

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 11, 2023 – 6:21 p.m.
Joseph A. Taub School

Presiding: Comm. Nakima Redmon, President

Present:

Dr. Laurie W. Newell, Superintendent of Schools
Bryant Horsley, Esq., Souder, Shabazz & Woolridge, LLP

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 and Moment of Silence for victims of 9/11 was led by Comm. Redmon.

Comm. M. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 11, 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.

Dr. Newell: Good evening, at this point we will have the Student Safety Data System (SSDS) Report.

PRESENTATIONS AND COMMUNICATIONS

Student Safety Data System (SSDS) Report

Ms. Laurel Olson: Good evening, Commissioners, Madam Superintendent, and community. My name is Laurel Olson, the Supervisor of Student Support Services. Today, I'm going to present to you the Student Safety Data System numbers for our substance abuse referrals. When it comes to substance abuse and SSDS reporting all

positive cases must be reported to the NJDOE. Students are considered positive when it is confirmed via medical examination that they are under the influence, are found in possession of substances or drug paraphernalia, refuse to take a medical exam or drug test, or the amount in their possession is also enough to be classified as sale or distribution. For 2022-2023, we had 266 students tested. 215 of those were positive for substance use, 51 were negative. There were more males than females. 73 of those students refused to take a medical exam. The chart below compares five years of history. In 2022-2023 there were 215 total positives and 81% confirmed positive that were reported. This chart denoted where the incidents are occurring. About 70% are at the high school level and 30% at the elementary. Our possession cases are going up. I just wanted to put a 4-year comparison out there to take a look at what we've been doing over the years. At the end of the 2022-2023 school year we had 118 cases of possession. 55 of those included THC or marijuana-infused vape pens. We had 38 cases of marijuana that included the flower itself and also edibles, 21 cases of paraphernalia, two of heroin, one alcohol, and one over the counter prescription. These next slides are just going to show examples of possession cases that we've come across. The top left corner is a marijuana vape pen along with the center and the right. Along the bottom are heroin packets. We have a half-smoked marijuana cigarette on the top left corner. The right side is marijuana paraphernalia. The bottom left corner is vape pens, rolling paper and more paraphernalia. This chart is an eight-year comparison of the department statistics. I just want to make note of the 2018-2019 school year. The numbers look very high. That was our first big encounter with vape pens. We were testing every single vape pen that was found on the student. Most of those students were positive because they were categorized as having drug paraphernalia. However, their drug tests were negative. For the 2019-2020 school year we changed our policy and updated it so that we also had to believe that they were under the influence of some intoxicating substance as well. In the 2020-2021 school year we were remote, so the numbers were low. In 2021-2022 and 2022-2023 the numbers are trending upwards. That is it for me for the substance abuse. I'm going to invite Mr. Olimpio to discuss the security portion of the presentation.

Mr. Steven Olimpio: Thank you, very much and good evening. My name is Steve Olimpio. I'll be presenting the Violence, Vandalism and Weapons Report. The SSDS categories are arson, assault, computer trespass, damage to property, false public alarm, fights, HIB alleged, HIB confirmed, kidnapping, robbery/extortion, sexual contact, sexual assault, substance abuse, possession, sale suspected, theft, threat simple, threat criminal, trespass, weapon use, possession, sale, and other incident leading to removal. These categories have to be reported to the State of New Jersey Department of Education every year. In 2021-2022, there were 127 incidents of violence, 24 instances of vandalism, 13 weapons, for a total of 164. In 2022-2023, violence was 121, vandalism 8, weapons 29, for a total of 158. Types of incidents – assaults 54, fights 29, threats 33, damage to property 6, computer trespass 1, arson 1, weapons possession with taser 1, brass knuckles 1, mace 3, handguns 2, pocketknives 23, false fire alarm 1, sexual assault 1, and sexual contact 3. Total was 158. There were 40 reported cases to the Paterson Police Department and 6 of those offenders were arrested. Are there any questions?

Comm. Freeman: Is it possible to have this broken down by elementary and high school?

Mr. Olimpio: We can do that. This was by categories.

Comm. Freeman: For the record, I need it broken down by elementary students, middle school students and high school students. I'm curious to see something.

Mr. Olimpio: Received.

Comm. McCall: According to this report last year there were 118 possession cases. The numbers are kind of hard to receive for me, especially after going to visit several of our schools. Anybody that shops at Costco, they sell these large containers with pretzels. After the pretzels are out, they used it to receive the vapes. It's just hard to believe that we only have 55 vapes up here when I personally saw a container that had to hold 30 to 50 vapes in one container and there were several containers. How are we getting this information brought back to your department so that you can accurately give us numbers? I'm having a hard time believing there are 55 reported when I'm seeing all these vapes in containers.

Mr. Olimpio: I won't be able to answer that question due to the vapes, but Ms. Olson will.

Ms. Olson: In this report, what is sent to the NJDOE is not the nicotine vape pens. That total number is not included in this report. This is strictly substance use vape pens.

Comm. McCall: These are the ones with marijuana?

Ms. Olson: Yes.

Comm. McCall: Like I said, it's hard to go with this 55 number when you talk to the people there and they tell you that we have this many people with marijuana and regular vapes. I just want to make sure that we're getting good information and that you're giving the information that's given. 55 out of a district with 50 plus schools is hard to believe, especially knowing the situation we live with in our community. I just don't see 55 marijuana pens being a real number of incidents that are coming. I don't know if you're not getting all the information from the different schools or whoever is supposed to report. 55 is just hard to believe. I'm also supporting that report being broken down by elementary, middle and high school. I'd also like to know what grades. When I first got on this Board a major concern was about making sure we had enough SACs in place to deal with those types of situations. I know a lot of times we look at our high schools but seeing your report 33% of it is now out of our elementary program. That's very alarming to me. I'd like to see it broken down by grade.

Ms. Olson: Yes.

Comm. Gonzalez: I also agree with my colleagues. Although many of the areas have been increasing year after year, I find it hard to believe these are the numbers in our district of nearly 30,000 students. I also want to see a change in the report in the area of weapons. If you can also show the previous years, sort of like it was presented here for the first one, so that we have a comparison year-to-year of either the increase or decrease for all the itemized areas.

Mr. Olimpio: Would you like me to explain?

Comm. Gonzalez: I would like to see it in a report. If you can speak to that, it's fine. I just want to see what these numbers looked like last year.

Mr. Olimpio: In 2018-2019 we had 67 violence, 7 vandalism, and 12 weapons. The overall total was 86 that year. In 2019-2020 it inched up a little bit and went to 82 violence, vandalism stayed at the same level, weapons went down to 8, with a total of

97. In 2020-2021 we had COVID, so it was very limited on the numbers that were registered to the department. In 2021-2022 we went up to 127 for violence and there was a decrease this year down to 121. Vandalism also went down from 24 to 8 and weapons went 13 to 29. The reason for the increase in the weapons is now that we have implemented the metal detectors in all the schools, we're able to catch a lot more weapons that were sneaking in in the prior years.

Comm. Gonzalez: Thank you for that. That's what I was getting to. We need this information to identify the where and how. Where these incidents are happening is important because I recall one time you made a presentation saying that you were under 14 staff members. I need to understand are they in these facilities that you're missing counselors. Are we having a lot of activities in schools that don't have counselors within your department? That's why this information is important to break down as to geographical location and precise school so that we can compare what schools are doing well that don't have a high number as it relates to substance abuse and weapons, and what resources we have put in that school that the other schools do not have.

Mr. Olimpio: We can do that. That's not a problem. We can break it down by grade and school and different levels. We can have that report for you whenever you request.

Comm. Gonzalez: As soon as that's available, please send it to the Superintendent.

Comm. D. Martinez: Thank you for this presentation and keeping us up to date with the numbers. I agree with Comm. McCall, but I do see another side of the story. As someone who has worked in education and as a social worker, I know sometimes there are things we're not going to see at an administrative level or in the school. For example, she gave an example of the amount of vapes brought into the school. This might be an issue that you or other staff members are not aware of. We understand we need more staff to support what's going on. Vaping is a new phenomenon that's very common in our schools. We have to create innovative ways and educational programs to educate and support our students for why they should not be using vapes. This will lessen our numbers. It's a war that we have on our hands, especially in the urban districts and in a city where we have smoke shops on every corner and near our schools and how accessible it is. We can solve the problem within our district, but we have to look at the city and how we prevent more smoke shops being opened and eliminating them. This is a problem. In order to protect our children, we have to look at the environment. At the end of the day, our environment affects our students. I do appreciate and commend all the hard work that you do. It is not easy working in an environment like this given the circumstances that are presented to our staff and most importantly our children. We have to find ways to better support our children, so they don't have to be forced to use vapes to deal with any other issues that they're having.

Mr. Olimpio: Director Dalton and I have addressed that issue with the Paterson Police Department. We know there are a lot of smoke shops out there popping up like weeds. We understand that. Unfortunately, we don't have the arrest powers to do such investigations. We do share the information with the Paterson Police Department, especially the Juvenile Division. Hopefully they will take that under consideration. That's where we're at with the vapes. Also be aware that our metal detectors do pick up vapes when students come through them. It will increase. Will it be alarming? It may be, but it will give us an idea of how much is coming in and we can hopefully stop the situation from getting worse.

Comm. Redmon: Just to add to that, I know Paterson Public Schools last year won an award when we sued Juul, and we invested some of that money back into our schools. Some of the schools have that detection in the bathrooms and hallways. We are still talking about ways that we can get the word out to make sure students know what vaping looks like. We also charge the parents because vapes are not what you think they are. They can look like pens. They can look like USB devices. They can look like anything. You have to be aware when you purchase things online that they could be vape pens that kids are bringing to schools. I just saw one that looks like a highlighter. We have to make sure that we're diligent when we order stuff. We have to be diligent to check our students' bags before they come. We're not alarmed by the number of vape pens that we see because of the smoke shops and they're making it so available to our students. We're going to start working on that campaign. I know we have several shops across the street from our schools. That is an issue, especially at Eastside High School. There are three or four smoke shops on that one block alone. It's an overwhelming problem for this city.

Mr. Olimpio: Mr. Cozart is in the process of getting vape detectors installed in all the schools. He's working on that right now so hopefully that will be a big thing for us to be able to detect anybody smoking in the bathrooms. Due to privacy concerns, we just can't walk into a bathroom. By having the vape detectors that Mr. Cozart is working on, it will be a great asset to education in the City of Paterson.

Comm. Freeman: I'm looking at these numbers from 2022-2023. You said the students who are caught with a nicotine vape are forced to go through a drug test. I need to hear more about that.

Ms. Olson: No. In 2018-2019 we saw a big spike because we were testing all students with a nicotine vape pen. That has since changed. The policy now is if the student is caught with a nicotine vape pen, we also have to believe that they're under the influence of some intoxicating substance. Sometimes it is hard to identify so we involve the nurses to see if there is any increase of vital signs or other identifiable factors, such as glossy eyes or fever. We look at other things. We don't automatically just send them out for a drug test. We do keep it on file that they had a nicotine vape and the date, but it is separate from this report.

Comm. Freeman: So, it's not reported in the 55 vapes because it's nicotine.

Ms. Olson: Right.

Comm. Simmons: Why is it the assumption that they are on something else?

Mr. Olimpio: The vapes that are being manufactured now could contain flavored oils to smoke and they could be infused with THC that gets the student high. We have to make sure that we're able to tell whether the vapes we're confiscating contain nicotine or marijuana.

Comm. Simmons: But she said the determination is already made that it's nicotine. Why is the assumption made?

Ms. Olson: The assumption is made based on brands. Myself and the SAC department stay up-to-date on the current trends and what's available there. Like this THC highlighter, it is here. We haven't confiscated any, but it is a product that is available. These companies start making these products because of schools and parents. We're trying to keep up and they're one step ahead of us. Does that explain it?

Comm. Simmons: It's walking down a very tricky path. It's like me being pulled over and them assuming that... It's the same path to me.

Ms. Olson: I think that's why we decided to change our policy. In the past, everybody who had something we're assuming that you're under the influence. Now we understand the difference between THC-infused products and nicotine-based products. We know what we're looking for. Any staff member or principal can send me a photo of what they have confiscated so I can help them with the identification process, especially for the schools that need the extra support.

Comm. Freeman: When you confiscate the nicotine vape you said it goes on record. Does it go on record that they were sent out for a drug test? Or does it go on record that they just had a nicotine vape? Those two things, having a vape pen and being sent out under assumption, don't sit well with me. There are vapes that are nicotine and some that contain marijuana. You can tell the difference and you can tell if they've been altered. Maybe we can try to get some professional development in here to show them how it looks when a nicotine vape is altered and all the different types of vapes. There are marijuana distribution centers around here and it comes in everything. My whole problem is when a child has on their record that they were sent out for a drug test for a nicotine vape.

Ms. Olson: It's not on an official record. This is just something that's housed in the SAC department's records.

Comm. Castillo-Cruz: I just want to make sure I understood. The students are being sent out on the assumption of another substance. Is that because of the brand of vape pen being confiscated? Or on the assumption of the student acting differently?

Ms. Olson: It's on the assumption of the student acting differently. If they're in possession of a cannabis vape pen...

Comm. Castillo-Cruz: It has to be both having a vape pen and acting differently. I'm trying to figure out what the process is. For a student to be sent out for a drug test, what are the identifying things that we're looking for? What makes them a candidate?

Ms. Olson: I wonder if it would be helpful if I shared with Commissioners a copy of our substance abuse policy training presentation. It was just updated with more photos for all our staff. I'm going over it with our department on Wednesday before it's released districtwide, if you would like to see it as well. It shows identification steps that are followed and the whole process.

Comm. Redmon: Can we have that for the next regular meeting? I'm confused. I understand the HIB policies have changed. Listening back and forth to some of the Commissioner's concerns, I'm a little confused about what the new policies are. That should have been a presentation first and then the actual numbers so we can distinguish how you got the numbers.

Ms. Olson: I'd be happy to provide it for you.

Comm. McCall: I'm looking at the types of incidents that we have here, and I see assaults and fights. I just want to make sure that I'm understanding this report correctly. These numbers are out of the entire district.

Mr. Olimpio: That's correct.

Comm. McCall: For 2022-2023, we only had 29 fights throughout the entire district? The reason I'm saying it that way is because we get incident reports daily. I know I've counted more than 29 throughout the entire district last year and I only came in January. I just want to be really clear because I know these are the numbers that we put out and we're being looked upon for. If there's any money out there or anything like that, it's going to kill us. 29 fights in the entire district out of 50 plus schools just doesn't sound right and it doesn't feel right. I know I read over more than 29 incident reports that said fighting. I have a problem with this. Either the information is not getting to this level for reporting or we're just putting what we want to put. I'm not saying that towards you guys. I'm being very honest about how I feel. There's a problem with this report. I would be remiss if I sat here and took this report and said, "We're doing great. We only had 29 fights." This doesn't sound right, feel right, and it isn't right. Again, I'm not even going on exactly what the number is or should be. I'm going on what I received. I received several incident reports. I can see this coming out of one of our high schools, to be very honest. I'm not understanding where this is coming from and I'm going to need some clarity on how the data was collected and received. If they're not getting all the information and they're responsible for reporting, then we have a big problem here. I can't sit here in this seat and say okay and not say anything. I won't do that. I wasn't elected to do that, and I won't do that for our children as well. If we need help in our schools, how are we going to get it if we don't have the real numbers? That's just how I feel. I want to make sure that our kids are getting everything that they need, and they only can get it if we're giving real information. If the information is not getting to your department, that's a problem for me. That's all I have to say.

Comm. Simmons: When you send the information regarding the new policy for the substance abuse and when you make the determination it's nicotine and they still go to testing, can you break down what those factors are that make you send them to testing?

Ms. Olson: Yes, I can do that.

Comm. Redmon: I know you Commissioners are used to getting the incident reports. We haven't gotten them since July. The Superintendent will give you more incident reports because we haven't gotten them. I know we were getting them on a daily basis. Now we're going to be receiving them again.

Comm. Hodges: What happens to the reports? You keep the reports. Those aren't thrown away or discarded.

Dr. Newell: Since July we've had four or five and since school opening, we've had three. I will forward all of those to the Board.

Comm. Hodges: If you have that data, it's a simple matter of going back and looking at what you've received. You can pick out the fights and add it up. Those are the ones that are coming to you. You have one record and that should correlate to what their department is compiling, I would think.

Comm. Castillo-Cruz: From what I've seen with different activities throughout the district, there are different interpretations of what an incident is, what actually occurred, and all the information being sent to the district office. How many of them are actually being reported to the district? Maybe there's a push for principals to report lower numbers and to try to work with students. Is there any way we can support the schools

so the information they're providing is accurate and not just to keep the numbers regulated?

Ms. Nicole Payne: Good evening, community, Board members, Commissioners, Madam Superintendent and cabinet. I'm Nicole Payne, Director of Climate and Culture for the district, and I'll be presenting the Harassment, Intimidation, and Bullying data for January to June 2023. The Anti-Bullying Bill of Rights was created to develop, foster and maintain a positive school climate and culture. It's not just about collecting the data on HIB. It's about what do we do once we have the information. They talked about data. How do we use data to inform our practice? How do we use data to improve our climate within the school building? Just to give you a brief background on harassment, intimidation, and bullying. It can be any gesture, written or verbal. It can be a single incident or a series of incidents. It can take place at school, at any school-sponsored function, on the bus, or off school grounds. Anything that happens off school grounds that impacts the school becomes part of our responsibility to create a positive climate there. Any actual or perceived characteristics are listed there, including distinguishing characteristics. If you're a student who is a vegan or if you have lice and someone is teasing, you about it that is a distinguishing characteristic. Those are some of the measures that we look at when we're trying to define HIB. It has to be based on criteria above and also has to have one of the following – creates reasonable fear, physical or emotional harm to the student, student felt insulted or demeaned, or creates a hostile educational environment. We need one of those including the slide we saw previous to that. This gives you a little bit of clarification about what a gesture, act or communication is. We want to look at things that disrupt or interfere with the orderly operation of the school. The disruption only has to be for one student. It can be dramatic or subtle. Some of our students may not want to go to lunch or there's a change in their demeanor. They're fearful or have anxiety. It needs to be more than just a monetary annoyance. I also want to go further into distinguishing characteristics, and I think I shed some light on that prior to this slide. When we go through that and we list the distinguishing characteristics, we have to be clear on what that is specifically. We do this report twice a year like my colleagues have presented prior to me. We're just going to get into that data. We give a detailed report twice a year on all HIB investigations, the number of HIB incidents that are affirmed, whether they were found or unfounded, the trainings provided, the target population, and also the programs that we provided in the schools. It's a comprehensive report that not only canonizes the number of incidents, but also what are the types of things that we're doing in our school building to really promote a positive school climate and culture. For this half of the year 58% of the cases from January to June were founded and 42% were unfounded. As we look at these slides this shows the total numbers for the second half of the year. This is not the total, but the January through June numbers. This is Unit 1. Units 1 and 3 are very large so their numbers tend to go a little bit higher. As you can see, the difference between the founded and unfounded in this particular unit is about even. What happens a lot of times is that we like to err on the side of caution. If people feel that they're being bullied, we put it into the system and we continue an investigation. It doesn't mean that it always meets those criteria that were on the other slides, but it could indeed be a violation of the student code of conduct. It doesn't mean that it goes unanswered or unresolved. It just may not rise to the level of harassment, intimidation, and bullying. This is Unit 3. We can see the schools listed here. This is the two-year comparison of 2021-2022 for Unit 3. This is Unit 4, another smaller unit. This is Unit 5. We can see the numbers of founded and unfounded and what the totals answered were. What we're seeing here is also working with Ms. Olson, having the SEL intervention that's in the buildings, and having the anti-bullying specialists really addressing the needs of the parents and the students. That's why we have some changes in some of this data. I also wanted to show you what types of things the students are doing that are

considered harassment, intimidation, and bullying. For 2022-2023 most of them were verbal, physical or name-calling. When we look at the next slide, there's a two-year comparison. I do believe one of the reasons we do see the drop in numbers is because of the work that the schools have put forth with addressing those things. As we can see in the years before we had high incidents of name-calling, especially when we came back after the pandemic, demeaning, and teasing. As we can see, those numbers have significantly dropped. With data we always want to go a bit further and not just make quick assumptions. That is the charge of the schools and the school safety climate teams. This is just a graphic representation of those numbers. This is the type of things that were happening – assaults, kicking, and spreading rumors. We can see a decrease in those numbers across the board. In order to have a founded case of harassment, intimidation, and bullying, there has to be a motivation behind it, whether it's your appearance, gender, identity, race, or sexual orientation, if I think that you are a weaker individual or if I feel that I can overpower you. As we see, that seems to top the list. In what ways can we work with climate teams, guidance, and SACs to really see some of those numbers decrease as well as working with teachers. I like to compare two years. We see some drops from year to year. Training is defined as an instruction and/or practice activities specifically designed to prepare someone to implement a program. A program is defined as an event, plan or system. It's not just about the individual cases. What are we doing? How are we training our teachers? What types of programs are we providing for young people in our buildings so that we can improve the school climate and culture? This is just an example of some of the trainings that have been done. Restorative Practices are really great here. We're doing it across the district. The mindfulness training is very significant. We've seen an uptick in these services. It goes to what we talked about with the data. When we see it, we can say we need more training with bullying versus conflict and more Restorative Practices. That is why we have these wonderful trainings provided here on this list. We have such rich programming here in the district. Principals and school administrators are very creative, partnering with people in the community. That's really important as well because we need the community involved with us as well as the parents, teachers, students and staff. We see a lot of SEL programs. That's because we noticed that need when we came back from the pandemic. We really need to look at our social-emotional learning for our students as well as our parents and teachers. Last year at the end of the school year this Board charged me with having more student voice, creating a student video. Over the three months, I worked with students from Rosa Parks, John F. Kennedy, and Eastside High School. It was really quite the production. We came together and did a symposium with the students and people from the community that worked in film and television. We got a special feature on Channel 11 News. We were invited to the Newark International Film Festival. The students walked the red carpet. They were celebrated. We have here the video that the students from Rosa Parks, Eastside, and Kennedy created. They did a wonderful job. I'd like to give a shout-out to those teachers, Ms. Wilson, Petra Celli, Mr. Solis, Ms. Christmas, and Ms. Sosa at Eastside. They really came together and supported the effort. A shout-out to Principals Thompson and Osorio, as well as McCullum and Nieves! I want to publicly thank them for all their support when we were working through this project. What's wonderful is that the students from John F. Kennedy said they wanted to make a documentary about our process. The kids took it to the next level. I wanted to do it, but I thought it might be too much. They said they wanted to do this documentary. Coming out of that senior class from John F. Kennedy will be a documentary on the process that we took. We do a lot of great things with our kids here in Paterson. We really should highlight and celebrate that. I thank the Board for giving me the charge and what we have here is a good production. If you guys have a moment, I'd like to present the video.

(Video Presentation)

Ms. Payne: Comm. Gonzalez, you were asking what the difference is between the hitting and the physical. I think they may identify physical as any type of physical contact. It may not have been hitting or kicking. Maybe it was a push. Maybe the students actually had a fight. Maybe they tussled. Maybe somebody took someone's hat. I see what you're saying. What specifically would denote physical? That is an option in the Hibster platform.

Comm. Gonzalez: If there's a way to clarify that a little bit more for us. Even with verbal, there's also non-physical but also non-verbal. Someone is mocking someone in some way. If there's a way to clarify those things, I think it would be helpful because it almost looks duplicated.

Ms. Payne: I'll look at the physical ones and pull out some of the language. There are actual narratives that are written about what happened with the incident. I'll dig a little bit deeper and see of the physical ones what the language looks like behind that.

Comm. Redmon: The viewing audience is letting me know that they can't hear the presentations. Can you please work on the volume for our viewing audience?

Comm. McCall: My question is similar to Comm. Gonzalez. I see where it says physical, and I understand now what that could or could not mean. Would the hitting be considered fighting?

Ms. Payne: No, because it doesn't always result in a fight. I might have come up and just hit you, but you may not have responded back. A fight engages two people. An assault would be if we just all beat you up or if a person physically assaulted another student and the other student really didn't fight back. The fights are usually mutual.

Comm. McCall: In this reporting physical could be fighting.

Ms. Payne: Correct.

Benjamin Elijah Mays Lifetime Achievement Award

Dr. Newell: Good evening, everyone. I'd like to show a 4-minute video and then I have some remarks.

(Video Presentation)

Dr. Newell: The Board, the district administration, and the whole of Paterson's educational community would like to take a few minutes to congratulate a person that has been very familiar to us all for quite a while. Although 20 plus years will change a person's appearance, the fire and will of Commissioner Dr. Jonathan Hodges' commitment to serve the city's children has remained steadfast. Everyone knows this and so it should not be a surprise that his efforts have been recognized by the National School Boards Association. Recently notice was received that he will be the recipient of this year's Benjamin Elijah Mays Lifetime Achievement Award. The honor recognizes an individual who has demonstrated a long-standing commitment to the educational needs of urban school children through their service as a local School Board member. Obviously, this description fits him to a tee. It's thanks to his colleague, Comm. D. Martinez, that he was chosen because she nominated him for the prestigious award over the summer. We know that Dr. Hodges' passion and dedication deserve recognition, but this award is something special because of the person for whom it is

named. Let me tell you very briefly about Dr. Mays. Dr. Benjamin Elijah Mays joined the Atlanta Board of Education in 1969 and served as its President from 1970 to 1981. During his tenure on the Board, Dr. Mays worked tirelessly to provide equal educational opportunities for all children. He's remembered for his outstanding leadership and service as a scholar, teacher, minister, mentor, author, and Civil Rights activist. As many of this time, Mays was part of that first generation born to parents who were former slaves and carried the hopes and dreams of a freed people. He realized those aspirations through his pursuit of education. From his roots in Jim Crow South Carolina, he studied higher education first in Virginia and then in Maine for his bachelor's degree. He earned his Master's and Doctorate before becoming the Dean of Religious Studies at Howard University. He would return to the south to Morehouse College in Atlanta. It was there that Dr. Mays made his contribution to history as its leader for 27 years. Because of his speeches, spiritual mentorship of Dr. Martin Luther King, supervision of the desegregation of Atlanta's public schools as School Board President, and advising presidents, Dr. Mays' name imparts a great legacy of educational exceptionalism. Although Dr. Hodges hasn't advised US presidents – or maybe he has – or conferred with internationally sought spiritual leaders, or become the president of a prestigious college, we know of Dr. Hodges' dedicated efforts to Paterson's children. His belief in their ability to learn and lead has been a guiding light for others in his tenure on the Board. It started over 20 years ago when Dr. Hodges was a physician at St. Joseph's emergency room where he would occasionally meet children with significant educational challenges while treating them. Those children struggled with simple sentences and the ability to define what they wanted to do and to be in the future. The possibility of experiencing fatal violence in Paterson's streets and witnessing a lack of direction for their future compelled Dr. Hodges to further understand the causes, putting those children at risk. He would set aside time from his practice to visit schools and become a member of the School Management Teams. At that time, Paterson Public Schools was under state control, and he realized what management from afar could produce. He challenged the state-appointed district leadership, being one of two Board members who uncovered over \$50 million in missing funds and a deficient curriculum. These efforts resulted in an immediate change in district leadership. With that battle won, he next challenged the funding that was given to the school district and aided the Education Law Center in the battle to win Abbott funding in order to fix schools and improve students' educational experiences. He has participated in many protests and made numerous visits to Trenton to argue before the legislature, all while supporting the Education Law Center in their court battles. His zeal for improving Paterson's educational efforts continues unabated to this day as his colleagues, past and present, will surely attest. He has not stopped, nor does he show any sign of stopping. He is a force for Paterson's future and that is why he has earned this prestigious award named after an educator that did not know how to stop either. Benjamin Elijah Mays said, "It must be borne in the mind that the tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is a sin." On more than one occasion Dr. Hodges expressed the same sentiments, citing occasions where adults were not hopeful for our children's ability to exceed. He has put great efforts against such attitudes, convinced in the greater abilities that Paterson students can unlock within themselves if they're given a chance, the guidance, and the proper tools. There are those that will argue for or against destiny, that we have a set future or that we master our own course. For Dr. Hodges, it can be argued either way that he should get this award, whether by celestial reckoning or through his heart's own determination, the Benjamin Elijah Mays Lifetime Achievement Award is properly bestowed upon him. Thank you, Commissioner Dr. Hodges, for all that you

have done and will continue to do for the children of Paterson, and congratulations on your recognition by the National School Boards Association.

Comm. Hodges: That was very well said. I can't duplicate that. I wasn't the son of a sharecropper, but I was a second-class citizen in the country of my birth. I was not allowed to go to the same schools that the majority of students attended. My mother used illegal addresses to put me in the schools in those communities so that I could get the education that was given to other kids who didn't look like me. When I came to Paterson, I couldn't forget that history. I've been thrown out of a lot of schools in elementary school. Not because of my behavior, but because of the color of my skin. I've gotten to understand what is available and what is possible educationally for your children and what you're not getting here in the City of Paterson. That is why I've been here 20 years or so, trying to make sure that those doors are open for your children, that you don't have to use false addresses to educate your children, and that your kids don't end up on a gurney with a bullet hole in them like I have seen. I don't have to watch the lights go out of their eyes, as so many have before. This award is just a down payment on the job that has yet to be completed, the one that's before all of us. We have so much left to do for the children of Paterson. I thank you for participating in this discussion and for rolling up your arms to help get started on that path that yet remains. Thank you very much.

MOTION TO CONDUCT HEARING BEFORE THE BOARD OF EDUCATION FOR SLADE ELEVATOR, INC. AND VANWELL ELECTRONICS ON DISQUALIFICATION OF CONTRACTS

It was moved by Comm. Hodges, seconded by Comm. Gonzalez that the Board conducts a hearing before the Board of Education for Slade Elevator, Inc. and Vanwell Electronics on disqualification of contracts. On roll call all members voted in the affirmative. The motion carried.

Mr. Zaydel: The representative from Slade Elevator is now invited to speak for five minutes to show good cause why they should not be disqualified from bidding for a period not to exceed five years.

Slade Elevator Representative: Good evening. I represent Slade Elevator. We were awarded the contract that came out for bid on June 2, 2021. Our contract didn't start until the following September. Unfortunately, between those two dates COVID affected our staff. We had a number of technicians that were out sick and some of them still are. We had the resignation of our chief executive in mid-August. We had our operations manager resign just before the contract started. We were going through a software update. Combining all those things it affected our ability to service, not only the Paterson Public Schools, but a number of other customers. Unfortunately, it cost us some customers. It just happened and there was nothing we could do to prevent it. I'd like to appeal to the Board to consider this in their decision not to disqualify us from bidding on future contracts. Does anyone have any questions?

Comm. Redmon: Any questions?

Comm. Gonzalez: I would like to know the record and history of this contract prior to the initial bidding in 2021. Is there a history in the district with this vendor?

Comm. Redmon: Are you asking the question directly to the Superintendent?

Comm. Gonzalez: Boris, would you be able to...?

Mr. Zaydel: The history is described in the resolution. There was a letter of termination sent and a request to cure and performance did not improve after that. In 2021 the district terminated a previous contract due to repeated non-performance and there was persistent unresponsiveness to maintenance repair calls. Over the last year the district again tried to obtain final invoices and experienced similar unresponsiveness.

Comm. Redmon: It looks like you guys went out to disqualify this contract. Did we do another open bid process on this contract?

Mr. Zaydel: We did not. The replacement contract is being awarded through a co-op.

Comm. Redmon: What is the score of the co-op?

Mr. Zaydel: It was not scored from a co-op. You just select vendors from a list that's been pre-approved by the co-op.

Comm. Redmon: The co-op selected a company. Do we have a record of the company that will be awarded the contract?

Mr. Zaydel: We do. We may need Neil Mapp to advise on that.

Comm. Redmon: Can you please have Mr. Mapp come?

Mr. Neil Mapp: Good afternoon.

Comm. Redmon: Good evening, Mr. Mapp. I'm trying to understand why he's asking for a public hearing so we can get a little background of what is going on.

Mr. Mapp: As Boris said, on numerous occasions we've requested service. In the district we have not only students with disabilities, but teachers and professionals who need accommodations for elevators due to handicap issues. We've been going for months now without those services. A number of our elevators are down. On repeated occasions we've requested service and have not been able to get those types of services on an emergent basis. We've gone to a co-op, which we do with a multiple other services, to get that immediate service and relief to get our elevators back online.

Comm. Redmon: Through the co-op is the company already awarded the contract?

Mr. Mapp: There's no award of a contract. We've requested service through that co-op and the agreements. We write a purchase order for service, and they perform the work.

Comm. Redmon: We already have someone performing the duties that were requested?

Mr. Mapp: They've just received the purchase order last week and they haven't begun the work yet.

Comm. Redmon: Any additional questions? Do you have any other evidence or anything else you would like to present to the Board?

Slade Elevator Representative: What I'm telling you is the truth. All I can say is we've been in business 100 years. Slade Elevator has been servicing the New York/New Jersey Metropolitan Area for 100 years with quality elevator service. We have Paterson

Housing under contract. We've been with them for at least 10 years. We have the Paterson Parking Authority under contract. We have been with them for about a year and a half. We have a lot of other private concerns under contract in Paterson and the surrounding area. This was just a tsunami of four things that happened. It really hurt us as a company, and it hurt our image in the industry. We're trying to resurrect that.

Comm. Freeman: Sir, I hear you well. Do you have the manpower to service all these sites?

Slade Elevator Representative: Yes. We can service Paterson now. We have straightened out our software. We have new leadership in the company. We just picked up Jersey City Public Schools for 44 elevators. We're part of the New Jersey statewide contract. We've been approved by the state for many years.

Comm. Redmon: Do we have any additional questions?

Mr. Zaydel: The representative from Vanwell Electronics did not respond. They are not here.

It was moved by Comm. Hodges, seconded by Comm. McCall to close the hearing before the Board of Education for Slade Elevator, Inc. and Vanwell Electronics on disqualification of contracts. On roll call all members voted in the affirmative. The motion carried.

REPORT OF THE SUPERINTENDENT

Dr. Newell: Very briefly, I will talk about the Superintendent's Institute that we had from August 22-24. We also had three days where we did professional development for our principals, vice principals, and instructional leaders. We also had our community forum regarding School No. 3. We were able to also greet our new teacher hires along with President Redmon and Vice President D. Martinez. I wanted to say thank you to Marcus and Millichap for their book bag donation, which we were able to provide to School No. 18. We had opening day on Thursday, and I can say thank you to the leadership team, our principals, staff, and parents for a very successful opening day. We do have some issues that we need to sort out, but I'm also very grateful for all the assistance and support from the Board Commissioners. I will have a more complete report during our next Board meeting. Thank you, President.

REPORT OF THE PRESIDENT

Comm. Redmon: The Superintendent mentioned that myself and Vice President Dania Martinez spoke at the Principal's Institute. We also welcomed 141 new teachers into the district. I also had the pleasure of meeting the freshman class at Rosa Parks High School this year. I want to thank my Commissioners who were able to go to opening day to welcome our students back. We're going to be travelling to this conference where Dr. Hodges is the recipient of an award. A couple of our Board members will be travelling to Chicago Wednesday through Saturday. This is a perfect opportunity for us to network with other national school boards, especially in urban districts. We don't always get a chance to hear the issues that other districts are going through. I think this is a positive thing that we're going to be travelling. Please wish us safe journeys on our travels. We will make sure to bring back the information we have learned. We would like to say congratulations to Dr. Hodges on his lifetime achievement award. Thank you, Comm. D. Martinez, for your nomination. I know we also had another nomination on this Board, which was Comm. Simmons for that same award. This Board is doing a

lot of positive things. We don't always publicize it, but we would like to thank everyone who attends our meetings and sees the positive work that we're doing. Thank you.

PUBLIC COMMENTS

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

Mr. David Thompson: Board of Education, Board President, and Board Commissioners, I'm going to back up these comments that were made this evening by this Board. I think it's a great group of minds, passion, and compassion. Dr. Hodges, you are here as long as I've been here. I want to personally express my congratulatory extension for your award that you received. On behalf of Comm. D. Martinez, great job! Just from the two Board meetings that I have attended here since we started the new school year, there's outstanding interaction and topics that truly need to be hit on. I'm here to bring up some stuff. Halls That Inspire are into our second year of a contract here with the public schools, but I want to fill you in on a project that we are putting together. We have already received our invite to the Maryland Governor's Office in November. We're putting together a project. I want to thank the Superintendent for allowing us some time we spent with her this past month, giving her our vision of what we're planning on doing here in the district. We hope she will join with us in terms of spreading her vision throughout the district as well. This vision that we came up with is for the governors. We host 10 governors in this country, and we decided to go to Maryland first. It's the only African American that has governorship, Governor Westmore. This is also the birthplace and home of Halls That Inspire. It's where our original registration is. We want to expand our reach in terms of the arts and the impact that it's having on communities and youth. We want to come in through the Governor's Office of 10 selected governors. I had this broad idea of doing all 50, but that will never happen. I figured 10 was a great number to leave a print. The idea is to go in and find out what this governor's passion and what charitable organization he's behind that provides a service to his inner-city youth. We got a great response back from his executive administrator and his state council on the arts. We're looking to put together a team to take with us to Maryland to see if we can garner this building that provides a multitude of services in the City of Baltimore. I'm here to see if it's possible to pinpoint a Board member to attend this meeting with us. It will be a trip down and back. We will get the person in the loop. We are representing the City of Paterson as well as Paterson Public Schools on this trip. That's just one of the things we're doing there. We are also looking to wrap up the rest of the schools in this district as well over the next few years. We will be putting forth a video presentation along with a proposal with those schools on board within the next month or so. With that said, I'd like to bow out. Somebody can get back to me on taking one of you guys with us down to Maryland. Thank you.

Comm. Redmon: What are the dates?

Mr. Thompson: November 20. That's the date we've been asked to come down. It's about a two-hour session. They're going to have us out for lunch and then we're going to tour the building that's been pinpointed. We'd like to do a small presentation here on that project as well to get everybody informed. We are representing the district and the city as a whole.

Ms. Greta Mills: Hello everyone. My name is Greta Mills. I'm a Paterson resident and teacher in Paterson Public Schools. Congratulations, Dr. Hodges. You do ask some very good questions and you are passionate. Comm. Freeman and Comm. McCall, I'm

loving the questions that you are coming up with when people are presenting. I'm at School No. 10 now. I'm happy to be there. Ms. Vaughn is a wonderful person. I worked with her at School No. 26. But I am not happy with the condition of the classroom and some of the other classrooms that I've seen. I have pictures of the classroom. We are unable to use the closet. Myself and other students can trip over the book bags and coats because they aren't able to use the closet. The wood is rotted out. There are holes in the walls. There are holes in the floor. I'm trying to understand the whole process. The blackboard is a hot mess. There's a big hole in another blackboard. I have spoken to Ms. Vaughn and shared the pictures. The chief said he put the work order for it to be done. I don't know why it's not done and why the kids have to come in to see that. We talk about them having such nice buildings and then we leave out other schools that need a lot of assistance because they're old. I used to attend School No. 10. I graduated from there in eighth grade. It needs a lot of work. To see rotted floors and the fact that the kids cannot use the closet to put their book bags and coats is not a good thing. The blackboard is not a good thing. If anybody wants to email me and ask for the pictures, I will happily send them for my room and the other rooms I have seen that need work. Please address this issue because it's something that the kids and I should not see. Thank you.

Ms. Mary Overbay: Good evening. My name is Mary Overbay. I'm coming here for the issue of the removal of Zatiti Moody from AMT to Kennedy. Thank you, Comm. Freeman, for being the only one who emailed me back about my concern. I'm a Great Falls Academy graduate. That man was the only person who mentored and guided the children who were misled and sent to an alternative school. You say you care about the youth of Paterson. What about the ones who lost their way? That man is the one who guides these people along with Mr. Humphrey. For some reason, you found it in your best interest to move him to Kennedy and left the kids who are not guided in the proper manner by themselves. Mr. Moody has been an idol from the time I was 15 and I'm 33. He's given back to this community in multiple ways along with his father. I guess Kennedy needs to be guided too, but the children in AMT need him more than they do. I guess you needed a principal, but you went about it the wrong way, through a text message while a man is on vacation to tell him he's being moved to Kennedy. That's not right. I'm here on his behalf and as a Great Falls student. At the end of the day, Paterson is full of misled children and that is their safe haven. You took the only person who gives a crap about them. He's the Joe Clark of AMT. I'm asking that you return him where he belongs. Thank you.

Ms. Kyranisha Williams-Ford: Hello everybody. My name is Kyranisha Williams-Ford. I've been coming to this Board for several months now regarding her progress and related services. Things are being forced on her report card stating that she knows how to read, and she does not know how to read because she is communication impaired. It was brought to my attention that that email went out, but I didn't receive it. I'm going to respond to the email because I want to know what's going on in that matter. It should not have taken this long. If it was being investigated, it should have been handled. You shouldn't have to keep coming to these Board members all the time. My emails are my paper trail. Don't take offense when I send an email out regarding my daughter's matter. My voice is my daughter's voice. I'm going to keep coming to this podium until, not just my daughter, but all children in special education get what they need. I know special education received grants and funding. Why is their playground not done? My daughter was hurt in that Dale Avenue playground. That's why it's torn down, because of my daughter. That playground just got pavement last week. What happened to the playground? They had all summer, and that playground is still not done. This upsets me when I have to come down here to the district to ask questions. I notice that School No. 3 is at Dale Avenue now. Contractors went there for \$20 million to fix a roof. Do

you send out vendors to see if you can get it cheaper than \$20 million? I'm trying to understand why a roof costs \$20 million. I would like to have these questions answered because this is unacceptable. If special education grant funds are not being used, does that money get carried over or do you use it elsewhere? This is your governor's budget. I went on the internet for special education budgets. When a child leaves this district, doesn't that money go with them? Are you afraid that if I take my daughter out of the district, her \$60 million are going to go with her? To me, there's some corrupt stuff going on with this matter. When I ask my daughter's teacher about a book, they tell me that special education doesn't have any money. Then I go into the first day of school and a little baby comes out of the bathroom with no paper towel and she asks the teacher, "Did you eat the paper towels?" Where are the paper towels? My daughter got a book. What about the rest of the kids? This is for everybody in special education. Thank you and have a wonderful day.

Ms. Rosie Grant: Good evening, Madam President, Commissioners, Madam Superintendent, staff, and community. First, congratulations to Dr. Hodges on the well-deserved honor of his award received tonight. Thank you for your service. I want to ask the Board to please support the Superintendent. We lost a highly skilled candidate because the Board took too long to decide. I researched the salary range for school executive directors in New Jersey. According to New Jersey School Boards Association, the minimum is \$134,000, midpoint is \$167,000 and maximum is \$201,000. The proposed appointee was \$150,000, which is below average. Keep in mind that we're the third largest district with 30,000 students and 3,000 employees. Her success is our success and her failure, if we don't give her what she needs, is also our failure and our kids are the ones who suffer. Thank you to the administration for soothing the way for School No. 3 children, family, and staff. That building was supposed to be demolished in 2005. We identified it. I want to appeal to you Paterson leaders not to spend a single dime of our operating funds on that building because the court says the State of New Jersey is responsible for facilities in Paterson. We have 17 buildings like it. If we start now with \$20 million on this one, what happens next? Please come with us to the Schools Development Authority meeting on October 4. Even if you can't speak, presence is necessary. I say that to the Board and the community. Finally, thank you for the detailed reasons for the executive session. This ensures that we stay within the law. However, my understanding is that it should say specifically what item is being discussed, not list them all. We are getting better, and I thank you for that.

Ms. Cameo Black: Good evening. This excludes Comm. Freeman, Comm. McCall, and the new Superintendent. The rest of you, you are doing a sorry job. I don't even know if you are aware of how many parents are looking to remove their kids from school to do home schooling. This question is for you, Nakima. You said you are taking a trip. Who's paying for the trip?

Comm. Redmon: The Commissioners have their own budget for professional development travel.

Ms. Black: I was waiting for you to say that. It's amazing to me you have money to always travel. Do you understand these kids are in distress? They're not learning anything. How often do you go to the schools? Not the first day of school and when you're running for election and want our votes. How often do you introduce yourselves to the school? My daughter is a senior and she doesn't know any of you. My son is in the sixth grade, and he doesn't know any of you. The only people that my kids know are Ms. Cicely Warren, Joanna, and Mr. Cozart. None of them sit on the Board. It's disgusting, a disgrace. You are making the Board look bad and it's getting out of control. The ones who are running, good luck because you won't have my vote at all.

It's time for you to get up out of here. You're always saying it's about the kids. You don't love the kids at all. You use the kids like pawns. Like the lady just said with special education, you're all sitting up there looking crazy. You need to get it together. These kids are losing out. They're dumb. They don't know anything. If they're not getting taught at home, these teachers that are getting paid and it doesn't make any sense. I'm going to continue to keep coming and there are going to be more parents coming. They're going to back me 100% because it's time for you all to get the hell out of those chairs. All you do is waste the money and I'm sick of you all. Have a good day.

Ms. Marcella Simadiris: Praise the Lord, everyone. Congratulations, Dr. Hodges. Welcome, Superintendent Newell. I hope it's not too much already. I'm very saddened to hear that they're giving you a hard time and you didn't get your pick. I know how important it is to have somebody who you can trust. It's very disheartening knowing that Ms. Shafer didn't get any problems when she and her partner got all that money for sick days. I didn't get a chance to look through the agenda completely. I'm wondering if we're working on high-impact tutoring and the application for that grant because I know it's due on the 20th. I wanted to speak about comprehensive equity plans. I've been doing a lot of research on them and used the school district of Paterson as an example of a poor-quality approach to comprehensive equity plans under the leadership of Ms. Shafer. I would love so much, Dr. Newell, to try to come together and come up with an approach to comprehensive equity plans. I know in February you all spoke about equity-focused professional learning communities. I really would love to know what schools have those and the disproportionality audits. These are the things we should be focusing on in our comprehensive equity plans, as opposed to testing. I know that we need to raise the test scores, but when we worry so much about that we compromise the children's well-being. We prioritize the achievement before the well-being and that has an impact on the harassment and intimidation that goes on. When we're looking at all the things listed in the instruction and program section of this agenda, what schools are getting these? I'm looking at the partnerships and I'm seeing community schools. I'm not sure exactly why Dr. Frank Napier School is not included. I'm concerned about that. I will be going home and doing research. I also want to know if you are still invested in Ms. Shafer's instructional model. She says it's from the state, but she was the head, and we did not have to listen to that. That instructional model is age-inappropriate and causes a lot of disarray, especially in your comprehensive schools. If you don't mind at some point letting us know the position, you have on that instructional model. Thank you.

Ms. Williams-Ford: These compensatory education services and speech services expired on September 1, 2023. Am I correct? When I went online, I just found this out. Why weren't parents notified about this? It's I&P-2. I just found this out this weekend. The cutoff date was September 1, 2023, but here it says September 7, 2023, to June 30, 2024.

Comm. Redmon: I'll close public portion and you'll get your answer.

Ms. Williams-Ford: Thank you. I appreciate it.

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

Ms. Joanna Tsimpedes: The resolution that is being referenced is not for Paterson Public Schools. There are four schools listed on there that are non-public. Dawn

Treader and three others are listed there. They're not services that are done in-house for Paterson Public School students.

EXECUTIVE SESSION

It was moved by Comm. Hodges, seconded by Comm. Simmons 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 8:20 p.m.

It was moved by Comm. M. Martinez, seconded by Comm. D. Martinez that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

The Board reconvened the meeting at 9:42 p.m.

Comm. Redmon: For the viewing public, any questions will be addressed by the Superintendent's cabinet at a later date.

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 September 11, 2023, beginning with check number 238721 and ending with check number 238905, along with direct deposit number beginning with 1770 and ending with 1793, in the amount of \$20,465,240.22, and wires in the amount of \$11,285,866.71, for a total of \$31,751,106.93;

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.

It was moved by Comm. Castillo-Cruz, seconded by Comm. McCall that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. 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

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
Dr. Jonathan Hodges	NSBA 2023 CUBE Annual Conference	September 14-16, 2023	\$429.50 (meals, transportation)
Board Member	Chicago, IL		
Michele Borak	Infinite Campus – Custom Computers	October 3, 4, 5, 10 & 11, 2023	\$900.00 (registration)
Supervisor of MIS	Virtual		
Elizabeth Gonzalez-Flores	Infinite Campus – Custom Computers	October 3, 4, 5, 10 & 11, 2023	\$900.00 (registration)
Supervisor of MIS	Virtual		
Bridget Naveira	NJPSA Fall Conference	October 11-13, 2023	\$475.00 (registration)
Principal/New Roberto Clemente	Atlantic City, NJ		
Dr. Michael D. DuBose	New Jersey School Counselor Association	October 12-13, 2023	\$123.63 (registration, transportation)
Supervisor of Guidance & Counseling	Edison, NJ		
Veronica Moran	Association of Mathematics Teachers of New Jersey Fall 2023 Conference	October 20, 2023	\$215.00 (registration)
Supervisor of Mathematics	Lincroft, NJ		
Rosemarie Chromey	Association of Mathematics Teachers of New Jersey Fall 2023 Conference	October 20, 2023	\$215.00 (registration)
Supervisor of Mathematics	Lincroft, NJ		
Diane Slopey	Association of Mathematics Teachers of New Jersey Fall 2023 Conference	October 20, 2023	\$215.00 (registration)
Supervisor of Mathematics	Lincroft, NJ		
Michelle Van Hoven	Making the Invisible Visible, 2023 AENJ Fall Conference/Art Educators of NJ	October 30-31, 2023	\$150.00 (registration)
Supervisor of Fine & Performing Arts	New Brunswick, NJ		
Dr. Michael D. DuBose	NJ State Bar Association: Restorative Justice in Schools	November 1, 2023	\$19.13 (transportation)

Supervisor of Guidance & Counseling	New Brunswick, NJ		
Valerie Freeman	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$4,925.00 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Eddie Gonzalez	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$5,223.00 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Manuel Martinez	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$4,889.00 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Della McCall	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$4,927.00 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Nakima Redmon	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$4,927.00 (registration, transportation, lodging, meals)
Board President	New Orleans, LA		
Kenneth L. Simmons	NABSE 51 st Annual Conference	November 29-December 3, 2023	\$5,147.00 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		
Jorge V. Osoria	Future of Technology in Education Conference	January 23-26, 2024 Travel Date: January 22, 2024)	\$2,904.00 (registration, transportation, lodging, meals)
Principal/John F. Kennedy High School	Orlando, FL		

***FOR RATIFICATION**

Total Number of Conferences: 17

Total Cost: \$36,584.26

It was moved by Comm. Hodges, seconded by Comm. D. Martinez that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. M. Martinez and Comm. Simmons who abstained. 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

Resolution No. 3

WHEREAS, The NJDOE supports local education agencies (LEAS) efforts as they respond to students' increased academic needs and the necessity to accelerate learning by proposing a state-supported tutoring initiative. This has become a priority strategy as high-impact tutoring is an effective, research-based method LEAS can use to optimize learning acceleration.

WHEREAS, the initiative will provide targeted funding to districts for high-dosage, intensive tutoring. This project optimizes funding for Paterson Public Schools in the amount not to exceed \$768,000 to provide targeted tutoring through identified vendors or organizations in addition to schools and districts that meet established, research-based criteria.

WHEREAS, the goal of this grant opportunity is to prioritize high-impact tutoring interventions for students who have been disproportionately affected by the pandemic. This opportunity prioritizes districts with elementary schools and their students in grades

three (3) and four (4) but will allow LEAS awarded the grant to serve additional students as needed.

NOW THEREFORE, BE IT RESOLVED, the Paterson Board of Education approves that the district applies for the single-year New Jersey Learning Acceleration Program: High-Impact Tutoring grant program which begins October 11, 2023 and closes on August 31, 2024.

It was moved by Comm. Castillo-Cruz, seconded by Comm. Simmons that Resolution No. 3 be adopted.

Comm. McCall: I would like to have a report on the success of this program. I would like to receive a report at the end of this school year on the success of the tutoring and the schools that are receiving this service.

Comm. Hodges: Are you going to be using the vendors or our staff?

Dr. Newell: This is an application for the grant.

Comm. Hodges: The grant includes a choice between vendors or your staff to provide the tutoring. What will be included in your application, vendors or staff?

Ms. Tsimpedes: It has to go first to our staff. We're looking to create an in-district program based on the funding that's available specific only to those grades as per the requirements from the NGO.

Comm. Hodges: What will you use to test whether the program was effective?

Ms. Tsimpedes: This is the application to apply. We're working on it now. It's supposed to be submitted by September 20. We have to include in the application what are the measurements and how we're going to progress monitor to ensure that students are on par, and it is growing. Once we have it, I can provide you the details. We have to get prices. We have to see how many staff members. This high-impact tutoring grant is very specific. We have to ensure that we're looking at data to determine the students who fit these criteria. We're looking at scores that we have from NJSLA as well as running records. Our goal is to get students reading on grade level or at least increase their proficiency levels.

Comm. Hodges: I'm going to go ahead and vote for this, but I'm going to have a lot of questions about how this proceeds forward. I will list them. My approach to how we test our students currently will impact how we determine how successful the program is because you have to test it. I need to know how you're testing it to make sure there are significant steps moving forward and what that measurement is going to be. I'll send a list of questions to Cheryl.

Comm. Redmon: Any other questions or discussion?

On roll call all members voted in the affirmative. 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

Resolution No. 4

Whereas, Goal Area #3: Communications & Connections Objective 2 calls for partnering with faith-based organizations to increase parental engagement to fulfill the districts mission and vision which include providing a safe and nurturing educational environment by meeting the social, emotional and academic needs of our students;

Whereas, KiDs Beach Club is a national non-denominational faith-based organization that engages the local faith based community to provide volunteers to conduct weekly after school Bible-based character programs that create a safe and nurturing environment designed to meet social and emotional needs of students in grades 3-6.

Whereas, KiDs Beach Club has mobilized more than 23,000 volunteers to serve at public schools across the United States;

Whereas, Goal Area #3: Communications & Connections Objective 3 calls for increased partnerships to provide for before and after school childcare resources to K-8 students;

Whereas, the KiDs Beach Club program provides a one-hour per week childcare opportunity utilizing screened, trained, and background checked volunteers at no cost to parents.

Whereas, Goal Area #4: Social-Emotional Learning seeks to build the capacity of all stakeholders to address the social and emotional needs of students through instruction and support services and Objective 3 calls for curriculum that empowers students by increasing their self-esteem, confidence, and character development;

Whereas, KiDs Beach Club's after-school program addresses social-emotional needs through its character-based curriculum, team building activities, and mentoring;

Whereas, a national study of KiDs Beach Club parents showed the program to be a positive influence in their children's lives that nurtures healthy relationships and builds character using fun-filled activities;

Whereas, KiDs Beach Club was established as a non-profit 501(c)3 organization in January 2006. KBC has operated in 96 public school districts in 12 different states across the United States and provided services to more than 111,000 students all at no cost to students or districts and would provide its services to Paterson Public Schools at no cost to students or the district.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves KiDs Beach Club to continue to operate its free afterschool program at Patterson Public Schools.

It was moved by Comm. Freeman, seconded by Comm. Simmons that Resolution No. 4 be adopted.

Comm. Hodges: This is a Bible-based character program. I just have some concerns about whether or not there have been any complaints from any non-Christian...

Comm. Redmon: Who are you asking the question to?

Comm. Hodges: The person who posed the program. Have there been any religious concerns in the past?

Mr. Zaydel: The principal checked in with us before submitting this action to make sure that it was all in compliance with state and federal laws and we advised that it was. We are not aware of any complaints that have been received about this club or the content taught.

Comm. Hodges: Thank you.

On roll call all members voted in the affirmative. 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

Resolution No. 5

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 September 11, 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

A1. Action is requested to reclassify **PC# 2074** from Teacher of Science to Teacher of Chemistry. Teacher retired holding old state certificate which is no longer available.

A2. Action is requested to:

Create a sub PC# for student **AMC 5241596** at MLK – **PC# 10808**

Create a sub PC# for student **TD 5231494** at PS# 1 - **PC# 10809**

Transfer **PC# 10792** from PS# 3 to PS# 28 for student **AGF 5243231**

Transfer **PC# 10175** from PS# 6 to PS# 20 for student **KT 5234326**

As per IEP compliance.

A3. Action is requested to transfer vacant positions from location 307-JFK due to enrollment to 653- Academic Services and Special Programs or to 655-Special Education Services. These positions will be utilized at a later time based on the needs of other schools. Please see attached list.

PC	TITLE	FROM JFK – LOCATION 307 MOVE TO:
83	Teacher Military Science	653 Academic Services and Special Programs
2336	Teacher of Science	653 Academic Services and Special Programs
1626	Teacher of Science	653 Academic Services and Special Programs
874	Teacher of Social Studies	653 Academic Services and Special Programs
819	Teacher of Special Ed.	655 Special Education Services
2946	Teacher Math	653 Academic Services and Special Programs
992	Teacher Math	653 Academic Services and Special Programs

A4. Action to reclassify **PC# 1110** Teacher of Special Education to Teacher of Culinary Arts. In the event position is no longer needed the Position Control Number will return to the Special Education Department.

A5. Action is requested to transfer **Diana Slopey** from Supervisor of Math Instruction (**PC# 5141**) to Supervisor of Mathematics (**PC# 5309**). No change in salary.

A6. Action to transfer **PC# 2261** from 655 Special Services as a Teacher Sped. SLD to School # 7 as a Teacher Coordinator.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A7. Action is requested to transfer **Sub PC# 10261** to School # 27. For 504 student **K.J., ID# 5231757** student transferred to School #27 and Personal Aide should follow to new school. Effective immediately. Required by code: Section 504 of the Rehabilitation Act of 1973.

A8. Action to reclassify **PC# 899** from Teacher Grade 6-8 Math Bilingual at NRC to Teacher Grade 6-8 Math at NRC. Temporary change pending **J. Morrobel** obtaining bilingual certification.

A9. Action to reclass **PC# 2457** from Teacher of Resource to Senior Specialist location 865. Position is needed to support high schools for chronic absenteeism.

A10. Action is requested to deactivate positions on the attached list which are no longer funded through the ESSER grant for the 2023-2024 school year.

ACCOUNT#	PC#	TITLE	EMPLOYEE ASSIGNED	F.T.E.	SALARY	LOCATION
204871001016530001655001	6838	TEACHER SPECIAL ED LLD	-NO EMPLOYEE ASSIGNED	1	65,000.00	301 JOSEPH A TAUB SCHOOL
204871001016530001655001	6841	TEACHER SPECIAL ED AUTISM	-NO EMPLOYEE ASSIGNED	1	67,455.00	002 SCHOOL # 2
204871001016530001655001	6843	TEACHER SPECIAL ED AUTISM	-NO EMPLOYEE ASSIGNED	1	65,000.00	002 SCHOOL # 2
204871001016530001655001	6844	TEACHER SPECIAL ED AUTISM	-NO EMPLOYEE ASSIGNED	1	65,000.00	002 SCHOOL # 2
204871001016530001655001	6845	TEACHER SPECIAL ED LLD	-NO EMPLOYEE ASSIGNED	1	65,000.00	036 ALEXANDER HAMILTON ACADEMY
204871001016530001655001	6846	TEACHER SPECIAL ED SLD	-NO EMPLOYEE ASSIGNED	1	65,000.00	655 SPECIAL EDUCATION SERVICES
204871001016530001655001	6848	TEACHER SPECIAL ED AUTISM	-NO EMPLOYEE ASSIGNED	1	65,000.00	041 DALE AVE SCHOOL
204871001016530001655001	6850	TEACHER SPECIAL ED AUTISM	-NO EMPLOYEE ASSIGNED	1	65,000.00	041 DALE AVE SCHOOL
204871001066530001655001	6853	INSTRUCTIONAL AIDE SPECIAL ED/AUTISM	-NO EMPLOYEE ASSIGNED	1	37,500.00	041 DALE AVE SCHOOL
204872001006530001656001	6871	TEACHER NURSE	-NO EMPLOYEE ASSIGNED	1	100,000.00	670 NURSING

		– ATHLETIC	ASSIGNED			SERVICES
204872001006530001656001	6872	TEACHER NURSE – ATHLETIC	-NO EMPLOYEE ASSIGNED	1	100,000.00	670 NURSING SERVICES
204871001016530001655001	6886	TEACHER MATH	-NO EMPLOYEE ASSIGNED	1	65,000.00	307 KENNEDY HIGH SCHIIK
204872001006530001656001	6891	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.34	22,100.00	006 SCHOOL #6/APA
204872001006530001656001	6891	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.33	21,450.00	008 SCHOOL #8
204872001006530001656001	6891	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.33	21,450.00	313 DR. HANI AWADALLAH SCHOOL
204872001006530001656001	6892	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.33	21,450.00	020 SCHOOL #20
204872001006530001656001	6892	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.33	21,450.00	302 SINGLE GENDER ACADEMY
204872001006530001656001	6892	TEACHER SAC	-NO EMPLOYEE ASSIGNED	0.34	22,100.00	313 DR. HANI AWADALLAH SCHOOL
204881001016530001650001	6900	TEACHER SEL INTERVENTIONIST	-NO EMPLOYEE ASSIGNED	1	66,635.00	650 ACADEMIC SERVICES AND SPECIAL PROG
204881001016530001650001	6902	STUDENT ASSISTANCE COORDINATOR	-NO EMPLOYEE ASSIGNED	1	66,635.00	650 ACADEMIC SERVICES AND SPECIAL PROG
204881001016530001650001	6904	STUDENT ASSISTANCE COORDINATOR	-NO EMPLOYEE ASSIGNED	1	66,635.00	650 ACADEMIC SERVICES AND SPECIAL PROG
204872001006530001655001	6907	BEHAVIOR ANALYST	-NO EMPLOYEE ASSIGNED	1	65,000.00	002 SCHOOL #2
204872001006530001655001	6909	BEHAVIOR ANALYST	-NO EMPLOYEE ASSIGNED	1	65,000.00	655 SPECIAL EDUCATION SERVICES
204872001006530001655001	6910	BEHAVIOR ANALYST	-NO EMPLOYEE ASSIGNED	1	65,000.00	650 ACADEMIC SERVICES AND SPECIAL PROG
204872001006530001655001	6911	BEHAVIOR ANALYST	-NO EMPLOYEE ASSIGNED	1	65,000.00	655 SPECIAL EDUCATION SERVICES
204872001006530001613001	6912	ESSER COMPLIANCE OFFICER	-NO EMPLOYEE ASSIGNED	1	60,000.00	610 BUSINESS ADMINISTRATION
204871001066530001655001	6953	PERSONAL AIDE	-NO EMPLOYEE ASSIGNED	1	40,000.00	006 SCHOOL #6/APA
204871001066530001655001	6957	PERSONAL AIDE	-NO EMPLOYEE ASSIGNED	1	45,000.00	053 HARP @ PATERSON

						CATHOLIC
					1,626,495.00	

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A11. Attached are the changes from the 2023-2024 Special Services reorganization meetings.

PC#	22-23 SY School	23-24 SY School	Student Initials	Student ID #	Notes
10764	MLK	Dale Ave	EMR	5254610	
10796	MLK	20/OOD	JB	5262627	Student will be attending OOD school. PC# can be reassigned to student below 5254543
10796		DAle Ave	RR	5254543	
3390	20	MLK	O.M.	5234908	
10123	20	MLK	W.G.P.	5228870	
10006	20	MLK	D.C.	5252267	
10212	Dale Ave	6	SM	5239898	
10701	Dale Ave	6	AA	5239137	Please assign PC# 10701. Student 5246116 at School 28 is going OOD.
10175	Dale Ave	6		5234326	
2372	MLK	2	N.M.	5220976	
10256	Dale Ave	OOD/Windsor	EM	5254281	Previous Student VV 5252663 is OOD.
10258	PS 25	EWK	EM	5252481	Reassign PC# from student 5249011 from School 28 - student going OOD.
10690	Dale Ave	MLK	JD	5251942	
10147		AHA	JM	5227470	
10231		JAT	AJ	5222020	
1866	16	2	A.B	5239316	
10252	HANI	20	L.P.D	5245128	
10247	25	18	J.T.U	5215885	
10208	25	IHS	M.O	5204903	
10127	16	STARS	D.M	5205252	
10136	JAT	P-TECH	DB	5203367	Deactivate 10136 and see below KEEP PC2305 FOR NEW HIRE
10074	27	JAT	MB	5226491	
10746	8	JAT	KW	5226334	No PA in IEP for 23-24 SY reassigning to student below 5242259
10746		Dale	CSW	5242259	
10742	21	2	EM	5237807	
10145	5	13	SRD	5241705	

10248	21	25	EN	5242290	
10213	5	27	CR	5237983	
10222	4	P-TECH	MG	5213500	
10246	10	AHA	AS	5238041	
10003	28	20	AMP	5250467	
10777	28	DALE	JSC	5248115	
10014	28	NSW	JWB	5256348	
10089	6	STARS		5252137	
10740	6	STARS		5203240	
10045	13	2		5224467	
10008	20	DALE		5249363	
10239	20	MLK		5230515	
10241	20	MLK		5226359	
10021	21	HANI	MT	5261249	
10791	25	20	JP	5242512	
10013	EWK	20	ES	5242630	
10107	EWK	24	AL	5235486	
10726	EWK	2	EI	5251672	
10020	DALE	15	GG	5239552	
10279	DALE	6	EB	5239927	
10723	DALE	2	BR	5244440	
10733	DALE	8	IRL	5237740	
10773	DALE	8	JG	5248183	
10709	NSW	NSW	CP	5239745	
10136	TAUB	P-TECH	DB	5203367	
10779		27	N.R.	5252029	Reassigning the PC# . Previous student IF 5247654 is no longer a SPED student
10754	27	27	MNO	5251998	Reassign student JW 5258050 is OOD
10774		27	JP	5248125	Previous Student AA 5251625 is OOD
10717		16	MCC	5261949	Previous student KB 5250446 moved to Ohio
10788		20	LTH	5237537	Previous student JPP 5234239 is OOD
10789		6	AA	5239137	Previous student YVR 5252254 is OOD
10769		16	MCC	5261949	Previous student AM 5248774 is OOD

10009					Previous student JRO 5245256 is OOD- PC # will be reassigned
10171		AHA	CW	5251500	Previous student EO 5237518 is OOD
10234		NSW	LL	5258040	Previous student IT 5244884 moved to EO also PC#10784 is a 504# and can be deactivated
10173		MLK	SI	5247900	Previous student SC 5204388 has no current enrollment
10072 & 10148		10	JS	5246379	Previous student IC 5210866 is OOD - Deactivate
10722		5	DCR	5255762	Extra PC #
2504		Dr. Hani	SA	5250525	Previous student XA 5251847 is OOD
10214			JG	5200495	504 Student
10785 & 10277	5	5	JSR	5248353	Reassign PC# 10277, Duplicate-reassigning to below student 5249940
10277		20	JE	5249940	
10786	13	2	YR	5222726	
10726	EWK	OOD	EI	5251672	Going OOD - reassign to student AM 5262617 below
10726	Home based preschool	Dale	AM	5262617	
1768	7	7	AF	5233386	Previous Student JS 5221876 moved to FL
10018	2	2	NM	5219628	Do not Deactivate
10737	25		SG	5253595	Student moved. Reassign PC# to student 5263492 AJP below
10737	transfer in	JAT	AJP	5263492	
6330	MLK	MLK	JDF	5258371	student moved. PC# to be reassigned to AC 5264569 below
6330	transfer in	MLK	AC	5264569	

B. SUSPENSIONS- N/A

C.RESIGNATION/ RETIREMENT

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Agosto	Jessica	RPHS	Cafeteria Monitor	\$11,403.00	filling vacancy
G2	Albino	Ana	School # 2	Personal Aide	\$35,051.00	filling vacancy
G3	Ana	Williams	Human Resources Department	Substitute Secretary	\$110.00 per diem	as needed basis
G4	Apolito	Christen	PACE	PT Secretary	\$17.50/hr	filling vacancy
G5	Aranceta	Miguel	Business Department	Part Time Van Driver	\$51.00/per hour	filling vacancy
G6	Ayala	Ruben	Technology Department	Technology Operations Coordinator	\$95, 500 + \$4,500 (longevity)= \$100,000.00	filling vacancy
G7	Baker	Nisreen	School #6	Teacher Grade 4	\$61,035.00	filling vacancy
G8	Baltimore	Ronald	School #10	Teacher Music	\$80,780.00	filling vacancy
G9	Cargill	Anna	Alexander Hamilton	School Nurse	\$99,025.00	filling vacancy
G10	Carlin-Solano	Luisa	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G11	Casanova	Carlos	Napier	Cafeteria Monitor	\$11,403.00	filling vacancy
G12	Coleman	Theresa	RPHS	Teacher Dance	\$71,955.00	filling vacancy
G13	Correa	Luis	Business Department	Part Time Van Driver	\$51.00/per hour	filling vacancy
G14	Dairi	Basam	JAT	Teacher Special Ed LLD	\$84,880.00	filling vacancy
G15	Emery	Nichole	School #16	Personal Aide	\$31,676.00	new hire
G16	Folcarelli	Amedeo	Technology Department	Senior Systems Programmer	\$105,000.00	filling vacancy
G17	Fonerin	Christhian	Napier	Cafeteria Monitor	\$11,403.00	filling vacancy
G18	Gonzalez	Lizbeth	School# 15	Teacher Grade 5 Bilingual	\$63,740.00	filling vacancy
G19	Gonzalez De Jimenez	Anilda	Dale Ave.	IA Sped. Autism	\$34,476.00	filling vacancy
G20	Gonzalez Perez	Leyda	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G21	Hall	Sharona	MLK	Personal Aide	\$43,276.00	filling vacancy
G22	Hanafy	Ahmed	643 Technology	Senior Systems Engineer	\$110,000.00	filling vacancy
G23	Hernandez	Edwin	JFK	Pathway Associate Supervisor	\$112,000 + \$4,900 long = \$116,900 total	filling vacancy
G24	Jackson	Kazmir	Facilities Department	MAINTENANCE WORKER ELECTRICIAN	\$54,365.00	filling vacancy
G25	Jauregui	Yuly	School #7	Personal Aide	\$42,900.00	filling vacancy
G26	Langley-	Nicole	Business	Part Time Van Driver	\$51.00/per	filling vacancy

	Rogers		Department		hour	
G27	Lebron	Edwinna	School # 27	Teacher Preschool	\$63,740.00	filling vacancy
G28	Lewis Moncada	Nicole	EHS	Teacher Biology	\$61,735.00	filling vacancy
G29	Littlefinger John	Andrek	School #15	Teacher Art	\$ 75, 380.00	filling vacancy
G30	Lopez Andrade de Munoz	Maria Elena	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G31	Manar	Aly	DHA	Instructional Aide Special Ed LLD	no change	filling vacancy
G32	Marston	Melanie	Teacher Music	School # 6	\$61,835.00	filling vacancy
G33	Matias	Juan	Business Department	Part Time Van Driver	\$51.00/per hour	filling vacancy
G34	Mayrant	Steven	JFK	Security Supervisor	\$65,000.00	filling vacancy
G35	Meyer	Kevin	School# 12	Teacher Physical Education/Health	\$61,735.00	filling vacancy
G36	Monica	Acevedo Reyes	Human Resources Department	Substitute Secretary	\$110.00 per diem	as needed basis
G37	Montero	Natalia	PACE	Coordinator of Performance Evaluation	no change	filling vacancy
G38	Mora	Luis	Business Department	Part Time Van Driver	\$51.00/per hour	filling vacancy
G39	Napolitano	Christine	School # 26	Teacher Sped. Resource	\$85,480.00	filling vacancy
G40	Newaman	Rossanna	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G41	Paez	Andres	JAT	Teacher Special Ed LLD	\$62,240.00	filling vacancy
G42	Palumbo	Cheryl	EHS	Teacher Special Ed Resource	\$84,880.00	filling vacancy
G43	Peralta	Ana	Dale Ave.	Teacher Preschool	\$61,835.00	filling vacancy
G44	Pujols	Yoany	PACE	Coordinator of Performance Evaluation	no change	filling vacancy
G45	Raditch	Jonathan	PACE	PT Teacher	\$35/Hr	filling vacancy
G46	Ravenda	Daniel	School #6	Teacher Technology	\$75,380.00	filling vacancy
G47	Rios-Otto	Liza	650 Academic Services	Interim Director of Multilingual Learners	\$900/month	filling vacancy
G48	Robinson	Randy	Facilities Department	Maintenance Worker Electrician	\$62,365.00	filling vacancy
G49	Rosario	Bermy	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G50	Rosenthal	Yma	School# 5	Teacher Special Ed Resource	\$85,780.00	filling vacancy
G51	Salas	Adriana	School #15	Teacher Grade 2 Bilingual	\$ 63, 740.00	filling vacancy
G52	Salcedo	Jonathan	643 Technology	Cyber Security Analyst	\$105,000.00	filling vacancy
G53	Schiavone	Mary Grace	Dale Avenue	Teacher Preschool	\$60,735.00	filling vacancy

G54	Scott	Susan	MLK	Teacher Kindergarten	\$65,590.00	filling vacancy
G55	Tapia	Rosa	Business Department	Part Time Van Driver	\$51.00/per hour	filling vacancy
G56	Toribio	Arianny	MLK	Personal Aide 504 w/ Z.K. 5256135	\$33,551.00	filling vacancy
G57	Torretta	Erin	JAT	Teacher Grade 7 Math	\$62,135.00	filling vacancy
G58	Uceda	Gloria Isabel	Food Services	Food Service Sub	\$14.13/hr	filling vacancy
G59	Vasquez	William	Food Services	Truck/Van Driver	\$60,815.00	filling vacancy
G60	Waddell	Jean Marie	School #26	Teacher Special Ed. Resource	\$85,780.00	filling vacancy
G61	Wilson	Patricia	School# 5	Teacher Special Ed LLD	\$86, 080.00	filling vacancy
G62	Zavala	Juana	Food Services	Food Service Sub	\$14.13/hr	filling vacancy

G63. Action to appoint **Nahed Badawy PC# 1847** as the Acting Assistant Superintendent for School Administration effective October 1, 2023 at the annual salary of \$170,000 prorated for the first year of employment.

G64. Action to appoint **Melissa Espana PC# 7951** as an Assistant Superintendent for School Administration effective on or about December 1, 2023 at the annual salary of \$185,000 prorated for the first year of employment.

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Acevedo	Maria	School #27	Instructional Aide Special Ed/Autism	no change	transfer
H2	Allen	Rocio	P-Tech	Personal Aide w/ JR 5208753	no change	transfer
H3	Arbulu	Mary	School #27 (0.6) & School #3 @ MLK (0.4)	Teacher World Language	no change	location change
H4	Awad	Nour	School# 13	Teacher Grade 2	no change	transfer
H5	Bristow	Burnice	003b School #3 @ Dale Avenue School (.51) and School #7 (.49)	Vice Principal	no change	transfer
H6	Brooks	Millie	School #6	Teacher Grade 4	no change	transfer
H7	Carbajal	Marianela	RPHS	Personal Aide w/ JJ 5207798	no change	transfer
H8	Crawford	Lydeasha	International HS	Personal Aide w/ JJB 5211790	no change	transfer
H9	Fairfax	Louvenia	STARS TIES	Instructional Assistant Transition	no change	transfer
H10	Franklin	Todd	School# 12	Teacher Grade 6 Math	no change	transfer
H11	Frierson	Tenet	P-Tech	Personal Aide w/ DB 5203367	no change	transfer
H12	Garcia	Anette	School #16	Personal Aide w/ GA 5239744	no change	transfer
H13	Gomez Gomez	Cely	School #2	Personal Aide	no change	transfer

H14	Gonzalez	Maria Elena	EHS	Teacher Social Studies Bilingual	no change	transfer
H15	Harrison	Delane	Dale Ave	Personal Aide AW 5246824	no change	transfer
H16	Hill	Jessica	School #9	Teacher Reading Recovery	no change	transfer
H17	Hunchack	Sharyn	School# 12	Teacher Grade 7 Math	no change	transfer
H18	Judkins	Shirletta	EHS	Personal Aide w/ JW 5207921	no change	transfer
H19	Katat	Zizy	Dr. Hani Awadallah	Teacher World Language	no change	transfer
H20	Lampley	Kenyell	DALE	Instructional Aide Special Ed/Autism	no change	transfer
H21	Lee	Charity	P-Tech (.80) & ATM (.20)	Teacher ESL	no change	location change
H22	Llerena-Farfan	Martha	705 Early Childhood	Teacher Preschool Intervention and Referral Specialist	no change	transfer
H23	Mack	Vionisha	Stars Academy	Personal Aide w/ AA 5207165	no change	transfer
H24	Maguire	Brittany	School #21	Teacher Kindergarten	no change	transfer
H25	Maldonado	Carmen	NRC	Personal Aide w/ SG 5215099	no change	transfer
H26	McCombs	Tonya	School # 2	Teacher Technology	no change	transfer
H27	Nessa	Faizatun	MLK	Personal Aide w/ GM 5237927	no change	transfer
H28	Pallesen	Helen	003a School #3 @ Martin Luther King (.33), Edward Kilpatrick School (.33) and School #21 (.34)	Teacher Psychologist	no change	transfer
H29	Propersi	Carla	School# 5	Teacher Reading Specialist	no change	transfer
H30	Prosinski	Debra	JAT	Teacher Special Ed. LLD	no change	transfer
H31	Quintero	Andrea	School# 8	Teacher Grade 3/4 Math/Science	no change	transfer
H32	Ramos	William	International HS	IA Sped. SLD	no change	transfer
H33	Rodgers	Shirley	School# 7	Cafeteria Monitor	no change	transfer
H34	Ross	Amanda Leigh	school #28	Teacher Special Ed. Cog Mild	no change	transfer
H35	Scarborough	Tara	003a School #3 @ Martin Luther King (.33), Edward Kilpatrick School (.34) and School #21 (.33)	Teacher LDTC	no change	transfer
H36	Scimeca	Diana	PACE	Transition Service	no change	transfer

				Coordinator		
H37	Sloopy	Diana	650 Academic Services	Supervisor of Mathematics	no change	transfer
H38	Smith	Jaqueline	JFK	Teacher Sped Resource	no change	transfer
H39	Sosa-Martinez	Maxima	school #28	Instructional Aide Special Ed/Cog Mild	no change	transfer
H40	Tapia	Franklyn	Facilities Department	Custodial Chief A Floater	no change	transfer
H41	Viera Lozada	David	EHS	Teacher Social Studies	no change	transfer
H42	Williams	Solaadeen	RPHS	IA Sped. SLD	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
J1	Capers	Lourdes	MLK	Teacher Preschool	\$62,335.00	leave replacement

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

	Last Name	First Name	School/Location	Title	Salary	Reason
L1.	Maira	Andrew	JFK	Interim Coordinator of Discipline	\$600/mo stipend	stipend

L. STIPENDS / CONT.

L2. To pay **Brandon Pilgrim** the Workplace Learning Coordinator for P-Tech students summer internship with IBM.

Dates: June 28, 2023 – August 4, 2023. 3:00 – 5:00 Monday –Thursdays. Fridays will be 9-5 (for Fridays at 43/per hour) To pay **Brandon Pilgrim** 43/HR for 2 hours a day for 26 days Monday – Thursday and Friday hours 9-5.

Account# 20.231.100.101.653.047.0000.001

Not to exceed: \$3,526.00

L. STIPENDS / CONT.

L3. To compensate **Nora Asfour** and **Belen Barreto** A \$2,000 each for lunch duty for the 2023-2024 academic per the PEA contract agreement. Payable at the end of the academic year.

Account # 15.130.100.101.306.056.0000.000

Not to exceed: \$4,000.00

L4. To compensate the following employees for lunch supervision at School # 16 for the 2023-2024 School year.

1. **Edward Bodnar**
2. **Kara Leslie**
3. **Jason Quevedo**
4. **Cynthia Velasco-Rosado**

5. Mariluz Arroyo

6. Ivonne Matos

Account# 15.120.100.101.309.056.0000.000

Not to exceed: \$14,000.00

L5. Request to compensate **Michelle Clements** for teaching a sixth period. Ms. Clements will have 5 Spanish II classes and 1 Spanish III class for the 2023-2024 school year.

Account# 15.140.100.101.053

L6. Request to compensate **Louis Sayad** for teaching a sixth period. Mr. Sayad teaches 3 Biology classes, Anatomy and Physiology Lab, Anatomy and Physiology Lecture, and Clinical Research for the 2023-2024 School year.

Account# 15.140.100.101.053

L7. To compensate **Tatiana Mikhailovsky** for teaching a sixth period. Dr. Mikhailovsky teaches 2 Biology classes, 2 Medical Terminology Classes, and 2 Dynamics of Healthcare in Society classes for the 2023-2024 school year.

Account# 15.140.100.101.053

L8. Request to compensate **Patricia Spiliotopoulos** for organizing, uploading and preparing the School IDs for 325 Paterson STEAM High School student. Mrs. Spiliotopoulos will work a total of 15 hours from 9/5 – 9/29/2023. The rate is \$35.00.

Account# 15.421.100.101.053.053.0000.000 Total not to exceed \$525.00.

L9. Personnel transaction is requesting to fill vacancy for lunch supervision position with **Elaine Weinstein** for DFNS 2023-2024 School Year. Coverage for Grades 6-8

Account# 15.120.100.101.004.056.0000.000

Not to exceed: \$2,000.00

L10. James Favors Physical Education Teacher Lunch Supervision during 2023-2024.

Justification: Staff member supervises cafeteria during lunch hours.

Breakfast Supervision - Teacher

Account# 15.120.100.101.010.056.0000.000

Not to exceed: \$2,000.00

L. STIPENDS / CONT.

L11. To hire **Bairis Galitz** for Lunch Supervision 3-5 for the duration of the 2023-2024. To be stipend as per PEA Contract 10:4-2.2-1 Voluntary Duty.

Account# 15.120.100.101.012.056.000

L12. To hire **Erica Escobar** for Lunch Supervision K-2 for the duration of the 2023-2024. To be stipend as per PEA Contract 10:4-2.2-1 Voluntary Duty.

Account# 15.130.100.101.012.056.000

L13. Action is requested to extend the ESY days for the following CST staff (8/14/23 – 8/31/23)

Anthony Guerreri at \$482.25 per day x 13 days = \$6,269.25

Victor Vilchez at \$454.35 per day x 13 days = \$5,906.55

Gina Doick at \$484.05 per day x 13 days = \$6,292.65

Michelle Sweetman at \$497.85 per day x 13 days = \$6,472.05

Account# 11.000.219.104.749.153

Not to exceed: \$24,940.050

L14. To hire **Heather Barksdale** for Lunch Supervision 6-8 for the duration of the 2023-2024. To be stipend as per PEA Contract 10:4-2.2-1 Voluntary Duty.

Account# 15.120.100.101.012.056.000

L15. Request to hire the following JFK High School staff member for 2023 Fall Athletics to hire **Mark Fischer** Posting # **9086** JFK Equipment Manager \$5,329.00. Start date September 1, 2023 – End date November 30, 2023.

Account# 15.402.100.100.307.053

Not to exceed: \$5,329.00

L16. This action is requested to hire the guidance counselors listed below to work summer hours as described below: Summer hours as determined by Principal must work 4 hours on 8/25 for freshman orientation. Total hours allocated for summer hours are 540 hours which will be supervised by Guidance supervisor. Staff members being hired are:

Shaunta James, Christine Leiva, Ghadir Abdulaziz, Ingrid Podias, Devenish Santana, Brynisha Petty, Edgard Cruz, Frank Funicello, Jonathan Sanchez, Sandra Roberts, Diana Obando, Michelle Howe. Amend PTF to include **Ann-Marie Sinclair** who was hired after PTF was submitted.

Account# 15.000.218.104.307.053.000.0000

Not to exceed: \$19,440.00

L17. Action is requested to pay **Ms. Toni Sickell** and **Ms. Setal Desai** a stipend to create and input student and staff scheduling for the upcoming 2023-2024 school year.

Account# 15.000.218.104.030.053.000

Not to exceed: \$2,800.00

Action is requested to compensate the attached list of staff for Turnaround school stipend for extended day 2023-2024 school year.

1 Principal = \$9,348.00

9 Teachers (Certified Staff) x \$5,500 = \$49,500

1 Teacher-Guidance (Certified Staff .51) = \$2,805.00

1 Nurse (Certified Staff) = \$5,500.00

1 School Secretary (Non-Certified Staff) = \$3,875.00

1 Chief Custodian (Non-Certified Staff) = \$3,300.00

1 Personal Aide (Non-Certified Staff) = \$3,875.00

1 Security Officer (Non-Certified Staff) = \$3,875.00

302 SINGLE GENDER ACADEMY	150002131003020000000000	CAPRIO, ROBIN	2246	TEACHER NURSE	1	5,500.00
302 SINGLE GENDER ACADEMY	150002621003020000000000	CASTILLO, GEORGINA	378	CUSTODIAL WORKER CHIEF A	1	3,300.00
302 SINGLE GENDER ACADEMY	150002181043020000000000	CLIFFORD, AYOKA	6429	TEACHER GUIDANCE COUNSELOR	0.51	2,805.00
302 SINGLE GENDER ACADEMY	151201001013020000000000	DAVILA, LUIS	867	TEACHER PHYS ED/HEALTH	0.6	3,300.00
302 SINGLE GENDER ACADEMY	151301001013020000000000	EDGHILL, KEITH	37	TEACHER GRADE 6-8 SCIENCE	1	5,500.00
302 SINGLE	151301001013020000000000	EMEGHARA,	44	TEACHER GRADE 6-8	1	5,500.00

GENDER ACADEMY		SOLOMON		MATH		
302 SINGLE GENDER ACADEMY	151201001013020000000000	VACANT	50	TEACHER GRADE 3-5 MATH	1	5,500.00
302 SINGLE GENDER ACADEMY	110002171066550000000000	GIPSON, KENNETH	3226	PERSONAL AIDE	1	3,875.00
302 SINGLE GENDER ACADEMY	150002181043020000000000	GRIFFITHS, MERVIN	1565	TEACHER GUIDANCE COUNSELOR	1	5,500.00
302 SINGLE GENDER ACADEMY	150002661003020000000000	JONES, KAREN RENEE	2768	DISTRICT SECURITY OFFICER	1	3,875.00
302 SINGLE GENDER ACADEMY	151201001013020000000000	LOSTAL, SEVINC	3450	TEACHER GRADE 3	1	5,500.00
302 SINGLE GENDER ACADEMY	150002401033020000000000	MEDLEY, MARC	54	PRINCIPAL	1	9,348.00
302 SINGLE GENDER ACADEMY	150002401053020000000000	BENCOSME, YOHANNA	2869	SECRETARY SCHOOL	1	3,875.00
302 SINGLE GENDER ACADEMY	152131001013020000000000	RIMOH, SUZY	1903	TEACHER SPECIAL ED RESOURCE	1	5,500.00
302 SINGLE GENDER ACADEMY	151201001013020000000000	JACKSON, DARRYL	6547	TEACHER GRADE 3-5 SS/SCIENCE	1	5,500.00
302 SINGLE GENDER ACADEMY	151301001013020000000000	WILLIAMS- NUTTER, KIM	3010	TEACHER GRADE 6-8 LANG ARTS	1	5,500.00

M. AMENDMENTS

M1. To amend **PTF# 24-137** board approved 7/24/2023. The following action is requested to have **Lindsay Barker in PC# 6408** work summer hours from July 1 – August 31. The days and hours will vary at an hourly rate of 21.00/hr.

Account# 11.000.211.100.865.053

Not to exceed: \$3,500.00

M. AMENDMENTS (CONT.)

M2. Action needed to amend **PT# 23-2124** to approve **Yudelis Nunez** as one (1) substitute STEAM Coach for an hourly stipend for the 21st CCLC Summer Program at School 2 and 16 from July 2023 – August 2023. For the hours and stipend rate listed below. 4

STEAM Coaches x \$35/hr x 55 hours = \$7,700

Account# 2A.474.200.101.815.053.0000.001

Not to exceed: \$(no additional funds needed)

M3. Addendum to change date for action to pay the teacher for School 18 After School Model Program for beginning on 9/18/23 – 6/14/24, 2 days per week, for 35 weeks totaling 70 hrs. not to exceed \$2,450.00. **Joseph Marte**

Account# 15.421.100.101.018.053.0000.000

Not to exceed: \$2,450.00

M4. Action is requested to amend Action # **23-2306**, to continue to stipend five (5) teachers for Summer Multilingual Program Placements at Central Office.

1. Amy Reyes

2. **Fabiola Fontanez**
3. **Kathryn Vizcaino**
4. **Louis Colli**
5. **Michele Gordon**

Effective Dates: (Mon-Fri) July to August 2023 / 528 hours x \$35/HR = \$18,480.00

Account# 11.000.223.110.650.053

Up to and not to exceed: \$18,480.00

M5. Action is requested to amend **PTF# 24-204** to add CST stipend of the amount of \$400.00 for **Natalie Lopez PC# 2081**.

M6. Action to amend **PTF# 24-107** to include Nurse **Sukjin Lee** as Substitute Nurse for Summer Health Files and Services Preparation for 2023-2024. No changes in hours or dollar amount. **Account#** 11.000.213.100.670.053.0000.00

N. ATTENDANCE INCENTIVES

N1. 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. Payments are due on September 30, 2023.

Last Name	First Name	Location	NONBARG	Buy-Back Days	Daily Rate	TOTAL TO BE PAID
DIAZ	RAFAEL	310 FOOD SERVICES	X	10	\$ 356.83	\$ 3,568.30
Gutierrez	Rosaicela	618 PAYROLL DEPARTMENT	X	10	\$ 487.20	\$ 4,872.00
Vander Pyl	Robert	680 REPAIRS & MAINTENANCE	X	10	\$ 357.93	\$ 3,579.30
WILLIAMS	ANNALESA	723 DEPARTMENT OF ACCOUNTABILITY	X	10	\$ 762.03	\$ 7,620.30
						\$ 19,639.90

O. SICK/VACATION DAY PAY OUT

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

	Last Name	First Name	School/Location	Title	Salary	Reason
R1	Aviles	Elizabeth	JFK	Personal Aide EGE 5257648	no change	student reassignment
R2	Depascale	Cara	NSW	Teacher Special Ed. Cog Mild	\$80,480.00	salary correction
R3	Fernandez	Niuvin	Accountability	Coordinator of	no change	title change

			Office	Performance Evaluation		
R4	Fletcher	Stefani	EHS	Personal Aide w/ KCC 5206849	no change	student reassignment
R5	Gonzalez	Andres	School #2	Personal Aide w/ FVP 5231754	no change	student reassignment
R6	Harris	Bianca	School #6	Teacher Guidance Counselor	\$65,590.00	salary correction
R7	Kellam	Quashinda	School #16	Teacher Grade 4	no change	title change
R8	Leslie	Kara	School #16	Teacher Grade 5	no change	title change
R9	Mooney	William	RPHS	Teacher Phys. Ed/Health	\$99,025.00	salary correction
R10	Morrobrel	Juan	NRC	Teacher Grade 6-8 Math	no change	reclassification
R11	Romanelli	Marlane	School #16	Teacher Grade 5	no change	title change
R12	Romero	Allysa	Norman S. Weir	Teacher Grade 6-8 Science	\$68,755.00	salary correction
R13	Smith	Jacqueline	JFK	Teacher Career Development	no change	placement - recinded retirement
R14	Tineo	Rosamin	Teacher	Teacher Bilingual	no change	title change
R15	Velasco-Rosado	Cinthia	School #16	Teacher Bilingual	no change	title change

R16. Action to reclassify the title of **PC# 2143, Eliza Rodriguez**, from Executive Supervisor to the Assistant Superintendent of Academic Services to: Executive Supervisor of Compliance and Operation at 650 Academic Services. No change in salary.

R. MISCELLANEOUS (CONT.)

R17. Action is requested to compensate the attached list of mentors for their mentoring services that were provided to the paired novice teachers for the 2022-2023 school year

First	Last Name	Mentor to be Paid	Amount to be Paid	Acct#
Fidaa	Abuhaltam	Cinthya Velasco-Rosado	\$1,000.00	11.130.100.101.690.110
Krieger	Katherine	Etta Jones	\$1,000.00	11.130.100.101.690.110
Erime	Rosario	Anissa Martin-Conyers	\$550.00	11.130.100.101.690.110
Jeimy	Rosario	Anissa Martin-Conyers	\$550.00	11.130.100.101.690.110
David	Schatz	Anna Alea	\$600.00	11.140.100.101.690.110
		David Schatz	\$400.00	11.140.100.101.690.110

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

It was moved by Comm. Gonzalez, seconded by Comm. Hodges that Resolution No. 5 be adopted. On roll call all members voted in the affirmative. 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 September 7. Present were myself, Comm. Castillo-Cruz, cabinet members, and staff. There were no questions for I&P Resolutions 1-27. There was a presentation given by Tutor.com. The program has been expanded to middle school students. They gave a brief overview of their progress and what they have been doing. We're excited to learn that now they will be servicing our middle school students. We will be receiving updates on that program after the first marking period to see how much students have been involved.

Comm. Castillo-Cruz: The presentation has data on the usage attached. It is on the drive and we will receive quarterly updates on the progress.

Comm. D. Martinez: All the Board members have a hard copy of the presentation tonight.

Comm. Hodges: On I&P-3, the due date is listed as August 14. Is this still valid?

Comm. Redmon: Who are you directing your questions to?

Comm. Hodges: Whoever submitted the application, Resolution No. 3.

Ms. Tsimpedes: Dr. Hodges, are you referring to the Green Schoolyard initiative? That grant was given from the state. It's \$20,000 for the 2023-2024, 2024-2025, and 2025-2026 school years. We are within our timeline.

Comm. Hodges: Okay. On 5 and 6, why are those teachers coming through us?

Ms. Tsimpedes: Back in the beginning of last year the state put out an application for any teachers that were within the STEM realm that wanted to teach non-public. Teachers were provided an application, and they did it by their choice. They were granted the approval from the state. I believe we found out in June. They would be doing this after hours. It would not impede on our instructional time. They coordinate with the two non-public sectors, and they do it either on Saturdays or after school. It's not any time from us. We pay them and they reimburse us.

Comm. Hodges: On 11, what kind of usage did we experience there?

Ms. Tsimpedes: Based on the presentation that we had, we had over 4,700 sessions last year. The initial year was about 1,000. It's in your packet. Students had to be broken down by grade levels and we saw freshmen and sophomores at the high school had generated a higher usage than the initial year of adoption. We're seeing that students are asking for support in the areas of math and science. Those were the highly regarded areas within Tutor.com that were accessible. Another great point that came out of it is for the first time they actually saw high usage from any district utilizing mathematics, algebra, and Spanish. We are seeing a wide variety of our students using the platform. I think it was a total of 86,000 minutes that our students had used it. The usage is within the report that was provided to you. We will be providing quarterly reports in institution and program based on the usage this year since we'd like to expand it to middle school as that has been the ask from our middle school teachers and administrators. They would like something that's easily accessible for students at home 24 hours a day.

Comm. Hodges: My last two questions are regarding 12 and 13. On this one I have a slight prejudice. When we started to get buildings in the City of Paterson the unions wanted to be included as part of the process. One of the concerns we had locally is they refused to hire Patersonians and people of color in their unions. That was a long-standing problem. We put together a deal with the unions and said we would create an apprenticeship program here in Paterson. Kids can apply and when they go through that process, they would be given the opportunity to receive the apprenticeship. That didn't work out too well. When I saw this, I wondered how many credits a person off the street has to get in order to enter the apprenticeship program. What's the difference between what our kids have to get? Apparently, there are no guarantees.

Ms. Tsimpedes: This came about with a pathway that we expanded over at John F. Kennedy. I'm sure that some of you have walked the building to see the expansion. We wanted to ensure that our students have hands-on experiences and be able to utilize what they're learning and apply it and move forward having success in this area. In terms of how many hours I can get you that information. I don't want to speculate. I can provide all the specs to you that we have from the union so that you can have to easily accessible, both for that one and for the Servant's Heart Ministry. I know that was the other question you had.

Comm. Hodges: I just want to make sure the students aren't wasting their time, going through the process, and then have to go through an entire apprenticeship program in addition to that where they could have just come off the street. That's what happened to our community people the last time. They went through the whole thing and then they didn't get into the union. That's my concern. That's been a long-standing problem with construction unions in this country, but certainly in this state. I'm very concerned about what happens to them, and I want to be very sure that there is a positive result when we go through this arrangement that something happens positively for those students as opposed to just having it for the unions.

Ms. Tsimpedes: Agreed. The apprenticeship also comes along with curriculum and resources that can be real-time information for students and the instructor to provide to the students, especially as it evolves.

Comm. Hodges: I'll be asking again. How many years? You've had three years of training. After that third year you have to get voted on by the union in order to get into the apprenticeship program. That's what they said pretty much.

Ms. Tsimpedes: I will provide you the actual information so that I don't misinform any of you.

Comm. Hodges: Okay. That's the part that concerns me. It's at the discretion of the union. That's the problem that I have. I'm trying to find a clearer commitment on their part toward the student once they've gone through the three years of class.

Comm. Castillo-Cruz: Is this the same union that the district has worked with over the past few years? Is it the same partnership and the same individuals doing it? We've had some students go through that process already over the past few years. I don't know if they're the same folks, but they're helpful in providing tutoring and materials prior to them taking the exams.

Comm. McCall: On 13, is that \$2,700 for the whole year? Is that per student? How does that work?

Ms. Tsimpedes: It's for the year.

Comm. McCall: They get this during school hours?

Ms. Tsimpedes: Yes. It's embedded within the coursework that they have. Within that timeframe that they're in the class they will be exposed to these skill sets.

Comm. McCall: I had the opportunity to see their trade program at their site. I thought it was something that our children in Paterson should really take advantage of if they have the opportunity. I'm very glad to see this happening.

Operations

Comm. D. Martinez: Operations met today, but I will report at our regular meeting.

Fiscal

Comm. Simmons: Fiscal meets next week.

Personnel

Comm. Redmon: Personnel met on September 5. Presiding was myself. Members present were Comm. D. Martinez, Comm. McCall, and Comm. Simmons. We discussed administrative appointments. One appointment was pulled. We discussed 155 teacher vacancies in the district. We're talking about ways of recruiting actively to try to get those positions filled. We talked about an in-person job fair held on August 8. 40 candidates attended and 15 were offered positions. Another virtual job fair was held on August 16. 43 candidates attended and 11 were offered positions. We have an upcoming recruiting job fair for September 12, which is tomorrow in our central office cafeteria from 4:00 to 7:00 p.m. Included are the items that we voted on tonight in personnel. The meeting concluded at 5:35 p.m.

Governance

Comm. M. Martinez: Governance hasn't met and we have one item on the agenda for next week's vote. If there are any questions pertaining to that item, I'd be more than happy to answer them.

Committee Report

Facilities

Comm. M. Martinez: The facilities committee has not met this week. We were given an up-to-date presentation last meeting. If there are any other concerns or specific questions that any of the Board members have, address them to me and I can get the answers for you through the folks on facilities.

Comm. Freeman: What revenue will the district receive from the Hinchliffe Stadium deal?

Comm. Simmons: The way the deal is structured there's a 50% split of any revenues that the developer earns. We were supposed to create a board that includes Board members, someone from the developer's team, and folks from the city. That should probably be what we focus on because that board is supposed to oversee what happens and make sure that when we audit the books, because we have that right, those things happen.

Comm. Freeman: Is it based on the gross or the net?

Comm. Simmons: Gross.

Comm. Freeman: Have we received any...?

Comm. Simmons: Because we haven't established that board, we haven't asked. We do have the right to audit.

Comm. Hodges: I'm sorry. I was told by legal that it was net.

Comm. Simmons: No, he told you gross.

Comm. Hodges: Make sure it's in writing please.

Comm. Simmons: I thought he said gross. We can review it. The focus for us should be to make sure that board is created so that we have members from this body there to make sure things are happening the way they're supposed to happen.

Comm. Freeman: That's key. I hear you, Comm. Simmons. I see so many wonderful events at that stadium. When I read the contract, I saw so many different things that blew my mind. That's my concern. We have a new stadium, and we need to receive some type of revenue other than 180 days. That does not sit well with me. That's my argument with many people. They come back with, "We have a stadium." What is the district receiving as far as revenue goes? I sit back and observe, and I see a lot of things going on in that stadium. I just want to make sure that we as a district and our kids are not being shorted. They started this whole conversation on the backs of the children, and I just don't think the children are getting the things that they need. If it's revenue that's due to us, whatever board this is, we need to be on it. We need to be abreast of what's going on there even though we don't have a say-so. We need to know what's going on and what is due us needs to come to us.

Comm. Redmon: Dr. Hodges, just to add to the board that needs to be developed, this body needs to start thinking of ways that we have to create revenue when we get the stadium turned back over to us. How are we going to maintain it? That's the

conversation that we need to start having. The revenue that we're going to receive from those properties should be set aside so we can start saving so when the property is returned to us we're going to be able to maintain that property.

Comm. Gonzalez: When is that going to be?

Comm. Simmons: We have the ability to purchase the stadium back in 12-15 years. If the district has the funding to do so, we can purchase it back.

Comm. Hodges: How much funding?

Comm. Simmons: We would have to negotiate whatever that's going to be.

Comm. Hodges: What we're getting is the 185 days plus the maintenance of the stadium. The developer has to maintain the stadium.

Comm. Redmon: As long as he owns it.

Comm. Hodges: That's right. The reason the stadium failed in the first place was because the district couldn't afford to maintain it. That was one of the major concerns that we discussed during the purchase. I'm just hoping that we review that very carefully. If it's gross, then I really want to know.

Comm. Simmons: It is net. I do recall. Again, to make sure that we're receiving what we are supposed to receive, I think our focus should be to begin talking about this board.

Comm. Freeman: Who has to get this board going? This is the first time I'm hearing about a board.

Comm. Redmon: This Board always existed. The members who were supposed to be on there were the Board, Superintendent, City of Paterson, and developers. That was the original agreement.

Comm. McCall: This deal has been going on for so many years. When are we going to develop this board?

Comm. Simmons: That's what I was about to say. I was going to ask Madam Superintendent if she could begin the conversations. The city would have to appoint someone and the developer as well. I think we'll have our attorneys reach out to them so that we can begin to establish this body. It would be the same for the Board members. I assume it would take the same route that we use for choosing committees. This would ultimately be another committee for us.

Comm. McCall: I just want to have clarity on this. In the process of developing the stadium, finding a developer, and then making whatever contract that was made, within that timeline this board should have been... I just need to understand it because this is the first time I'm hearing about a board. I want to make sure I'm clear on understanding that throughout this whole process this board was part of the process, but the board was never established.

Comm. Simmons: We didn't create the body that will oversee the operations. It needed to consist of someone from all three groups. I want to be clear that we didn't choose the developer.

Comm. McCall: I didn't say you did. A lot of things happened to get us to where we are now. Whose responsibility was it to initiate this board getting started? I just want to make sure I'm clear about it.

Comm. Redmon: It was the collective bodies. It should be the school district, the City of Paterson, and the developer. All three entities had to develop this board.

Comm. McCall: I got that part. Who should be the person who starts the process?

Comm. Simmons: All three.

Comm. Redmon: We can designate our legal team to reach out to the city so we can start to harass them to develop the board.

Comm. Hodges: Another answer is us. It's our building and we should do it.

Comm. McCall: I just wanted to make sure that I'm totally understanding this piece. It's the Board of Education, the developer, and the City of Paterson. There's no community part to that. Am I correct? I just want to make sure.

Comm. Redmon: No. It's the three entities that were listed.

Comm. McCall: How many members of this board should there be? Is it a 7-body membership? I'm just asking questions because do you know what's going to happen? We're going to leave this meeting because it came up and it's nice to have some information when constituents want to ask questions and we don't look like deer in headlights. I want to be able to have accurate information. If I can't get it tonight, it's fine, but at some point, I would like to know.

Comm. Redmon: I would defer back to legal when we have them reach out to the city. I think it was written language of how many members were on that board. I don't want to put that out there and say nine members. I'd rather go back to legal that actually developed the language with regards to the deal.

Comm. McCall: I don't need an answer tonight. I do want to put my questions on the table so that I can get an answer to give intelligent answers when I'm confronted. At the end of the day, it's really hard to believe that this process didn't start or was in some type of motion. It took so long for the deal to go through. You would think at some point somebody would have said there's a part of this contract that says we have to have a governing body. I think that will take a lot of the questions that our community and stakeholders have concerning this matter. All I hear about is the Hinchliffe Stadium deal, but nobody is explaining it. At some point, it's the responsibility of this Board to put together some explanation that we can give to our constituents, especially as much money as was spent on this project.

Comm. Castillo-Cruz: This Board negotiated into the contract a way for us to participate in the oversight. The funding and construction were done through the developer. Once the stadium was opened and operational, the board was supposed to kick in to oversee that the district is getting the percentage that they're supposed to receive, and the calendar days are arranged. Although the board itself has not been set up, which we should take the initiative, there were meetings taking place which the BA and the Superintendent were a part of. Those were the conversations happening for the

opening. Now that it has been opened, the board should have kicked in with representatives from all three entities. It's been in use for a few months now.

Comm. Redmon: Those meetings were basically the shared services agreement. I know at the last City Council meeting that was public they said they threw dates out. I still haven't received dates on our end. That's the reason I haven't polled you. Hopefully I'll get one tomorrow. In the midst of that, when this body met, we had the BA, the Superintendent, and some other cabinet members who were there for the shared services agreement to finalize this deal. Nothing was ever finalized. This is the reason we're asking, not just for our budgetary reasons. That was a hot topic of their meeting at the City Council level. We want to finish our shared services agreement. It's still incomplete with the city. It's imperative that we do have a joint meeting with them to voice our concerns with regards to the stadium, the development of that board, and the shared services agreement.

Comm. Freeman: Is the stadium for Eastside and Kennedy? Or is it just for Kennedy? I've been asked a lot of questions as to why Eastside High School is still playing at School No. 15. I'm going back off everything they said about the stadium deal from the initial jump when they said it's for the children. People are asking me why Eastside is playing at School No. 15 and I can't answer them.

Mr. David Cozart: Good evening, everyone. Eastside High School had played two games at Bauerle Field and the remainder of the games at Hinchliffe Stadium. The first game of the season was in August and the field wasn't ready. That second game of the season was on September 1. This past weekend's game I decided to pull from the stadium to bring back to Bauerle Field for two reasons. One, the team that we were playing against wasn't going to bring enough revenue or fan base to the stadium to offset the transportation costs for that particular game. All further games will be back at the stadium. We only had the two games outside the stadium. All the remaining varsity games are at the stadium, as well as Kennedy's games.

Comm. Hodges: About a month ago I asked to have the contract placed in a public place that could be reviewed. I wanted the contents of the contract available. Somebody had asked for the 2014 contract, which they were saying was the current contract. I had asked for the updated contract some place where it could be reviewed.

Comm. Redmon: Which contract are you referring to, Dr. Hodges?

Comm. Hodges: Our contract for Hinchliffe Stadium.

Comm. Redmon: The finalized version we agreed to.

Comm. Hodges: Exactly. I wanted that to be in a place that could be reviewed by people so they would know, and I wanted a discussion of the components of the contract so that people in the community could be made aware of what those components are.

Comm. Redmon: The discussion can happen when we have that joint meeting with the City Council.

Comm. Hodges: We already have an existing contract. All I want is just a description of what that contract says.

Comm. Redmon: You just want the contract made available to the public.

Comm. Hodges: Right.

Comm. Redmon: That's all? You're asking for two things.

Comm. Hodges: I want a description of the components of the contract as well as the contract in a place where it can be reviewed. I want a description that can be read that says we have these rights, the city has these rights, and the developer has those rights. Very simple, not legalese, so that it can be broken down and read by the community. That's all.

Comm. Simmons: I understand what you're asking for. I think our contract isn't going to lay all of that out because the contract with the city and the developer are two different things. The contract with the developer and the Jackals is something completely different.

Comm. Hodges: This is supposed to be the school's stadium. People need to know what the limits of that are. That's what I'm trying to get to. They can say the Board can and can't do this or that. They shouldn't have to ask Comm. Freeman what we're doing or why Montclair children can use the field and we can't.

Comm. Redmon: I'll task legal to do a description of what it is and then we'll make sure that it's placed on our website so it can be seen.

Comm. Hodges: Thank you.

Comm. Redmon: It won't be the whole existing contract. It will be the obligation of the school district.

Comm. Hodges: Our capabilities.

Comm. Redmon: I want to make sure I'm clear on what you're asking.

Comm. Hodges: I'm trying to answer that. A description of what our capabilities are so we can then know we can do this, that, and the other.

Comm. Redmon: The capabilities and responsibilities of the school district.

Comm. Hodges: That's right.

Comm. Gonzalez: We were sworn in in January and I believe this was a hot topic then and even before the new members were sworn in. A lot of this had been discussed at length. We've been asking for more information from the contracts that we haven't received as of yet, which is the contract from the city and the developer. They don't have to give it to us, but it's embarrassing that this is a stadium that's owned by the Board of Education, and we don't have clear information. There's a lack of transparency. Despite the fact that they're not required to give us those contracts from the developer and Jackals, at the end of the day we are the owners of that stadium. When I say we, I'm not talking about the Board. I'm talking about the taxpayers. We're all residents of the City of Paterson here. The taxpayers don't know the details of that contract. The stadium should be for the benefit of our children. When we get revenue from outside entities coming in, I understand we have to pay the bills, but the lack of transparency is just amusing but also frustrating. In reference to this idea of a board, I have an email here that I sent out on May 10 talking about this in a previous meeting

when we got into some heavy conversation about Hinchliffe as we are today. We did talk about the Hinchliffe committee that's serving in the negotiations along with some staff members. I think it included two of us, the President and Comm. Simmons. Mr. Cozart, our legal team, and some others were part of a committee to discuss legal matters, negotiations, and things of that nature. Just for clarity, was that committee part of this Board? Or is that something different?

Comm. Redmon: That was different. What we met about was the organization of how the stadium was going to open, graduation schedules, and maintaining the schedules for our student sports.

Comm. Gonzalez: Under what ad-hoc committee was that?

Comm. Redmon: What do you mean?

Comm. Gonzalez: I asked a couple of times to participate in some of these meetings and I was instructed that I could not. If there was no formal committee created, why was I instructed or told that I could not attend some of these meetings?

Comm. Redmon: I'm trying to figure out which actual meeting you're talking about.

Comm. Gonzalez: Hinchliffe Stadium meetings with the developer, city officials, and individuals during the whole process from January until recently.

Comm. Redmon: At the time when those meetings were occurring, we were advised by our legal staff plus myself with the previous Superintendent, members of the developer, and Mr. Cozart. We were trying to identify the scheduling at that time.

Comm. Gonzalez: What legal structure gave the only two representatives that were attending the right to be the only two to represent this Board on that committee if it wasn't voted in as an official committee? I'm just trying to get clarity. If it's not this board that we're talking about, what was that?

Comm. Redmon: There was an ad-hoc committee. It was basically through our governance committee that actually attended that meeting.

Comm. Gonzalez: I'm not going to read this email out loud, but it recaps that day. I had requested to participate in such a committee. I also mentioned Comm. Freeman who would be a value added because she had some comments that evening as well. I was told that we could not attend. I'm trying to get clarity as to which board we are talking about and what committee was created. Since January we have been asking a lot of the same questions that we're asking today about this board that should be created. I'm just wondering why we are talking about this now since this contract had already been done a while ago. There are obviously questions for all of us. All Board members get questioned about why they can't participate and how much they have to pay. It's a little embarrassing that we don't have answers for them on our part. I see Mr. Cozart. I don't know if you have any information.

Mr. Cozart: Just a point of clarification. The meetings that we were attending were strictly with the developer regarding the status of the opening. We never discussed who the tenants were going to be or who was going in there besides the 180 days. There were two separate meetings. It used to be two meetings at first. One was for the museum piece. The other part was the developer meeting we had every Wednesday just to talk about the phases of opening. We never discussed any contracts or anyone

who was coming in there at all. The next set of meetings we had was on Mondays to discuss the opening for the May 19 and 17 events. That was with the city regarding parking, the state police, city police, county police, and law enforcement. None of our meetings discussed any items regarding who was going to the stadium and what the cost structure was going to be. In fact, we had a gentleman come here several times asking us what the fee was going to be because he wanted to start a baseball team. He wanted us to find out why we were charging so much money for the stadium. At our meetings we never discussed that. Our separate meetings we had were to make sure that we had 180 days mapped out. We tried to protect or rights to have the stadium open because our sports teams had first priority. We had to make sure that our schedule was intact, and our graduation was also intact regarding dates. We had to make sure all that was in place. Then the Jackals who came in after us had to work around our schedules. Even for this current year, we have already provided them our current schedule going through June. If the same situation comes up now, our dates are locked in. Any days that we're in the stadium we do not pay for any activities there. They have their own maintenance crew. Our crew comes in for our events the same way we host at Bauerle Field. Our custodians will come into our locker rooms and clean. Everything we are doing at Bauerle Field and Buckley Field we just transport to the stadium. We never sat down and said this is what we're doing as far as the fee structure because we're not part of those meetings.

Comm. Gonzalez: The 180 days are not just random. They're all specific to a use that we project. There's no flex date. In other words, let's say there are only 120 days that we absolutely need but we have a balance of 60 days. Do we have that 60-day balance to go in there?

Mr. Cozart: First of all, our sports programs will never have 180 days. We fill up the rest of the schedule with school activities. They can come in every day for gym, weather permitting. Field day activities are happening there as long as they're scheduled ahead of time. Those days are ours. We know we have now through April full use of the stadium during the daytime as well. May is when the Jackals come back. They have 6-day games. I'm not sure what the schedule is going to be for next year. From now to the end of April we have full use of the stadium. They work around our days. This year for the first time they're going to bring soccer to the stadium. The Kennedy soccer team is playing on September 23 for another classic. Our team is playing in that classic. It's a big venue for us because normally our home games are at Pennington Park for Kennedy and Bauerle Field for Eastside. I know Kennedy is playing and they're the cohost. They're playing at the stadium on September 23.

Comm. Gonzalez: Can you share with us through the Superintendent the schedule so we're aware?

Mr. Cozart: We're finalizing a couple of things. We had a conflict because Kennedy and Eastside were both on the same date. That was a game they had to get squared away, but yes. It will be on our website as well.

Comm. Freeman: As far as when our high school teams play, are they allowed to utilize the concession stands to generate money like they did at School No. 15?

Mr. Cozart: No, because that all comes through Vaughn McCoy, and he has a separate contract with the vendor to use the stadium. Vaughn has worked out that he will meet with us to give us what percentage would go to Kennedy's games and Eastside's games. That would come through that same governing body that was referred to earlier. That's another contract that we are not part of.

Comm. Freeman: The actual concession stands that the football teams and the parent teams have sell things at the game during halftime and they generate money for their club.

Mr. Cozart: All the food services will come through Vaughn McCoy's agency, as well as the restaurant component and the concession stands.

Comm. Gonzalez: Are we talking about the 180 days that the School Board has?

Mr. Cozart: Whenever the stadium is open, he has the contract to run the concessions.

Comm. Gonzalez: We asked this question already and the response was not that. The response was clearly that we had control of vendors, the food stand and the locker rooms.

Mr. Cozart: That was never told to us. Not only that, Comm. Hodges had asked that our kids have the opportunity to be employed there.

Comm. Gonzalez: I'm sorry. Believe me when I say when I ask questions, I know why I'm asking them. This is not towards you. I've asked a lot of questions about this. It's been going on for a very long time. I have dates and specifics as to who said what. I was clearly told that when it has to do with vendors, whether it's the concessions or whatever, the School Board has that control because we have it during those days. Nothing was to supersede that. Am I wrong?

Comm. Freeman: It was brought up. The sad thing about this whole situation is we're discussing this now. I'm just going to be quiet. I don't want to say anything else about it. At the end of the day, the kids lose. You can tell me 1,000 times we have a stadium that the district couldn't fix. I wonder why the district couldn't maintain the stadium. I wonder why they couldn't do those things way back then. We sell the building, give it away, and everybody is so happy over a stadium. What about the children? What is the district getting? I need numbers on the revenue. And now you're here talking about this new committee that was supposed to be formed, I'm aggravated. I'm quite disturbed and disgusted because this is not what we should be doing. I can't get answers on who gets money and how much we got paid, but every time I turn around, I have to vote on something. But I can't get the answers that I need, and I don't like that. This whole stadium deal is under my skin because when the transparency hits we're going to see what the real deal is. It's not fair. There's no way Eastside and Kennedy are going to play at their home field, Hinchliffe Stadium, but they can't sell concessions to benefit their booster club. Nobody knows what the shared agreement is! Nobody can tell me anything about the shared agreement. Now the booster clubs can't sell any food because Vaughn McCoy got the vendor contract and I'm not understanding it. You take from the kids, and you know the booster clubs generate extra money for whatever they need it for. You take it away and then what?

Comm. Gonzalez: It's not about the individual. It's about the contract. The only contract that came before us had to do with a liquor license. It had nothing to do with taking over our days or anything like that. I don't know where that concept came in that there would be this vendor who would be the vendor for the School Board. The only contract we agreed to was just to approve that that vendor could go to get a liquor license to sell beverages. It had nothing to do with them running our vending.

Comm. Redmon: I would task the Superintendent and legal to do a full presentation to the Board to know exactly what we maintain for the stadium. This will be a public discussion. The bullet points would be the contract that exists between us, the developer, and the city. Also, what our usage is of the stadium and facility. It will be a full presentation, so everybody knows what our role is.

Comm. Hodges: Comm. Freeman, you're right in your concerns. These issues were brought up a number of times right here before you were all on the Board. Money was my concern. I pestered the lawyers about that. Then we were told we had to do some things. We talked about making sure our students became part of the restaurant. We were shut out of that too. We said can they at least work there. When I went to the graduation I didn't see any students in there. I haven't said anything. That was our legal representation that covered that. There were some issues that I've had as to some ideas that should have been done on the district's behalf that did not occur. We have 12-15 years before we can buy out. We need to take a look at that because this is not really working for us. We can't explain to the community why they have Montclair's children playing there and they can't play there. I understand that. The bottom line is that's our stadium, but their kids can't go there.

Comm. M. Martinez: That's a misnomer. Again, I'm not defending the agreement or the way this has worked out with the vending. But it's such a misnomer that Paterson kids don't play there. There have been numerous camps, games, and undertakings that were strictly for Paterson kids. One day in the summer a group from Montclair paid to rent it and the city went into a frenzy. They paid for two hours' worth of time. That was it. Every other day was Paterson. Once day Montclair used it and they paid for it. I'm not defending the deal, but Paterson kids have been in that stadium a lot.

Comm. Hodges: Let's get the regulations out there. Let's get the information so everybody knows where they are. Let's look at the 12-year buyout or whatever it is so that we can see how it works to our benefit. Convene the governing body so we can monitor things on our behalf and not have them give us whatever they want to give us. Then we can move forward. All the questions will be answered.

Comm. Redmon: That's fair.

Policy

Comm. Redmon: I don't think policy met yet.

Family & Community Engagement

Comm. D. Martinez: We're set to meet next month.

OTHER BUSINESS

Comm. Hodges: Rosie Grant came here to the meeting to discuss going to the board of directors meeting en masse.

Comm. Redmon: We will have a full, robust discussion in our retreat that's coming up.

Comm. Hodges: Okay. You might want to put a check on your calendar because it will be October 4. We want to go down to Trenton.

Comm. Redmon: Once we have the discussion and this Board knows the direction, we want to follow then we can ask the public to come support us. We'll have time before that so we can advertise it on our website for the parents to participate.

Comm. Hodges: Thank you very much.

Comm. Gonzalez: We're going to be out in Chicago for a conference. It hasn't been said and in many years past it hasn't been done to the level I think it should be and hopefully this year and moving forward we can start acknowledging Hispanic Heritage Month, which begins September 15 through October 15. I would love to see our schools have activities and represent...

Comm. Hodges: We do.

Comm. Redmon: They celebrate it.

Comm. Gonzalez: Maybe I've missed it. I want to see a great representation throughout the school district. Principals, get creative. I know there are a few days. We will be away, but I would love to see the celebrations when we get back. Thank you.

Comm. Redmon: Any other questions, comments, or concerns?

Comm. M. Martinez: Let's get home safe.

ADJOURNMENT

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

The meeting was adjourned at 10:51 p.m.



Mr. Richard Matthews
Business Administrator/Board Secretary