

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

December 13, 2023 – 6:20 p.m.
Joseph A. Taub School

Presiding: Comm. Nakima Redmon, President

Present:

Dr. Laurie W. Newell, Superintendent of Schools
Khalifah Shabazz-Charles, Esq., General Counsel

Comm. Oshin Castillo-Cruz
Comm. Valerie Freeman
Comm. Eddie Gonzalez
Comm. Jonathan Hodges

Comm. Dania Martinez, Vice President
Comm. Manuel Martinez
Comm. Della McCall
Comm. Kenneth Simmons

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

Comm. Redmon read the Open Public Meetings Act:

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

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

**Workshop Meeting
December 13, 2023 at 6:00 p.m.
Joseph A. Taub School
202 Union Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

PRESENTATIONS AND COMMUNICATIONS

Credit Recovery Restructuring

Dr. Newell: Good evening everyone. At this point, I would like to introduce Ms. Melissa Espana and Ms. Shenita Davis. They will be presenting on Credit Recovery.

Ms. Melissa Espana: Good evening everyone. My name is Melissa Espana. I'm the Assistant Superintendent of High Schools, Unit IV. I'm here with Ms. Shenita Davis, Director of Secondary Education. This evening we're going to just take an overview of our Credit Recovery. It's an informational brief presentation. The purpose of our Credit

Recovery Program is an opportunity for students to regain lost credits so they can successfully graduate from high school within their cohort. The targets for our Credit Recovery are 11th and 12th graders. Our sophomores will be included if space allows. Our Credit Recovery Program is called Imagine Edgeunity. I want to have Ms. Davis just talk a little bit about the program.

Ms. Shenita Davis: Our program is an after-school program. It runs from 3:30 to 5:30. Students are required to attend four hours a week. It's inclusive of two sessions. The session runs from November 27 through March 6, which is the first session. It is in session. It has begun. The second session will begin on March 7 and it will run until May 31. During each session, the students will be able to take two courses only, which means that a student can only take a maximum of four courses during a school year to recover credit. The program will run from Monday to Friday. There will be a maximum of 60 hours needed to complete a course, which is 100% of the course. Upon completion, the student will receive a maximum grade of a D. Again, the program is offered to juniors and seniors first. Sophomores will be allowed to attend if there's space available.

Ms. Espana: We've communicated this information to our students and families. The week of November 27 through December 2, letters were sent home by the school and the district. All calls to families were sent on December 4. If you didn't get one of these phone calls, please contact your school to be sure that your Infinite Campus phone numbers are up to date. We have website notifications the week of December 4. Currently our principals and our high school staff are holding one-on-one meetings and also putting together assemblies. All assemblies and communications to our students should be done by December 20. Throughout November and December there have been one-on-one counseling meetings with students and for sophomores there will be a highlight for them after the second marking period.

Ms. Davis: In addition, all information stated in this PowerPoint can be found on the secondary education website under academics. All schedules for each site location are also found on the secondary education website found under the academic's tab on the Paterson Public Schools website.

Ms. Espana: To present a reason and rationale as to why it's very important that we have this Credit Recovery, we're going to have a quick overview of the information that we have found. Our 12th graders in all our high schools have the highest rating there and as you see, 97 of our seniors currently enrolled in JFK are in need of Credit Recovery. At Eastside, we have 119 of our enrolled seniors. This is just a sampling of what our current status is of the seniors that need Credit Recovery. These are courses that are needed for our Credit Recovery Program. I'm just highlighting our two largest high schools. As you see for just courses, we need about 379 different types of courses. Please remember, it could be physical education levels 1, 2, 3, 4, and on. This is a little snapshot of what our 11th graders look like currently. As you see here in International and at Paterson P-Tech, we have 16 students in need of Credit Recovery. At Paterson P-Tech we have six. At Eastside, there are 171 11th graders who currently need Credit Recovery. At John F. Kennedy there are 217 who need at least one class of Credit Recovery. These are failures by course. This is at Eastside. For our Algebra I class, our 10th graders are in need. There are 99 students who failed the Algebra I class. That means they will need to recoup those credits and there are five credits per class. Again, this is by course. If you go down the list, you'll see our 12th grade. Picking another one down here, for US History II there are 21 of our seniors in Eastside who need US History II.

Ms. Davis: I would just like to add that when looking at our 10th graders, those 99 students who need Credit Recovery as sophomores, those are 99 students who did not take advantage of summer school last year. We have to keep in mind that as a senior a student had at least five opportunities to already make up that credit. We have to be mindful of the opportunities that students are being given to make up this credit year after year. We have to ensure that the students are taking the opportunities that we're giving them earlier on so we're not in a predicament where seniors are needing 300 and 400 courses.

Ms. Espana: We're just going to go through each of the slides. As you see, there are a lot of courses. These are the courses needed in John F. Kennedy. These are the courses needed for Paterson STEAM, Rosa Parks, International, and Alonzo "Tambua" Moody Academy. There are some recommendations on the table for us. These are pending proposals to the Board. We have asked that we can explore these two initial programs to help our students, not only with the Credit Recovery and summer school that we currently have, but we have a freshman Saturday marking period make-up session that will allow our freshman class to make up their marking period grades. That is something that's in development, and also the diploma day school. It's very similar to what Perth Amboy and Bayonne have. It's an adult day school, much like our adult night school. These ideas are pending proposals to the Board. Thank you so much for your time and for letting us inform you about our Credit Recovery.

Comm. Redmon: Before any questions go out, I want the public to know that this presentation was seen by the Board last week. We asked the Superintendent to come up with a corrective action plan to make sure that we're working this situation out. We're waiting for more documentation from the Superintendent and her cabinet members as well.

Comm. Hodges: Can you summarize the difference between this program now and what we had before so that people can focus on what the differences are?

Ms. Davis: The difference in this program is accountability to students, parents, and the district. In this program, students will have to sit in the classroom and do the work. They will have to complete the program with no free movement.

Comm. Hodges: Free movement. What does that mean?

Ms. Davis: Free movement in the program. In prior years, there was free movement through the program where students were able to move through the program and skip over lessons to just take assessments and move along. The way the program is designed now, the assignments are locked, and students will have to go through the instructional pieces in order to move forward. They will not be able to skip past the instructional pieces. They will have to go through the learning experience before they can move forward to the assessments. All assessments will have to be taken in the classroom with the teacher. Although the students may work outside of the classroom without the teacher, the assessments will have to be taken in the classroom.

Ms. Espana: Also, the classes are timed. We'd be adhering to the 60-hour requirement of the State for Credit Recovery courses.

Ms. Davis: We have the ability in the platform to see session logs and they can show us idle time as opposed to active time.

Ms. Espana: We also found that most students do much better with a live person assisting them through these courses. Sometimes leading them with just the computer hasn't shown much success. Now with the computer program and a live teacher we're going to see some good success.

Comm. Hodges: Thank you.

Comm. Redmon: Do we have any other questions, Commissioners? Thank you for your presentation.

Comm. D. Martinez: I would like to ask for a point of personal privilege. I just want to say a few words regarding an article that came out. I normally don't entertain or address things of this nature, but I thought it was important because a lot of people in the community were asking me to say something and to address this. Being that I have a few weeks left of my term, I felt it was important to leave with good character and not allow others to tarnish that. I wrote something and I'm going to read it because I don't want to go off topic. Last week an article came out. This article has a clear purpose, and it is not centered on me or my effort as a School Board member. For the sake of simplicity, let's do a fact check. There was a conference meeting in New Orleans two weeks ago. The funds for said meeting were allocated and curtailed in the budget in the beginning of the year. As recorded on the last meeting, this item was voted on by the Board. The Board unanimously voted in favor of our attendance. As a Board member, we are required to attend conferences and stay educated on the latest trends and social issues. Attending meetings is a great way to strengthen your knowledge and better advocate and serve the community. I have attended meetings with the purpose of learning and adopting best practices for our district. I stand proud of my work as a Commissioner and will never negate my right as the current Vice President of the Board to attend. I was elected and have a duty to serve the district until my term is complete. I will continue to serve my community because I know that a title is not needed to do good. My family and I have been through many challenges, and I pray for empathy and support as we march forward. Thank you to all who have reached out and in one way or another have supported me. (Spoke in Spanish: *Quiero tomar un tiempo para dirijirme a la comunidad de Paterson en un esfuerzo de mantener la transparencia y responsabilidad. Hubo un articulo que salio la semana pasada con un proposito claro y no se sentra en mi ni en mi esfuerzo como miembro de la junta de educacion. Simplemente, hagamos la verificacion de los hechos. Hubo una conferencia en New Orleans hace dos Semanas. Los fondos para dicha reunion fueron asignados y reportadas en el presupuesto al principio del ano. Segun la ultima reunion, ese punto fue votado unanimamente por la junta de educacion. Como miembros de la junta, debemos asistir a conferencias y mantenernos informados sobre las ultimas tendencias y temas sociales. Asistir a reuniones es una excelente manera de fortalecer sus conocimientos y defender y servir mejor a la comunidad. He asistido a reuniones por el proposito de aprender y adoptar mejores practicas para nuestro distrito. Estoy orgullosa de mi trabajo como comisionada y nunca negare mi derecho a asistir como vice presidente de la junta de educacion. Fui elijida y tengo el deber de servir al distrito hasta que finalize mi mandato. Seguire sirviendo a mi comunidad porque se que no se necesita un titulo para hacer el bien. Mi familia y yo hemos pasado por momentos dificiles y oro por empatia y apollo a medida que avanzamos. Gracias a todos lo que se han acercado y que de una manera u otra me han apollado. Gracias.*)

Comm. Hodges: There were some articles in the paper a couple of months ago asking why Board members go on conferences. I can tell you I've put forth a lot of ideas here that did not come from me. They came from conferences. We have MakerSpaces in this building. That's a program that allows students to learn while they do designs and

build these designs in the building here. That came from a conference. There are reading programs that I saw at conferences and brought back here to use for our children. There was a one-to-one computer system that I saw at a conference that was being run as a program. I brought that here to this table. It wasn't mine. I didn't create it. I saw it at a conference. There were other programs that other people were doing that were successful and I brought it back here to allow your children the opportunity to learn and move forward in their education. That's why you go to conferences. We don't all come here equipped with these ideas. They're being used throughout the state and when we go to these conferences, we see these practices and bring them home for us to practice here. People don't understand. They have the wrong idea about conferences and their importance, use, and value. They are extremely valuable. When people question why we go, that's why we go. We can talk to other Board members about ideas that they're engaged in that are working in their district. We can have other people give instructions in a classroom about the latest information. There are reading programs I've seen at other places that they're exposing their children to. Reading is one of our weakest talents. I've encouraged every Board member, new and old, to go to those conferences because you can learn a lot. I encourage the next ones to do the same. Please understand we're not just going out for a junket, but for the opportunity to learn and bring back these ideas for your district. These conferences show you what's being done in other places in the country. That's all I wanted to say. Thank you very much.

PUBLIC COMMENTS

It was moved by Comm. McCall, seconded by Comm. M. Martinez that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Ms. Iris Rivera: Good evening, my name is Iris Rivera from Passaic County Parents of Adults with Disabilities. We sent an email to Dr. Newell on November 1st and 14th. She's probably busy or has a lot of emails, but I want to read the email I sent. We're a non-profit organization and we help 14 and up. We guide them to use resources and services. We don't talk about IEPs because we don't offer IEPs. We just help with different agencies to provide services after school. The email I sent reads: "Dear Ms. Newell, I hope this email finds you well. My name is Iris Rivera, I am the co-founder of the Passaic County Parents of Adults with Developmental Disabilities (PACOPAD). Our members consist of parents of teenagers aged 14 and up. We'd like to welcome you to the Paterson School District. Parents in our organization, as well as parents of younger children, are worried about Special Education in the District. The concerns that parents have expressed to us are as follows: There aren't enough teachers, and those who are available lack the requisite training and certification to work in Special Education, which is a cause for concern.

- Placement or classification in the appropriate High School
- Vocational Training and Job Training
- Delay or lack of Speech, Physical, and Behavioral Therapy
- Lack of Inclusive Sports and Community-Based Instruction (CBI)
- Be included in the after-school program (to promote social skills)

Furthermore, a lot of our parents struggle with language, are not tech-savvy, and are unaware of how to navigate the system. Additionally, for transportation issues, the district website must be updated with current contact information for the Special Education Department. We would like to meet with you in person and deliver our petition, which has been signed by parents in this district. Sincerely yours, Iris Rivera."

This email was sent to you, and I also went to the Board of Education and spoke to one of your staff. It was a gentleman. I don't recall the name. This petition was signed by the community and our members. I can leave you the email that was sent to you. This little girl's mom right here came from Italy four years ago. She speaks Italian. Coming from Europe is different. She went to your office twice because she would like to meet with you regarding her son. In special education she just wants her son to go to William Paterson University because they have a program for 18 and 21 and they have to get paid by the district. The difference with general education is the students get that extra credit during high school. For special education, they need a certification from 18 to 21. That's one of the reasons she wanted to talk to you privately about the William Paterson University program. You can set an appointment with her. I would like to be partnered with the school district. We don't do the IEPs. We told the parents if they need to have some kind of service after school or need to get to the summer camp program, they can submit the application right now. They have three camps that the kids can go to in the summer after the extended program. They participate for free, and they don't have to pay. This is the information that I have that I would like to give to the parents. I have another agency that reached out to me this week regarding a program they have in Teaneck, and they want to be partners. I'm getting a lot of information because I'm in the field and I'm talking to a lot of agencies, and I would like to give back to the community. Sometimes you don't have to pay for it because it's after school. The only way I can provide these services is if I partner with the school district. I know you have the Resource Center at Market Street and Madison Avenue. If you can open that for me and my organization at least once in the daytime and nighttime just to talk to the parents regarding all the services, they can have at home and also to help the teenagers. I used to work for the courthouse, and I know a lot of kids got themselves in trouble and they have Asperger's. They got into a fight in high school and got a felony. Sometimes the judges and probation officers don't know they had a felony because the kids had Asperger's. We need to help the families. They don't need to be in probation. You don't need to go through the court system. We need to help you out because you have a condition and sometimes the judges and law enforcement don't know how to deal with the special needs community. If we can teach the parents how to avoid getting their kids in trouble and get those services at home, that would be a great help. Working 33 years for Passaic County and seeing this daily was very heartbreaking. A lot of special needs kids got themselves in trouble.

Comm. Redmon: Ms. Rivera, we have your information, and the district will make sure they get back in touch with you to talk about the programs you're talking about.

Ms. Rivera: I'd be happy to meet with you privately and talk to you about what we're offering in partnership and services. Thank you so much for your time.

Mr. Yazier Brown: Hello, I'm Yazier Brown. I'm a sophomore at College Achieve and I just want to read you this letter. "Dear Paterson Board of Education Commissioners, President Nakima Redmon, and Paterson Public Schools Superintendent Dr. Laurie Newell. I am writing to express my profound gratitude for the opportunity to be a part of Halls that Inspire and to share the impact this organization has on our beloved Paterson schools. Having dedicated 750 hours to this incredible cause, I'm honored to be a member of a club of select four people who have over 750 hours of community service. Over the past 15 years, Halls that Inspire, under the dedicated leadership of David and other passionate members, has played a pivotal role in the transformation of our educational institutions. The commitment to revitalizing physical spaces goes hand-in-hand with the revitalization of the educational experience for the 19,700 students who have benefitted from our collective efforts. Working with Halls that Inspire for me was more than just a volunteer experience. It was a journey of inspiration and impact. The

collaborative and purpose-driven environment created by David and the team fosters a sense of community and commitment. Together, Halls that Inspire has not only made schools aesthetically pleasing, but also have infused them with the pride and hope creating an atmosphere conducive to learning and growth. Reaching the 750-hour milestone has brought a deep sense of fulfillment to me and I look forward to continuing with this meaningful contribution. As we enter the new year, I'm also particularly excited about the prospect of working with the special needs students in Paterson Public Schools. It is my personal commitment to contribute to positive change, inclusivity, and support for these students. I believe that through our collective efforts we can make a lasting impact on their educational journey and enhance the overall learning environment. Our work Halls has a ripple effect that extends beyond the physical transformation. It touches the lives of students, educators, and the entire City of Paterson. As a member of the 750 Club, I want to express my gratitude for the opportunity to be a part of this. One brush stroke at a time! Thank you for allowing me to be a part of this journey and I'm enthusiastic about the positive difference that we will continue to make in our community.

Ms. Evelyn Rivera: Good evening, my name is Evelyn Rivera. I'm a junior from PCTI. I learned about David Thompson when I volunteered at an arts volunteering event that was hosted at my school. They separated us into groups, cleaning the Great Falls or staying behind to paint a mural. Being artistic, I stayed behind and I got the chance to bond with new people, especially David Thompson, who mentioned how he loved my passion for art. He loved how hard-working I was and offered me the chance to be a part of more projects. I was so excited, I said yes, no matter what the circumstances were. It's beautiful and I bonded with Mr. Thompson and other volunteers within more opportunities that I've gotten. He mentioned that he was creating a Saturday program at School No. 16 and asked if I could contribute my hard work and I said yes. I love making blank canvasses look beautiful. Having a kids' art program in a dangerous neighborhood is incredibly important. It embraces empowerment with the art program and can allow a safe and positive outlook for kids in challenging environments such as ours. It allows us kids to express ourselves, boost our self-esteem, and discover our unique talents and abilities. On top of this, there's a bunch of community building. Continuing the art program can foster a sense of community and connection among the kids and their families, thus creating a supportive network and encouraging collaboration, empathy, and understanding. For those who struggle to get out or think positively and need a break, this program can be a positive distraction. Coming from Paterson, known as a dangerous town, I know that these kids may face various negative influences. The art program can be a positive distraction keeping them engaged, focused, and away from potentially harmful situations. Due to this distraction, they can also build skills that may develop good habits within life. This program may develop skills like creativity, problem-solving, and critical thinking. These skills can improve school relationships or future careers and can benefit these kids in many more ways. I also know that David believes in the importance of school and the upbringing of adulthood. With this comes resumes and even giving opportunities, which he does. His program provides us with mentorship opportunities where experienced artists or volunteers can guide and inspire the kids as well as build resilience and determination. Art sends a powerful message that despite the challenges we have, we believe in the potential of these kids and their ability to strive. Art has the power to transcend boundaries and transform lives. We can make a positive difference in their lives in the community by providing a safe and nurturing space for kids to explore their creativity. I would love to keep the art program going and create a brighter future of these amazing kids. David Thompson is more than just the establishment of these nourishing programs. He is also an inspiration, an uncle, a friend, and most importantly a provider. He is such a caring and hard-working person. He recently found out how me and my

mom were struggling financially at our family restaurant. Without hesitation, he devised a plan to expand the restaurant to help us boost our finances and the overall financial situation we were in. This is one of the many beautiful projects that he has done without even asking for it. He does it from his heart and with complete generosity. Me and my mom are extremely grateful for his great efforts and hard work in trying to help us strive when he might have his own issues. This shows his companionship and outstanding character. Mr. Thompson is one of the reasons Paterson will grow and allow a better outcome. He is one of the few who will shock those who doubt our town. Thank you everyone here today. Let's carry the spirit of this gathering beyond these walls and into our communities spreading kindness, compassion, and understanding. Together we can create a world where everyone feels seen, heard, and valued.

Mr. David Thompson: Commissioners, Superintendent, I think it's easy to see why I as an individual am very passionate about the work we've done here. We've done it in 62 other school districts in this state and have taken it into 14 other states because of young people like that. We had nothing to do with them writing that. In fact, they came to us as I was sitting there trying to solve a situation. I'm going to apologize to every one of you members here on the Board. I've paced the floors for weeks after this incident. I don't want to go into detail with that either. It's already been set forth. Just to see my district and my Board finally at the table with this matter, hopefully it will come to a resolution that will allow us to continue with our mission here in this district. Our mission started long before we actually signed the contract here. There are a couple of things I want to make mention of that sets us aside from all the other vendors. I personally don't like the title vendor. We are a true grassroots community service provider. We put in more hours, and we work six days a week in this district and have for years. All we ask for is just to be valued, respected, and allowed to continue to upgrade our programming for our children. My children are the reason we get up. Our children in the City of Paterson, we don't just use them here in the schools. The schools are the place where they spend most of their time. We want to make it as conducive to learning and for them to feel as comfortable as possible in an environment that can sometimes be unforgiving. To have them be a part of that change does wonders to them when they go into the classroom knowing at the end of the day they're going to go to the walls and make a change in the building. These are small things that aren't really dealt with when there are issues at hand. When we make decisions my first thought is always about how it's going to affect our children. Our interactions in this district are directed solely at children, our youth here. I take it very serious. I choose to get up every morning on the right side of the bed. I choose to have a purpose. At the age of 62, I have no plans on retiring from what I do. I don't want to make any concessions. I just want to get back to work. It's been a very long six and a half weeks of sitting, pondering, and pacing the floor. At this particular time, we set forth a schedule which we intend to honor. We have contracts on the table that for some reason were threatened to be thrown out. I just think the approach was a little far beyond making a decision. There were a lot of things that were absent from that decision that have affected, not just us and the families here that provide the services along with us, but the 80 students that are assigned to those contracts of these schools. We should be on our second school right now. We're more than willing to sit at this table and get this thing hashed out so we can continue a mission that was intended to be the first district in America that had one of its own established a brand to the entire school district in a positive manner. I want to thank you for this time and opportunity to come before you. What's been discussed was just a situation I never saw coming. I was carrying a lot of personal burden. I'm not going to go through that discussion either. You all have been informed as to what happened. I just have one question to lay to my district. What would you do if your pay wasn't on time? That's all this was about. That's all it's been about for 10 years. It's all we wanted to do in correcting that

so we could be able to plan financially to move forward in a very positive way in this building. We have plans for this building. This building is under contract with us. We'd like to move forward with our contract. I'm extending my heartfelt plea. I'm in a very emotional state right now. It's hard to stand here and feel like this is all on my shoulders, but I'm going to take it because I think our children deserve what we have waiting for them. Allow us back in our contracts. Allow us to get back to work. We have forwarded to the Board of Education and to our district Superintendent our schedule that we're willing to discuss over the next week so we can move forward with this. I want to thank each and every one of you. I can't say enough as to how proud I am with seeing the impact that we bring on our youth. These are kids that come here and they stay here. We put them in front of a lot. We put them in front of City Hall. We've honored City Hall council people with these children right here as the spokespeople. They are my spokespeople for our award ceremony. We're two award ceremonies behind because of what has transpired. We want to get those kids who were in School No. 16 and these other schools. We want to get that award ceremony moving forward as well. I want to thank you for this opportunity. Again, please accept my heartfelt apology. It was just a moment in time and I was carrying a lot at that time. I just want to say thank you for this opportunity. We had a speaker at the top of the list that came from Teaneck. Could we have him come so he can address his other things in his own district?

Comm. Redmon: Mr. Thompson, the list is in the order they signed in.

Mr. Thompson: I took my name off the top and included his name.

Comm. Redmon: I'll have the secretary look at it.

Mr. Thompson: Thank you very much.

Mr. Marc Maysonet: Good evening, everyone. My name is Marc Maysonet. I'm a student of the Paterson School District. I'm currently attending an out-of-district placement in Somerset for special needs individuals. I'm here today to request the assistance of the Paterson Board of Education. As a student with disabilities, I firmly believe that it is my right to have a free appropriate public and private education under the law. I'm here to request for me to return to school as soon as possible. From 2019 to 2021, for 27 months I did not receive in-person education. I was not able to have social interaction with other students. I was homebound. I felt alone and frustrated as I was suddenly taken out of an environment I had worked hard in and had been a part of for most of my life. As an individual with autism and developmental disabilities, socialization with other individuals is a crucial part of my growth as a person. I attend a private school in Somerset which provides me with the following – social skills, financial management, transitional skills, counseling services, and job training. Since September 2023, the bus company that the district contracted has time and time again broken down in the middle of our route through the highway. As the school is located in Somerset, it would take me an hour to arrive with an hour to come back home. On one of these instances, I was on my way to school and the bus had broken down. It was raining heavily, and I was scared out of my life that something would occur. Since the district revoked their contract with the company, I have been out of school, and I have been home since October. I had gone back to school briefly for four days in November, but due to the district not being able to maintain a nurse I had to remain home once again. I'm very frustrated with the district as they have failed me previously, not only me but my sister who attended school in the district. I cannot express how disappointed and hurt I am by the Paterson School District. Individuals like me tend to get the worst

treatment. As I have a voice, I will not let that happen to others like me ever again. That is all.

Mr. Quahim Muhammed: Good evening, Superintendent Newell, district leadership, Commissioners and all the community members gathered here today. My name is Quahim Muhammed and I'm a school principal a few districts from here. I've never had a chance to thank this community. I want to say thank you because this is where I honed my leadership skills over 10 years ago when I came here to lead an organization called the Roads Program at the Boris Kroll campus. I'm here today in support of Halls that Inspire. I came to learn of this amazing arts education organization at Kennedy High School where they came to present a proposal with regard to the work that they do. I was sitting for a job interview, and it was part of my task to evaluate this program. It's a weird task, but one that I will never forget because I got a chance to learn about the work that they do. I'm thankful to have an art teacher starting in my building tomorrow as we have been without one. The level of enthusiasm that I found in that candidate was measured against the work that I have witnessed firsthand with David Thompson as he taught art to learners in the districts which I have become attached to myself. His work remains in high demand. As many of you may know, he has an amazing passion for the arts. Apart from the arts, I've seen him work with children. I only wish that I had the opportunity to bring him before my students again because he lights something up when he touches his students. I'm a supporter of the arts. I've seen how his work has transformed buildings. Not just the buildings I've been attached to, but buildings as we struggle with keeping them tidy and teaching kids to not deface them. When kids take part in the work that they do in beautifying these buildings, they feel like they own them. I've seen it in our bathrooms and hallways. They do not let others deface or touch the work that they've done collectively. I'm certainly here to encourage anyone to extend the work that they have been doing here. I know it's a homegrown organization. I've learned that when I met Mr. Thompson and Halls that Inspire over 10 years ago. As I was flipping through my phone looking at pictures, I was amazed to see how much he has accomplished over the years. He's a true art teacher. He might be minus the certification that we require as educators, but he's a true art teacher. He's very informal, but he does amazing work with our young people and our young people appreciate the work when he comes into our buildings. Thank you.

Ms. Raquel Soto: Good evening all. My name is Raquel Soto. The student that just spoke, Marc Maysonet, is my son and I'm here today to address the Madam Superintendent. Madam Superintendent, I sent you over 25 emails. One of those emails has screenshots of my son's text to me that he was scared. I did not get one reply from you to say is your child okay in the middle of Route 80. My son was stuck in a bus having an asthma attack with an aide and a driver who did not have the least minimum understanding of how to resuscitate a child with asthma. You did not reply to anything. I don't want to be rude, because I know you just got this position, and you could never refill Ms. Shafer's shoes. But at least out of courtesy you could have asked is my son okay. The only person who replied to me was Ms. Coy to make sure everything was okay with Marc. My son has never been to a podium to speak but once in his lifetime for his aide. My son has been homebound, as he stated, previously for 27 months and now when he got into a good program out-of-district he's been homebound, which is the most restrictive environment possible for a student. He's missing out on so many services. I just served you with an investigation complaint and I still didn't get any reply. You work for the families. You work for the students. I don't expect you to be Ms. Shafer. You will never be Ms. Shafer. But at least ask if my child is okay. I'm copying texts that my son is sending you while he's having a panic attack and you're not saying anything. Is that the relationship that you're going to give the parents from Paterson? I have bad news for you. I'm not moving. I stopped coming to Board

meetings because I didn't want the nonsense, but I'm coming back. I expect you to at least ask me if my child is okay. My son was stuck for an hour at Route 80 in the edge where trucks were flying, in the middle of the woods, and you could care less. Again, Ms. Coy was the only one who responded. I slapped you with an investigation. I'm going to write the investigation up because you're not providing faith for my son, a child with bipolar depression and severe autism. Do you understand that this kid was home for 27 months without any communication with neuro-typical children or disabled children? Now we're back to the same game. I'm not withdrawing my complaint unless we come to an agreement that my son be back in school next week. If the state can't do anything, I'm coming for you with the federal government. At least answer an email. You do not answer any emails. I have parents that want to come here because you don't even ask is everything okay. You took an oath to serve these children and their families. You're not serving them. You will never be Ms. Shafer. There will never be anybody like Ms. Shafer. All I wanted was for you to ask if my son was safe. I copied you. I sent you the texts that he was sending me. You didn't even ask if that student was okay. Thank you.

Ms. Kyrinisha Williams-Ford: Hello, everybody. I have the same problem as that mom had right there. I've been coming to these meetings all the time. Sometimes I'm the only parent. What I want to speak about today is the same issue she's having. I sent out a bunch of emails regarding the neglect of my daughter. I addressed this with the principal. The principal said he's going to handle it and never has. Teachers are on their cellphones, and no one has addressed it. I have pictures. I sent out an email and got a phone call asking me if I wanted to put my daughter on bedrest. I said I'm tired. I never agreed to put my daughter on bedrest. Why? Because I was sending her out-of-district. If you read the email, it says place on bedrest or send her to a different building until the out-of-district process was approved. The next day my daughter was put on bedrest without my consent and without a meeting. I had an IEP meeting. I addressed for every member to come to this IEP meeting, and no one ever came. If I said to put my daughter on bedrest, why didn't you come to the meeting? I told them to keep my daughter in school and she's going to remain in school until she goes out-of-district. The day she was put on bedrest I went to 90 Delaware. I was amazed about some of these administrators who come to you. I had nine people come to me asking me what my problem was. Does anyone ever read an email? I sent out emails after emails after emails. I had one administrator tell me the reason my daughter can't go to a different building is because we have students coming from other countries that need to be placed in positions. This is why my daughter couldn't go to a different building until her out-of-district was approved. It's sad. You have a whole bunch of money for these special education kids, and they get treated this way. My baby is only seven years old. If you're a mom or dad with a special education child, that should be frustrating to have to go back and forth with emails. I'm glad my daughter finally got a placement. I was amazed how you go to some of these schools where you do interviews and what programs they give to parents for training with special needs children. Their lunch is awesome. Their buildings are awesome. No staff member is in that building with cellphones. Do you know what they have? Walkie-talkies! This is how they communicate with their teachers. Every student in those buildings has a teacher no matter how many students in the building. I'm glad that my baby is going out-of-district, but I hope and pray that the law enforcement never comes into these buildings. Do you know why? People get mad at me when I say people are only here for a check. I get so tired when people say, "I understand. I have a child with special needs, but they don't go to Paterson Public Schools."

Ms. Rosie Grant: Good evening, Madam President, Commissioners, Dr. Newell, staff, and members of the community. Thank you for the presentation and the opportunity to

speaking this evening. I want to start with the presentation and suggest that perhaps part of the solution is focusing on reading on grade level by the end of third grade. We know that kids learn to read through third grade and after third grade they have to read to learn. We heard just a couple of months ago that the current rate is 13.7% of our third graders reading on grade level. Unless we address that, we're going to have this issue of Credit Recovery into the future for a very long time. Please do give some attention to that issue so that we don't keep repeating the cycle of kids failing in high school. Another suggestion is algebra in the middle school. Of course, they'd have to read on third grade to read the math problems in order to do the algebra, but in districts across New Jersey and the country Algebra I is a subject for middle school. We started it here in Paterson. I don't know what happened. I don't know that we're doing it anymore. To see on the screen the number of kids that are doing Algebra I Credit Recovery was also surprising. Please consider that as you think about solutions. I do want to go on record as far as Board members travelling to conferences. The Paterson Education Fund supports lifelong learning. It's important to take advantage of these opportunities to learn from peers and experts across the country. This is something we do as an organization. The one thing I would like to see in addition to your learning from others is to tell us what you've learned. I know you're telling it and teaching it to each other but tell us what you've learned so that we can also support the things that are being implemented in the district when they are for the benefit of our children. I do want to refer to a news article that I saw on some youngsters being accepted into Ivy League universities. I don't have their names, but I want to congratulate them for being first in their family despite the odds. I wanted to offer that congratulations publicly. Finally, consider responding to the public. It's really difficult. It takes a lot of energy and nerve to come to this microphone to share their concerns. Please. There used to be a session after the public portion closed where Board members could give some reaction. That would be helpful. It's a little bit disconcerting when there's just no reaction. Thank you for your time.

Ms. Greta Mills: Hello everyone. Accountability! I'm dealing with students who are allowed to say whatever they want to say, do whatever they want to do, threaten, talk about how they did stuff to other teachers last year, don't hand in work, and don't submit anything. We have rules, regulations, laws, pacing guides, curriculum, and everything under the sun that's needed for the students. Meanwhile, when it comes time for a teacher telling the students what to do, the teacher is the one who is being penalized. We have to create and model lessons, reteach, post examples, use the books, use online programs, prepare them for everything that they need to do with real world problems, prepare them for college, grade their work, call parents, fill out welfare forms, child study team forms, IRNS forms, Hibster forms, OCR forms, and every kind of document there is, but there's no accountability for students handing in and submitting work on time. Teachers have to submit work, do our grades, and post it online in Infinite Campus. We're supposed to be using Infinite Campus. We're supposed to be using Clever. Parents should be looking at Clever and Infinite Campus for comments. None of these things are being done. We have back-to-school nights and report card nights and parents don't show. If you want us to do all of this and then hold the teacher accountable for it and that's it, how is that fair? I'm trying to understand how we're supposed to be differentiating our lessons and doing everything we need to do to help the students and meet them at their level. Why are you saying we have to follow the pacing guide? Why are we telling teachers that if you're not following the pacing guide then you're not doing what you need to be doing? You have a whole list of things that you want the teachers and the students to do but the only person being held accountable is the teacher. You're coming in with observations and you're retaliating when so many students are unable to read. We're going to meet the students at their level and do what needs to be done for them, otherwise you can't say how come the

students are failing. All these things need to be done and nothing is being done by anybody else. I need some more accountability on the part of administration to help. It takes a village and I'm not feeling the village. I'm feeling alone. Every time I say something is happening, I'm told to make a phone call. I've called parents and they get mad and curse on the phone asking why I keep calling about their child. What else am I supposed to do? If I can't call the parent and you don't want me to put anything on Infinite Campus, what else am I supposed to be doing? Thank you.

Mr. Charles Ferrer: Good evening. I'm not going to follow up on Greta. Teachers don't give grades. They record them. The only thing next to the student's name is all zeros. What grade are we giving them? Just think about that. I had an opportunity to listen to some of the Board meeting. I found it interesting when I was listening to the one on November 15 when you were talking about that contract that you didn't have to vote on. What bothered me was when the Board attorney said she didn't prepare that and had not reviewed the contract. You're the Board attorney that's being paid a lot of money to advise the Board, so they make the right decisions. That's a problem. You need to look at that. Then I listen to Comm. Gonzalez talk about contracts. I found a couple of the contracts. This one is a lease amendment and agreement to convey an abutting lot at Hinchliffe Stadium. Here's the funny part in the contract. The landlord, being the district, shall share profits, if any, with the developer. If there are some profits, you get to share in them. If there's not profit, you don't get to share in it. The landlord's total share shall be 50% of the net profit. Conversely, the developer shall bear the sole burden of any net loss. If there's any loss, it's not your problem. The next thing in this contract that was interesting is the developer is to assume complete responsibilities for any property tax liability or permit payment responsibilities that may arise. Here's my last question on this – has the joint advisory board met? It says right here after a temporary certificate of occupancy is obtained and audit requirements, landlord and tenant shall create a joint advisory board which shall be comprised as follows: School Board President, School Board Vice President, as an alternative appointee the Superintendent or her designee, to serve only in the absence of one of the previous people, one appointee from the Mayor and one from the Council. It also says said advisory board shall meet with the site developer at least quarterly, after which landlord appointee shall report back to the landlord and tenant's appointee shall report back to the tenant. It also says the site developers shall retain an independent third-party audit. This is supposed to be done fiscal year January 1 to December 31. Since this project started in April, you still 90 days after the end of this year should get a report on what has been done so far. Then moving forward, you should get that audit 90 days after the end of that fiscal year. Advisory boards, when are you meeting? Contracts are comical, but there's what's in place. I don't know why Comm. Gonzalez is having such a hard time getting them. They're there. If you'd like, I can get you a copy because I have them all, even the one I got from the records room down at the county courthouse building. What are we doing? I understand we're trying to expand our law firm and all this other stuff, but you have a responsibility to this district. There should never be a time when you as the Board attorney say, "I'm not knowledgeable of this." It's part of your job. If not you, somebody in your firm, so they can let the Board know exactly what they're doing so it can be done right. It's okay to sit up there on the stage in East Orange and do what you do over there and wherever else you're doing it. Are we paying you here double what you agreed to? Give us the service that you're being paid for. Thank you.

Ms. MiAva Morgan: Good evening, my name is MiAva Morgan. This is my daughter. She attends Alexander Hamilton Academy. She's in fifth grade. My daughter is an 'A' student. She called me on November 15 crying and couldn't breathe on the phone. I'm at work. I'm nervous. This is new for me. In the midst of my daughter calling my phone, she tells me that she's being removed from class. I asked her why and she

couldn't tell me. When she told me she was being removed from class, I asked her which adult was around her. It was a security guard. The teacher called me upstairs to remove my daughter from class because she threatened a student. I'm on my way. It took me 30 minutes to get an okay to leave my job. In the midst of getting to my daughter's school, she was outside of class for that time. I get there and tell my daughter to calm down and ask her what the problem is. She doesn't know. After that when we got to the school, I'm sitting there for an hour and twenty minutes. Nobody called me. My daughter called me from her personal cell phone. I'm here now. Can she go back to class? The security guard was told by Ms. Walden that she didn't want her back in class until she has a meeting with the vice principal. Why is all of this going on without a phone call to the parent? I told the teachers whatever they need from me, let me know. When we finally got addressed by Dr. Brown, he didn't know what was going on. Ms. Walden came into class, and I was told that my daughter vandalized a student's homework. Keep in mind, this 'A' student standing next to me is a teacher class helper. I never received a phone call for my daughter about anything in the nature of having bad behavior, none of that. In this meeting, which I have recorded, Dr. Brown couldn't control Ms. Walden. She was very agitated and hostile in the meeting. I guess at this point my daughter felt comfortable to share with her mom that it came out in therapy that Ms. Walden has put her hands on my daughter. I'm seeing how Ms. Walden is hostile towards my daughter and how she's so annoyed and Dr. Brown couldn't get her to calm down. I understand there's contract stuff going on. I understand that people go to work just to get paid. She's not related to anybody on this Board. It depends on whether she's related to someone, whether it's going to be taken seriously. She's related to me. I take my child very serious. By the same token, Ms. Walden left out of the meeting very agitated. She couldn't be controlled in the meeting. When she left, she had the students write an incident report about what happened. Not once was my child asked did she do it. After that, my daughter was being bullied by Ms. Walden. I sent Dr. Newell an email. I sent Dr. Warren an email. I talked to Dr. Petretti. I even went to the County Superintendent's office. Whatever I need to do, I need you guys to handle this. Dr. Warren made sure to let me know to call my office, as if I'm not calling her office to do a job. I called your office because of the lack of concern and understanding of how to move in a situation with a 10-year-old. My daughter was bullied. My daughter doesn't go to school without throwing up in the morning and acting like she doesn't want to go to school. She doesn't have the same enthusiasm she used to have. Why? Ms. Walden is now throwing kids out of the classroom telling kids not to talk to my daughter because she is getting her fired. Why can't she go to school and not be worried about a grown woman's attitude? Why can't I get an email back from Dr. Newell? Why can't I get an email back from anybody who's going to do something about the situation? When I bring it to the people that it's supposed to be brought to, I have to be reminded that I called her office for help. Yes, I called the office for help because the people underneath you don't do anything. My daughter is 10 years old and I'm still trying to get her to want to go back to school again. I'm not comfortable with the phone ringing and it's a school number on my phone. I'm nervous. I don't know if my daughter is going to have a nervous breakdown. I don't know if this woman is taking it to the next level to put her hands on her in a way, she's not going to get caught this time. I would like for that to be looked at. I can write my number down. We can meet up and have this conversation. I would like for this recording to be heard. It shows what hostile behavior is being given to these kids. I thank god that my daughter had the strength to even come to me and tell me that. You never know how many kids are going through something like this and are scared to say something because now after her saying something she's being bullied and alienated by her peers. What else to do? I understand you don't give feedback, but this child is mine. She doesn't have to be anything to you, but she's everything to me. This is my future doctor. She might have one of your jobs. I went to school in Paterson. I was told by Peter Walden the reason

he couldn't call was because he doesn't make phone calls after 5:00 and he has other things to do. When I was in school, teachers didn't leave until after 5:00. When I was in school, where you show your behind at, that's where you got called. My daughter explained how many times in class she's hearing outbursts while Ms. Walden is on her phone on Instagram. The same way you looked at an Instagram video and took away from my child's education, you can use that same phone and call me. She has a father and grandparents that are very well presented in her life. We let each teacher know anything they need they can call. We don't receive phone calls because Aubrey is an 'A' student. She's mild-tempered and very intellectual, a joy to be around. She's being bullied by a teacher and administration. When I bring things to the people who are supposed to be talked to, I have to be reminded that I came to them for help. When you get a chance, I would love for you to get to it please. Thank you.

Ms. Kathy Morgan: I'm letting you know I am a Paterson Public Schools employee, but I'm coming as a grandparent. My granddaughter called me that morning frantic. The time she called me her mother had just called for something. I picked up the phone and she was crying. Then I saw her mother's call come through. I put the phone on mute and answered her mother's call. What she thought she was telling me she was actually telling her mother. My principal gets a call because these stakeholders that you are always talking about, my daughter isn't one. I have charges against a parent right now for coming in the office and threatening me on multiple occasions. They did nothing. Their answer to my situation was to transfer me and I'm okay with that. This is my grandbaby. She's being bullied by a teacher, and nothing has been done. My daughter is a whole lot different from her mother because I'm real radical. My thing was, call the news. They don't want to listen to you. Let's let the public decide who's right and wrong. It doesn't make sense that my baby wakes up in the morning vomiting and with diarrhea. Anything she thinks she can do to stay home. Anxiety in a 10-year! Anybody that knows her knows she is not a problem for anyone. If you watch City Council, my babies are with me all the time. My grandchild is not a problem. I'm going to play this recording. Nobody wants to listen. Everybody is going to listen today.

Ms. Morgan: In the midst of this, I was told at the meeting with Dr. Warren that she's going to take my word for it. I don't need you to take my word for it. I have a video and every time I talk to somebody, I was told that they couldn't listen to it because it wasn't authorized. In the State of New Jersey, you really don't need to be authorized to have something for your own notes. I want all of your emails. I don't want you to listen to snippets of the video. I want you to listen to the whole video. It's not just snippets that need to be addressed. It needs to be about these teachers and how they handle themselves under pressure. Every time I go to my daughter's school, Dr. Brown is telling me three things. One, it's impossible to pay attention to everything that's going on. I have to be reminded about how many students are inside the school. Before you go reprimanding a child, ask a child what happened. Call a parent. Do something. If it's impossible, then maybe when people are signing their signatures into contracts, you need to stop letting people you're all related to or people who are in your sororities be in these jobs. Let's get people who actually care for these kids.

Ms. Morgan: I'm tired of my baby waking up and not being able to function. Way before all of this blew up, she told me Ms. Walden has been putting her hands on her and pushed her. I gave her a book and told her, "Every time she touches you, put down the time and the date that it happened." Aubrey is not going to try to get anyone in trouble. That's not who she is. I can remember and I've seen times when you'll go at an employee harder than hard because my principal got a call that I used the phone at 8:30 in the morning. I don't care what time it is. If they call me and tell me something is wrong with my granddaughter, I use your agency phone. I didn't use my cell phone. I

don't care what it is. If it's my baby, I'm clocking out and I'm handling the situation. I want you to hear from her. Tell them what happened to you.

Comm. Redmon: Before we address anything, let's continue with the public comment and then we will address it afterwards.

Councilman Michael Jackson: Mike Jackson, City of Paterson. Initially I was here to express my disappointment, but quite honestly now I have to clearly express my displeasure. Before I do, I want to acknowledge a few people. Mr. Ferrer, I can't speak enough about your consistent advocacy. Since I was a student, you've been consistent and very firm. Sister Morgan, I take my hat off to you. As I'm truly disappointed, I'm proud because I'm looking at the generational situation. You have advocated for your daughter and now she's here advocating for hers. It's totally unnecessary. As I'm sitting here watching the tenor of the Board and its employees, the lack of concern is blatant. The young lady was here the last time I was here, which was months ago, complaining to you guys regarding her special needs child and her issues still haven't been resolved. Ms. Raquel comes forward tonight and I take my hat off to her son because he has presented himself in a phenomenal way. Yet his cries still seem to fall on deaf ears. I've watched your posts and I hear you in the community talking about how you want this position for advocacy, but I hear nothing. I see nothing. For people to have to come here and cry and beg for support in a district that has almost a billion dollar budget is shameful. I'm just a regular person from Paterson. I'm not anything special or more exemplary than anyone else. I'm a parent. I've been a parent for a very long time here. Many of you know I've been here at this podium because my son was mistreated as an 'A' student who is in college now. He's still a Dean's List student. I had to remove all my children from this district this year, including my grammar school student. I was fortunate enough to be in a building where I had a principal who truly cared about her. She's an extraordinarily talented young lady who aspires to be an actress and musician, but we just don't offer anything here for our children. The most disappointing part is when I had a concern I reached out to the Superintendent. I went for months without a return phone call. I've requested a meeting. She took the time out to attend a Hispanic heritage celebration at the Council. Yet, failed to answer to requests by a taxpaying resident, parent, and elected person who stands in representation for a large number of people consistently looking for my advocacy. I had to take a moment to run out into the hallway to ask the Superintendent to have a meeting and you said, "I would like to know what you want to meet with me about." I didn't realize I'm required to have a reason to speak to someone who is employed by me as a resident. I didn't realize that was a necessity. Obviously as I'm watching, I apologize for my absence because I need to be here more. I'm sitting here watching parent after parent coming here with concerns and their concerns are not being addressed. How do you sleep at night with a young person that's impacted this way and you dare not challenge the status quo? How do you do that? How does that happen? How does a young lady have to come here? That's a life-changing experience right there. These are life-changing experiences. It's clear by the responses that many of you don't care. Many of you simply do not care. There was another parent who I got a phone call from because her seven and nine-year-olds were left outside from 12:00 to 2:00. There was an early dismissal at School No. 26. Her children were left outside alone in the City of Paterson. I just had a 21-year-old cousin murdered on a street corner. After 3:00 when the meeting was over the teacher exited the building, but no one knew they were outside. It wasn't until the news station started calling, I received a phone call from the Superintendent's office saying that she would be clear to meet with me. I met with her, and the meeting took every bit of five minutes for me to express my concern. She was very polite but refused to answer any of my concerns. I'm not speaking to that. Let me lay my concerns on you guys tonight and I'll

be very brief. I appreciate the opportunity for extending the time, but I think it's worthy. As we understand, male role models and teachers are a deficit. Then to have someone in our community like Mr. Zatiti Moody be blatantly overlooked, overstepped, and disrespected without anyone stepping up on his behalf, a person who has advocated for thousands of people. Let me remind you when this Board was in a similar position for Mr. Jamar Mills he had to leave this community to become a nationally recognized principal for someone else. We discard our stars and the people who care about our community. You guys who have hired the Superintendent, I'm going to hold you accountable to this. How do you have someone of such stature in our community who has sent his children here, who has been a staple, and his father has sacrificed so much without the decency and the respect of a conversation? I don't think anyone up here would appreciate the same type of treatment and I'm going to be here advocating on his behalf. Our entire community, Black male role models are dinosaurs. He's more than just a role model. He's an exemplary role model in our community. For him to be slighted in the fashion such that he feels he needs to take his talents someplace else, where "I can show you better than I can tell you. Let me take my skills and my talents someplace else," while our children continue to suffer. That's a travesty, but I'm not surprised after what I'm witnessing tonight where children have to come to the podium and advocate on their own behalf. Let me give you a recommendation. You can buy your own buses and hire your own people cheaper than you can hire a company that's failing to do the job for our children. If you go to cities like Clifton, it says 'Clifton Public Schools' on their buses. If you go to Teaneck, it says 'Teaneck Public Schools' on their buses. The model isn't something new. If you want to see a model of success, all you have to do is look around. This thing has been failing for quite some time. Every time we turn around the bus company is in the paper. You have young men scared for their lives. You guys have to do a better job here. I don't get to hold the Superintendent accountable. Unfortunately, I'm no longer a parent in this district. I'm a taxpayer, but I am a voter and I'm here to hold you guys accountable. For the last 15 years, Mr. Moody has been a certified superintendent. He's a superintendent certificate holder. The fact that he hasn't even been considered or asked to hold the role is an embarrassment to our community. I don't know what it is, but we need to get over it. We need to do a better job when it comes to representing for our children. You guys understand how I advocate. I only have one method in doing so. Please. You have to do better.

Mr. Corey Teague: Good evening. Let me just say about the last couple of speakers, the video that they were referring to is available on flash drive. I do have it. The press does have it. I would encourage you to please watch the video so that when they call you with questions about what's being said in the video and what was said to the parent and student, you will have some answers for them. The video is available. It's about 19 minutes in length. I have it on flash drive and I have already disseminated it. I waited and waited and waited and at some point, the parent said, "We've waited long enough. Put it out so they can hear it and see it." It's out there. I want to make sure you're aware of that. I'm here tonight because there are several parents that continue to reach out, and you all know that, but it's to a point now where parents are feeling like they're being disregarded and disrespected by the people who have been selected, elected, chosen, hired, and appointed to represent the parents. Let me make sure you're reminded of one thing. Your purpose for being here is for the children and parents. That's your purpose for being here. That's your bread and butter. That's the reason you get up every day. That's the reason your paychecks are what they are, for those who get paid. Even for those who are on the Board, you ran for two reasons – because you wanted to serve the parents and the students. Sure, you're also here to make sure that some other things are in place, but your main focus should be our students and parents. Right now, the parents and students do not feel that they're being serviced. As a matter of fact, I can show you emails that I've received. A lot of the emails that you

heard tonight about parents who are not receiving them, I received some of those emails and I wait to see if there's any response from central office. There isn't any response. Phone calls are not returned. A lot of times when parents call you guys, I'm on a three-way. They call me and say, "Mr. Teague, can you just be on the phone? Don't say anything. I want you to hear this." I'll listen to the way some of the school administrators and staff talk to the parents, probably not realizing that there's someone else on the phone listening to the conversation. I'm here to tell you Dale Avenue is a school that needs to be looked at again. That's one school that needs to be reexamined. The complaint that you heard tonight is not the only one. There are some severe situations going on at Dale Avenue. I'm putting it out there because if something ends up going down, there are two things you don't play with and that's somebody's children and somebody's food. When it comes to somebody's children, all bets are off. I am definitely encouraging the Board to please review that video. If you need a copy of it, let me know and I will send it to you because it's out. It's 19 minutes in length. I'm talking about Ms. Morgan. That child has been harassed by that teacher. She was harassed in that meeting. The principal and the teacher that was there both decided that they wanted to talk to the parent any kind of way until they found out that everything, they had told her was all recorded. Then the conversation changed. It's all there. If you want to hear it, it's available for you. I was in Trenton the other day and some people down there also have a copy of that. I want to make sure you know that. I didn't just go down there to address the State Board of Education about the special education changes. I was also there to drop them off a little Christmas gift. They have it down there. Once again, I'm warning you. Get the video and listen to it. When the phone calls come from Trenton and the media, they're going to have some questions and you better have some answers.

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

*Comm. Freeman leaves the meeting at 8:02 p.m.

Comm. D. Martinez: I know some Board members have some comments. Before I open up the floor, I would like to ask the Superintendent to address any of the concerns.

Dr. Newell: Thank you, Commissioner. I will be having conversations with the parents as well as with my staff members. I have taken those things under consideration. Thank you for bringing it to my attention. I always take the feedback so I can be better. We will be meeting with my team, and I will be having further conversations.

Comm. McCall: Wow. I have taken so many notes tonight that I'm unable to discuss in this meeting. I do want to say to Councilman Jackson, some of these issues we don't know about. I'm just going to put it out there. Some of the things that were brought here tonight it's the first time I've ever heard of it. I want to commend the family of this young lady. To me, they followed every protocol. I didn't get a phone call. I want to commend you for trying to go through whatever the proper channels were. My number is always available, and I do respond. I respect it. I don't even need a response from it. There's not a parent that can say that they reached out to me, and I have not addressed the issue. I'm very disappointed tonight. As a matter of fact, I'm embarrassed to know that parents are reaching out and getting the treatment that they're receiving. I'm a very vocal person on this Board and I say whatever I think I need to say, and I address whoever I need to address. Tonight, I'm disappointed. This is some unfound belief. I can't even believe that we are even here dealing with these situations. I had some other things to ask for tonight and I'll be reaching out tomorrow to the Superintendent's

office to have more clarity. I was trying to write fast the names and numbers. I will personally be dealing with the Superintendent about these issues, especially the young man that came up here and said that he was out of school for 27 months. That bothers me. Anybody who is sitting here, and it doesn't bother them that's a problem. To know that now he's back home still waiting to go back to school is unacceptable. I think I need to stop because I don't want to change the language that I'm using right now, but I'm really disappointed.

Comm. Hodges: Let me just say this to the Councilman. Our format is different. We can't respond individually as you do in the Council. We don't do that here. We have to wait until a certain process before we can respond. Our sitting up here and saying nothing does not mean that we are not disturbed about what's going on. Trust me. It doesn't. That's why I spoke and was told to wait until this time. Madam Superintendent, I won't be here, but I would like a response to these issues to go to the Board members every month as they occur. There's a current place where questions are answered for the Board members, if those complaints by parents can be put there to find out what's going on. We want to be kept abreast of these issues. There has to be some way, even if you just point out that you're going to get back to them or direct one of your staff to get back to them before they leave the night. They just don't feel like they're walking into oblivion. Somebody should be able to talk to them after they leave the podium. That's been done before successfully. If they can't solve it tonight, at least they'll know that somebody is paying attention to what's being said. I hope that we can find some way to cut into that list of emails. We have to because that's the bread and butter of the result of these meetings. We have to do that. Otherwise, it appears as though we're not being responsive, and people cannot come here and say we don't care, which they know is not true. I'll put it in your hands to find a better method and process to extend consideration to the community. It really is important. Right now we're in December and we have not gotten that message across. You folks are going to have to make sure that it happens. Thank you.

Comm. Gonzalez: Thank you, Dr. Hodges, for opening it up, as well as Comm. McCall. They said a lot. We're having sidebar conversations over here as we hear this because it is the first time that we hear all of this and it's really upsetting. I told my colleague that just stepped out that I'm feeling very hot right now because I want to be careful with my words. This Board knows and many people who know me know that I'm very vocal when it comes to advocating in general. That's what I do. That's my life's passion. That's what I do full-time and outside my personal work because of the need of this city, parents, and our communities. It hurts to see especially our children come up to this podium and express their concerns in a way that they did tonight. They didn't get the responses that they were hoping for. To see a young lady in tears kills me because I have a daughter. I have to be careful with my words, but if something like that were to happen to my daughter, we would have had serious problems. I applaud the parents for coming here. I just wish there were many more of you who have these concerns. The reality is that although we have many great leaders in this district who come to work and pour their hearts out, not all the information comes up to the Board. Even tonight, I ran out of space. We had 15 speakers, and I took lengthy notes of every single person who spoke. I am personally going to follow up with each and every one of you. I will put in my email to our Superintendent as well as the staff that I am looking for a response for each and every one of these concerns. We as a Board collectively expect a reasonable response within a certain timeframe that can hopefully bring especially these students who are not in school to come back to school. We cannot deny a child an education. We have to do everything in our power to make sure that whatever obstacles there may be, that they get addressed quickly and that we follow up rapidly so that students get educated in a classroom setting and a safe space. There are always issues going on

throughout the district. As Board members we do receive certain incidents that happen throughout the school district, a forewarning of things. I'm really upset to hear all the speakers' concerns, issues, and problems in the district. We know these are not new issues. They're different situations, but they're not new issues in general. Councilman Jackson is right. We do go out when we look for support and voters. We don't say we're here to advocate for the staff person, no disrespect to the staff. We say we're here to advocate for you and your children. The motto of this school district is "Putting Kids First." I have to say that I think we're not doing that at the moment. The Superintendent is new to this district. She has a lot of work ahead of her. We have meetings and we want to support her in making her vision for this district come to life and that's going to require a lot of work. I just want the community to understand that we are not deaf. Your voices are not falling on deaf ears. I do want the community that's here to get more involved, but also take down our phone numbers, if you don't have it already. Take down our email addresses. I have an open-door policy. In fact, there's no door. You just walk right in. I say that genuinely because I think that unfortunately a lot of times things get addressed when Board members get involved. It's unfortunate sometimes and things are not addressed or taken as seriously as Board members would want them to. If we don't know, we can't help you. I do thank you for coming out. I ask that you share your concerns with the Board members that are here, whatever information you have. We have the Superintendent's cabinet who are responsible for different areas, whether it's transportation or whatever it may be, and it will get passed on so they can address your concerns. You should always copy me if you feel you don't want to include many people and I will follow up as best as I can, but the Board members here would like to be involved as well. If these issues are not being addressed, we're not doing our jobs. I leave it at that. Thank you. A parent has her hand up and she wants to say something. She can take my time.

Comm. Redmon: First of all, public portion is closed. We're allowing the Board Commissioners to have their comments. If she has a comment or concern that needs to be addressed, there will be a staff member that she can talk to.

Comm. Gonzalez: If you stick around, I'll come down and speak to you.

Comm. Redmon: You can address her concerns and a staff member as well.

Comm. M. Martinez: I want to start by first saying to all the parents who came out here tonight, hearing your concerns is a double-edged sword to me. While I do applaud you and appreciate you advocating and coming out here speaking up on behalf of your children, I long for the day when that need is no longer required, and things are in place and you're coming here for more uplifting and positive things. On my behalf, the Superintendent's behalf, and the cabinet's behalf, we take these constructive criticisms to heart, and we use them to try to be better and serve you guys better. A good number of the families in the audience have spoken here before and there have been good things that have come from your advocacy. I want to take a moment to say there's constant turnover on the Board and we have a new Superintendent. There are different styles that each Board member brings to the table and there's a different style that our Superintendent brings to the table as well. Just because things are different now than they were before doesn't make it better or worse. It just makes it different. There's a learning curve for us and for the public. I do appreciate you all bringing these concerns to the table and the only way they can get addressed and corrected is by advocacy and bringing it to the attention. Continue to advocate. Continue to bring these concerns to our attention so we can work collectively to try to resolve them. We will get them resolved in time. I wanted to offer that. Thank you.

Comm. Castillo-Cruz: What I want to say may be a little different. As the Board, we have one employee and that's the Superintendent. The Superintendent manages the district. I don't want to speak on behalf of the Board at this time, but there has to be a communication process. We've gone away from the areas where the public comes in, they have questions, and their questions have not been answered. We had this issue years ago. We established a process where these communications were had either prior to the meeting or through email. Whatever it was, the parents felt they were being heard and action was being taken. We saw that method was working. Obviously not 100% because nothing is 100%, but concerns were taken into consideration. Most importantly, emergent issues were taken care of right away. That is something that we have to go back to. Whatever the method of doing it is, it needs to happen, the communication to the community and the public, especially to our children. There are some issues that are more emergent than others. There are issues that take priority. I think if these parents are here, and they've sent communications and emails and have tried to have conversations before they got here there should have been a better line of communication. However, if a parent is not satisfied with what they've heard, that's a different conversation, but the fact that there's communication established as soon as there is an issue that comes up that's what we need to get to. We have our cabinet sitting here. They know that as soon as a parent speaks and there's a concern that they are addressed immediately. Obviously, you can't answer some of these in 24 hours, but the families are being told within 24 to 48 hours depending on the gravity. There are some things that need to be corrected tomorrow, but there are other things that you have to tell the parent within 24 to 48 hours someone will get back to them. We may need to do some research, but they have communication. That's not going to fix the situation many of the times, depending on how complex the situation is, but there has to be something. We can't have children here at 8:00 at night on a school night, having to advocate for what their needs are. We have people crying to be heard from us and that's a concern to me. We want the community to be involved in growing the education and giving us ideas and recommendations, not their concerns. I'd rather have an empty room. Madam Superintendent, I wish for there to be a process established by you and your cabinet on how the communication is going to be had, how the parents are to communicate with you, and how you're going to communicate information. Not all information needs to come to us, but the pertinent information that we need to know needs to get to us. That's a process that should be given to the community and to us so that everyone is on the same page on what the expectation is. That's my recommendation.

Comm. Simmons: We can end up crossing the line very quickly and it is difficult to deal with those consequences. Crossing that line actually cost the district money. Along the lines of what Comm. Castillo-Cruz said, there was a process where a staff member could address the parent and we take the concerns. Then there was a rubric created where Tineish or Cheryl would send out what those concerns were and how those concerns were addressed. If they take time, they take time. Like Comm. Castillo-Cruz said, everything is not going to be fixed in 24 hours or may not be addressed within 24 to 48 hours. It may take research. I don't recall us revoking a bus contract. Situations like that might take research on why there is no transportation. Stuff like that might be emergent and we need to find out why. If we make sure that at least a staff member is speaking with a parent or whoever has the concern, we take note of those concerns, and that rubric is created and sent out to the Board on how it's being addressed. I think that will go a long way.

Comm. Hodges: There has to be a standard set on how staff members address our parents across the board and that is clearly not in place now. They may have thought that they can get by this one now because she's new, but there's a new sheriff in town.

It has to go down to every principal and every teacher in the district. I'm not saying that every principal and teacher is wrong. I won't be sitting here listening to this, but I don't want to hear what I heard tonight and see that child have to change her appreciation of school. That bothers me. That child was an 'A' student. Now she doesn't want to go to school. That shouldn't happen. We need to make kids want to be 'A' students and enjoy coming to school every day. To have that happen is detrimental, not just for the child, but for people who are watching that child and other kids in the classroom. That's a problem for them and for us. That conversation needs to be heard by our staff. Seeing that happen defeats my 20 years of being here because I wanted to reverse that trend. I'm very surprised that we're taking that step in that direction. You have an opportunity to raise the roof and say this can't be tolerated anymore. It can't and it shouldn't be. Thank you, Madam President.

Comm. McCall: I do have a concern about the number of students who are on bedside. This is not the first person who has come to us who has expressed the fact that they have been on bedside for whatever amount of time. I would like for it to be looked into how many students we have on bedside and what is the action plan for each of those students. It's one thing to get instruction, but we know school is more than just getting the lesson. It comes with the socialization and the interaction with people, whether it be students or staff. It's really important to me that we look at that particular list. This has nothing to do with what was said in the comments, but I said earlier I came with another request. I would also like to know the number of after-school programs that operate here in the district, whether they are granted or those that provide a safe space for our students, but parents are being charged for. We have some of those programs here where there's a fee paid. We provide the space, and they provide the program. Some of them receive funding through 4C's or different subsidy programs. I want to know how effective these programs are for our children. What is the objective of these programs? What have we seen a result? I know this is a lot to ask, but it's important. It's one thing to have a program in our district that's just using up space and making money, as opposed to programs being effective in our district for our children. I really would like to know what the after-school programs are doing. How many do we have? How many of those programs under that type of situation? What are the outcomes? Thank you.

Comm. Redmon: Just to add to the last comment, for the next Board meeting I would like to have an established staff member that we can direct the parents to go to when they are having their comments or concerns. The parents don't feel like they're here voicing their concerns and we're not listening to them. Unfortunately, as Board members we cannot overstep our bounds. A lot of times we're taking your concerns and listening. I would like to have a staff member that will be assigned to that individual parent so they can know that their concerns are being heard and then the Board can get some sort of resolution to the issues as we go along.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School District approves the payment of bills and claims dated through December 13, 2023, beginning with check number 239922 and ending with check number 240242, along with direct deposit number beginning with 1872 and ending with 1895, in the amount of \$24,234,756.97, and wires in the amount of \$10,011,200.00, for a total of \$34,245,956.97;

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

Resolution No. 2

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

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

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

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

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

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Camille Lewis-Francis	NJ Branch International Dyslexia Association - Beyond Decoding: Confronting Comprehension Head On	December 1-2, 2023	\$332.99 (registration, transportation)
Reading Specialist/School 21	Somerset, NJ		
Kenneth L. Simmons	NJASA TECHSPO' 24 Conference	January 23-26, 2023	\$1,517.96 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Jaclyn Dickerson	Rutgers Center for Literacy Development	February 7, 2024 April 17, 2024 May 21, 2024	\$660.12 (registration, transportation)
Reading Specialist/School 19	Piscataway, NJ		
Erica Bernard	2024 NCTM Regional Conference & Exposition Seattle	February 7-9, 2024	\$1,991.00 (transportation, lodging, meals)
Teacher/School 21	Seattle, Washington		
Dr. Elizabeth Caccavella	2024 NCTM Regional Conference & Exposition Seattle	February 7-9, 2024	\$2,102.50 (registration, transportation, lodging, meals)
Director/STEAM	Seattle, Washington		
Kristine Labita	The Corps Network 2024 National Conference	March 19-21, 2024	\$1,060.89 (registration, transportation, lodging, meals)
Teacher/Adult School	Washington, DC		
Randa Saleh	The Corps Network 2024 National Conference	March 19-21, 2024	\$1,060.89 (registration, transportation, lodging, meals)
Teacher/Adult School	Washington, DC		

Michele Grevesen	Staff Development for NSTA Science Convention	March 20-24, 2024	\$365.00 (registration)
Teacher/Alexander Hamilton Academy	Denver, CO		
Arthur Carpenter	Infinite Campus Interchange 2024	March 26-27, 2024	\$699.00 (registration)
Teacher Coordinator of Scheduling/ Academic Services	New York, NY		
Halverie Davis	Infinite Campus Interchange 2024	March 26-27, 2024	\$699.00 (registration)
Teacher Coordinator of Scheduling/ Academic Services	New York, NY		
Kimberly Liskay Fedo	Infinite Campus Interchange 2024	March 26-27, 2024	\$699.00 (registration)
Teacher Coordinator of Scheduling/ Academic Services	New York, NY		
Gizele Locke	Infinite Campus Interchange 2024	March 26-27, 2024	\$699.00 (registration)
Teacher Coordinator of Scheduling/ Academic Services	New York, NY		
Egly Ayers	National Association of Bilingual Education	March 27-30, 2024	\$3,317.93 (registration, transportation, lodging, meals)
School-Based Bilingual/ESL Supervisor/ John F. Kennedy H.S.	New Orleans, LA		
Nicole Bucci	National Association of Bilingual Education	March 27-30, 2024	\$3,396.93 (registration, transportation, lodging, meals)
ESL Teacher/John F. Kennedy H.S.	New Orleans, LA		
Jorge Osoria	National Association of Bilingual Education	March 27-30, 2024	\$3,404.37 (registration, transportation, lodging, meals)
Principal/John F. Kennedy H.S.	New Orleans, LA		
Amal Zeidia	National Association of Bilingual Education	March 27-30, 2024	\$3,371.19 (registration, transportation, lodging, meals)
ESL Teacher/John F. Kennedy H.S.	New Orleans, LA		

***FOR RATIFICATION**

Total Number of Conferences: 16
Total Cost: \$25,377.77

Resolution No. 3

WHEREAS, The Superintendent recommends the appointment, salary adjustments, transfers, supports the Paterson: A Promising Tomorrow Strategic Plan 2019-2024 which amongst its strategies goals is Priority I- Effective Academic Programs-Goal 1 - Increase Student Achievement; and

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

WHEREAS, The Board of the Paterson Board of Education communicated expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, personnel in compliance with the contractual and/or statutory requirements.

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the December 13, 2023 Board Meeting.

PERSONNEL

F.1 Motion to take action on personnel matters, as listed below; and appoint and submit to the County Superintendent applications for emergent hiring and the applicant's attestation that he/she has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A:6-7.1 et. Seq., N.J.S.A. 18A:39-17 et. seq., or N.J.S.A. 18A:6-4.13 et. seq. for those employees listed below:

(All appointments are contingent upon receipt of proper teaching certification and all salary placements are pending receipt of college transcripts verifying degree status and letter stating years of service in other districts).

A. POSITION CONTROL ABOLISH/CREATE

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

C1. Request to process payment for four (4) employees for sick/vacation days due to: resignation/retirement/deceased/ RIF. As per contractual agreement. Please see attached roster. Effective 12/1/2023.

NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS									
Name	Hire date	Title	Loc	Termination Date	Termination reason	Vacation	Salary	Daily Rate	Total
Arroyo, Nydia	1/23/2023	Secretary	07	11/16/2023	Resignation	3	\$42,830.00	\$178.46	\$535.38
Banikova, Petra	3/28/2007	Assistant	605	12/1/2023	Resignation	17.5	\$89,283.00	\$372.01	\$6,510.22
Tobon, Ana	2/7/2019	Admin Liaison	871	11/14/2023	Resignation	7	\$49,224.00	\$205.10	\$1,435.70
Villanueva, Andres	2/6/2017	Custodial	020	11/30/2023	Resignation	6	\$55,965.00	\$233.19	\$1,399.13
								TOTAL	\$9,880.42

Account # 11.000.291.299.690.058.0000.000

Not to exceed \$ 9,880.42

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

G1. Action to fill vacancy for a part-time clerical position in the Superintendent's Office and appoint **Aaron Mojica** to assist with office duties as it pertains to organizing, codifying, labeling and filing of permanent Board records, beginning January 2024, not to exceed 25 hours per week, at a rate of \$17.50 an hour. (Turon Butler (NJYC) was hired on September 14, 2022, but never reported to work).

Account# 11.000.230.100.700.089.0000.000

G. APPOINTMENT (CONT.)

	Last Name	First Name	School/Location	Title	Salary	Reason
G2.	Mc Kenzie	Moses	School # 26	Vice Principal	\$112,101 + \$2,000 pHD = \$114,101	filling vacancy

G3. Action to appoint **Nahed Badawy (PC# 1847)** as an Acting Assistant Superintendent effective January 1, 2024 through March 31, 2024.

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1.	Nieves	Kathia	Senator Frank R. Lautenberg School #6	Vice Principal	No change in salary	filling vacancy

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

M. AMENDMENTS

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

O1. Process payments for the attached list as outlined in the negotiated agreement between the district and the Non-Bargaining contract for the Vacation Day Buy-Back program. Payment due on December 22, 2023.

Last Name	First Name	Non Barg	Buy-Back Days	Daily Rate	Total to be Paid
Gray	June	X	10	\$763.96	\$7,639.60
Gales Varlack	Stephanie	X	8	\$489.33	\$3,914.64
Khelaifi	Ilyes	X	10	\$290.83	\$2,908.30
					\$14,462.54

Account# 11.000.291.290.690.055.000.00

Not to exceed: \$14,462.54

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

Q1. The PEA and COSA contract mandates payments to PEA and COSA members who waive their health benefits coverage. In accordance with Paterson Public Schools' policy, employees who are members of the Non-Bargaining Group will also be eligible for these payments. In accordance with State Law these payments cannot exceed the lesser of 25% of the employer savings or \$5,000 per employee per year. To be approved at the DECEMBER, 20 2023 board meeting.

Anyinefa, Anoumou HB Account 15000291270003 \$3,345
Juan, Katarzyna HB Account 1500029137025 \$3,274
Butler, John HB Account 11000266270690 \$1,101
Gonzalez, Jerika HB Account 15000291270027 \$1,227
Bailey, Lakisha HB Account 11000217270690 \$1,284
Krieger, Katherine HB Account 1500029127006 \$2,884

TOTAL PAYMENTS Not to exceed \$13,124

R. MISCELLANEOUS

R1. Action to compensate the attached employees \$1,500.00 for the Employee Referral Initiative for the 2023-2024 SY. Referred employees have completed the 90 day requirement.

Last Name	First Name	PC#	Title	Location	Employee Referred
Kelly	Ryan	615	Teacher Grade 8 Science	301 JAT	Julia Marte
Naqi	Saira	1761	Teacher Grade 4	024 School # 24	Evelyn Cordova
Petty	Brynisha	5121	Teacher HS Guidance Counselor	307 Kennedy HS	Bianca Harris
Veloz	Noreen	2238	Teacher ESL	015 School # 15	Christine Napolitano

R2. Action to compensate the attached list of employees who qualify for the two-year Pre-Employment Bonus as outlined in the attached Agreement. The second installment of \$3,750 made payable by December 22nd, 2023. **Tania Trivino Martillo** is being compensated \$3,500.00.

Last Name	First Name	Title	Location	Start Date	Payment Amount
Abdul Samad	Monia	Teacher ESL	NRC	10/25/2022	\$3,750
Agosto	Oliverto	Teacher Bilingual S.S.	Newcomers HS	11/21/2022	\$3,750
Aguiar	Robert	Teacher Sped.	JAT	3/13/2023	\$3,750
Akilli	Gozde	Teacher Grade 4 ELA	School #9	11/7/2022	\$3,750
Allocca	John	Teacher Phys. Ed/Health	School #2	11/21/2022	\$3,750
Alnsour	Saba	Teacher ESL	School # 7	11/7/2022	\$3,750

Ambrosini-Kerry	Christine	Teacher Special Ed Resource	School# 13	6/5/2023	\$3,750
Apryas	Alyssa	Teacher Biology	EHS	1/23/2023	\$3,750
Asare-Bediako	Felix	Teacher Grade 6-8 Social Studies	School #12	10/3/2022	\$3,750
Badilla	Maria	Teacher ESL	Newcomers HS	4/11/2023	\$3,750
Baghdadi	Reda	Teacher Grade 3	School #19	10/18/2022	\$3,750
Balleste	Wanda	Speech Language Specialist		12/5/2022	\$3,750
Bell	Amy	Teacher Preschool Sped.	MLK	5/15/2023	\$3,750
Benson	Eric	Teacher Grade 5	School # 6	12/7/2022	\$3,750
Berardo	Brooke	Teacher Speech Language Specialist	School# 20	10/4/2022	\$3,750
Bogatch	Noa	Teacher Art	EHS	1/30/2023	\$3,750
Brackett	Shontell	Teacher Guidance Counselor	School# 10	1/23/2023	\$3,750
Bryan	Amoura	Teacher Sped. Resource	# 19	4/17/2023	\$3,750
Canario Padilla	Dalissa	Teacher Bilingual	School# 13	2/27/2023	\$3,750
Carlson	Jennifer	Teacher Art	NRC	1/3/2023	\$3,750
Caulfield Wolffe	Melissa	Teacher Reading Specialist	JFK	1/9/2023	\$3,750
Cayo	Claudia	Teacher Nurse	#8	12/5/2022	\$3,750
Cepeda	Arleney	Teacher ESL	School #21	10/4/2022	\$3,750
Cepeda Guzman	Rafaelina Margarita	Teacher ESL	Eastside High School	6/2/2023	\$3,750
Chakraborty	Bidita	Teacher biology	JFK HS	5/8/2023	\$3,750
Christian	Jessie	Teacher Math	Rosa Parks	2/27/2023	\$3,750
Cole	Syndonne	Teacher Social Worker	JAT	5/24/2023	\$3,750
Coleman	Tiffanie	Teacher ELA	Dr. Hani Awadallah	1/19/2023	\$3,750
Coleman	Tyrese	Teacher Social Studies	JFK	1/23/2023	\$3,750
Copello	Diana	Teacher Preschool	School # 15	9/26/2022	\$3,750
Correa-Caraballo	Erika	Teacher Special Ed. Resource	School #21	10/1/2022	\$3,750
Cummings	Benjamin	Teacher Preschool Sped.	DALE	3/6/2023	\$3,750
De Block	Melissa	Teacher Special Ed. Resource	School #18	1/17/2023	\$3,750
DeFelice	Anthony	Teacher Gr. 6-8 SS	School #13	12/12/2022	\$3,750
Dembowski	Theodore	Teacher Grade 6-7 Science	School #28	1/3/2023	\$3,750
Desforjes	Margarethe	Teacher Nurse	JFK	1/23/2023	\$3,750
Dixon	Bob	Teacher Library Media Specialist	JAT	4/17/2023	\$3,750
Drakeford	Colette	Teacher Preschool	#24	3/13/2023	\$3,750
Ehrenberg	Dawn	Teacher grade 6 Lang Arts	#24	3/27/2023	\$3,750
Elhafsi	Saida	Teacher Math	JFK	2/13/2023	\$3,750
Flores	Katrese	Teacher Kindergarten	# 28	4/17/2023	\$3,750

Flynn	Kevin	Teacher Phys Ed/Health	School # 5	10/31/2022	\$3,750
fontana	janet	Teacher Grade 1	School# 24	1/3/2023	\$3,750
Garcia	Madeline	Teacher Speech Language Specialist	School # 2	11/21/2022	\$3,750
Gehrmann	Megan	Teacher Grade 3-5 Lang. Arts	School #18	1/17/2023	\$3,750
Gerald	Lori	Teacher Grade 1	School# 26	4/24/2023	\$3,750
Geron	James	Teacher Grade 6 Math	NRC	5/15/2023	\$3,750
Giallombardo	Frank	Teacher ESL	NRC	1/3/2023	\$3,750
Gjini	Katelyn	Teacher Speech Language Specialist	Dr. Napier	6/5/2023	\$3,750
Gonzalez	Angela	Teacher English	RPHS	1/24/2023	\$3,750
Gonzalez	Krystle	Teacher ESL	JAT	3/6/2023	\$3,750
Gonzalez	Ruben	Teacher Sped. Autism	School # 2	1/17/2023	\$3,750
Gonzalez	Vilmarie	Teacher Guidance Counselor	STARS TIES	6/7/2023	\$3,750
Grant	Shisele	Teacher Special Ed Resource	School# 5	1/3/2023	\$3,750
Gusciora	Savy	Teacher Special Ed Resource	School #21	11/14/2022	\$3,750
Guzman	Marcie	Teacher Grade 2	School #1	10/3/2022	\$3,750
Helmy	Ayah	Teacher English	JFK	1/9/2023	\$3,750
Hering	Jeffrey	Teacher Social Studies	EHS	10/4/2022	\$3,750
Hernandez	Alejandro	Teacher Sped. Autism	Dale Ave.	4/24/2023	\$3,750
Inestroza	Paula	Teacher Bilingual	School# 5	11/15/2022	\$3,750
Irimia	Michele	Teacher Grade 5	MLK	3/20/2023	\$3,750
Javier	Geraldine	Teacher Art	School #27	11/28/2022	\$3,750
Jerman	Erin	Teacher IB English	International	2/6/2023	\$3,750
Kaplan	Maya	Teacher Sped. Resource	School # 24	12/5/2022	\$3,750
Karapatis	Phyllis	Teacher ESL	School# 12	1/17/2023	\$3,750
Kharchuk	Roman	Teacher Social Studies	RPHS	4/11/2023	\$3,750
Kindler	Filiz	Teacher Grade 1	School # 27	11/21/2022	\$3,750
Kira	Debra	Teacher English	JFK	12/5/2022	\$3,750
Lange	Edward	Teacher Social Studies	P-Tech	1/3/2023	\$3,750
Lazarevic	Stefan	Teacher Music	JAT	1/3/2023	\$3,750
Lee	Sukjin	Teacher Nurse	Joseph A. Taub School	11/14/2022	\$3,750
Lee Castaneda	Nicky	Teacher Bilingual	School# 13	2/27/2023	\$3,750
Leon	Washington	Teacher Grade 6-8 Math	NRC	4/24/2023	\$3,750
Lewicki	Kendra	Teacher Grade 2	School# 5	2/27/2023	\$3,750
Lipon	Rodrigo	Teacher Grade 6-8 Math	School# 13	1/3/2023	\$3,750
Lopez Castillo	Mical	Teacher Bilingual	School# 15	5/4/2023	\$3,750
Malc	Alexandra	Teacher Grade 6-8 ELA	JAT	1/30/2023	\$3,750

Malki	Brandon	Teacher Gr 6-8 Science	School# 21	5/23/2023	\$3,750
Marcus	Jaime	School Nurse	Central Registration	3/27/2023	\$3,750
Martin	Ryan	Teacher Business Education	JFK HS	2/27/2023	\$3,750
Matari	Dalya	Teacher Grade 6	DBTA	1/17/2023	\$3,750
McCubbin	Linda	Teacher Grade 7 ELA	#6	11/21/2022	\$3,750
McGarrity	Jacqueline	Teacher Grade 2	School #2	5/1/2023	\$3,750
McGilligan	Emilee	Teacher Gr 6-8 ELA	JAT	3/6/2023	\$3,750
McGilloway	Patrick	Teacher Grade 8 Lang. Arts	NRC	11/3/2022	\$3,750
Merkel	Glenn	Teacher Physical Ed/Health	School #15	4/24/2023	\$3,750
Miller	Kimberly	Teacher English	EHS	10/24/2022	\$3,750
Miller	Nicholas	Teacher Grad 7-8 SS	DHA	2/6/2023	\$3,750
Miranda	Pranvera	Teacher Sped. Resource	# 9	4/11/2023	\$3,750
Molano	Jorge	Physical Ed/Health Teacher	JFK	2/27/2023	\$3,750
Murphy	Patrick	Teacher Grade 5	School #18	10/3/2022	\$3,750
Musallam	Marcel	Teacher ESL	School #21	5/22/2023	\$3,750
Musbeh	Leena	Grade 3	#24	10/3/2022	\$3,750
Mustapha	Aderonke	Teacher Grade 4	School # 6	12/5/2022	\$3,750
Nicholson-Campbell	Nanette	Teacher Sped. Cog Mod	# 16	1/9/2023	\$3,750
Obando	Kenneth	Teacher ESL	JFK	2/6/2023	\$3,750
Paradise	Soliana	Teacher Speech Language Specialist	School # 2	2/13/2023	\$3,750
Patel	Janki	Teacher Special Ed LLD	School# 5	4/18/2023	\$3,750
Patouhas	Jacqueline	Teacher Grade 4	School# 10	1/9/2023	\$3,750
Pesci	Dina	Teacher Sped. Resource	School # 24	10/24/2022	\$3,750
Plaza	Jeanette	Teacher ESL	Roberto Clemente	1/17/2023	\$3,750
Puente	Marlene	Teacher Guidance Counselor	School# 8	2/13/2023	\$3,750
Puerta	Carolina	Teacher ESL	School #18	6/5/2023	\$3,750
Rodrigues Pires	Diane	Teacher Business	JFK	2/6/2023	\$3,750
Rodriguez	Miguel	Teacher Grade 6-8 Social Studies	School #28	11/7/2022	\$3,750
Rojas	German	Teacher Chemistry PSI	International	11/28/2022	\$3,750
Rosales	Evelyn	Teacher Bilingual	Newcomers HS	2/14/2002	\$3,750
Saez	Nilda	Teacher Grade 1	School# 24	3/20/2023	\$3,750
Said	Evan	Teacher Special Ed Resource	Dr. Hani Awadallah	10/3/2022	\$3,750
Santora	Rosa	Teacher Technology	Edward Kilpatrick	9/26/2022	\$3,750
Scanlon	Kimberly	Teacher Speech Language Specialist	MLK	2/6/2023	\$3,750
Schiller	Robert	Teacher Guidance Counselor	Alexander Hamilton Academy	9/5/2022	\$3,750
Schroeder	Edward	Teacher Business	RPHS	12/12/2022	\$3,750

Schwartz	Jonathan	Teacher Grade 6-8 SS	NRC	1/17/2023	\$3,750
Sembler	Michelle	Teacher Grade 4	School# 5	1/3/2023	\$3,750
Senman	Ali	Teacher Sped. Resource	International	5/1/2023	\$3,750
Severino	Kristen	Teacher Grade 5-8 Social Studies	School #18	9/26/2022	\$3,750
Shah	Hiren	Teacher Social Studies	JFK	1/5/2023	\$3,750
Simmers	Michelle	Occupational Therapist	655 Chief Sped.	2/27/2023	\$3,750
Simmons	Sabriya	School Social Worker	School# 15	3/27/2023	\$3,750
Sinclair	Ann-Marie	Teacher Guidance Counselor	JFK HS	5/22/2023	\$3,750
Smaich	Zeljko	Teacher Social Studies	School# 18	3/13/2023	\$3,750
Sperone	Scott	Teacher Phys. Ed / Health	P-Tech	2/27/2023	\$3,750
Springsteen	Thomas	Teacher Communications	JFK HS	5/15/2023	\$3,750
Stevens	Lynn	Teacher Phys.Ed/Health	NRC	12/19/2022	\$3,750
Tellez	Maureen	Teacher ESL	School #18	5/23/2023	\$3,750
Thomas	Monique	Teach Technology	School# 26	11/21/2022	\$3,750
Thomas	Kahlil	Teacher Grade 3	School # 2	1/9/2023	\$3,750
Turrentine	Shanrique	Teacher Special Ed Resource	School# 13	4/25/2023	\$3,750
Tursen	Deniz	Teacher Kindergarten	# 13	2/27/2023	\$3,750
Tutt	Kenneth	Teacher Grade 5	School# 27	1/17/2023	\$3,750
Ugwuneri	Zephaniah	Teacher Chemistry	JFK	11/28/2022	\$3,750
Urena	Martha	Teacher Kindergarten	School# 8	1/3/2023	\$3,750
Velazquez	Ann Marie	Teacher Grade 1	School #18	11/9/2022	\$3,750
Vwich	Abdallah	Teacher ESL	JAT	1/3/2023	\$3,750
Walden	Pia	Teacher Grade 5	AHA	1/3/2023	\$3,750
Walter	Jennifer	Teacher Biology	International	1/3/2023	\$3,750
Washington	Felicia	Teacher Nurse	School# 21	3/27/2023	\$3,750
Western	Elizabeth	Teacher Grade 6-8 ELA	NRC	4/24/2023	\$3,750
Wezdecki	Marc	Teacher English	EHS	5/22/2023	\$3,750
Wisdom	Tameika	Teacher Guidance Counselor	Paterson P-Tech	2/27/2023	\$3,750
Zak	Robert	Teacher Special Ed Resource	School# 24	10/31/2022	\$3,750
Last Name	First Name	Title	Location	Start Date	Payment Amount
Trivino Martillo	Tania	Teacher Speech Language Specialist	Special Services Dept	5/22/2023	\$3,500

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Resolution No. 4

WHEREAS, the intention of the New Jersey Quality Single Accountability Continuum (NJQSAC) is to assure compliance with the statutes and regulations that govern schools and districts in New Jersey and to lead the school community into reflection on the performance of its students and revisions of its practices, and

WHEREAS, the mission of the Paterson Public School District is to provides an academically rigorous, safe and nurturing educational environment by meeting the social, emotional and academic needs of our students as we prepare them for post-secondary education and career, and

WHEREAS, the vision is to be a leader of 21st century innovation where students develop habits of lifelong learning and excel academically to become future-ready leaders, and

WHEREAS, in accordance with NJQSAC, the board's annual review of the Chief School Administrator is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement, and

WHEREAS, the two (2) major District Goals formulated in collaboration with the Board of Education will be:

- Goal 1: Restructure the Credit Recovery Program: Restructuring of the program is currently underway. The completed action plan with timelines will be presented at the January board meeting. Timelines will include roll out and notification to students and parents.
- Goal 2: Systematic audit in the areas of Teaching and Learning, Facilities, Communication and Connections, and Social-Emotional Learning to identify deficiencies and build out solutions: Complete action plan by January board meeting. Assessments will be completed by June 2024. An update on progress towards the goal will be presented at the March and May 2024 board meetings. July 2024 the administration will present for approval the timeframe for years two through four on the demonstrations of improvement.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education adopts the District Goals for the 2023-2024 school year which will include goals/strategies, the person(s)

accountable to complete the goal, and indicators of success in completing the goals as outlined in the attached charts.

Resolution No. 5

WHEREAS, The Paterson Public Schools Strategic Plan, Goal Area # 1: Teaching and Learning: To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning and Goal # 3: establishing and growing viable partnerships with educational institutions and community organizations to advance student achievement, and;

WHEREAS, Winter4Kids exists to create healthy lifestyles and influence behaviors of youth through winter activities. Better health and attitudes are the result of increased moderate to vigorous activity, nutritious food, and personal development. Lives are changed and outlooks are brighter as each of our participants become better individuals through the mastery of snow and life skills. Our youth use these experiences to explore and pursue new academic, life and sport opportunities, and;

WHEREAS, Schools 6, 10, 12, 16, 24, 28, Edward W. Kilpatrick, Joseph A. Taub, Renaissance One, Roberto Clemente and New Roberto Clemente would like to partner with Winter4Kids to improve student achievement through these services to better mental health, socialization, self-esteem, exploring opportunities and;

THEREFORE, BE IT RESOLVED, that the Paterson School District approves services from Winter4Kids from December 2023 to June 2024 as an educational opportunity where student contribution shall be \$67 per participant at a total cost not to exceed \$ 38,525 for 575 participants.

Resolution No. 6

WHEREAS, The Five-Year Strategic Plan for Paterson School is to increase academic achievement and teacher pedagogy at Paterson Public Schools.

WHEREAS, The Senator Frank Lautenberg School wishes to partner with William Paterson University Professor in Residence providing on-site and job-embedded professional development and support through model teaching, co-planning, teaching, and PLCs.

WHEREAS, The District will pay William Paterson University Professor In Residence 12,000.00. For 32 days, the equivalent of 100 hours.

THEREFORE, BE IT RESOLVED, That the Board of Education approves this partnership between the Senator Frank Lautenberg School and the William Paterson University Professor in Residence for 2023- 2024 school year.

Resolution No. 7

WHEREAS, the districts' 5 Year Strategic Plan: Paterson- A Promising Tomorrow's Goal 1 is to create a student- centered learning environment to prepare students for career, college readiness and lifelong learning, and;

WHEREAS, field trips afford students a firsthand educational experience that is not available in the classroom, and;

WHEREAS, the Assistant Superintendents have approved/recommended the addition of the attached field trip locations;

THEREFORE BE IT RESOLVED, the Paterson Board of Education accepts the addition of the attached list of approved destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2023-2024 school year.

It was moved by Comm. Castillo-Cruz, seconded by Comm. Simmons that Resolution Nos. 1 through 7 be adopted. On roll call all members voted in the affirmative, except Comm. D. Martinez who voted no on H1, Superintendent recommendations in Resolution No. 3. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. D. Martinez: We met on Monday and we went over the items for a vote for our next meeting and our future presentations that need to be done for the new year.

Operations

Comm. D. Martinez: We met today regarding the items that are up for a vote. Comm. Gonzalez brought up some transportation concerns that are going to be addressed by the appropriate staff and they will follow up with Comm. Gonzalez.

Fiscal Management

Comm. Simmons: Fiscal met last night. I will give the report at the regular meeting.

Personnel

Comm. Redmon: Personnel met on Monday and I'll give the report at our regular meeting.

Governance

Comm. M. Martinez: Governance is scheduled to meet next week.

Committee Report

Facilities

Comm. M. Martinez: We're scheduled to meet next week.

Comm. Gonzalez: Some of the parents here want an update on School No. 3. I don't know if anyone wants to respond to that. Just whatever the latest update is.

Comm. Redmon: I think we wanted to have the discussion in facilities because we wanted to give the task to the Superintendent. We never told the Superintendent what to do with that school. I think we wanted to have a more robust discussion in committee and then bring it back to the entire Board.

Comm. M. Martinez: I think it's safe to say the current status of the school hasn't changed as of yet. Things will remain the same. Once we have a little bit more information to share with the public we will provide that next week.

Comm. Redmon: When we had the actual retreat we never gave the Superintendent a task to do with the school.

Comm. Castillo-Cruz: Is that the answer these parents were waiting for?

Comm. Gonzalez: Some parents were just asking about an update, if there was any, for School No. 3. These are parents of children who were...

Comm. Redmon: There will be an update given to those parents once we give the Superintendent a directive to move forward with that building. If they want to continue to come, we will make sure the parents of that school get some kind of notification, so they'll know what's going on moving forward.

Comm. Gonzalez: That's pretty much what I told them, but I wanted them to hear it from everyone, so they don't think I'm making stuff up.

Comm. Redmon: No problem.

Family & Community Engagement

Comm. D. Martinez: We're scheduled to meet on Monday.

Policy

Comm. Simmons: We're scheduled to meet next week.

Technology

Comm. Gonzalez: The report is coming next week.

OTHER BUSINESS

It was moved by Comm. Gonzalez, seconded by Comm. Castillo-Cruz that the Board goes into Executive Session to discuss issues that warrant confidentiality, as consistent with NJSA 10:4-12 for matters of Attorney/Client Privilege, Contracts, Legal, Litigation, Negotiations, Personnel and Student Matters. The minutes will be made available to the public upon request, when the confidentiality of the subject is no longer warranted. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 8:40 p.m.

It was moved by Comm. Castillo-Cruz, seconded by Comm. Simmons that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

The Board reconvened the meeting at 10:56 p.m.

ADJOURNMENT

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

The meeting was adjourned at 10:57 p.m.

A handwritten signature in black ink, reading "Richard L. Matthews" with a stylized flourish at the end.

Mr. Richard Matthews
Business Administrator/Board Secretary