Officer</td>
<td>Human Capital Chief Officer</td>
<td>Human Capital Chief Officer</td>
</tr>
<tr>
<td>6th Level Approver</td>
<td>Board Approval</td>
<td>Board Approval</td>
<td>Deputy Superintendent</td>
<td>Deputy Superintendent</td>
<td>Deputy Superintendent</td>
</tr>
<tr>
<td>7th Level Approver</td>
<td>N/A</td>
<td>N/A</td>
<td>Board Approval</td>
<td>Board Approval</td>
<td>Board Approval</td>
</tr>
<tr>
<td>Offer Letter and Onboarding Link sent to Candidate</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
<td>Human Capital Partner</td>
</tr>
<tr>
<td>Enter into PC EDUMET</td>
<td>Senior Accountant</td>
<td>Senior Accountant</td>
<td>Senior Accountant</td>
<td>Senior Accountant</td>
<td>Senior Accountant</td>
</tr>
</tbody>
</table>

* This is whoever is the cabinet level person for the hiring manager.
There are 4 different “Recommend for Hire” forms:

1. **Recommend for hire:**
   - This form is to be used for all positions that **do not** require the approval of Bilingual/ESL, Early Childhood, or Special Education or the approval of the current school leader.

2. **Recommend for hire for transfer between schools:**
   - This form is to be used for transfers that require the sending school leader’s notification.

3. **Recommend for hire for Bilingual/ESL, Early Childhood and Special Education:**
   - This form is to be used for those position that require another level of approval from these departments.

4. **Recommend for hire for Bilingual/ESL, Early Childhood and Special Education and for transfer between schools:**
   - This form is to be used for those position that require another level of approval from these departments and for those positions that require the sending school leader’s notification.
Hiring Manager starts the Recommend for Hire form

1. The Hiring Manager will be responsible for starting and submitting the form.
2. Once the form is submitted it will then pass through the workflow and each person in the workflow will have a responsibility in the approval process.
3. The Hiring Manager can verbally notify the candidate that they are “recommending the candidate for hire” or send an email from the applicant’s online record using the approved template but it must be clear:
   ✓ Contingent upon all approvals
   ✓ Contingent upon having the appropriate certifications (if applicable) and successfully completely onboarding documentation and passing security tests.
   ✓ Contingent upon Board approval
4. A preliminary offer letter will be sent by Human Capital once an initial review of the credentials has been completed. This letter will state:
   ✓ Offer is contingent upon all approvals
   ✓ Offer is continent upon having the appropriate certifications (if applicable) and successfully completely onboarding documentation and passing security tests.
   ✓ Offer is contingent upon Board approval
5. A final offer letter with salary information will be issued after Board approval by the HC Office.
RECOMMEND FOR HIRE PROCESS
Approval workflow for the Recommend for Hire (non-transfers)

1. Hiring Manager initiates form
2. Cabinet level supervisor reviews and approves
3. Human Capital Partner reviews and approves – prelim offer email with onboard paperwork sent
4. Business Office reviews and approves
5. Chief of Human Capital reviews and approves
6. Deputy Superintendent reviews and approves
7. Board reviews and approves
8. Human Capital Partner sends final offer letter
9. Human Capital Partner enters data into EduMet and closes out position in Applitrack
10. Business Office pulls data into EduMet Position Control
CORRESPONDENCE TO THE APPLICANTS
The general email messages to applicants are placed on the Management Pages and will be automatically sent to the internal and external candidates.

Manage Application Pages

- Manage Internal Pages
- Manage External Pages

A finishing message can be customized for each position listed on our district vacancy list OR the automated default message in the system can also be used.

Edit External Default Message

Thank you for submitting your application and supporting documents to Paterson Public Schools for consideration.

All applications we receive are treated with the utmost care and consideration, and yours will be processed in a timely fashion.

At Paterson Public Schools, our employees are our greatest resource, and we take great care to make sure new hires are highly qualified, and will be committed to our vision of being the leader in educating New Jersey’s urban youth. Should your application be found to be a good fit for your desired position, you will be contacted by a representative to arrange a face-to-face interview.

Save  Cancel
Finishing Message for applicants who have submitted an application.

Dear <applicant name>

Thank you for submitting your application and supporting documents to Paterson Public Schools Human Resources Department for the position of <insert position title>. All applications we receive are treated with the utmost care and consideration, and yours will be processed in a timely fashion.

At Paterson Public Schools, our employees are our greatest resource, and we take great care to make sure new hires are highly qualified, and will be committed to our vision of being the leader in educating New Jersey’s urban youth. Should your application be found to be a good fit for your desired position, you will be contacted by a representative to arrange a face-to-face interview.

Please use the login credentials you created for the Applitrack employment portal to monitor your application’s status and/or update your information. All applications are retained for a period of one year from the date of submission.

Sincerely,
Office of Human Capital
Paterson Public Schools
Finishing Message for applicants who are not selected for the job.

Dear <applicant name>:

Thank you for applying for <insert name of job>. While we appreciate your interest in this position, unfortunately, you were not selected for the job.

However, we encourage you to consider applying to other available positions. If you would like to view a listing of other current jobs, please visit the Paterson Public School Career Site at the following address: https://www.applitrack.com/paterson/onlineapp/.

Best of luck with your future career endeavors.

Sincerely,
Office of Human Capital
Paterson Public Schools
Finishing Message for applicants who have been recommended for hire.

1. Preliminary Recommend for Hire to be sent from the Hiring Manager

Dear <applicant name>:

I am pleased to notify you that I am recommending you for hire for the position of <insert name of position>.

Your name and supporting documentation have been submitted through the internal Paterson Public Schools hiring review process. You will receive another notification after a preliminary review of your credentials from the Human Capital Partner managing this process.

I am excited about the potential of your joining my team and I look forward to talking with you again. If you have any questions in the meantime, please do not hesitate to contact me.
Once Human Capital has reviewed the certifications of the applicant and have determined compensation, the applicant will be called and will receive the following email

Dear <applicant name>:

Paterson Public Schools is pleased to recommend you for hire for the position of <inset name of position> and enclose the onboarding documentation. As discussed, your salary for this position will be _____ per _____ . Your proposed start date is ______.

This is a preliminary offer letter contingent:
- Budget constraints
- Approval by the Paterson Board of Education
- Completion of new hire paperwork and background checks

A final offer letter will be sent following Board approval. The final offer letter will be sent following Board approval. Please be aware this process could take between 2-4 weeks depending upon the time of year.

If you have any questions in the meantime, please do not hesitate to contact me at <include HC Partner phone number and email>.

Sincerely,

<Insert name of HC partner>
Office of Human Capital
Paterson Public Schools
Following Board review and approval, a final offer email will be sent to the recommended candidate

Dear <applicant name>;

Congratulations (First Name) on your offer to join the Paterson Public Schools in the position of (insert job and location). The Paterson Board of Education has approved of your appointment. Your salary for this position will be _____ per _____. Your start date is _______.

Paterson Public Schools is third largest district in New Jersey serving more than 25,000 students across 56 schools. With your help, we can continue to improve the educational experiences of all our students.

Please be advised that this offer is contingent on the completion of all the new hire paperwork and background checks. In order to make this process as smooth as possible, we ask that you;

1. Complete the New Hire Documentation

This documentation was sent to you earlier with the preliminary offer letter.

2. Completing the Hiring Process

After you have completed these forms, please contact the Office of Human Capital at ________ to schedule a time to visit our office, which is located on the 3rd floor of 90 Delaware Avenue in Paterson. During our meeting with you, we will finalize your paperwork and answer any questions you may have regarding your employment.

We are excited to have you as a team member of Paterson Public Schools. If you have any questions or concerns, please feel free to contact me at any time. We hope that by the time you begin your work here, you will experience many of the opportunities and rewards that working for the Paterson Public Schools has to offer.

Sincerely,

<Insert Human Capital Partner name>
Office of Human Capital
Paterson Public Schools
The Board of Education believes it is vital to the successful operation of the school district that teaching staff member positions be filled with highly qualified and competent professionals.

In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. The Board shall approve the employment, fix the compensation, and establish the term of employment for every teaching staff member employed by this district.

No teaching staff member shall be employed unless he/she is a holder of a valid certificate in accordance with the New Jersey Department of Education and applicable statutes and administrative codes. The Superintendent shall require proof of any candidate’s certification or pending application for certification.

The Board will employ substitutes for absent teachers in order to ensure continuity in the instructional program and will annually approve a list of substitutes and rate of pay. The Superintendent or designee shall select substitutes from the list approved by the Board to serve in the place of an absent teaching staff member.

In accordance with the provisions of N.J.S.A. 18A:16-1.1, the Board of Education will provide written notice to a teaching staff member, other than a per diem substitute, of his/her designation as a replacement when the teaching staff member has been designated or appointed by the Board to act in place of any officer or employee during an absence, disability, or
disqualification of any such officer or employee subject to the provisions of N.J.S.A. 18A:17-13. Per diem substitutes shall also be informed in their notice of approval that their employment is as a replacement staff member.

The Board may use a private contractor to secure a substitute teacher in accordance with N.J.A.C. 6A:9B-7.1(f).

The Board shall approve the employment, fix the compensation, and set the term of employment for each person employed in a summer school program. The Board will employ only those candidates recommended by the Superintendent. Service as a summer school teacher will not count toward the accrual of tenure or seniority.

The Superintendent shall recommend to the Board the employment of qualified coaches for the district's interscholastic and/or intramural athletic programs. The Board will employ as athletic coaches only those persons who have experience in and knowledge of the specific sport, are properly certified, and possess the personal characteristics that qualify them to serve as role models to students.

In accordance with the provisions of N.J.A.C. 6A:9B-5.16(a), any teaching staff member in the employ of the Board of Education shall be permitted to organize public school students for purposes of coaching or for conducting games, events, or contests in physical education or athletics. The Superintendent may recommend to the Board the employment of a qualified candidate for an interscholastic athletic coaching position who is a holder of either a New Jersey teaching certificate or a substitute credential, pursuant to N.J.A.C. 6A:9B-5.16(b), to work in the interscholastic athletic program provided the position has been advertised. The twenty day limitation noted in N.J.A.C. 6A:9B-7.4(a) shall not apply to coaching situations.

An athletic coach employed by this district who is not a regular employee of this district shall be employed only for the
duration of the specific sport season. He/She shall be paid the stipend and no out-of-district athletic coach shall be eligible for tenure or for employment benefits.

An athletic trainer shall possess an educational services certificate issued by the State Board of Examiners pursuant to N.J.S.A. 18A:26-2.4 and 18A:26-2.5.

The Board of Education shall not employ for pay or contract for the paid services of any teaching staff member or any other person serving in a position which involves regular contact with students unless the Board has first determined, consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq., that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

An individual employed by the Board in any substitute capacity or position shall be required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1b.

An individual, except as provided in N.J.S.A. 18A:6-7.1g, shall be permanently disqualified from employment or service in the school district if the criminal history record check reveals a record of conviction for any crime or offense as defined in N.J.S.A. 18A:6-7.1 et seq.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed three months, pending completion of a criminal history record check if the Board or contracted service provider demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.1c. In the event the criminal history record check is not completed for an emergent hired employee within three months, the
Board or contracted service provider may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be performed unless the applicant shall have furnished written consent to such a check. The applicant shall bear the cost for the criminal history record check, including all costs for administering and processing the check. The district will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history record check.

The Board of Education prohibits any relative of a Board member or Superintendent of Schools from being employed in an office or position in the school district in accordance with the provisions of N.J.A.C. 6A:23A-6.2 and Board Policy 0142.1 - Nepotism.

A teaching staff member’s misstatement of fact material to his/her qualifications for employment or the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

  18A:6-7.1c; 18A:6-7.2;
  18A:16-1 et seq.; 18A:26-1 et seq.;
  18A:27-8
N.J.A.C. 6A:9B-5.16; 6A:9B-7.4

Adopted: 31 October 2002
Adopted: 19 December 2007
Revised: 27 August 2014
Revised: 30 November 2016
Appendix K: Fiscal Transition Plan

TRANSITION PLAN FOR THE RETURN OF THE
FISCAL MANAGEMENT COMPONENT TO
THE PATERSON PUBLIC SCHOOL DISTRICT

I. PURPOSE

This Transition Plan is presented pursuant to N.J.A.C. 6A:30-7.2(b) and (c), to delineate the terms and conditions for return of the Fiscal Management component of school district operations to the Paterson Public School District (District) by resolution of the State Board of Education on February 10, 2016. The purpose of this Transition Plan is to address the process leading to the withdrawal from State intervention in the area of Fiscal Management in Paterson as required by that resolution. It is also intended to detail specific goals and benchmarks pertaining to Fiscal Management that will assist the Paterson Public Schools in satisfying the necessary factors to achieve local control in Instruction and Program and Governance, the remaining areas under partial State Intervention. The return of the area of Personnel shall be the subject of a separate Transition Plan adopted by the Commissioner of Education and the Paterson Board of Education.

II. BACKGROUND

On August 7, 1991, and pursuant to the school district accountability system in effect at that time, the State Board of Education (State Board) revoked the authority of Paterson’s local board of Education to control the district’s operations, and created a State-operated school district. Fourteen years later, the legislature enacted the New Jersey Quality Single Accountability Continuum (NJQSAC), a statutory system that revised the former accountability system to “ensure that all districts are operating at a high level of performance” and to determine “the degree to which the thorough and efficient standards are being achieved.” N.J.S.A. 18A:7A-10, et seq. NJQSAC established an evaluation system using five key components as measures of school district effectiveness: (1) Instruction and Program, (2) Personnel, (3) Fiscal Management, (4) Operations, and (5) Governance. N.J.S.A. 18A:7A-10. Specific quality performance indicators rate a school district’s effectiveness within each of the five key components. Following an evaluation in the five key components, the Commissioner of Education (Commissioner) determines a school district’s placement on the performance continuum, and can recommend full or partial State intervention to the State Board.

Consistent with the aforementioned practice, the State-operated school district of Paterson (District) underwent reviews in 2007, 2011, and 2014 applying the indicators developed by the Department of Education (Department) with the five key component areas. These reviews resulted in the decision by the State Board, per the Commissioner’s recommendation, to return the Operations component to local control and place Paterson under partial State intervention. Upon Paterson’s placement under partial State intervention, the Paterson School Advisory Board of Education (Paterson Advisory Board) continued as an advisory board subject to the authority and control of the State District Superintendent, and the Department has continued to monitor the District’s progress. The District’s progress has been monitored through interim performance

Based on the findings of the District’s interim reviews completed in November 2015, June 2013, and December 2010, together with the September 2011 and June 2014 three-year comprehensive reviews, the Commissioner concluded that the District has demonstrated evidence of sustained and substantial progress, as well as evidence that the District has the adequate programs, policies and personnel in place to ensure sustained progress, warranting the return of the Fiscal Management component to local control pursuant to N.J.A.C. 6A:30-7.1. Thereafter, on February 10, 2016, upon the Commissioner’s recommendation, and pursuant to N.J.A.C. 6A:30-7.2(a), the State Board adopted a resolution directing the Department and the District to begin the process of transitioning the Fiscal Management component back to local control in the District. The resolution further directed that the functions of Instruction and Program and Governance remain under partial State intervention.

III. EFFECTIVE DATE FOR RETURN OF THE FUNCTION OF FISCAL MANAGEMENT TO THE PATERSON PUBLIC SCHOOL DISTRICT

This Transition Plan shall be presented at a public meeting of the Paterson Advisory Board on August 10, 2016 and officially noted in the minutes, pursuant to N.J.A.C. 6A:30-7.4(a). The District and the Paterson Board of Education (Board) shall assume control in the area of Fiscal Management effective upon Commissioner’s approval of the plan, and the provisions of this plan shall be implemented immediately according to the timelines set forth herein. The remaining components of school district functioning as defined by NJQSAC – Instruction and Program and Governance – will remain placed in partial State intervention.

IV. NJQSAC DISTRICT IMPROVEMENT PLAN

Pursuant to N.J.S.A. 18A:7A-14 and N.J.A.C. 6A:30-5.4, a NJQSAC District Improvement Plan (DIP) has been developed to address those areas of school district functioning where the District did not satisfy at least 80% of the indicators during the NJQSAC evaluation. The components of the DIP are hereby incorporated into this Transition Plan.

(a) The most recent District Improvement Plan was developed and submitted to the Department in the areas of Instruction and Program and Governance. This plan addresses each District Performance Review (DPR) indicator not met, strategies/interventions to be implemented, timelines, staff responsible for action items and evidence of completion for each, and was approved by the Department on March 30, 2016.

(b) Progress on this District Improvement Plan will be monitored by the Department pursuant to N.J.S.A. 18A:7A-14 and N.J.A.C. 6A:30-5.6. Upon determination by the Commissioner that the District has satisfied the factors for initiating return to local
control set forth at N.J.A.C. 6A:30-7.1 in one or more of these remaining areas, the
Commissioner shall recommend to the State Board that the process for withdrawal from
intervention in that area, or areas, be initiated.

V. STATE DISTRICT SUPERINTENDENT AND PATERSON ADVISORY BOARD

Pursuant to N.J.S.A. 18A:7A-53(c), because the District has not met the NJQSAC performance
indicators for the Instruction and Program and Governance components of school effectiveness,
the District remains under partial State intervention, and the Paterson Advisory Board remains
advisory. The Department and Commissioner will continue to negotiate contracts with and hire
a State District Superintendent to serve as a chief school administrator to oversee the District as

VI. SPECIFIC GOALS AND PRIORITIES TO SUPPORT THE DISTRICT
IMPROVEMENT PLAN FOR INSTRUCTION AND PROGRAM

The components of the District Improvement Plan are hereby incorporated into this Transition
Plan. The Paterson Public School District priorities and goals are:

a. Priority I: Effective Academic Programs – Paterson students can achieve at a high level
and this district is fully committed to preparing all students for college and their future
career. The district will continue to implement a wide array of high impact interventions
to accelerate student achievement (growth in test scores and graduation rates) and to help
ensure students are comfortable with 21st century learning skills.
   i. Goal 1: Increase achievement levels – expected growth – by 20
      percentage points for grades 3-11 by 2019
   ii. Goal 2: Increase graduation rate of students
   iii. Goal 3: Increase college preparedness
   iv. Goal 4: Create Student Centered Supports where all students are
        engaged in school
   v. Goal 5: Technology and 21st century learning

b. Priority II: Creating and Maintaining Healthy School Cultures – The district is dedicated
to creating and maintaining safe, caring and orderly schools. We will continue to
implement the Paterson Effective Schools Model which includes ten dimensions of
school effectiveness to fundamentally change the culture and climate of schools as well
as the district office.
   i. Goal 1: The Paterson Effective Schools Model (PESM)
   ii. Goal 2: Reconfigure schools to increase student engagement
   iii. Goal 3: Revise Student Assignment/School Choice Plan
   iv. Goal 4: Create/maintain clean and safe schools that meet 21st
century learning standards

c. Priority III: Family and Community Engagement – Paterson schools and district culture
must be inviting and responsive to the needs of our students, parents and community, as
all stakeholders are needed to help support our district mission and to play an active role in its achievement.

i. Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs

ii. Goal 2: Create more Full Service Community Schools

iii. Goal 3: Expand partnerships with community organizations, agencies, and institutions

iv. Goal 4: Increase parent education opportunities to meet parents’ needs

d. Priority IV: Efficient and Responsive Operations – The district’s administrative offices must be well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

i. Goal 1: Improve internal and external communication

ii. Goal 2: Strengthen customer service orientation in schools and district offices

iii. Goal 3: Increase accountability for performance

iv. Goal 4: Increase administrative and staff capacity

e. Priority V: District Transformation Initiatives – In support of the Brighter Futures Strategic Plan’s priorities and goals, the district annually identifies and implements transformation objectives and initiatives that sharpen the focus on school and district improvement. Aligned with Brighter Futures goals, the objectives continue to be:

i. Build healthy school cultures and climates

ii. Redesign critical process and procedures

iii. Revise teacher and administrator evaluation systems

iv. Implement Common Core State Standards

v. Implement high impact academic interventions for low performing students

vi. Strengthen the district’s assessment system

vii. Building capacity among staff:

1. Teachers

2. Principals and vice-principals

3. District Administrators and supervisors

VII. PATERSON ADVISORY BOARD CONDUCT AND DEVELOPMENT

Effective oversight of the fiscal resources of a school district requires that a school board and its individual members exercise authority in a fiscally prudent manner. Proper execution of such fiduciary duties requires a high functioning board, comprised of board members who are adequately prepared to perform the duties of a board member. Board members should be actively engaged in board meetings, understand parliamentary procedures, and maintain an awareness of a board member’s ethical obligations and fiduciary responsibilities. Further, being an effective and responsible board member includes collaboration with other board members,
respectful communication with the members of the district’s administrative staff, and an awareness and understanding of the district’s finances.

Toward that end, under the direction of the Commissioner’s designee, Paterson Advisory Board development will commence on or about September 30, 2016, and will continue on an ongoing and as needed basis. The Commissioner’s designee shall present the Paterson Advisory Board with a one-year board development plan no later than October 15, 2016, which is designed to assess each board member’s understanding of District financial matters, establish effective board meeting protocols to guide board interaction, develop protocols for interactions with the community, develop agenda planning protocols, including the resolution of any disagreements regarding items to be included on the agenda, develop and maintain an efficient committee structure, and enhance members’ understanding and utilization of governance standards to improve and maximize NJQSAC scores, and to ensure compliance with any applicable District Improvement Plan(s) incorporated herein pursuant to Section IV. The board development plan shall include, but need not be limited to, proposed dates upon which such board development will occur, including a notation of which assessments and trainings are mandatory or optional. Upon agreement of the Commissioner’s designee, the Paterson Advisory Board Chairperson and the State District Superintendent, the trainings and dates set forth in the board development plan may be amended. The Office of the Commissioner retains discretion to modify the board development plan, in its discretion, at any time.

Should a board member fail to abide by his/her duties as a board member pursuant to board policy and this Transition Plan, including failing to make best efforts to participate in multiple mandatory trainings, without giving adequate notice to both the Commissioner’s designee and the Paterson Advisory Board Chairperson, the Commissioner’s designee may recommend to the Paterson Advisory Board Chairperson that the matter be brought to the attention of the School Ethics Commission for disciplinary action. Notice of any disciplinary action must be made in writing by the Paterson Advisory Board Chairperson to the board member, with a copy sent to the Commissioner’s designee, State District Superintendent and Office of the Commissioner. Such writing must also indicate which trainings are outstanding, and a proposed timeline for completing such outstanding trainings in order to avoid any disciplinary consequence. Should the board member’s failure to complete the outstanding trainings, pursuant to the timeline, impede the Paterson Advisory Board’s ability to efficiently and effectively conduct business, the Paterson Advisory Board Chairperson may initiate discipline procedures for the board member pursuant to board policy, and N.J.S.A. 18A:12-1, et seq.

The Commissioner’s designee shall report on the progress of the board development plan to the Office of the Commissioner, the Paterson Advisory Board Chairperson, and the State District Superintendent on a monthly basis until September 1, 2017. The Commissioner’s designee may report on continued board development after September 1, 2017, on an as needed basis. The Commissioner may request a report on the status of the board development plan and board member’s completion of such plan at any time, in his/her discretion, for the duration of the appointment of a Commissioner’s designee with the District.
VIII. CREATION OF PATerson ADVISORY BOARD MEETING PROTOCOLS / INTERACTIONS AND COMMUNITY INTERACTIONS

The Paterson Advisory Board must have established meeting protocols to guide board interactions, conduct board business, and create an ongoing and accurate record of all of its proceedings. The Commissioner’s designee, Paterson Advisory Board Chairperson, and State District Superintendent shall negotiate and present to the Office of the Commissioner a plan to maintain board meeting protocols, including protocols for interactions with the community, which may be revised as necessary.

IX. COMMITTEE STRUCTURES/DEVELOPMENT

In order to use the time, effort and expertise of the members of the Paterson Advisory Board effectively, the Paterson Advisory Board shall operate under a committee system. The State District Superintendent, Paterson Advisory Board Chairperson, and the Commissioner’s designee shall meet and determine the committee structure and will confer on the nature and number of all standing committees. Standing committees may take no action of an official or binding nature; rather, such committees may only make recommendations to the full Paterson Advisory Board for such action. Committee meetings may be called at any time by the committee chairperson, in consultation with the Commissioner’s designee. Such meetings must include less than a quorum of the Paterson Advisory Board. Standing committees of the Paterson Advisory Board and their membership shall be determined annually pursuant to the procedures set forth below.

In consultation with the Commissioner’s designee, the Paterson Advisory Board Chairperson will appoint members to the standing committees from among the Paterson Advisory Board membership as he/she finds necessary to study operations in specific areas and to make recommendations for Paterson Advisory Board action. In consultation with the Commissioner’s designee, each committee shall develop a list of its functions and duties and present them to the Paterson Advisory Board and State District Superintendent by October 1, 2016, and thereafter, on an annual basis. The committee may make recommendations for Paterson Advisory Board action, but it cannot act for, or on behalf of, the Paterson Advisory Board. The Paterson Advisory Board Chairperson and State District Superintendent shall be ex officio members of all standing committees.

X. BUDGET DEVELOPMENT PROCESS AND ESTABLISHMENT OF BUDGET COMMITTEE

The preparation and approval of the budget for the District will proceed as it has in prior years pursuant to the provisions of N.J.S.A. 18A:7A-50 and 51. Therefore, the State District Superintendent shall develop and approve the budget following a public hearing. Pursuant to this Transition Plan, the Paterson Advisory Board shall establish a budget or fiscal committee for the purpose of increasing capacity to implement the district’s budget.
The Paterson Advisory Board and the State District Superintendent will participate in a pre-budget meeting, prior to the public hearing on the school budget. At the pre-budget meeting, the Paterson Advisory Board will be briefed on the District’s proposed budget, and the Paterson Advisory Board will have the opportunity to engage with the District in discussions on the current budget.

XI. DISTRICT DISBURSEMENTS

District disbursements will not be made without approval by the Paterson Advisory Board, subject to the review of the Commissioner or his/her designee, in accordance with the impasse procedures set forth in Section X. In those instances when the District makes a payment on an emergent basis, the Paterson Advisory Board will be notified of the payment within a reasonable time following payment.

XII. LEGAL MATTERS

The District maintains its authority to settle, or otherwise resolve, all legal matters without Board approval up to $500,000 per case. Any settlement exceeding $500,000 must be presented to the Paterson Advisory Board for approval, subject to the review of the Commissioner or his/her designee in accordance with the impasse procedures set forth in Section X.

The Paterson Advisory Board will form a three-member Legal Subcommittee, consisting of the Chair of the Paterson Advisory Board, Finance Chair, and one additional Paterson Advisory Board member. The District will brief the Legal Subcommittee on active litigation, as appropriate, on a regular basis.

XIII. SALE AND ACQUISITION OF REAL PROPERTY

Prior to the disposal, closure, or acquisition of any property, the District shall submit an application to the Commissioner for approval, in accordance with applicable State Law and regulation. Prior to the submission of the application to the Commissioner, the District shall present the application to the Paterson Advisory Board for discussion at a public meeting and it shall be noted in the minutes of the meeting.

XIV. INTERNAL AUDIT TEAM

The internal audit team established pursuant to N.J.S.A. 18A:7A-41 to monitor the business functions of the District and to report its findings to the Commissioner shall continue to operate in the District. This internal audit team will continue to provide the Commissioner and State District Superintendent with information regarding financial activities and the adequacy and
effectiveness of internal controls through financial, operational and compliance audits. The purpose of these audits is to improve internal controls and procedures to safeguard and promote efficient use of District resources, as well as compliance with federal and State regulations.

XV. APPOINTMENT OF A DEPARTMENT DESIGNEE

At this time, the Commissioner has decided to exercise his authority to appoint a designee to provide technical assistance and compliance monitoring in the implementation of the Transition Plan. The Commissioner and/or his designee shall have the authority to attend all meetings of the Board, including closed sessions. The Commissioner’s designee will work with District staff, the State District Superintendent and the Board to monitor District activities for compliance with this Transition Plan, assist the District in meeting the NJQSAC indicators in the areas of Instruction and Program and Governance, assist the District with continuing to meet the indicators in Operations, Personnel and Fiscal Management, and to work to ensure that the elements leading to full State Intervention in 1991 do not reoccur. The appointment of the Department Designee and the powers thereunder shall take effect immediately.

XVI. AGENDA PLANNING

The Paterson Advisory Board must have structured and effective agendas in which to conduct board business. The State District Superintendent and the Board President shall prepare the agenda for all meetings of the Paterson Advisory Board. In doing so, they shall consult the Paterson Advisory Board Secretary and the Commissioner’s designee. The agenda shall specifically note which action items relate to Fiscal Management for voting purposes. If there are any disagreements between the State District Superintendent and the Board President regarding items involving Fiscal Management to be included on the agenda, the Commissioner’s designee shall be consulted to assist the State District Superintendent and the Board President in coming to a consensus on agenda items and, if necessary, make a final determination as to the appropriateness of an item involving Fiscal Management for inclusion on the agenda.

XVII. FORMAL IMPASSE PROCEDURES

In accordance with applicable State law and regulation, the State District Superintendent may, as the Commissioner’s designee in accordance with N.J.S.A. 18A:7A-53(c), veto any action of the board. The State District Superintendent shall notify the Board, the Commissioner’s designee, and the Commissioner, of his intention to exercise the veto, along with a written justification for exercising this authority, within 24 hours of the Board’s action.
XVIII. DEFAULT

In the event the Board fails to comply with any or all of the terms and conditions of this Transition Plan, which includes the commitments to support the District Improvement Plan for Instruction and Program and Governance, the areas remaining under partial State intervention on the effective date of this agreement, the Commissioner reserves the right to summarily place the area of Fiscal Management under partial State intervention.

XIX. AMENDMENT OF TRANSITION PLAN

This Transition Plan may be amended, as warranted by the circumstances, upon the agreement and approval of the Commissioner and adoption by the Paterson Advisory Board.

APPROVED BY:

[Signature]

David C. Hespe
Commissioner
Department of Education

8-5-16

Date

I confirm that this Commissioner-approved plan was discussed at a public meeting, held on 8-10-16, and noted in the official minutes:

[Signature]

By: Christopher Irving
President
Paterson Board of Education

8/12/16

Date