

**Phase 2: Middle School Model
Community Forum
March 11, 2025**

Why Now?

Continuation of the Board Approved Long-Range Facility Plan

Findings:

- Students are leaving their neighborhood area to access educational services
- An imbalance of enrollment across the district at the elementary school level
- There is capacity to expand based on student residency in the geographic area

Focused support to meet the growing needs of the Multilingual and Special Education populations

Areas Completed:

2012

- New Roberto Clemente (NRC) Middle School (Grades 6-8)
- Elementary Schools that attend NRC: PS 15 & Roberto Clemente

2015 & 2021

- Joseph A. Taub (JAT) Middle School (Grades 6-8)
- Elementary Schools that attend JAT: PS 5, PS 7, PS 19, PS 27

What is the Elementary School Design (PreK-5 or K-5)?



Designs an environment specifically for young children

- Age-appropriate curriculum, activities, and resources
- Younger children are less exposed to older, potentially more mature behaviors, creating a space where they feel safer and more comfortable.



Limited grade span

- Reduces significant transitions within the school, helping children feel more stable
- Young students don't have to navigate interactions with significantly older peers, allowing for a more gradual transition from preschool to elementary grades



Teachers and staff can specialize in early childhood and elementary education

- Ensures developmentally appropriate practices with a concentrated focus on foundational academic, social, and emotional skills

What is the Middle School Design (Grades 6-8)?



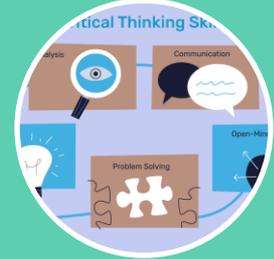
Focuses on the unique developmental needs of students in grades 6–8

- Offers programs and teaching methods tailored to early adolescents
- Creates a supportive environment for social, emotional, and academic growth during a critical transitional period



Students experience more independence and responsibility in preparation for high school

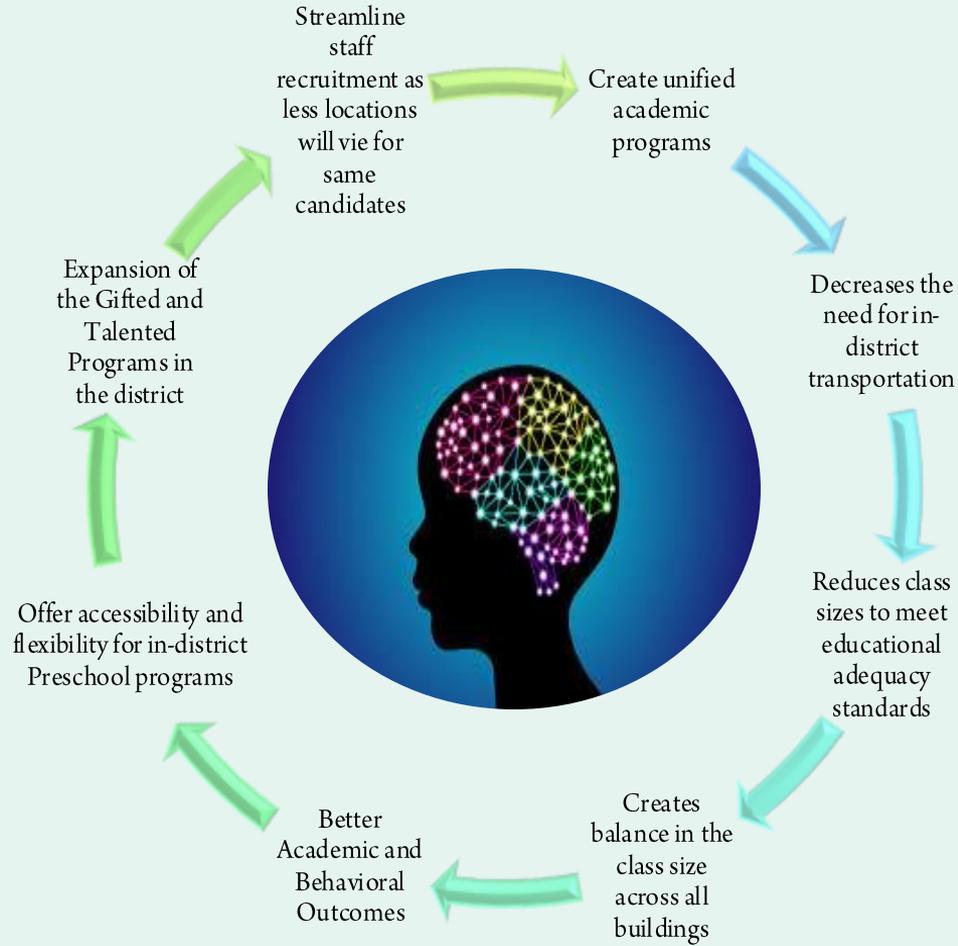
- Middle school models often mirror high school structures (e.g., lockers, changing classes), helping students adapt to a unique schedule (no longer a cohort), provides for the opportunity to have access to specialized courses
- Middle schools aim to provide challenging, exploratory, and relevant learning experiences that appeal to young adolescents. Schools that fully implement middle school practices experience positive results in academic performance (Alverson et al., America's Middle Schools)



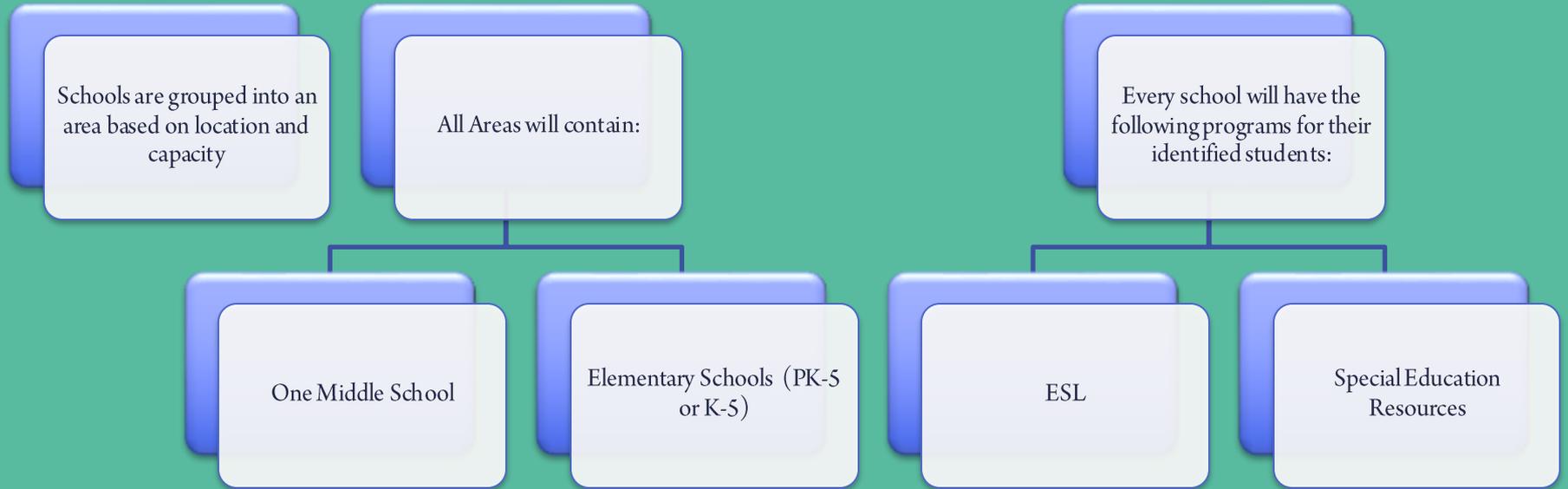
Teachers and staff are trained in subject-specific areas to meet the needs of middle-grade learners

- Offers a broader curriculum, including electives like STEM, arts, and languages, which can enhance critical thinking skills, engagement and skill-building

Goals of Reconfiguration



Reconfiguration of Schools/Areas



Multilingual Magnet Programs

Magnet Programs were designed to maximize our resources and staff to support native language bilingual instruction, at minimum in the content areas of Mathematics and Language Arts/Literacy.

Students are selected for native language Magnet Programs based on their home language survey and initial language proficiency assessment.

The long-term goal for our program is for students to achieve a high level of proficiency in understanding, speaking, reading and writing in English as well as in their native language promoting biliteracy.

Expansion to include Arabic and Turkish. Spanish has already been established.

The programs are mandated by state code.

Benefits for Students

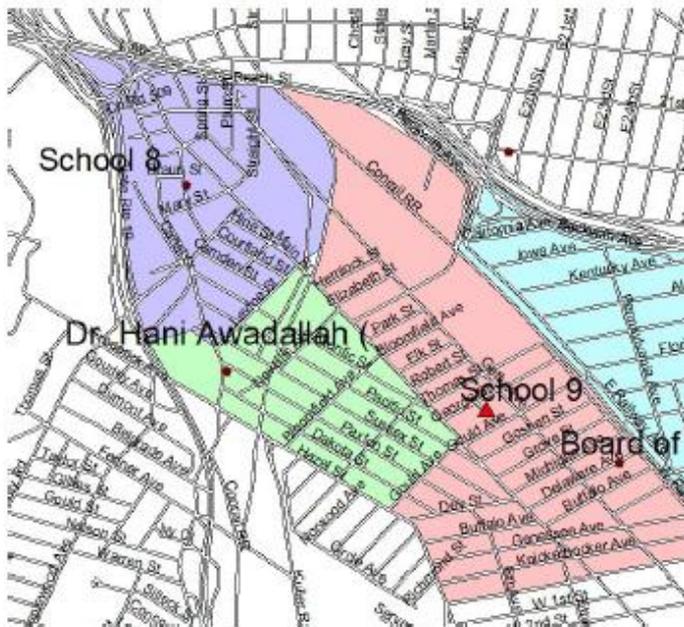
- High School Preparation
- All Students will have Access to Advanced Math Courses
- New elective courses for Middle School
- Extracurricular activities/clubs
- Enrichment opportunities
- Focused Student Support Systems
- Community Building
- Course Scheduling
- Developmentally Appropriate Approach
- Transition Support
- Increased Independence
- Variety of Learning Experiences
- Development of Critical Thinking
- Social Skills Development
- Personalized Learning

Benefits for Staff

- More specialized teaching
- Enhanced academic focus
- Tailored professional development
- Stronger teamwork/collaboration
- Holistic approach
- Sense of community
- Stronger student relationships

Phase 2

Area 1: PS 3, PS 8, CJR PS 9 & DHA



PS 3:

- Students to be re-districted to PS 2 or PS 8; building is not necessary due to student enrollment



PS 8:

- Grades K-5, Spanish Magnet, ESL, SPED Self Contained & Resource



CJRPS 9:

- Grades PreK-5, Arabic/Turkish Magnet, ESL, SPED Self Contained & Resource



DHA:

- Grades 6-8, Multilingual Magnet, ESL, SPED Self Contained & Resource

School 3

Students will be redistricted to either PS 2 or PS 8 based on their address

PS 2 & PS 8 have the capacity for the students to be placed in their building

A needs assessment will be conducted with the participation of the community to identify the building's future use

School 8 from K-8 to K-5

General Education K-5

- 2 sections at each grade level
- 12 total sections

Self-Contained SPED Classrooms

- 3 LLD classes
- 2 SLLD classes
- 5 total sections

Spanish Bilingual Magnet for K-5 students

- 1 section at each grade level
- 6 total sections

Charles J. Riley (School 9) from PreK-8 to PreK-5

PreK

- 4 General Education classrooms
- 2 Preschool Disabilities - (PSD) classrooms
- 6 total PreK sections

General Education K-5

- 5 sections at each grade level
- 30 total sections

Arabic Bilingual Magnet

- K-5; 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

Turkish Bilingual Magnet (included in the 30 sections)

- K-5; 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

***Students across the District requiring Arabic or Turkish native language instruction in Grades K-5 will be enrolled in CJRPS 9.**

Dr. Hani Awadallah from PreK-8 to Grades 6-8

General Education 6-8

- 8 sections at each grade level
- 24 total sections

Self-Contained SPED Classrooms

- 3 LLD & 1 SLLD
- 4 total sections

Spanish Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for full-time instruction

Arabic Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

Turkish Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

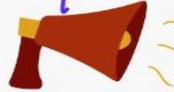
***Students across the District requiring Arabic or Turkish native language instruction in Grades 6-8 will be enrolled at DHA.**

Registration Process



PATERSON PUBLIC SCHOOLS

IMPORTANT *Announcement*



ATTENTION PARENTS
WITH CHILDREN
ATTENDING:



SCHOOL 3 • SCHOOL 8 • SCHOOL 9 • DHA
(@ DALE & MLK)

YOU MUST RE-REGISTER AT THE OFFICE OF CENTRAL REGISTRATION FOR THE 2025-2026 SCHOOL YEAR! FAILURE TO RE-REGISTER WILL RESULT IN YOUR CHILD BEING UNENROLLED TO PATERSON PUBLIC SCHOOLS.

SCHOOL 3 (@ DALE & MLK)	SCHOOL 8	SCHOOL 9	DR. HANI AWADALLAH
MONDAY MARCH 3, 2025 3PM-6PM	MONDAY MARCH 10, 2025 3PM-6PM	SATURDAY MARCH 15, 2025 9AM-1PM	MONDAY MARCH 24, 2025 3PM-6PM
TUESDAY MARCH 4, 2025 3PM-6PM	TUESDAY MARCH 11, 2025 3PM-6PM	MONDAY MARCH 17, 2025 3PM-6PM	TUESDAY MARCH 25, 2025 3PM-6PM
WEDNESDAY MARCH 5, 2025 3PM-6PM	WEDNESDAY MARCH 12, 2025 3PM-6PM	TUESDAY MARCH 18, 2025 3PM-6PM	WEDNESDAY MARCH 26, 2025 3PM-6PM
NO MAKE-UP DAYS! YOU MUST RE-REGISTER ON YOUR ASSIGNED DAY!		WEDNESDAY MARCH 19, 2025 3PM-6PM	THURSDAY MARCH 27, 2025 3PM-6PM

REGISTRATION REQUIRED DOCUMENTS:

- PARENT/GUARDIAN IDENTIFICATION (NOT TO BE USED AS PROOF OF ADDRESS)
- 2 PROOFS OF ADDRESS IN PARENT/GUARDIAN NAME (MUST BE CURRENT: FROM FEB/MARCH)
- REGISTRATION FORM (ATTACHED)

Safety

Speak with the city regarding additional crossing guards

Will continue working with city officials, inclusive of law enforcement, to maintain a safe environment for all Paterson Public Schools

Before & After Care for Elementary Schools

Before School: 7:45 am – 8:15 am

After School: 3:00 pm – 3:30 pm

Questions, Comments and/or Concerns?



Scan me