

2 YEAR TRANSITION PLAN TO LOCAL CONTROL

Eileen F. Shafer, Superintendent of Schools
Susana Peron, Acting Deputy Superintendent
Paterson Public School District Board of Education
“Together We Can”

Introduction State Control

- State Control – 1991 (27 years)
- Comprehensive Compliance Investigation/Financial Control of District
- District enrollment of 28,426
- 5,263 students which includes charters and vocational schools
- May 2, 2018 Resolution State Board of Education – return to Local Control

Transition Plan

- Transition Plan – terms and conditions for the return of local control to Paterson Public School District
- 2 year plan to be completed
- Future progress and sustainability
- Transparency and accountability during the transitional period

Historical Context

- State Takeover 1991
 - Fiscal irregularities
 - Nepotism
 - Student performance

- New Jersey Quality School Accountability Continuum (NJQSAC)
 - 5 DPR areas 80% or above

Time Line for Return to Local Control		
2014	Operations	<ul style="list-style-type: none"> • 100% standardized operations function
2015	Fiscal Management	<ul style="list-style-type: none"> • 98%: internal controls, all inclusive budget process
2016	Personnel	<ul style="list-style-type: none"> • 100%: effective recruiting and retention
2017	Governance	<ul style="list-style-type: none"> • 100%: Board Training
2017	Instruction & Program	<ul style="list-style-type: none"> • 82%: development of 400+ curriculum guides

Equivalency for Instruction and Program

- Equivalency - 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
- Indicators 1-7 (38 of 100 points in NJQSAC)
- Performance over time; growth in student performance
- District scored total of 26/38 points on equivalency metrics
- I&P received a total of 82/100 points

Board of Education Local Control

- Board of Education constituted with all powers, authority and responsibility provided by law
- Referendum: November 6, 2018 (general election)
 - Type I: Appointed Board by Mayor
 - Type II: Elected Board by the community

Highly Skilled Professional - Governance

- Highly Skilled Professional for Governance monitors progress and assists the district in the transition to local control with the following:
 - Budgeting process and its allocation of resources
 - Development of policies and procedures for the budget and financial planning
 - 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
 - Communicating 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

Highly Skilled Professional – Governance (Cont'd.)

- 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
- 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
- Support the activities of the Comprehensive Accountability Office (CAO)
- 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.
- 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.

Instruction and Program HSP

- 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 Instruction and Program (I&P), to include metrics defined in the I&P equivalency
- 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 I&P in the district

Special Education HSP

- The Special Education HSP will be responsible for the following:
 - Special Learners: Ensure that the district is adequately addressing the needs of students such as 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.
 - 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.

Monitoring 2 Year Transition Plan

- If progress is not on track the State may consider interventions which include:
 - Continuation of HSPs
 - Provide additional levels of state oversight and support
 - Extend the time frame for expiration of the transition plan
 - 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.
- If District meets all expectations of the plan, the Commissioner will recommend the complete withdrawal of state intervention upon the completion of the plan 2020

Comprehensive Accountability Office (CAO)

- The CAO will be responsible for:
 - 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
 - Publishing and presenting the data to the NJDOE and to the public in a credible and actionable way
 - Meet bi-annually with the District to assess progress against the Scorecard and will produce and present a public report annually in August (2019 and 2020). Updates will be shared at public board meetings regarding these bi-annual meetings
- The State will review each of the two annual reports. Based on the reports submitted by the CAO, the State may consider potential interventions.

State Intervention

- Non-compliance in any of the following critical areas as established by this plan and identified by, or reported to, the independent Comprehensive Accountability Office, HSP or School Ethics Commission:
 - a) A pattern of violations of the School Ethics Act by members of the School Board or Senior Leadership team
 - b) Incidents of interference in personnel decisions that undermine the effectiveness of the District
 - c) 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) Insufficient cash flow to make payroll or vendor payments
 - f) Failing scores on more than 33% of metrics on the Accountability Scorecard produced annually by the CAO
 - g) Policies or actions by board members or the District Leadership that knowingly putting children's safety at risk
 - h) Failure of the Board to approve State standard-aligned curricula; and
 - i) 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

GOVERNANCE

Board of Education Role

- 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
- The process for identifying a permanent Superintendent
- Strategic planning and budgetary expectations (July 1, 2019)
- Facilities oversight

Ethics Trainings

- 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 given within the district

Professional Development for the Board of Education and District Staff

- 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
 - Fostering productive and collaborative relationships with community stakeholders in achieving district goals and objectives

New Board Member Training:

- Must attend a new board member orientation training and the mandatory training given by the New Jersey School Boards Association

Professional Development for the Board of Education and District Staff (cont'd.)

- 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
 - 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
 - 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.

Governance

District Staff Training:

- Superintendent has a Superintendent’s Cabinet Retreat and a Superintendent’s Institute for Professional Development for District Leaders. These sessions focus on the areas of collaboration, effective decision-making, increased student achievement, return to local control, priorities for the year 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,
- All trainings related to these topics must be completed by June 2019.

District & Board Expectations

- District Administration and Board will follow the proper protocol thereby ensuring the District will operate at the highest standard of performance:
 - 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.
 - All resolutions must be vetted through the appropriate Board committee.
 - Board member inquiries pertaining to items not on the Board agenda must be e-mailed to the Superintendent.
 - Requests for reports or additional information should be submitted to the Committee Chair.
 - Board member requests for meetings/appointments must be made through the Superintendent's Office. District staff should not be contacted directly.
 - Emergency situations are communicated to the Board President, Superintendent or Deputy Superintendent.

District & Board Expectations (cont'd)

- The following are mutual and essential expectations of the Board Members and Superintendent in creating a productive work environment:
 - Superintendent provides ongoing communication.
 - School, student and staff emergencies will be communicated immediately.
 - 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.
 - Special communications and requests for additional information will be sent to all Board members.
 - All communications shall strictly address school business only.
 - All parties should be treated with civility, dignity and respect.
 - 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.
 - 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).
 - The Board members will contact the Superintendent's Office (Board Secretary) with questions about agenda items or supporting materials at least two (2) days before the scheduled Board meeting, if possible.
 - 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.

Board, Superintendent and Collective Responsibilities

School Board Responsibilities	Superintendent Responsibilities	Collective Responsibilities
<ul style="list-style-type: none"> ○ Advocating for all children, teachers, and other staff ○ Maintaining fiscal responsibility ○ Making policy for the District regarding personnel matters ○ Delegating day-to-day management and decision-making authority for policy and personnel to the District ○ Acting in compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act 	<ul style="list-style-type: none"> ○ Recommending all administrative policies and annual budget to the Board ○ Supporting the board by providing information for decision-making ○ Overseeing educational programs ○ Taking responsibility for personnel matters ○ Developing and administering the budget ○ Developing and supporting teachers and other staff ○ Day-to-day administration of the school district 	<ul style="list-style-type: none"> ○ Prioritizing student outcomes ○ Providing educational leadership to the community ○ Creating strong connections with other agencies to support the achievement and development of children ○ Setting district-wide policies and goals ○ Ensuring safety and adequacy of all school facilities ○ Ensuring effective Board and District communication ○ Overseeing negotiations with employee groups

Evaluation of Superintendent

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

INSTRUCTION & PROGRAM

Purpose and Overview

- To document the process, actions and commitments to be taken by the Board and District in order to represent the successful implementation in the area of Instruction and Program (I&P)

Equivalency:

- An Equivalency Application was approved to gauge a variety of student performance measures that specifically focused on current needs and circumstances in the area of I&P
- The QSAC review in the Winter of 2017 resulted in a score of 82%

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.
- 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:
 - Request an extension of the equivalency
 - Revise the equivalency
 - Have the opportunity to create a new equivalency based on state adopted assessments and current district data
 - 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.

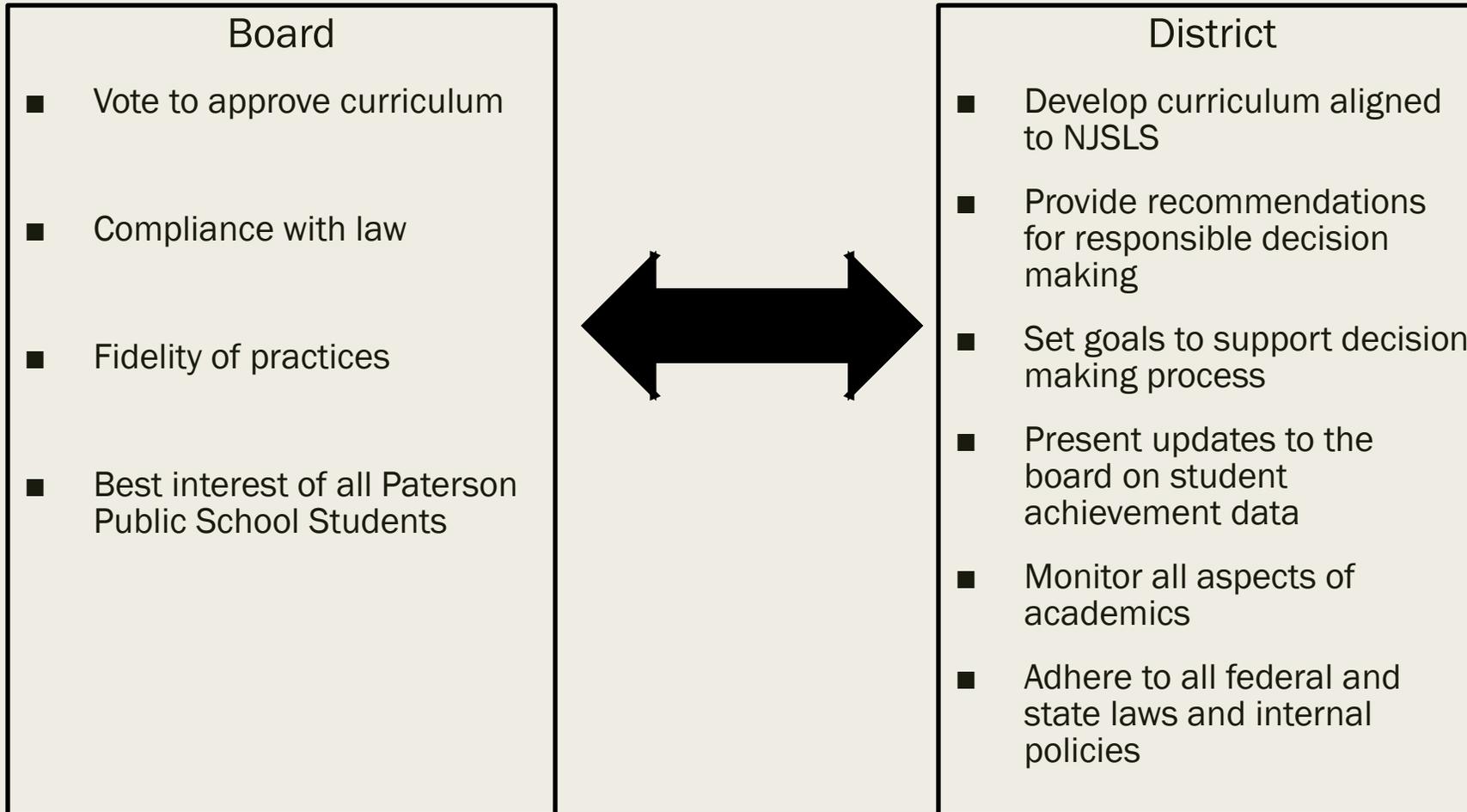
Expectation for Continued Focus on Academics

Area of Focus	Clarification
Curriculum	<ul style="list-style-type: none"> • Monitor, feedback, and review
Implementation of Curriculum	<ul style="list-style-type: none"> • Professional Development, teacher collaboration, quality lesson plan feedback, classroom walks
Data Informed Decisions	<ul style="list-style-type: none"> • Collect, analyze, and utilize student data to review the effectiveness of curriculum, instruction, and professional development
Interventions/Enrichment	<ul style="list-style-type: none"> • Identify causal factors for achievement gaps and provide targeted support
Attendance	<ul style="list-style-type: none"> • Establish strategies to promote attendance and target students chronically absent
Special Learners	<ul style="list-style-type: none"> • Address the needs of students inclusive of Special Education and English Language Learners
Alternative Programs	<ul style="list-style-type: none"> • Provide specialized programs and support students with attendance, legal and behavioral issues

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.
- Each Board member and relevant District Leadership Team member as designated by the Superintendent will be required to participate in:
 - Training in NJSLs and assessments used to test standards
 - 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
 - Workshop meetings conducted by District personnel to the Board focused on inquiries, data, new initiatives and curriculum
 - Board Retreats inclusive of cabinet members
 - 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.

Expectation and Decision Making



Special Education Program Goals

- The District will:
 - Continue to work with the Department’s Office of Special Education Programs to ensure an efficient and effective implementation of the District’s policies and procedures.
 - Review current practices to ensure compliance with State and federal law with the help of the SPED HSP
- 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.

FISCAL

Basic Fiscal Obligations: Budget Requirements and Best Practices

District must implement a financial system that adheres to certain standards and principles. The HSP will consult and advise the District in the implementation of its financial system, including, but not limited to, the following basic requirements:

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

Basic Fiscal Obligations: Budget Requirements and Best Practices (Cont'd.)

- Audit: The District receives an unqualified opinion on the annual audit, has no material weaknesses and reportable conditions.
- Grants: The District ensures all grant funds are managed in accordance with mandated requirements and funds are expended within the required time period.
- 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.
- 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.
- Procurement: The District complies with the New Jersey Public Schools Contracts Laws and Administrative Codes for all purchasing.
- 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.).
- Auditing of School Accounts: Quarterly reviews of Student Activities are audited for proper monitoring and controls.

Budget Approval Process

- Budget components are rank ordered (prioritization) to permit flexibility in budget expansion or reduction
- Department of Education will look for evidence of:
 - Continued commitment to and progress toward shifting dollars into classroom
 - Continued commitment to identifying and implementing operating efficiencies in key areas while still maintaining essential student services
 - Maintain central administrative cost below the regional thresholds
 - Commitment to build adequate contingent reserve funds such as Capital, Emergency, and Maintenance Reserve
 - Commitment to build unrestricted reserve funds to the maximum amounts permissible by law
- Budget Development
 - Three-year Plan – Worst Case/Best Case
 - Maintain Minimum Fund Balance of 2%

Financial Reporting

- Preparation of Balanced Budget:
 - The District prepares and the Board approves a balanced budget to ensure financial stability
- Monitoring of Budget to Actuals:
 - The monthly Board Secretary's report is completed and reconciled without exceptions and is completed within 30 days of month's end
- 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 demonstrate and ensure that the District is on target to achieve a balanced budget for the current fiscal year
- The District must produce for the Board the following:
 - Results of the annual financial statement audit.
 - 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

Fiscal Management - Board

Fiscal Management and Operations should align with:

- 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.
- The Board should evaluate the District's overall approach and guidelines to resource allocation decisions.
- Develop long-term financial goals for the District.
- Monitor financial performance.

OPERATIONS

Operations Overview

- Under NJQSAC, Operations covers several key non-academic functions of Board governance
- These functions are mandated by state and or federal law and require the adoptions of policies, approval of contracts and the submission of monitoring data and reports
- The Paterson Board of Education met all requirements for the return of local control in the area of Operations through the NJQSAC process in 2014, and has been operating as such

Key Components of Operations

- Student code of conduct
- Data Quality and Management (NJSMART files)
- School Safety and Security
- Transportation
- Gun-free School Act
- MOA Law Enforcement
- School Safety Data System (SSDS)
- Harassment, Intimidation and Bullying (HIB)
- District liaison – child welfare authorities
- Required staff trainings – Professional Development (PD)
- District Nursing Services Plan
- Comprehensive Guidance and Academic Counseling Program
- Career Education program
- Transitional Services for students with disabilities
- Comprehensive Substance Abuse Intervention, Prevention and Treatment Referral Program

Policy Development Process

- The Board, in consultation with the Superintendent, is responsible for maintaining and updating all District policies and procedures

- The Superintendent may recommend and the Board shall develop new policies that align to state law, but it is the Board's responsibility to adopt these policies. A formal Policy Committee to review and make recommendations to the full Board has been adopted.

- With regard to the area of Operations the Board must develop and approve the following policies:
 - 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 instructions services
 - I&RS services, Chapter 192 and Chapter 193 services
 - The prevention of drug, tobacco and alcohol abuse

Student Code of Conduct

- District must 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

Maintenance of Data and Controls

- Board & designated District staff will work to develop internal processes for data quality, management and review
- District apprises the Board of the due dates for data submission of required NJSMART files to the DOE, as well as the details on the quality of the data submitted

School Safety and Security

- Board must annually adopt information regarding the safety and security of the District's students required by law, including:
 - The Safety Education Program
 - The School Safety and Security Plan
 - Establish procedures to review and resolve any school or transportation incidents
 - Satisfy the requirements of the Gun-Free School Act
 - Develop and implement a Memorandum of Agreement with local law enforcement
 - Report incidents of Violence, Vandalism, Alcohol and Drug abuse and HIB via the School Safety Data System (SSDS)
 - Conduct the required HIB self-assessment
 - Appoint district liaison to serve as contact person with child welfare authorities
- Board can hold such hearings consistent with the District's policies and procedures on:
 - Disputes arising from HIB determinations
 - Disputes arising from disciplinary determinations
 - Challenges to the administration's recommendations to place a student in an alternative education setting as part of a disciplinary consequence

Transportation:

- 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

Trainings for School District Employees:

- Superintendent shall provide the Board with an update regarding compliance with all required trainings for district employees in accordance with state law; including a schedule of when these trainings are completed

Student Health:

- The Board must annually approve the following to ensure the District is in compliance with state law regarding student health:
 - Nursing Services Plan
 - Comprehensive Guidance and Academic Counseling Program
 - Comprehensive Equity Plan

Guidance and Student Support Services

- The Board in consultation with the Superintendent, must coordinate a comprehensive career education and counseling program with transition services for students with disabilities, and must ensure that each school building has a multidisciplinary team as part of the delivery of I&RS services
- The Board has oversight over the administration of the District's Comprehensive Substance Abuse Intervention, Prevention, and Treatment Referral Program which is delivered by the District's Substance Awareness Coordinator

PERSONNEL

Personnel Return to Local Control: Overview

- Return of local control to the Personnel component within NJQSAC became effective on February 10, 2016.
- The Commissioner of Education approved the Personnel Transition Plan on May 11, 2016.
- The plan was officially presented at a public hearing held on May 18, 2016. The plan detailed specific goals and benchmarks pertaining to Personnel that will assist the District in attaining the milestones detailed in the NJQSAC
- The District and the PPS Board assumed control of Personnel beginning on July 1, 2016

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

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)
- 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
- Compile and recommend tenure charges that are aligned with applicable laws, regulations, and negotiated contracts

Job Descriptions and Standards for Appointment

- The District will utilize appropriate job descriptions and standards for the appointment District staff
- The District shall ensure that all staff are appropriately certified and credentialed for his/her assignment

Criminal History Background Compliance:

- All new employees have a successful criminal history record check prior to employment
- The District appropriately addresses employees who have been reported or who report as having been arrested and/or indicted for a potentially disqualifying offense

Monitoring of Transition Plan Implementation and NJQSAC

- 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 on September 5, 2018. Until that time, the State will support the District and Board to prepare for this important transition.
- 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."



“Together We Can”