

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

October 12, 2022 – 6:00 p.m.
Remote - Zoom

Presiding: Comm. Kenneth Simmons, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools
Dr. Susana Peron, Deputy Superintendent
Khalifah Shabazz-Charles, Esq., General Counsel
Boris Zaydel, Esq., Legal Attorney

Comm. Vincent Arrington
Comm. Emanuel Capers
Comm. Oshin Castillo-Cruz
Comm. Jonathan Hodges

Comm. Dania Martinez
Comm. Manuel Martinez
Comm. Nakima Redmon, Vice President
Comm. Corey Teague

Student Representatives:

Ms. Paris Higgs
Ms. Yaneliz Mejia

Comm. Simmons 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
October 12, 2022 at 6:00 p.m.
Virtual
90 Delaware 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.

RECOGNITION OF FORMER BOARD MEMBER CHRYSTAL CLEAVES

Ms. Shafer: Thank you, Mr. President. Good evening, Board Commissioners, staff, and Paterson community. I would like to take a few minutes to reflect on the passing of Chrystal Cleaves who served on the Board of Education as Commissioner from May of 2011 until January of 2018. Commissioner Cleaves transitioned on Monday, October 3 after a long illness, and our thoughts and prayers and with her family and friends during

this difficult time. As it was reported in the local media, Commissioner Cleaves was a proud member of the Alpha Kappa Alpha Sorority and she also served on the Paterson Planning Board. She was an icon in the City of Paterson. Even though she was ill, Commissioner Cleaves was a dedicated public servant to the end as she helped launch Passaic County Link, a civic association for African-American women, just a few months ago. While Commissioner Cleaves was active in many causes throughout Paterson, she was devoted to serving the children of Paterson and was instrumental in advocating in Trenton for the restoration of local control to the school district. Those of us who knew her and worked with her will miss her dearly and we pray that she is now in God's tender care. I ask that we all join in a moment of silence for our friend and former Commissioner, Chrystal Cleaves.

(Moment of Silence)

Ms. Shafer: Thank you. At this time, I'm going to ask Boris to put up the proclamation that will be given to her family. To read into the record, this proclamation is presented to the family of Chrystal A. Cleaves in honor of her unwavering support and commitment to the students and staff of the Paterson Public School District and the community members of the City of Paterson. Chrystal Cleaves was a staunch supporter of Paterson Public Schools. She served on the Paterson Board of Education from May of 2011 through January of 2018. During her tenure, she served as vice president and was a member of various subcommittees. She was a team player and well-respected by her colleagues and community stakeholders. Her love and adoration for children showed in her effectiveness as a School Board member. She continuously fought for the rights of children to have a thorough and efficient education. She was an advocate and a voice for those who could not speak for themselves. She had a rapport with parents and demonstrated an extreme responsiveness to concerns for their children while maintaining a level of support to all staff members. Chrystal Cleaves was an active member of the Alpha Kappa Alpha Sorority, Inc. and a community activist who was valued throughout the city and beyond. Chrystal Cleaves was also a woman of valor who stood on her beliefs, never backing down and always fighting for what she felt was right. She leaves behind a legacy of great character, faith, stewardship, love, and dedication that will forever be etched in our hearts. While the passing of Chrystal has left a void within our great city and a hole in the hearts of those who loved her and held her near and dear, her spirit will live on in the memories we have of her. Chrystal A. Cleaves, forever our lady, May 4, 1964 to October 3, 2022.

Comm. Simmons: I know that Board members wanted to share some reflections, but I would like to do that during the President's report, if Board members don't mind.

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 October 14, 2022, beginning with check number 233444 and ending with check number 233509, in the amount of \$10,645,503.19, and direct deposit number beginning with 1463 and ending with 1485, along with wire in the amount of \$12,000,000.00, for a total of \$22,645,503.19;

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

Resolution No. 2

WHEREAS, The Department of Family and Community Engagement is in concert with Goal Area #3: Communications & Connections Goal Statement: To establish viable partnerships with faith-based organizations to increase parental engagement and involvement to fulfill our districts' mission and vision; and

WHEREAS, Amerigroup New Jersey, Medicaid managed health care plan, provides ongoing community relations and outreach to encourage members to become active participants in their health care. Amerigroup has a community storefront in Paterson, New Jersey where it provides health education. Amerigroup is committed to improving lives and communities, including helping children with a successful start to the school year; and

WHEREAS, Amerigroup New Jersey will sponsor the parent teacher organization (PTO) welcome back parents' kick off events on October 1, 2022, and October 15, 2022; and

WHEREAS, Amerigroup New Jersey, has proposed to donate 1,000 back packs for distribution to Paterson Public School students. Approximate value of this donation is \$8,000 and providing informational services and/ or assisting families in signing up for Medicaid health care plan; and

WHEREAS, The Department of Family and Community Engagement has determined that accepting the donation will serve the best interests of the school district and its students.

NOW, THEREFORE BE IT RESOLVED, The Department of Family and Community Engagement accepts the donation from Amerigroup New Jersey valued at approximately \$8,000, consisting of 1,000 back packs for Paterson Public Schools students at no cost to the district.

Resolution No. 3

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

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

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

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the October 12, 2022 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

Move **PC# 1698** to 655 Special Services Dept.

Action is requested to reclassify **PC# 475** Speech-Language Specialist from JFK (0.6) and 655 (0.4) to School # 4 (1.0).

Action to reclassify **PC# 2962** from Teacher Dual Language at School # 16 to Bilingual Student Services Coordinator at 650 Asst. Sup. Office.

Action to transfer and reclassify **PC# 2025** from Teacher Sped. Resource at 655 Chief Sped. To EHS (.5) and JFK (.5) as Secretary Specialist.

Action to transfer **PC# 1317** from Teacher Grade 2 at MLK to Teacher Grade 2 at 655 Chief Sped.

Action to transfer **PC# 2267** from Teacher Gr 6-8 Math at MLK to Teacher Grade 6-8 Math at 655 Chief Sped.

Action to transfer **PC# 5295** from Teacher Intervention at #6 to Teacher Intervention at 655 Chief Sped.

Action to transfer **PC# 320** from Teacher Sped. LLD at #7 to Teacher Sped. LLD at 655 Chief Sped. on 10/14/22

Transfer **PC# 10744** from PS# 28 to MLK for student **K.A. 5255765**. Assign **PC# 10756** to student **H.M. 5247436** at PS# 5 (previous student assigned to this PC# moved to Florida)

Transfer **PC#10038** from JFK to International HS for student **EY5230685** as per IEP compliance.

Action is requested to assign **PC# 452** to student **5248270 JVT** as PS# 21. Previous student assigned to this PC# (**5203374**) is now in an out of district school. PC# and student are both assigned to PS# 21. PC# is vacant and principal is interviewing to fill position. As per IEP compliance.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

Action to reclassify **PC# 1247** as Confidential Secretary to Coordinator of Guidance & Student Support Services.

Action is requested to create Sub **PC# 10762** for student **XA 5251847** at Dale Avenue School

Action is requested to: Assign **PC# 10136** to student **DB 5203367** at DBA – Taub. Previous student assigned to this PC# moved to Woodland Park. Previous Aide assigned to **DB** (Feki Mariem is now a teacher). Create Sub PC# for student **JDC 5251131** at PS# 26. **PC# 10763**. Transfer Sub **PC# 10167** from PS# 26 to PS# 1 following **YAP 5245538**. Assign **PC# 10195** to student **MM 5226920** at EWK. Previous student assigned to this PC# now has a permanent aide.

Action is requested to establish funding for 2022-2023 IDEA for **PC#s 5204, 5222, & 5296**.
PC# 5204 – Reading Specialist
PC# 5205 – Vacant
PC# 5222 – Reading Specialist
PC# 5296 – Behavior Analyst
Account# 20.250.221.104.655.839.0000.001

Action is requested to transfer sub **PC# 10164** from PS# 5 to PS# 20 for student **EC 5234697**. Create a sub PC# for students:

EMT 5254610 at MLK - #**10764**
AM 5245414 at PS# 7 – # **10765**
BA 5251717 at PS# 28 - # **10766**
AR 5244368 at Dale Ave School # **10767**

As per IEP compliance

Action is requested to create SUB PC# for the following students:

DP 5205969 at EHS – **10768**
AM 5248774 at EWK – **10769**
MT 5253329 at PS # 26 – **10770**
HN 5222051 at PS# 2 – **10771**

Transfer **PC# 10251** for student **WP 5222938** from STARS to EHS.

Action is requested to create (40) part-time district security officers position control numbers assigned to (683) security department, at the rate of \$30.00 an hours.

$\$30 \times 6 \text{ hrs} \times 145 \text{ days} \times 40 \text{ pt guards} = \$1,044,000.00$

Account# 11.000.266.100.683.000.0000.000 Not to exceed: \$1,044,000.00

Action is requested to abolish the following Group Leader position PC numbers for the 21 Century Community Learning Center Program at MLK and School 24 (**5272, 5804, 5806, 5809, 5811, 5805, 5274, 5803, 5807, 5810, 4168**) effective immediately.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

Action requested to create Sub PC# for 504 student **J.P., ID# 5255367**. Student attends School #16. **PC# 10042**. Effective immediately / 2022-2023 school year. Required by code: Section 504 of the Rehabilitation Act of 1973.

Action to reclassify the location of the following PC#s from JFK to Academic Services (650):

PC# 1754

PC# 738

PC# 1691

PC# 837

Action to reclassify (**PC# 10731**) from Insight Sub for **RB5256007** to sub Instructional Aide Special ED/LLD.

This PTF is a request to convert **PC# 2504** from Instructional Aide to Personal Aide.

Action is requested to transfer:

PC# 10081 from PS # 20 to MLK following student **JN 5215482**.

PC# 10142 from PS# 5 to Taub following student **JG 5228633**

PC# 10164 from PS# 5 to PS# 20 following student **EC 5234697**

Action is requested to assign sub **PC# 10264** to student **AC 5258928** at PS# 24 (previous student assigned to this number has a district aide)

Create sub PC# for student **AMP 5250467** at PS# 28 -**10003**

Create sub PC# for student **JN 2058102** at International HS – **10004**

Create sub PC# for student **JFH 2061838** at International HS – **10005**

As per IEP compliance.

Action is requested to transfer:

PC# 10225 from PS# 20 to PS# 24 following student **JMK 5251325**

PC# 10750 from PS# 13 to PS# 5 following student **ARG 5253448**

PC# 10748 from PS# 5 to PS# 6 following student **TH 5244328**

PC# 10173 from HARP to EHS following student **SC 5204388**

PC# 10251 from STARS to EHS following student **WP 5222938**

This action is requested to reclassify **PC# 488** from a teacher of Bilingual Social Studies to a Teacher of Social Studies. We converted the PC to bilingual two years ago but will revert it back to regular education due to a lack of qualified candidates. Our Bilingual students will receive push in instruction from an ESL certified teacher.

Account# No change

Action requested to transfer **PC# 2261** (teacher SLLD) and **PC# 3468** (teacher SLLD) from School 7 to Central Office (655). Action requested to transfer **PC# 2030** (teacher MD) from School 24 to Central Office (655). Action requested to transfer **PC# 944** (teacher BD) from School 20 to Central Office (655). Action requested to transfer **PC# 2448** (teacher BD) from JFK to Central Office (655).

B. SUSPENSIONS- N/A

C.RESIGNATION/ RETIREMENT

Request to process payment for eight (8) employees for sick/vacation days due to resignation/retirement/deceased/ RIF. effective 10/1/2022. As per contractual agreement. Please see attached roster

NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS									
October 2022									
Name	Hire date	Title	Loc	Termination Date	Termination reason	Vacation	Sick/ Personal	Daily Rate	Total
Andrea, Noelle	12/22/2008	I.A	041	10/1/2022	Retirement		24.5	\$219.50	\$5,377.75
Batista, Jose	9/1/1995	Teacher	316	10/1/2022	Retirement		90	\$524.84	\$47,235.60
Capone, Rosanne	9/2/2004	Teacher Nurse	670	10/1/2022	Retirement		76.5	\$479.24	\$36,661.86
Garner, Vermadeine	9/22/2009	Teacher	001	10/1/2022	Retirement		42.75	\$496.34	\$15,000.00
Graulich, William	9/1/2007	Director	650	10/3/2022	Resignation	20		\$556.39	\$11,127.80
Lawson, Crystal	1/1/2006	Secretary	310	9/16/2022	Resignation	7		\$235.73	\$1,650.11
Lorenzo, Mercedes	11/14/1994	Teacher	301	10/1/2022	Retirement		69	\$500.74	\$34,551.06
Spencer, Daryl	1/20/2004	Teacher	034	10/1/2022	Retirement		29.25	\$516.17	\$15,097.97
								TOTAL	\$166,702.15

Account # 11.000.291.299.690.058.0000.000 Not to exceed \$
166,702.15

D. TERMINATIONS

Action is requested to terminate **Victor Romero**, Personal Aide (**PC# 452**), on the basis of job abandonment effective September 15, 2022. Mr. Romero has been on an unauthorized leave since September 2, 2022 and has failed to report back to work.

Action is requested to terminate **Estela Ferradans**, Food Service Employee (**PC# 6053**), on the basis of job abandonment effective September 19, 2022. Ms. Ferradans has been on an unauthorized leave since June 20, 2022 and has failed to report back to work.

Please terminate the following Food Services Cafeteria Substitutes due to job abandonment: **Velasquez, Crystallyn (PC# 6933)**, **Diaz-Pena, Belgica (PC# 6939)**, **Moscoso Agudelo, Astrid (PC# 6978)**. Effective day: 9/16/2022

Account# 60.910.310.110.310.000.0000.000

D. TERMINATIONS (CONT.)

Action is requested to terminate **Sheila Heber**, Substitute Secretary (**PC# 6921**), on the basis of job abandonment effective October 7, 2022. Ms. Heber never reported to work since her start date of September 26, 2022.

Action is requested to terminate **Rosalind Young**, Teacher Social Worker (**PC# 1084**), on the basis of job abandonment effective October 1, 2022. Ms. Young has been on an unauthorized leave since September 1, 2022, and has failed to report back to work.

E. NON-RENEWAL**F. LEAVES OF ABSENCE****G. APPOINTMENT**

Last Name	First Name	School/Location	Title	Salary	Reason
Acosta	Amirys	Food Services	Food Service Sub	\$13/hr	filling vacancy
Adams	Philomena	655 Chief Sped.	Teacher Reading Specialist	\$96,625 + \$1,100 + \$400 = \$98,125	filling vacancy
Ahmed	Asem	School# 26	Permanent Substitute Teacher	\$22,000.00	filling vacancy
Akilli	Gozde	School #9	Teacher Grade 4 ELA	\$70,055.00	filling vacancy
Akpara Jr.	Ogbonnaya	Paterson P-Tech	Teacher Science	\$59,455.00	filling vacancy
Al Houssein	Maryan	School# 25	Vice Principal	\$84,501.00 + \$2,200 (longevity)= \$86,701.00	filling vacancy
Allocca	John	School #3	Teacher Phys. Ed/Health	\$78,055.00	filling vacancy
Alnsour	Saba	School # 7	Teacher ESL	\$78,055	filling vacancy
Aly	Amal	MLK	Personal Aide w/ SA 5242574	\$33,326.00	filling vacancy
Ammar	Lila	School #16	Preschool Instructional Aide	\$30,526.00	filling vacancy
Arroyo	Mariluz	School #16	Teacher Grade 2	\$57,455.00	filling vacancy
Atalla	Amira	School# 24(.49)/RC (.51)	Teacher Guidance Counselor	no change	filling vacancy
Beauchamp	Veronica	School# 15	Teacher Grade 2	\$61, 455.00	filling vacancy
Berardo	Brooke	School# 20	Speech Language Specialist	\$82,555.00	filling vacancy
Brown	Althea	School # 6	Principal	\$158000 + \$8200 longevity = \$166,200	filling vacancy
Bueno De Soto	Ninoska	Food Services	Food Service Sub	\$13/hr	filling vacancy
Butts	Khedra Tennille	Food Services	Food Service Sub	\$13/hour	filling vacancy
Caldwell	Lakisha	Rosa Parks High	Personal Aide w/ ZJ	\$42,290.00	filling vacancy

		School	2062681		
Carrion	Maria	Food Services	Food Service Sub	\$13/hr	filling vacancy
Cashaw	Erica	Adult School	Substitute Teacher	\$35 p/h	as needed basis
Castro	Sonia	Food Services	Assistant Accountant	\$55,000.00	filling vacancy
Coleman	Tyrese	JFK	Teacher Social Studies	\$57,455.00	filling vacancy
Daniello	Dorothy	Academic Services	Supervisor of School Based Science	\$91,001.00	filling vacancy
Davis	Rashad	Adult School	Part-Time Teacher	\$35 p/h	filling vacancy
De Marco	William	Adult School	Part-Time Teacher	\$35 p/h	filling vacancy
DeFelice	Anthony	School #13	Teacher Grade 6-8 SS	\$65,455.00	filling vacancy
Diaz	Airence	MLK	IA Autism	\$31,801.00	filling vacancy
Egekeze	John	EHS	Teacher Chemistry	\$96,625.00	filling vacancy
Elayan	Reem	Dr. Hani Awadallah	Preschool Instructional Assistant	\$35,876.00	filling vacancy
Elsayed	Tarek	School# 10	Teacher Grade 6-8 Social Studies	\$74,080.00	filling vacancy
Esparza	Angelica	650 Asst. Sup	Bilingual Coordinator	\$55,000.00	filling vacancy
Evangelista	Lopez	School# 24	Cafeteria Monitor	\$11,070.00	filling vacancy
Fair	Lois	School# 26	Cafeteria Monitor	\$11,070.00	filling vacancy
Fernandez	Niuvn	Human Resource Services	Substitute Secretary	\$110.00 per day	as needed basis
Freeman	Ebony	School#24	Cafeteria Monitor	\$11,070.00	filling vacancy
Gardner	April	Newcomers (.8), NSW (.2)	Teacher ESL	\$82,555.00	filling vacancy
Gomez	Isaiah	Napier	Teacher Grade 6 Science	\$74,080.00	filling vacancy
Gonzalez	Silver	School # 21	Personal Aide	\$33,301.00	filling vacancy
Hammonds	Kadaisha	School # 6	Secretary School	\$34,976.00	filling vacancy
Hartig	Keith	School # 15	Teacher Phys. Ed/Health	\$57,455.00	filling vacancy
Inestroza	Paula	School # 5	Teacher Bilingual	\$96,625.00	filling vacancy
Johnson	Wilbur	Napier	Cafeteria Monitor	\$11,070.00	filling vacancy
Johnson	Racheal	School # 6	Teacher Art	\$61,455.00	filling vacancy
Johnson	Wilbur	Dr. Frank Napier	Cafeteria Monitor	\$11,070.00	filling vacancy
Jones	Shanta	Academic Services	Coordinator of Guidance & Support Services	no change	filling vacancy
Kaplan	Maya	School # 24	Teacher Sped. Resource	\$58,455.00	filling vacancy
Kindler	Filiz	School # 27	Teacher Grade 1	\$61,455.00	filling vacancy
Lazarevic	Stefan	JAT	Teacher Music	\$74,080.00	filling vacancy
Lipon	Rodrigo	School# 13	Teacher Grade 6-8 Math	\$96,625.00	filling vacancy
Lovely	Lindsay	NSW	IA Sped. Cog. Mild.	\$32,701.00	filling vacancy
Mack	Vionisha	NSW	IA Sped. Cog Mild	\$33,926.00	filling vacancy

Malavasi	Melinda	School# 12	Teacher Physical Education/Health	\$57,955.00	filling vacancy
Matos	Judith	AHA	Cafeteria Monitor	\$11,070.00	filling vacancy
McCubbin	Linda	School # 6	Teacher Grade 7 ELA	\$67,455.00	filling vacancy
McGilloway	Patrick	New Roberto Clemente	Teacher Gr 8 Language Arts	\$74,080.00	filling vacancy
Miller	Lamar	Eastside Highschool	Teacher HS Guidance Counselor of Student Soc/Emotional Services	no change	filling vacancy
Miller	Erica	Silk City Student Center	Teacher In School Suspension	\$70, 055.00	filling vacancy
Miller	Kimberly	EHS	Teacher English	\$78,055.00	filling vacancy
Mimms	Lilisa	School# 21	School/Community Program Coordinator	\$57,050.00	filling vacancy
Minova	Pavlinka	International HS	IA Sped. SLD	\$31,126.00	filling vacancy
Mirra	William	Academic Services	Supervisor of School Based Science	\$103,101.00	filling vacancy
Morris	Michelle	AHA	Cafeteria Monitor	\$11,070.00	filling vacancy
Moulton	Desmond	JFK	Teacher Music	\$63,455.00	filling vacancy
Muhammed	Kamal	Rosa Parks High School	Teacher Social Studies	\$58,455.00	filling vacancy
Nahar	Shamsur	Dale Ave.	IA Pre-K Sped.	\$33,026.00	filling vacancy
Noesi	Jessica	School #13	Cafeteria Monitor	\$11,070.00	filling vacancy
Norris	Jaron	MLK	Cafeteria Monitor	\$11,070.00	filling vacancy
Obando	Kenneth	JFK	Teacher ESL	\$57,455.00	filling vacancy
Patby	Mishaun	JFK	PT Guidance	\$35 p/h	filling vacancy
Pathan	Zulfia	Food Services	Secretary Specialist	\$55,126.00	filling vacancy
Pearson	Arnell	MLK	Personal Aide w/ JN 5215482	\$32,426.00	filling vacancy
Pena	Wanda	Food Services	Food Service Sub	\$13/hr	filling vacancy
Perez de Galan	Paola Minelly	Food Services	Food Service Sub	\$13/hour	filling vacancy
Pesci	Dina	School # 24	Teacher Sped. Resource	\$82,555.00	filling vacancy
Rahman	Shayla	JFK HS	Personal Aide	\$35,876.00	filling vacancy
Ramos	Miguel	JFK	Teacher Social Studies	\$59,455.00	filling vacancy
Rivera	Iveliz	AHA	Cafeteria Monitor	\$11,070.00	filling vacancy
Rodriguez	Joseny	Alexander Hamilton Academy	Cafeteria Monitor	\$11,070.00	filling vacancy
Rojas	Saily	Food Services	Food Service Sub	\$13/hr	filling vacancy
Rojas	German	International HS	Teacher Biology	\$82,555.00	filling vacancy
Samboy	Yulibis	School #21	Personal Aide w/ JV 524870	\$35,251.00	filling vacancy
Sarch	Gagan	School # 24	Teacher Grade 1	\$61,455.00	filling vacancy
Schwartz	Jonathan	NRC	Teacher Gr 6-8 Social	\$57,455.00	filling vacancy

			Studies		
Shah	Hiren	JFK	Teacher Social Studies	\$61,455.00	filling vacancy
Slade	Tiana	School #2	Cafeteria Monitor	\$11,070.00	filling vacancy
Smith	Tameka	Adult School	Part-Time Secretary	\$24 p/h	filling vacancy
Smith	Danielle	Dale Ave.	Teacher Sped. Autism	\$57,455.00	filling vacancy
Stevens	Lynn	New Roberto Clemente	Teacher Phys. Ed/Health	\$96,625.00	filling vacancy
Stewart	Kavon	ATM	Instructional Assistant	\$32,126.00	filling vacancy
Tejada	Gloria	Dale Ave.	Personal Aide w/ AD 5237453	\$33,026.00	filling vacancy
Thompson	Sakena	Adult School	Part-time data entry	\$24 p/h	filling vacancy
Ugwuneri	Zephaniah	JFK HS	Teacher Chemistry	\$74,080.00	filling vacancy
Urban	Erica	School # 6	Teacher Grade 5	\$61,455.00	filling vacancy
Vazquez	Lisette	Joseph A. Taub	Cafeteria Monitor	\$11,070.00	filling vacancy
Velasquez	Irlanda	Dale Ave.	IA Sped. Autism	\$43,385.00	filling vacancy
Velazquez	Ann Marie	School #18	Teacher Grade 1	\$70,055.00	filling vacancy
Washington	Kashima	Alonzo Moody Academy	Instructional Assistant	\$41,576.00	filling vacancy
Williams	Kyrie	MLK	IA Kindergarten	\$32,726.00	filling vacancy
Young	Tavia	Human Resource Services	Substitute Secretary	\$110.00 per day	as needed basis
Zak	Robert	School# 24	Teacher Special Ed Resource	\$61,455.00	filling vacancy

H. TRANSFERS

Last Name	First Name	School/Location	Title	Salary	Reason
Abreu	Ana	School #16	Instructional Aide Kindergarten	no change	internal transfer
Acosta	Elizabeth	STARS	Personal Aide w./ AA 5235599	no change	transfer
Al Nasari	Hind	Dale Ave.	Personal Aide w/ XA 5251847	no change	transfer
Alford	Vonward	STARS	IA Sped. SLD	no change	transfer
Almazi	Nicole	School #21	Teacher Grade 2	no change	transfer
Alvarez-Farraye	Nilza	School #2	Teacher Bilingual/ESL	no change	transfer
Alves	Grace	School # 7	Teacher Grade 5	no change	transfer
Blue-Gaskin	Yolanda	ATMA	Teacher Sped. Resource	no change	transfer
Brown	Tenesa	EHS (.6), JFK (.4)	Secretary Specialist	no change	transfer
Buie	Jemarl	School # 7	Personal Aide w/ RB 5256007	no change	transfer
Chowdhury	Tahmina	School # 5	Teacher Bilingual	no change	transfer
Clark	Kristen	School #18	Teacher Grade 5 Math/Science	no change	transfer
Dean	Ian	School # 26	Personal Aide w/ JDC 5251131	no change	transfer
Defeis	Anne Marie	NRC	Teacher Grade 6-8 Math	no change	transfer

Espinal	Belkys	School #21	Personal Aide 504	no change	transfer with student
Farias	Katia	School # 2	IA Sped. Autism	no change	transfer
Fiory	Erica	School # 7	Teacher Grade 3	no change	transfer
Flood	Daisy	YMLA	Personal Aide 504	no change	transfer with student
Gipson	Kenneth	School # 26	IA Pre-K Sped.	no change	transfer
Green	Elaine	STARS TIES	Instructional Aide Transition	no change	transfer
Grilk	Brian	Eastside HS	Teacher Biology	no change	transfer
Holmes	Walter	School # 16	Personal Aide w/ AB 5239316	no change	transfer
Jones	Stephanie	Paterson Steam	Personal Aid	no change	following student to new location
Juan	Katarzyna	School # 25	Teacher Sped. Resource	no change	transfer
Navedo	Sandra	School # 7	IA Kindergarten	no change	transfer
Nolton	Gail	655 Chief Sped.	Teacher Intervention Referral Specialist	no change	transfer
Omer	Hasnaa	School #16	Personal Aide	no change	internal transfer
Peeples	Tiffany	Rosa Parks HS	PErsonal Aide for Student HR 5203306	no change	transfer with student
Soriano	Delia	School # 25	Teacher Sped. LLD	no change	transfer
Spallino	April	Dr. Hani Awadallah	Teacher Grade 3	no change	transfer
Toledo	Frank	Paterson P-Tech	Personal Aide for student IH5206086	no change	transfer with student
Vargas	Luz	Roberto Clemente	Teacher Grade 1 Bilingual	no change	transfer
Warburton	Melissa	School # 2	Personal Aide v/ VM 5220534	no change	transfer
Williams	Barbara	School# 20	Personal Aide to student TCQ 5241604	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

Last Name	First Name	School/Location	Title	Salary	Reason
Ehrenberg	Dawn	School# 15	Teacher Grade 5	\$58,455.00	Leave replacement
Lebron	Sherika	School # 15	Leave Replacement Teacher Preschool	\$59,955.00	leave replacement

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

To provide a sixth teaching period assignment to the following teacher:

Vanderstarre, Merlyn (PC# 2288): Teacher of Social Studies

We currently have 2 Social Studies vacancies and have not been able to fill the position; Ms. Vanderstarre will teach one of the classes.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

Action to stipend the following teachers: **William Anderson**, Teacher, and **Charlene Allen**, Teacher, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45 am – 8:15 am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

Authorization to provide stipends to all teachers, Instructional Assistants, Dental Coordinator, Social Workers and School Administrators on 9/26/22, 10/24/22, 11/21/22, 12/12/22, 1/09/23, 2/06/23, 3/06/23, 4/17/23, 5/15/23, 6/12/23 from 3:15 – 5:15pm. All staff attending this Professional Development will be compensated as per Article 12:7. Participating staff attached. Accelerated grant.

37 Teachers X 35.00 X 2 hrs = \$2,590 X 10 = \$25,900.00

1 Principal X 50.00 X 1.75 = \$87.50 X 10 = \$875.00

1 Vice Principal X 40 X 1.75 = \$70.00 X 10 = \$700.00

TITLE	SELECTED CANDIDATE 22-23 LAST NAME / FIRST NAME
COORDINATOR OF DENTAL SERVICES	ZAYDEL YANA
TEACHER ART	STEIN JAYMIE
TEACHER ENGLISH	SPILIOTOPOULOS PATRICIA M
TEACHER ENGLISH	WILSON CARLA
TEACHER ENGLISH	CAMPBELL DAMION
TEACHER ENGLISH	MOSTAFA SARAH
TEACHER ESL	YOPLAC MARIA
TEACHER GUIDANCE COUNSELOR	BROWN SHANTEE
TEACHER GUIDANCE COUNSELOR	MOYETT-WRIGHT MELISSA
GUIDANCE PT	BATISTA JULISSA
TEACHER HEALTH OCC/STW	PATBY PATRICE
TEACHER MATH	GARRABRANT KENNETH
TEACHER MATH	BLOEMEKE STEVEN
TEACHER MATH	RAIMONDO TIMOTHY J
TEACHER MATH	STOEV EMILY

TEACHER MATH	NUNEZ KENIA
TEACHER MUSIC	JONES TRISTAN
TEACHER NURSE	FOSTER LARITER
TEACHER PHYS ED/HEALTH	PATTERSON KIMEKA
TEACHER PHYS ED/HEALTH	CONFORTI BIAGIO
TEACHER PHYS ED/HEALTH	PENA JOB
TEACHER SCIENCE	TODHE MERI
TEACHER SCIENCE	MIKHAILOVSKY TATIANA
TEACHER SCIENCE	SAYAD LOUIS
TEACHER SCIENCE	GOLD BRADLEY
TEACHER SCIENCE	PISE LAURA
TEACHER SOCIAL STUDIES	OPROMOLLO EILEEN
TEACHER SOCIAL STUDIES	TOOMEY CHRISTOPHER J
TEACHER SOCIAL STUDIES	CAMACHO EDWIN
TEACHER SOCIAL STUDIES	WOODS - DRAKE CHRISTOPHER
TEACHER SOCIAL WORKER	SILBERMAN AMANDA
TEACHER WORLD LANGUAGE	CLEMENTS MICHELLE
TEACHER WORLD LANGUAGE	HERRERA JUAN
INSTRUCTIONAL AIDE SPECIAL ED/LLD	WILLIAMS SOLAADEEN
INSTRUCTIONAL AIDE SPECIAL ED/LLD	CUMMINGS MAXINE
INSTRUCTIONAL AIDE SPECIAL ED/SLD	FIUMARA NICHOLAS
TEACHER SPECIAL ED LLD	LASSITER KRYSTAL
TEACHER SPECIAL ED LLD	GAUSE WRATHELL
TEACHER SPECIAL ED RESOURCE	PALACIO LUIS
TEACHER SPECIAL ED RESOURCE	AHN JIN-YOUNG
TEACHER SPECIAL ED RESOURCE	GREAVES BRIAN
PRINCIPAL	WHITE KELLI
VICE PRINCIPAL	DAVIS SHANITA

Account# 20.484.200.100.653.000.0000.001

Not to exceed: \$27,475.00

L. STIPENDS / CONT.

To provide a sixth teaching period assignment to the following teacher:

Tara Fueshko (PC# 749): Teacher of Social Studies

We currently have 2 Social Studies vacancies and have not been able to fill the position; Ms. Fueshko will teach one of the classes.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Ricardo Llanos (PC# 1100): Teacher of Spanish

We currently have 1 World Language vacancy and have not been able to fill the position; Mr. Llanos will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Steven Dinnerman (PC# 3462): Teacher of Social Studies

We currently have 2 Social Studies vacancies and have not been able to fill the position; Mr. Dinnerman will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Corey Esposito (PC# 2958): Teacher of Social Studies

We currently have 2 Social Studies vacancies and have not been able to fill the position; Mr. Esposito will teach one of the classes.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Christopher James (PC# 473): Teacher of Social Studies

We currently have 2 Social Studies vacancies and have not been able to fill the position; Mr. James will teach one of the classes.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Estime Carlo (PC# 2823): Teacher of Chemistry

We currently have 1 chemistry vacancy and have not been able to fill the position; Mr. Carlo will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Cascone, Carl (PC# 2828): Teacher of Chemistry

We currently have 1 chemistry vacancy and have not been able to fill the position; Mr. Cascone will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

L. STIPENDS /CONT.

To provide a sixth teaching period assignment to the following teacher:

Mary Chowhan (PC# 398): Teacher of Mathematics

We currently have 7 math vacancies and have not been able to fill the position; Mrs. Chowhan will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Krapohl, Cheryl J. (PC# 156): Teacher of English

We currently have 3 English vacancies and have not been able to fill the position; Mrs. Krapohl will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Yakimik, Concetta M. (PC# 2580): Teacher of Science

We currently have 2 Science vacancies and have not been able to fill the position; Mrs. Yakimik will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Yanet Abyad (PC# 2325): Teacher of Science

We currently have 2 Science vacancies and have not been able to fill the position; Mrs. Abyad will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Brian Grilk (PC# 2403): Teacher of Science

We currently have 2 Science vacancies and have not been able to fill the position; Mr. Grilk will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To provide a sixth teaching period assignment to the following teacher:

Kathleen Sayad (PC# 1001): Teacher of Science

We currently have 2 Science vacancies and have not been able to fill the position; Mrs. Sayad will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

To hire **Katherine Vizcaino** and **Ms. Samantha Emery** for Lunch Supervisor Teacher at School #24 for the 22-23 SY.

Account# (K-5) 15.120.100.101.024.056.0000.000

Account# (6-8) 15.130.100.101.024.056.0000.000

L. STIPENDS /CONT.

To provide a sixth teaching period assignment to the following teacher:

Rosemary Debell (PC# 2826): Teacher of English.

We currently have 3 English vacancies and have not been able to fill the position; Ms. Debell will teach one of the classes.

Account# 15.140.100.101.307

Not to exceed: \$4,500.00

The action is requested for **Mary Chowhan** and **Reggie Hall** to be compensated the contractual rate of \$100.00 a night for an overnight field trip. Both teachers accompanied students for a total of five overnights totaling \$500.00 each. FBLA competition was board approved during the June board meeting. Dates of field trip were June 28-July 3rd 2022.

Account# 15.000.221.102.307.053.0000.000 Not to exceed: \$1,000.00

PTF to hire the 8 staff members below for lunch supervision. Staff will provide lunch coverage from 9/07/22 until the end of the school year at the contractual rate.

\$2,000 per person. **1. Steven Dinnerman** **5. Suzanne Bennett**
2. Clarence Pierce **6. Mark Fischer**
3. Randy Walker **7. Candice Cotton**
4. James Hargrove **8. Clevans Robinson**

Account# 15.140.100.101.307.056.000.000 Not to exceed: \$16,000.00

To hire the following staff member to supervise, tutor and/or implement SEL activities during the Before School Program.

Edward Bodnar – For 30 min per day, M-F, for 170 days at \$35 per hour

Tara Feltey - For 30 min per day, M-F, for 170 days at \$35 per hour

Cinthya Velasco - For 30 min per day, M-F, for 170 days at \$35 per hour

Jose Rivera - For 30 min per day, M-F, for 170 days at \$35 per hour

Alina Vasquez - For 30 min per day, M-F, for 120 days at \$35 per hour

Sulay Leon - For 30 min per day, M-F, for 120 days at \$35 per hour

Account# 15.421.100.101.309.053.000.0000 Not to exceed: \$9,135.00

An action is requested to stipend the following staff: **James Favor**, Teacher, Physical Education Teacher, and **Chantanette Hill**, Special Education Teacher, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45 am – 8:15 am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

An action is requested to stipend the following teachers: **Cathryn Fantozzi**, **Nicole Wilcznski**, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45am – 8:15 am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

Approve payment for **Monther Harb** to provide audio visual services for the district when attending Board of Education meetings, Community Forums, parent events, after work hours, including set up and break down beginning October 1, 2022 through June 30, 2023, at a rate of \$250.00 per meeting, not to exceed \$5,000.00.

Account# 11.000.230.105.700.051.000.000 Not to exceed: \$5,000.000

L. STIPENDS /CONT.

An action is requested to stipend the following staff: **Sharon McKie**, Teacher and **Jesmarie Reyes**, Instructional Aide, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45am – 8:15am for a total of 180 days.

1 Teacher x \$35 an hour x 0.50 hours x 180 days = \$ 3,150.00

1 Instructional Aide x \$25 an hour x 0.50 hours x 180 days = \$2,250.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$5,400.00

An action is requested to stipend the following staff: **James Favor**, Teacher, Physical Education Teacher, and **Chantanette Hill**, Special Education Teacher, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45 am – 8:15am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

Action is requested to stipend staff to organize and present remote/in-person workshops for Parents/Guardians. This request aligns to Goal #4 of the Annual School Plan which is to increase parental involvement strategies for student achievement. Workshop topics include but are not limited to: Navigating Google Classroom and Parent Portal, Reading Enrichment Strategies, Math Strategies, SSEL/Mindfulness, Organizational and Note-Taking Skills, Helping Students with ELA/Math homework, Monitor Child's Progress, understanding state academic standards, and communicating with teachers.

(September 21, 2022 through October 20, 2022)

1. **Shirley Finely** – Teacher

6. **Christina Foerch** – Teacher

2. **Ivette Reynoso** – Teacher

7. **Tanya White** – Teacher

3. **Rosa Kopic** – Teacher

8. **Remesha Golaub** – Teacher

4. **Ashley Reyna** – Teacher

9. **Delia Barrientos** – Teacher

5. **Anthony Bien-Aime** – Vice Principal

8 Teachers x \$35.00 an hour x 6 hours = \$1,680.00

1 Vice-Principal x \$40.00 an hour x 6 hours = \$240.00

Title I Account# 20.231.200.100.653.080.000.001 Up to and not to exceed: \$1,920.00

Requested to compensate **Tatyana Crawford**, **Misahun Patby**, **Diane Obando** and **Quatarra Benjamin**. To chaperone the college fair trip to William Paterson University in Wayne, NJ on September 19, 2022. Each counselor will receive three hours at \$35.00.

Account# 11.000.223.110.650.053.0000.000 Not to exceed: \$420.00

To compensate the following staff members for Eastside High School Campus Freshman Orientation on Wednesday, August 31, 2022, from 7:30 am to 1:30 pm for Four hours at the PEA rate of \$34.00 an hour.

Arik, Umit

Lopez, Cesar

Austin, Ronnie

Montezino, Lizaida

Castillo, Agustin C.

Pagam, Orlando

Crawford, Wendell

Toporivska, Alina

Account# 15.401.100.100.051.053.000.0000 Not to exceed: \$1,632.00

L. STIPENDS /CONT.

Action is requested to compensate the attached list of staff for Turnaround school stipend for extended day 2022-2023 school year,

1 Principal x \$7,790 = \$7,790

9 Teachers (Certified Staff 1.05 Days) x \$5,550 = \$49,500

1 Teacher (Certified Staff .5 3 Days) x \$2,750 = \$2,750

1 Nurse (Certified Staff 1.05 Days) x \$3,875 = \$5,500

1 School Secretary (Non-Certified Staff 1.08 Days) - \$2,750

1 Chief Custodian (Non-Certified Staff 1.08 Days) - \$2,750

NAME	TITLE	STIPEND	
Principal			
Marc Medley	Principal	\$7,790	(6 Days) 1.0
Certified Staff (Teachers) - 9			
Sevine Lostal	Science/SS 3-5	\$5,500	(6 Days) 1.0
	Language Arts 3-5	\$5,500	(6 Days) 1.0
Avanti Ghodiwala	Math 3-5	\$5,500	(6 Days) 1.0
Suzy Rimoh	Spec. Ed/Resource	\$5,500	(6 Days) 1.0
Solomon Emeghara	Math 6-8	\$5,500	(6 Days) 1.0
Kim Williams-Nutter	Lang. Arts 6-8 (SS)	\$5,500	(6 Days) 1.0
Keith Edghill	Science 6-8	\$5,500	(6 Days) 1.0
Mervin Griffiths	Guidance 6-8	\$5,500	(6 Days) 1.0
Ayoka Clifford	Guidance 3-5	\$5,500	(6 Days) 1.0
Certified Staff Teachers			
Luis Davila	Physical ED	\$5,500	(6 Days) 1.0
Technology			
Certified Staff Nurse			
Robin Caprio	Nurse	\$5,500	(6 Days) 1.0
Non-Certified Staff (2)			
Kathy L. Morgan	School Secretary	\$2,750	\$2,750
Gina Castillo	Chief Custodian	\$2,750	\$2,750
TOTAL		\$75,440	\$71,040

Action is requested to stipend the following staff members for bus monitor assignments @ MLK. **Surelys Aloï, Letoya Balmer, Ca’Kia Davis, Tatyana Goldenberg, Souhir Hashem, Cecilia McGrotty, Quado Meyers, Tonetta Townsend, Rosalyn Walton,** and **Bernard Williams.** \$25/hr (1 hr daily) from 9/07/22–12/23/22 (72 RSY Days)

\$1,800.00 x 10 staff members = \$18,000.00

Account# 11.000.270.107.749

Not to exceed: \$18,000.00

Action to compensate once nurse part-time 2022-2023 Summer Health Files and Services Preparation. During 8/29/22 & 8/30/22, 7 hours per day, not to exceed 14 hours total, at \$35.00 per hour, not to exceed \$490.00. Action to hire part-time: **Tiffany Kidd-Schindler**

Account# 11.000.213.100.670.053.0000.000 Up to and not to exceed: 4490.00

L. STIPENDS /CONT.

Action to pay the teachers for Breakfast Club for 2 days per week, for 6 months totaling 48 hrs. not to exceed \$1,680.00.

Sandra Nunez

Sub: Raymond Rivera

Account# 15.421.100.101.018.053.0000.000

Not to exceed: \$1,680.00

Action is requested to stipend the following CST staff members:

Melissa Barbi, Ryan Benford, Cynthia Dailey, Gina Doick, Danelle Nelson, David Suro & Alex Tahbaz.

\$35 x 200 hrs. = \$7,000.00 x 7 = \$49,000.00

Effective immediately.

Account# 11.00.219.104.749.053

Not to exceed: \$49,000.00

Action to pay the teachers for School 18 After School Model Program for 2 days per week, for 35 weeks totaling 70 hrs. not to exceed \$2,450.00

Joseph Marte

Sub: Raymond Rivera

Account# 15.421.100.101.018.053.0000.000

Not to exceed: \$2,450.00

To provide a sixth teaching period assignment to the following teacher:

Kristin Perez (PC# 2924): Teacher of Social Studies

We currently have 3 social studies vacancies and have not been able to fill the position; Mr. Perez will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

To provide a sixth teaching period assignment to the following teacher:

Beatriz Ashe (PC# 1621): Teacher of World Language

We currently have 2 ESL/WL vacancies and have not been able to fill the position; Ms. Ashe will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

To provide a sixth teaching period assignment to the following teacher:

Jeffrey Brown (PC# 632): Teacher of Social Studies

We currently have 3 social studies vacancies and have not been able to fill the position; Mr. Brown will teach one of the classes. Coverage will begin on 9/07/22 and continue until a teacher is hired.

Action to compensate **Patricia Spiliotopoulos** for teaching a sixth period. Mrs. Spiliotopoulos is the yearbook adviser and according to contract should have a reduced teaching load of two periods. This cannot be accommodated in the current 2022-2023 schedule.

Request to **Jin-Young Ahn** for teaching a sixth period. Mrs. Ahn is the newspaper adviser and according to contract should have a reduced teaching load of one period. This cannot be accommodated in the current 2022-2023 schedule

L. STIPENDS /CONT.

Action is requested to pay stipend to **Kevin Medley** for first lunch coverage supervision (11:10 am – 11:50am) at School #25 for the 2022-2023 School year. At the contractual rate. Listed below are the possible subs in the event Mr. Medley is unavailable.

Kendrick Nelson

Anel Hernandez

Matthew Liss

Account# 15.130.100.101.025.056.0000.000

Not to exceed: \$2,000.00

Action is requested to pay stipend to **Kendrick Nelson** for third lunch coverage supervision (12:40pm – 1:20pm) at School #25 for the 2022-2023 School year; at the contractual rate. Listed below are the possible subs in the event Mr. Nelson is unavailable.

Matthew Liss Anel Hernandez

Account# 15.120.100.101.025.056.0000.000

Not to exceed: \$2,000.00

Action is requested to pay stipend to **Radell White** for second lunch coverage supervision (11:55am – 12:35pm) at School #25 for the 2022-2023 School year; at the contractual rate. Listed below are the possible subs in the event Mr. White is unavailable.

Matthew Liss

Anel Hernandez

Kendrick Nelson

Account# 15.120.100.101.025.056.0000.000

Not to exceed: \$2,000.00

To compensate Instructional Aide of Discipline **R. Alexander PC# 2547**, Teacher of English **U. Arik PC# 2164**, Instructional Aide of Discipline **R. Austin PC# 3302** for Cafeteria at the Eastside Educational Campus.

Account# 15.140.100.101.051.056.0000.000

Not to exceed: \$8,000.00

To compensate two teachers as lunch monitors at International High School for the 2022-2023 school year. Not to exceed: \$4,000. Teachers: **Ebenezer Tetteh, Omar Khalil**

Account# 15.000.218.104.055.0000.000

Not to exceed: \$4,000

To hire (3) Teachers for the Eastside Educational Campus After School and Saturday Morning Detention Program for the 2022-2023 school year. Beginning September 19, 2022 through June 15, 2023 not to exceed two (2) hours per day for four (4) hours on Saturday's approximately 260 hours x \$35 per hour = \$9,100

1. **Wendel Crawford PC# 2894** Supervisor of Program @ \$40.00 per hour

2. **Ray Lyde PC# 1662** @ \$35.00 per hour

3. **Roger Sangster PC# 799** @ \$35.00 per hours

Account# 15.401.100.100.051.053.0000.000

Not to exceed: \$9,100.00

An action is requested to stipend the following Teachers: **Neicy Navarro** and **Lauren Schwerin**, at the contractual rate, to support the Before School Covid Initiative between the hours 7:45am – 8:15am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Upto and not to exceed: \$6,300.00

L. STIPENDS /CONT.

Approval requested to compensate teacher who has volunteered to teacher a sixth period during their supervisory or preparation period to be paid as per negotiated contract for Eastside Educational Campus. Effective September 22, 2022.

Villaverde, Manuel L. PC# 94

Action is requested to stipend staff to organize and present remote/in-person workshops for Parents/Guardians. This request aligns to Goal #4 of the Annual School Plan which is to increase parental involvement strategies for student achievement. Workshop topics include but are not limited to: Navigating Google Classroom and Parent Portal, Reading Enrichment Strategies, Math Strategies, SEL/Mindfulness, Organizational and Note-taking Skills, Helping Students with ELA/Math Homework, Monitor Child's Progress, understanding state academic standards, and communicating with teachers. (October 13, 2022 – SEL/Family Art Night)

1 **Rawya Kyle**– Teacher

6. **Kathryn Vizcaino** - Teacher

2 **Megan Anderson** – Teacher

7. **Mayra Marin** – Teacher

3 **Alyssa Goldfond**– Teacher

4 **Karen Lipari** – Teacher

5 **Christopher Taylor** – Teacher

7 Teachers x \$35.00 an hour x 2 hours = \$490.00

7 Teachers x \$35.00 an hours x 1 hour PREP = \$245.00 (Flexible date and Time)

Title I Account #: 20.231.200.100.653.080.000.001 Upto and not to exceed: \$735.00

Action is requested to appoint **Susette Chavez (PC# 1276)** as Interim Director of Staffing and School Support Services and to be compensated \$900/month while Karen Dever is on LOA from 9/19/22- 4/17/23.

Action is requested to hire **Suzanne Falk, Lori Marchese, Eric Brown** and **Jason Doerr** for cafeteria supervision at Paterson P-Tech for the 2022-2023 school year.

Account# 15.140.100.101.054.056

Not to exceed: \$8,000.00

From July 1, 2022 – August 31, 2022. Counselor has been allotted 42 hours. Request to hire School Counselor **Ashley Robinson-Johnson** for the Alonzo “Tambua” Moody Academy. Not to exceed: \$35.00/Hour x 42 hours = \$1,500.00

Account# 11.000.218.104.703.053.0000.000 Not to exceed: \$1,500.00

Action is requested to stipend four (4) teachers to organize and present remote/in person workshops for Parents/Guardians. This request aligns to Goal #4 of the Annual School Plan which is to increase parental involvement strategies. Workshop topics include but are not limited to: SEL Workshops, Infinite Campus, Parent Portal, Equity

Monitor child's progress, understanding state academic standards, and communicating with teachers. Workshops will be given throughout the 2022-2032 SY.

1. **Yvette Balboa**

3. **Arely Lima**

2. **Sara Elabed Tolosa**

4. **Jennifer Ciocco**

4 Teachers x \$35.00 x 22 hours (PD and PD Prep included) = \$3,080.00

Account# 20.231.200.100.653.080.000.001

Up to and not to exceed:

\$3,080.00

L. STIPENDS /CONT.

Action is required to stipend the following Teachers: **Kevin Flynn** and **Daniel LaGrone**, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45am – 8:15 am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

Action is requested to utilize the School Improvement Award (SIA) for Math Intervention Teacher towards implementation of evidence-based intervention strategies to optimize educational outcomes, as identified through a comprehensive needs assessment. These funds are allocated to schools in need of comprehensive support and improvement or targeted support and improvement to assist in meeting progress goals outlined in the Annual School Plan and shall complement the schools' use of Title I, Part A funds.

School #27 **Robert Carnicella** Salary \$104,233

Account# 20.238.100.101.653.000.1027.001

Action is requested to stipend the following staff: **Mary Kardashinetz**, SPED Teacher, **Darin Johnson**, Instructional Assistant, **Shirley Noble**, Instructional Assistant, **Heidi Freeman**, Instructional Assistant and **Roger Sangster**, Instructional Assistant, at the contractual rate to support the Before School Covid Initiative between the hours of 7:30am – 8:15 am for a total of 180 days.

1 Teacher x \$35 an hour x 0.75 x 180 days = \$4,725.00

4 Instructional Assistant x \$25 an hour x 0.75 hour x 180 days = \$13,500.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$18,225.00

Action is requested to stipend the following Teachers: **Elaine Weinstein** and **Lois Powell**, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45 am – 8:15 am for a total of 180 days.

2 Teachers x \$35 an hour x 0.50 hours x 180 days = \$6,300.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$6,300.00

To hire the following staff member to supervise, tutor and/or implement SEL activities during the Before School Program.

Zellie Thomas – For 30 min per day, M-F, for 170 days at \$35 per hour

William Conlee – For 30 min per day, M-F, for 170 days at \$35 per hour

Account# 15.421.100.101.309.053.000.0000

Not to exceed: \$5,950.00

Action to compensate **Nancy Aguado-Holtje (PC# 5025)** a yearly stipend of \$3,500 for obtaining her doctorate degree for the 2022-2023 fiscal year. Effective September 1, 2022.

Action is requested to stipend the following Teachers: **Shelton Prescott, Ricardo Llanos**, and **Andrew Maira** at the contractual rate, to support the Before School Covid Initiative between the hours of 7:14 am – 8:14 am for a total of 180 days.

Substitutes:

1. **Marquette Burgess**, Teacher
2. **Mark, Fischer**, Coordinator
3. **Ani Silvani**, Teacher

3 Teachers x \$35 an hour x 1 hour x 180 days = \$18,900.00

Account# 20.483.200.100.653.053.1703.001 Up to and not to exceed: \$18,900.00

L. STIPENDS /CONT.

Action is requested to stipend the following teachers: **Javier Acevedo, Kevin Branagh, Quana Torres**, and **Kathleen Weissman**, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45am – 8:15 am for a total of 180 days.

Substitutes:

- 1 **Maria Acevedo**, Personal Aide
- 2 **Belitza Lopez-Callegari**, Instructional Assistant
- 3 **Kathelyn Sterling**, Teacher

4 Teachers x \$35 an hour x 0.50 hours x 180 days = \$12,600.00

Account# 20.483.200.100.653.053.1703.000 Up to and not to exceed: \$12,600.00

To hire 19 new New Jersey Youth Corps Students to receive an incentive stipend at \$20/day – flat fee for participating in community service learning activities according to the guidelines and procedures of funded programs FY 2022-2023. See attached listing for student information. The amount is not to exceed \$15,200.00

- 1 **Acevedo, Rosa**
- 2 **Baez, Edinson**
- 3 **Barrentine, Ervine**
- 4 **Bermudez Phillips, Jesus**
- 5 **Berrios, Janeli**
- 6 **Cruz, Emily**
- 7 **Diaz, Lizzy**
- 8 **Harris, Zamir**
- 9 **Lyde, Zhakeem**
- 10 **McCaskill, Elijah**
- 11 **Richardson, Ahshier**
- 12 **Rivera Vargas, Natanael**
- 13 **Robinson, Qua'tera**
- 14 **Soto, Tiffany**
- 15 **Valiente, Yohan**
- 16 **Vargas, Ginger**
- 17 **Vargas, Jaden**

18 Woolridge, Dylan

19 Young, Myajah

Account# 20.606.200.110.410.000.0000.002 Not to exceed: \$15,200.00

This action is to hire **Lakeyba Brown** as School Treasurer for Alonzo “Tambua” Academy for the full year. Ms. Brown will receive the full year stipend amount of \$7,172.00.

Account# 15.401.100.100.077.053.0000.000

To hire the following staff member to supervise, tutor during the after School Program.

Kara Leslie – For 1 hour per day, M-F, for 100 days at \$35 per hour

Cinthya Velasco – For 1 hour per day, M-F, for 100 days at \$35 per hour

Account# 15.421.100.101.309.053.000.0000 Not to exceed: \$7,000.00

Action to compensate **Carmine Pindilli** and **Nicola LaFlesh** for afternoon supervision of students to ensure Pandemic Social Distancing Protocols. Funded through school budget. This action is for the 22/23 School Year. ½ Hour per day for each staff member at negotiated contract rate from September 12, 2022 through June 30, 2023. Not to exceed \$5,845.00. **Account#** 15.421.100.101.027.053.0000.000

L. STIPENDS /CONT.

Payment for up to 10 hours for Teachers and Staff to unpack from the move of STARS Academy to the new location at 764 11th Avenue, PC Building. Teachers \$35 per hour and other staff \$25 per hour. Not to exceed 10 hours 22-2023 School year. See attached list.

$$5\text{hrs} \times \$25.00 = \$125.00$$

$$24.50\text{ hrs} \times \$35.00 = \$857.50$$

IA / PA

NAME	# OF HRS.	AMOUNT	TOTAL
Riesteska, Suzana	5	\$25	\$125.00
		TOTAL	\$125.00

TEACHERS:

NAME	# OF HRS.	AMOUNT	TOTAL
Jonas, Carol	7.25	\$35	\$253.75
LaSassa, Martine	7.25	\$35	\$253.75
Regal, Mai	5	\$35	\$175.00
Stojakovic, Tawnya	5	\$35	\$175.00
		TOTAL	\$857.50

Account# 15.000.240.110.060.055

Not to exceed: \$982.50

Payment for up to 10 hours for Teachers and Staff to unpack from the move of STARS Academy to the new location at 764 11th Avenue, PC Building. Teachers \$35 per hour and other staff \$25 per hour. Not to exceed 10 hours 21-2022 School year. See attached list.

$$38\text{ hrs} \times \$25.00 = \$950.00$$

$$7\text{ hrs} \times \$35.00 = \$245.00$$

IA/PA

NAME	# OF HRS.	AMOUNT	TOTAL
Adams, Eunice	5	\$25	\$125.00
Elias, Wedad	5.5	\$25	\$137.50
Hargrove, Rosemary	7	\$25	\$175.00
Jacquett, Shirley	5.5	\$25	\$137.50
Migliorino, Michael	5	\$25	\$125.00
Roseberry, Lillian	10	\$25	\$250.00
		TOTAL	\$950.00

TEACHERS:

NAME	# OF HRS.	AMOUNT	TOTAL
Jonas, Carol	2	\$35	\$70.00
LaSassa, Martine	3	\$35	\$105.00
Stojakovic, Tawna	2	\$35	\$70.00
		TOTAL	\$245.00

Account# 15.000.240.110.060.053

Not to exceed: \$1,195.00

Request to hire part time employee **Mishaun Patby** for John F. Kennedy High School summer school program from July 6- August 31, 2022. Employee has been allotted 50 hours. **Mishaun Patby** /Part time employee/Acct# \$35.00 per hour/50 hours

Account # 15-000-218-600-307-000-0000-000 Not to exceed \$ 1,750.00**L. STIPENDS /CONT.**

To hire **Bernie Visto, Ann Mathews, Patricia Tookmanian, and Jordan Norton** for the afterschool Math/Jazz Tutoring and Graphic Arts program @ \$35 per hour not to exceed \$10,500 to enhance the Common Core Curriculum through the arts. Board adoption date 7/20/22. Resolution 10.

Subs: **Jackie Norman, Felix Gil, Joanna Norton, Carolyn Azzolini, Nicole Marino, Michael Masefield, and Stephen Trongone.**

Account# 15.421.100.101.075.053.0000.000

Not to exceed: \$10,500.00

20.621 Consolidated Adult Basic and Integrated English Literacy and Civics Education grant to fund and re-employ full-time Adult Basic Skills Instructional Staff (see attached) according to the guidelines and procedures of Consolidated Adult Basic and Integrated English Literacy and Civics Education programs for FY 2022-2023 continuation of Paterson Adult & Continuing Education.

Carranza, Vilma**Cobb, Linda****Fontanella, Paul****Ortega, Eugenia****Reilly, Michael****Vilas, Jacinta****Zoeller, Lorraine****Saiku, Mirdita****Account#** 20.621.100.101.410.000.0000.001

Not to exceed: \$553,863.00

M. AMENDMENTS

Action to amend **PTF# 23-518** to reflect step 12 on the universal salary guide with a base salary of \$65,455 + \$4,100 longevity for **Vianel Fabian (PC#3200)**, School #24 Teacher ESL pending certification.

Action is requested to amend **PTF# 22-1993** and adjust the name from **Vanessa Clark** to **Vanessa Williams Clarke**.

To amend **PTF# 22-1995** to add the following staff to work in Central Registration during busy seasons July 1, 2022 through June 30, 2023 at the rate of \$17.50 an hour. Not to exceed \$3,500.00 **Febeslinda Colon**

Lisa Brown

Account# 11.000.218.105.871.051

Not to exceed: \$3,500.00

Action to amend **PTF# 23-264** with the name correction from **Katherine Held** to **Katherine Krieger**.

Action is requested to amend **PTF# 23-099** to correct the # of hours for **Keya Romney** from 60 hours to 120 hours. No change in the dollar amount previously submitted (attached) for \$4,800.00. \$40 x 54 hours = \$2,160.00

Account# 11.000.219.104.749.053

M. AMENDMENTS (CONT.)

To revise **PTF #23-670** to reflect the correct list of employees and the total amount to be paid.

Perfect Attendance			2021-2022 Second Semester			10 and 12 Months		
Last Name	First Name	Location	Union	10 or 12 month	Perfect Attendance Amount	Buy back Amount	A or D (Approved or Denied)	Amount to be Paid
Barone	Denise	015	PEA	10	X			\$ 500.00
Battiste-Romey	Keya	655	PAA	VP/DH	X			\$ 400.00
Burke	Thomas	033	PEA	12	X			\$ 500.00
Calamita	Marilyn	655	PEA	10	X			\$ 500.00
Caraballo	Ivette	024	PEA	10	X			\$ 500.00
Carroll	Raymond	301	PEA	10	X			\$ 500.00
Chowdhury	Yasmin	301	PEA	10	X	10		\$ 1,250.00
Constable	Nancy	028	PEA	10	X	10		\$ 1,750.00
Delgado	Ilia	020	PEA	12		10		\$ 600.00
Dichellis	Alana	055	PEA	12	X			\$ 500.00
Estrada	Yolanda	015	PEA	12	X	10		\$ 1,100.00
Genovese	Donna	028	PEA	10	X	10		\$ 1,750.00
Giesler	Patricia	008	PEA	10		10		\$ 1,250.00
Ladson	Regina	028	PEA	10	X	10		\$ 1,750.00
Lee	Linette	028	PEA	10	X	5		\$ 1,125.00

Lewis	Ronald	028	PEA	12	X			\$ 500.00
Lopez	Anny	028	PEA	10	X	10		\$ 1,100.00
Moore	Melissa	015	PEA	12	X	10		\$ 1,100.00
Moses	Billy	068	PCMA	12	X			\$ 250.00
Muckle	Andrew	006	COSA	12		10		\$ 2,930.70
Murphy	Laurene	028	PEA	10	X	10		\$ 1,750.00
Ospina	Martha	028	PEA	10	X			\$ 500.00
Petrella	David	051	PEA	10	X			\$ 500.00
Petrullo	Alyson	033	PEA	10	X	10		\$ 1,250.00
Roseberry	Lillian	060	PEA	10	X			\$ 500.00
Rubina	Miguel	309	PEA	10		10		\$ 600.00
Taylor-Kamara	Akmed	025	PEA	10	X	10		\$ 500.00
Thomas	Beverly	028	PEA	10	X	7		\$ 920.00
Vargas	Carlos	036	PCMA	12		10		\$ 2,717.90
Vicioso	Jacqueline	655	PEA	10		10		\$ 1,250.00
Williams	Sonia	700	NonBarg	12	X			\$ 1,000.00
Yanson	Edmin	301	PEA	10	X	10		\$ 1,750.00
							TOTAL	\$ 33,093.60

Account # 11.000.291.290.690.050.000.00
\$33,093.60

Not to exceed

M. AMENDMENTS (CONT.)

Action is requested to amend **PTF# 23-472** to stipend the additional substitutes as follows: **Sandy De Leon**, Teacher and **LeeAnn Powner**, Teacher, at the contractual rate, to support the Before School Covid Initiative between the hours of 7:45 am – 8:15 am for a total of 180 days.

Action to amend **PTF# 23-478** stipend staff to organize and present remote/in-person workshops for Parents/Guardians. This request aligns to Goal #4 of the Annual School Plan which is to increase parental involvement strategies. Workshop topics include but are not limited to: Navigating Google Classroom and Parent Portal, Reading Enrichment, Mindfulness, Organizational and Note-taking Skills, Helping Students with ELA/Math Homework, Monitor Child's Progress, understanding state academic standards, and communicating with teachers.

1. Lydeasha Crawford

1 Instructional Aide x \$25.00 x 4 hours = \$100.00

Account# 20.231.200.100.653.080.000.001

Up to and not to exceed: \$100.00

N. ATTENDANCE INCENTIVES

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 October 31, 2022.

Last Name	First Name	Location	NONBARG	Buy-Back Days	Daily Rate	TOTAL TO BE PAID
DIAZ	ZENAIDA	655 CHIEF SPECIAL EDUCATION OFFICE	X	10	\$ 253.26	\$ 2,532.60
WALTON	ALICIA	618 PAYROLL DEPT.	X	10	\$ 630.08	\$ 6,300.80
SHIPP	DEBRA	618 PAYROLL DEPT.	X	10	\$ 307.97	\$ 3,079.70
ALAM	KHUDEJA	618 PAYROLL DEPT.	X	10	\$ 199.19	\$ 1,991.90
					TOTAL:	\$ 13,905.00

Account # 11.000.291.290.690.055.000.00

O. SICK/VACATION DAY PAY OUT

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

Last Name	First Name	School/Location	Title	Salary	Reason
Casanova	Mercedes	Roberto Clemente	Cafeteria Monitor	\$11,070.00	salary adjustment
Orchid	Najat	JFK	Personal Aide for Student CS5202358	no change	student change
Ortiz	Yolanda	School # 2	IA Sped. Autism	\$31,801.00	salary adjustment

Action is requested to correct the salary of **Billy Moses**, Head Custodian C, **PC# 3348** as per the PCMA contract.

From: Base Salary = \$74,530 + \$3,300 long. + \$700 stipend = \$78,530

To: Base Salary @ Step 11 Chief C = \$66,290 + \$3,300 long. + \$700 stipend + \$10,000 stipend = \$80,290.

The \$10,000 stipend for Head Custodian was inadvertently added to his base salary and should have been separated. Effective July 1, 2022.

Action to adjust the base salary of **Sandralis Rivera (PC#549)** Vice Principal at School #24 an addition of \$2,000 effective July 1, 2022. Ms. Rivera's longevity was miscalculated at the point that salary negotiations took place, as a result, the \$2,000 adjustment will honor the original salary placement.

Action to adjust the salary of **Dr. Annalesa Williams (PC# 334)** an additional \$6,000 to be incorporated into her salary effective 9/01/2022 for additional responsibilities

associated with gathering and compiling information and or data that are used in publishing research studies.

Effective July 1, 2022, the titles and the individuals listed below shall cease accumulating longevity. Any longevity earned thus far shall be added to the staff members base salary. As such, any future member of the Superintendent's Cabinet, shall not be entitled to earn longevity. Increases for the Superintendent's Cabinet members for the 2022/2023 school year are detailed below. Additionally, the Board has raised the minimum starting base salary to \$170,000 per year for the School Business Administrator and Assistant Superintendents; as a result of the minimum starting salaries, increased responsibilities, the below Assistant Superintendents and School Business Administrator requires a salary adjustment commensurate with the size of the District.

The following administrators will receive *3.25% increase and/or **rightsizing and/or ***doctorate degree obtainment of \$3,500.00, for the 2022-2023 fiscal year.

* **	David Cozart	\$195,019
* **	Cheryl Coy	\$186,195
* **	Richard Matthews	\$200,764
* ***	Susana Peron	\$251,129
*	Luis Rojas	\$204,005
* **	Joanna Tsimpedes	\$185,127
* **	Cicely Warren	\$195,929

R. MISCELLANEOUS (CONT.)

Approval requested to compensate the following employees who have been approved for Equivalency retro to 9/01/2022 which is part of the PEA contract (see attached listing).

LAST NAME	FIRST NAME	TO LEVEL	TO STEP	New Base Salary	LONG	EXTRA 12	EXTRA 22	NEW SAL TOTAL	Difference
Dryden-Reaves	Denise	MA	16	\$98,567.00	\$ -	\$ -	\$0.00	\$98,567.00	\$4,820.00
McKenzie	Moses	BMA30	6	\$128,523.00	\$3,400.00	\$3,500.00	\$0.00	\$135,423.00	\$3,500.00
Morillo	Betsaida	MA+30	16	\$100,133.00	\$4,100.00	\$ -	\$0.00	\$104,233.00	\$1,566.00
Rodriguez	Aracelis	IA DEG	8	\$33,926.00	0	0	\$0.00	\$33,926.00	\$2,800.00
								Total Difference	\$12,686.00

The New Jersey Department of Education regulations require the assignment of a mentor to all Alternate and Traditional Route Teachers. Payroll deductions should start for the attached novice teachers to fulfill payment due at the end of the mentoring process. The spreadsheet reflects the amount of deductions each provisional teacher needs. These fees are taxable. The fee will be deducted in equal installments starting

as soon as possible through May 30, 2023. Please see the attached listing

Last Name	First Name	Cert	Full Amt. Needed	Acct #
Abuhaltam	Fidaa	K-6	\$1,000.00	11.130.100.101.690.110
Akarcemes	Sevgi	K-6	\$1,000.00	11.130.100.101.690.110
Alyana	O'Brien	P-3	\$550.00	11.120.100.101.690.110
Aschenbach	Tracy	K-6	\$1,000.00	11.120.100.101.690.110
Ayinla	Janet	K-6	\$550.00	11.130.100.101.690.110
Aylmer	Caitlin	K-6	\$1,000.00	11.130.100.101.690.110
Begum	Mubina	K-6	\$1,000.00	11.130.100.101.690.110
Ben-Nun	Natanya	6-8	\$1,000.00	11.130.100.101.690.110
Bukhari	Najia	P-3	\$1,000.00	11.120.100.101.690.110
Christopher	Argenti	K-6	\$550.00	11.130.100.101.690.110
Cilem	Kanca	P-3	\$550.00	11.120.100.101.690.110
Clark	Kelly	K-6	\$550.00	11.130.100.101.690.110
Dana	Hirschfeld	K-6	\$550.00	11.130.100.101.690.110
Erica	Vaquero-Martinez	K-6	\$1,000.00	11.130.100.101.690.110
Ferreras-Arroyo	Ihonils	ESL	\$1,000.00	11.130.100.101.690.110
Georgalas	Kim	K-6	\$550.00	11.130.100.101.690.110
Georgali Difranco	Simona	K-6	\$1,000.00	11.130.100.101.690.110
Gil	Jacqueline	P-3	\$1,000.00	11.120.100.101.690.110
Guthrie	Michael	K-6	\$550.00	11.130.100.101.690.110
Hayes	Jackson	6-8	\$550.00	11.130.100.101.690.110
Hillman	Daniel	K-6	\$550.00	11.130.100.101.690.110
Huryk	James	Art	\$1,000.00	11.130.100.101.690.110
Ivette	Diaz	K-6	\$550.00	11.130.100.101.690.110
Jeffrey	Hering	9-12	\$1,000.00	11.140.100.101.690.110
Johnson	Kimberly	Psych	\$1,000.00	11.130.100.101.690.110
Joseph	Keenan	6-8	\$550.00	11.130.100.101.690.110
Katherine	Krieger	6-8	\$1,000.00	11.130.100.101.690.110
Kathleen	Stack	P-3	\$550.00	11.120.100.101.690.110
Keith	Hartig	K-6	\$1,000.00	11.130.100.101.690.110
Kishen	Cyndria	K-6	\$1,000.00	11.130.100.101.690.110
Leena	Musbeh	K-6	\$550.00	11.130.100.101.690.110
Lever	Dylan	9-12	\$550.00	11.140.100.101.690.110
Marie	St. Fort	K-6	\$550.00	11.130.100.101.690.110
Mariam	Feki	K-6	\$1,000.00	11.130.100.101.690.110
McDougall	Catriona	K-6	\$550.00	11.130.100.101.690.110
Mobley	Crystal	K-6	\$1,000.00	11.130.100.101.690.110
Orishak	Stacey	9-12	\$550.00	11.140.100.101.690.110
Pena	Job	9-12	\$1,000.00	11.140.100.101.690.110

Petrocelli	Joan	9-12	\$1,000.00	11.140.100.101.690.110
Resnick	Andrew	K-6	\$1,000.00	11.130.100.101.690.110
Robert	Janos	K-6	\$550.00	11.130.100.101.690.110
Rodriguez	Ayana	K-6	\$1,000.00	11.130.100.101.690.110
Rosario	Erime	K-6	\$550.00	11.130.100.101.690.110
Rosario	Jeimy	K-6	\$550.00	11.130.100.101.690.110
Ruffin	Trenace	9-12	\$1,000.00	11.140.100.101.690.110
Ruiz	Kishia	K-6	\$1,000.00	11.130.100.101.690.110
Sabrina	Jordan	6-8	\$550.00	11.130.100.101.690.110
Shaina	Stolworthy	K-6	\$550.00	11.130.100.101.690.110
Solier Luna	Sergio	K-6	\$1,000.00	11.130.100.101.690.110
Tanasia	Weaver	English	\$550.00	11.130.100.101.690.110
Vanasse	Alison	TOSD	\$550.00	11.130.100.101.690.110
Vanessa	Williams Clarke	K-6	\$550.00	11.130.100.101.690.110
Wrocenski	Anna	K-6	\$1,000.00	11.130.100.101.690.110

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Action to compensate **Mercedes Davidson (PC# 1914)** \$550 minus all appropriate deductions in full and final settlement of **Grievance 21-27** for being denied mentoring payment.

Account# 11.000.230.820.604.000.0000.000

Action to compensate **Sherley Brun (PC# 979)** the equivalent of two days of pay (per diem rate) in full and final settlement of **Grievance 22-06**. Ms. Brun was told to report the first two days of school for professional development even though her effective date was September 6, 2022.

Account# 11.000.230.820.604.000.0000.000

Resolution No. 4

WHEREAS Our mission states, "Recognizing our proud traditions, diverse community, and partnerships, the mission of the Paterson Public School District provides an academically rigorous, safe and nurturing educational environment by meeting the

socials, emotional and academic needs of our students as we prepare them for post-secondary education and career."

WHEREAS, we are proud to acknowledge and recognize proud alumni who are making a positive impact in society. Miss Essence Carson is one such alumni who served our Paterson Public School District with distinction. She was an outstanding student scholar who excelled in the athlete field.

WHEREAS, Miss. Carson is a Rosa Parks School of Fine and Performing Arts/Eastside High graduate and member of the Rutgers University Athletic Hall of Fame, Essence Carson is a 13-year WNBA veteran, All-Star, World Champion, philanthropist, speaker, and current Senior Manager of Label Relations and A&R Operations at Motown Records/Black Forum.

WHEREAS, Miss Carson has stood on the front lines championing equality and equity. Also deeply rooted in the community, she has been the ambassador of Health Equity Initiative (501c3) for over a decade. Continuously looking to change lives through Entertainment and Literary Arts, Essence has also contributed to the Watts Community Core "Unity Gain Crew" of Los Angeles, California, Miss Carson continues to support and inspire our youth to become engaged in social change and to pursue excellence. Dreams are possible when you prepare and work hard to make them a reality.

BE IT RESOLVED; the Paterson Public Schools recognizes the proud accomplishments of Miss Essence Carson, our distinguished alumni. We recommend the naming of Dr. Martin L. King, Jr., gymnasium the Essence Carson Gymnasium. This honor will serve to inspire our students to stand for change and pursue academic excellence.

Resolution No. 5

WHEREAS, under *N.J.S.A. 18A:18A-4.1(f)*, on June 23, 2022, Paterson Board of Education ("DISTRICT") approved a resolution advertising for the procurement (through competitive contracting, *i.e.*, Request for Proposals ("RFP")) of a food service management company ("FSMC") to provide managerial oversight for the District's food service programs from January 1, 2022, through June 30, 2022;

WHEREAS, upon reviewing the RFP responses, DISTRICT realized that it inadvertently checked the box for summer meals programs in the RFP, so some of the RFP responses included proposals and costs for summer meals programs;

WHEREAS, the summer meals programs costs and proposals are irrelevant and should not be factored into the evaluation of the FSMC proposals because the FSMC contract runs through June 30, 2022, and will not be delivering or providing summer meals;

WHEREAS, the Contracts Department of the New Jersey Department of Agriculture recommended for DISTRICT to reject all RFPs and re-advertise the RFP without the summer meals programs;

WHEREAS, under *N.J.S.A. 18A:18A-4.5(d)*, "The board of education shall have the right to reject all proposals for any of the reasons set forth in *N.J.S.18A:18A-22*"; and

WHEREAS, under *N.J.S.A. 18A:18A-22(d)*, a board of education may reject all proposals when, "The board of education wants to substantially revise the specifications for the goods or services".

NOW, THEREFORE, BE IT RESOLVED, that:

- Under *N.J.S.A. 18A:18A-4.5(d)* and *N.J.S.A. 18A:18A-22(d)*, DISTRICT hereby substantially revises the specifications for goods and services, and therefore rejects all FSMC proposals received;
- The Superintendent shall cause to be advertised another RFP for a FSMC to deliver services for the period of January 1 - June 30, 2023;
- The new RFP for a FSMC shall be amended to exclude summer meals programs;
- The new RFP for a FSMC may include language adjustments to ensure that the responders include the information justifying how they arrive at certain dollar figures;

Resolution No. 6

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
Kathryn Beatty	NJ Science Convention	October 18-19, 2022	\$300.00 (registration)
Teacher/John F. Kennedy H.S.	Princeton, NJ		
Danielle Hoffman	NJ Science Convention	October 18-19, 2022	\$300.00 (registration)
Teacher/John F. Kennedy H.S.	Princeton, NJ		
Michael Kleeman	NJ Science Convention	October 18-19, 2022	\$300.00 (registration)
Science Supervisor/John F. Kennedy H.S.	Princeton, NJ		
Lakisha Kincherlow-Warren	Fall 2022 Topic Study: Assessing Three-Dimensional Learning	October 18, 2022 October 25, 2022 November 1, 2022	\$75.00 (registration)
Supervisor of Science	Virtual		

Kimberly Johnson	Rutgers Center for Literacy Development 2022-2023	October 20, 2022 December 8, 2022 February 23, 2023 April 20, 2023 May 25, 2023	\$920.64 (registration, transportation)
Reading Specialist/School 10	Piscataway, NJ		
Latoya Jones	Rutgers Center for Literacy Development 2022-2023	October 20, 2022 December 8, 2022 February 23, 2023 April 20, 2023 May 25, 2023	\$917.00 (registration, transportation)
Reading Specialist/School 20	Piscataway, NJ		
Michelle Santaniello	Rutgers Center for Literacy Development 2022-2023	October 20, 2022 December 8, 2022 February 23, 2023 April 20, 2023 May 25, 2023	\$923.52 (registration, transportation)
Reading Specialist/School 25	Piscataway, NJ		
Dayna-Marie Zisa	Rutgers Center for Literacy Development 2022-2023	October 20, 2022 December 8, 2022 February 23, 2023 April 20, 2023 May 25, 2023	\$875.00 (registration)
Reading Specialist/School 7 & YMLA	Piscataway, NJ		
Emanuel Capers	NJSBA Workshop 2022	October 23-26, 2022	\$702.90 (transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Dania Martinez	NJSBA Workshop 2022	October 23-26, 2022	\$702.90 (transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Neil Mapp	NJSBA Workshop 2022	October 24-26, 2022	\$626.10 (transportation, lodging, meals)
Chief Officer/Facilities Department	Atlantic City, NJ		
Oscar Rivera	NJSBA Workshop 2022	October 24-26, 2022	\$626.10 (transportation, lodging, meals)
Manager of Sector Supervisors/Facilities Department	Atlantic City, NJ		
Boris Zaydel	NJSBA Workshop 2022	October 24-26, 2022	\$523.80 (transportation, lodging, meals)
Attorney/Legal Department	Atlantic City, NJ		
Lakisha Kincherlow-Warren	Administrators Workshop Series by Leadership in Science	October 27, 2022 November 3, 2022 November 17, 2022	\$150.00 (registration)
Science Supervisor/Academic Services	Virtual		
David Scala	Project Lead The Way Summit 2022	October 28-30, 2022	\$2,729.00 (registration, transportation, lodging)
Pathway Associate Supervisors/Academic Services	Orlando, FL		

Rita Route	NJPSA/FEA Gifted & Talented Series	November 1, 2022 December 13, 2022 January 25, 2023 February 8, 2023 April 26, 2023	\$410.00 (registration)
Deputy Director of Accelerated & Innovative Programs/Academic Services	Orlando, FL		
Lakeyba Brown	Teach Jam Conference	November 7-8, 2022	\$399.00 (registration)
Teacher Coordinator/ATM Academy	Bronx, NY		
Zatiti Moody	Teach Jam Conference	November 7-8, 2022	\$399.00 (registration)
Principal/ATM Academy	Bronx, NY		

Mary Rhodes	Teach Jam Conference	November 7-8, 2022	\$399.00 (registration)
Teacher/ATM Academy	Bronx, NY		
Claudia Walker	Teach Jam Conference	November 7-8, 2022	\$399.00 (registration)
FSCS Coordinator/ATM Academy	Bronx, NY		
Emanuel Capers	NJLM Annual Conference 2022	November 14-17, 2022	\$891.25 (registration, lodging, meals)
Board Member	Atlantic City, NJ		
Sandra Hernandez	Rutgers Center for Literacy Development	December 8, 2022 February 23, 2023 April 20, 2023 May 25, 2023	\$725.13 (registration, transportation)
Reading Specialist/NRC	Piscataway, NJ		

***FOR RATIFICATION**

**Total Number of Conferences: 22
Total Cost: \$14,294.34**

It was moved by Comm. Redmon, seconded by Comm. D. Martinez that Resolution Nos. 1 through 6 be adopted.

Comm. Arrington: On item #5, something with the summer food, that's just redoing the RFP, correct?

Comm. Simmons: Yes. On the application, there was a box that should not have been checked. It was an oversight, so we just have to go back out and do it again.

Comm. M. Martinez: I have a question on item #3, personnel. I know we're not at liberty to discuss anything particular to people's names, but in reviewing that resolution I noticed that the rightsizing is back on. Without going into detail about any of the individuals mentioned there, I noticed that there was a system separating those who were getting certain increments and those who are not. Within the parameters of what we're able to discuss, can we share a little bit about how this came to be? I think there

are seven or eight individuals listed there. Some of them got it and some didn't. For the sake of equity and transparency, can we discuss how we arrived at the final determination of who is getting what?

Ms. Shafer: Everyone's longevity, including any that was earned July 1, 2022, was put into the base salary. That base salary got a 3.25% raise, which is what everyone in the district received.

Comm. M. Martinez: The COLA?

Ms. Shafer: That's correct. Then there was a right-size number. The purpose of the right-size number was to develop a guide for any new individuals coming on board. That right-size guide has a starting salary for an assistant superintendent of \$170,000 and then goes up to \$204,000. Mr. President, did you want to add anything?

Comm. Simmons: The basis was to start to create a guide based on the number of years in the particular position. Then you also had to be careful with a couple of the positions because then we'd be talking about increasing a different salary. I'm trying to say it within the parameters. We probably have to talk offline so I can explain it.

Comm. M. Martinez: This is just me speaking as an individual Board member and not for the group. I have my concerns about why we're doing this and the origins of how all this came to be, but that's separate and apart. My concern in looking at the seven folks listed here is several of them got the rightsizing, but there were individuals who did not. If several individuals got it, why did several not get it? How did we determine that? It would seem to me that the fair way to do it is to right-size everyone. How did we get to that point where some were, and some weren't?

Comm. Simmons: If you look at the amount of time in the position, that top number would be much higher.

Comm. M. Martinez: It almost seems like they're going to get penalized because they have been there longer.

Comm. Simmons: No, they've been there less time in the position.

Comm. M. Martinez: It seems to me like the equitable thing to do is if anyone gets the rightsizing, then everyone gets it. It seems a little off that the majority got it and a couple of people didn't. This is not a reflection of the quality of work or of the individuals. I think everyone on this list busts their hump and does tremendous work for the district. I don't think this is the right time or way. We're doing this after the budget. None of this was budgeted for. We're going to go back and amend the budget to incorporate these things now. The whole process of how this came to be doesn't seem right. I don't agree with the notion of doing it in the first place, not because I don't think the individuals are deserving of it. I don't want it to be interpreted that way. They do deserve to be compensated for the work that they do. I just think that the process, the way we arrived at this, is less than. This is not the way to go about doing this. We did our budget and now we're going to rearrange it to accommodate this. That doesn't sit well with me. If there are seven people on this list, then all seven people should get the same thing. I don't understand the justification for how some people get it and some don't. If you're going to right-size, then right-size and do it all. Is there a clear justification? Maybe I'm simpleminded and don't understand it well, but if you're going to right-size, then right-size.

Comm. Capers: I think this was explained a couple of weeks ago. Luis had the best explanation when it was given in the personnel report. Comm. Redmon explained it to us in the committee report.

Comm. Redmon: Everything was explained thoroughly to the Commissioners who attended the committee. Everything was submitted to Board members via Google Drive. The same updated tool that was used to explain the salaries across the board and how we came to the figures was explained in personnel and also via each individual Board member. If you check your Google Drive, everything that was discussed in personnel should be there and you have the right to check it and submit those questions to the personnel committee.

Comm. Capers: For the record, can Mr. Rojas explain?

Comm. Redmon: Unfortunately, he cannot.

Comm. Simmons: Let me just add, I think right-sizing is the wrong term. In the corporate space we would call this 'broad-banding.' You pay people within a range based on the amount of time people are in their specific position. You're creating the range and guide for this particular position. There are three positions and we're separating the three because all shouldn't be on the same range. You have to be careful with one position. Can I mention the positions?

Ms. Shabazz-Charles: The positions that we're referencing? Yes.

Comm. Simmons: The deputy's and BA's positions would have to be separated from assistant superintendents. All three should be on their own guides. You're essentially starting off creating a guide for all three positions. With regards to the assistant superintendents, you're just broad banding based on the number of years in that position. Everyone is not in the position the same number of years. If you look at it, the people who have been in the positions the longest aren't making the most money.

Comm. M. Martinez: To me, that begs another question, and this is my opinion. To me, this whole thing was predicated on hiring someone to come into a position at a higher salary than the assistant superintendents were making. A lot of this has to do with how we justify paying this individual that high salary with no range or years in. This person came in making more than assistant superintendents. How do we justify giving this person that much money when our assistant superintendents were making for years less than them? All of this right-sizing or broad-banding is predicated on justifying that person getting that salary. Now you justify that person making that dollar amount by bumping everyone else up. I don't agree with that, but if that is what it is, that is what it is. If everyone is going to get that bump, then everyone should get it.

Comm. Simmons: But then you're not creating a guide at that point. You're back in the same position. The notion that this was predicated on an individual getting a certain amount of money is not the case. The conversation has been ongoing for a while about doing something...

Comm. M. Martinez: It's very convenient that no action was taken about this until that person came in at that salary.

Comm. Simmons: I'm trying not to...

Comm. M. Martinez: I understand why nobody would want to discuss it.

Comm. Simmons: If I apply for a job and I get an interview, in most cases my first negotiation is going to be my best negotiation for my salary. After that, there isn't a whole lot of flexibility. I'm going to negotiate for the highest number I can get going in.

Comm. M. Martinez: I can go into a position asking for the sun, moon, and stars, but that doesn't mean we had to give it to them. Who are we negotiating against? I'm not mad at the person for negotiating a high salary. God bless. But who are we negotiating against? Why do we all of a sudden have to give them that high number? And then coincidentally right after that person got that high number we have to right-size, we have to broadband. In my opinion, it's to justify giving that person that money and now everyone else is being brought up because it doesn't look good that you have assistant superintendents who have been on the job busting their humps for all that time not making that much money.

Comm. Simmons: You have principals who have been making more than assistant superintendents for years. That's actually why the conversation started.

Comm. M. Martinez: It's very convenient that those conversations were happening, and no action was taking place until then.

Comm. Simmons: Actually, we were trying to fill an assistant superintendent role. What's the incentive for a principal who is making just as much as an assistant superintendent to even want to become an assistant superintendent and take on more responsibility? There wasn't any.

Comm. M. Martinez: In my opinion, it does not pass the smell test. I've been around this long enough to know what we can say here and what goes on behind the scenes. This doesn't smell right. People know it. It is what it is. I just had to get that off my chest. I know what's going on. If you're going to broadband, give it to everybody.

Comm. Simmons: But we did.

Comm. M. Martinez: Everyone got the one star, which indicates they're getting the COLA. If you got two stars, it means you got the broadband. Everyone but two people got that. Why didn't everybody get the two stars? If we're broad-banding, we're broad-banding.

Comm. Capers: This is based upon everybody's time in that position, right?

Comm. Simmons: Yes.

On roll call all members voted in the affirmative, except Commissioners Arrington, Hodges, M. Martinez, and Teague who voted no on Resolution No. 3. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Insight
- Jersey Kids
- NFL Foundation

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. Dania Martinez

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

Comm. Manuel Martinez

- Self

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Comm. Teague

- Self
- YMCA

REPORT OF THE SUPERINTENDENT

Ms. Shafer: Unfortunately, last week we had three deaths in the district. At this time, I want to talk a little bit about Principal Dorothy Rowe. As you all know, she was the wife of Pastor Rowe from Calvary Baptist Church. Deaconess Rowe transitioned on September 29. Her time as a Paterson Public Schools educator began in 1969 when she began her career as a social studies teacher at John F. Kennedy High School. She became a Vice Principal at Kennedy High School in 1985 and was appointed to take the helm at Dale Avenue School as Principal a few months later. She was eventually transferred to School No. 26 where she completed an illustrious career as a Paterson educator. Her decades of service to Paterson Public School students and families made her an educator unlike any other. Perhaps the only part of Ms. Rowe that might have been greater than her dedication to education was her unshakable faith in God.

As the wife of the late Reverend Dr. Al Rowe, Pastor of Calvary Baptist Church, she was known to many as a pillar of strength and a role model who could be relied upon for counsel and encouragement. Deaconess Rowe leaves a great legacy of faith, thousands of students who were touched by her as an educator, and many acts of service to help the Paterson community. Our condolences and prayers are with Deaconess Rowe's family and friends, and I ask that we all join together in a moment of silence for her memory.

(Moment of Silence)

Ms. Shafer: I regret to inform that another member of the Paterson Public School family unexpectedly died after teaching in the district for more than 20 years. Jennifer Dougherty, a teacher middle school science at School No. 13, died reportedly after sustaining injuries in a fall. She first began working in the district in 2001 and taught science at New Roberto Clemente School and School No. 4 before coming to School No. 13 in 2018. Nicole Booker, Principal of School No. 13, described Ms. Dougherty as a colleague who was always willing to help other teachers and was very involved in the school community. She could be counted on to volunteer to work at activities and events for the students, as well as with fundraising efforts that would benefit the students. She is survived by her husband Hani who is known to the school communities where Ms. Dougherty worked, as well as her mother for whom Ms. Dougherty was her primary caretaker. Ms. Dougherty was someone whom everyone could count on, and she will be sorely missed by her family, friends, colleagues, and students. Our thoughts and prayers are with everyone who knew and loved Ms. Dougherty and I ask that we all join together for a moment of silence in her memory.

(Moment of Silence)

Ms. Shafer: I want to share and acknowledge some of the recent achievements among our Paterson Public School student athletes. I'll start with the John F. Kennedy Boys Soccer Team. This past Saturday, our boys' soccer team at Kennedy High School shut out Passaic 2-0 with the win in the Passaic County quarterfinals. Goals were scored by junior Ediel Chirino in the first half and senior Juan Pablo Villena Mejia in the second. Senior Christopher Chavarria got an assist and senior goalie Javier Sanchez had three saves that kept the Indians scoreless throughout the game. You can see this picture that Comm. Arrington took of the goalie, which was the saving grace for that game. He had three saves. I want to congratulate Athletic Director Scott Durham, Head Coach Richard Solis, Coach Alfredo Serrano, and everyone who works with the Kennedy boys' soccer program. We wish everyone on the team the best in the semi-finals this weekend when they face Wayne Valley on October 15 at 3:00 p.m. The game will be at Passaic County Technical Institute on the upper soccer field. Eastside High School beat Ridgewood in football. I want to congratulate the Eastside High School Football Ghosts who on October 1 pulled off a stunning win against Ridgewood 12-10. Ridgewood had come into the game undefeated and was ranked in the state's top 15 football teams and number one public school team in Northern New Jersey. Quarterback Carnell Goodwin threw for 53 yards and ran for 70. Running Back Romadan Adams ran for 165 yards with 13 carries. Eastside's defense was led by Linebackers Samar Harrison and Jahiem Best, who each had 10 tackles. I'd be remiss if I didn't mention that the game not only tested the players' athleticism, but also their sportsmanship. The Ghosts' lead was threatened in the final seconds of the game by official calls that were questionable to Eastside High School players, coaches, and their supporters. In the end, they were focused and composed, combined with their strength and drive that helped protect the Ghost win. I want to congratulate the coaches and the Athletic Director T.J. Hill, Head Football Coach James Magazine, Defense Coordinator

Lindsey “Coach K” Jacobs, and the entire team for continuing to make us proud this season. Eastside High School football faces Hackensack at Bauerle Field on Friday night at 6:00 p.m. That concludes my report.

PRESENTATIONS AND COMMUNICATIONS

New Jersey Student Learning Assessments (NJSLA)

Ms. Joanna Tsimpedes: Good evening, Commissioners. This evening my team and I will be reporting out the 2021-2022 State Assessment Overview for NJSLA, AP, SAT, PSAT, DLM, and ACCESS scores. As you recall, during the pandemic in 2019-2020 and 2020-2021, the district did not partake in any of those assessments due to the cancellation of them from the state level. My team will present with me tonight. What does the data say about the impact of remote instruction on students in 2020-2021 across the country? We have heard a lot about learning loss within the last several years due to students being remote because of the pandemic. There have been several research studies conducted by various institutions and some of the data we're presenting this evening correlates to the research that they have put forth. High-poverty schools spent about five and a half more weeks in remote instruction than low and mid-poverty schools with a higher incidence of remote schooling for Black and Hispanic students. The district partakes in the National Association of Educational Progress Assessments. They actually track student achievement dating back to over 40 years. The data that they reported out because of the pandemic shows that our nine-year-olds lost ground in math and our reading scores across the country fell by the largest margin in more than 30 years. We saw the decline span across all races and income levels, markedly worse with the lowest performing students. Two decades of progress were erased in two years due to the pandemic, with the income-based gap in elementary math widening by 20%. The study by Harvard University showed that students lost academic instruction in schools operating fully remote in 2020-2021 with 22 weeks in high-poverty schools comparable to 13 weeks in high-income schools. We also saw the shift to remote learning cause an issue with teachers having the ability to fulfill the entire curriculum due to teaching students how to access the curriculum online and to do a new way of teaching, which our students were not accustomed to due to the lack of technology, especially in the lower grades. It was reported that in 2021 when our students were fully remote, across the country only 21% of the teachers were able to fulfill the entire curriculum due to various issues, most certainly the switch to remote learning, which was not something we were used to as a district, state, or country. The Harvard researchers also said that the typical school day to make up gaps created by the pandemic, even though there is evidence that students are back in school full-time, have begun to learn at a normal pace once again. Having our kids back in front of us has definitely seen us progress forward. It is estimated that it may take students up to three to five years to catch up on their pre-pandemic achievement levels. Recovery is expected to take the longest for our group of students, inclusive of our lower income students - Black, Hispanic, and across the country Native Americans. Based on another study, we found that younger students in the last year have made up roughly a quarter of their loss learning. This spring, as they were completing fourth grade, the gap had shrunk to seven points. We see that the students are resilient. They are learning, but there is a lot to make up for the gap that we have. Students in seventh and eighth grade covered almost all of the learning they lost with eighth graders falling further behind in math this year. That has been something we have seen across the country. Math has taken a bigger hit than English language arts. In reading, high-poverty schools did make faster progress than low-poverty ones last year, closing the gap ever so slightly. In math, we saw that the gap was comparable in both populations. I'd like you all to keep this in mind as we present the scores this evening. The research

is data-based, and it does tell a story. Where was Paterson Public Schools in 2019 to the present? As many of you recall, in March 2020 schools were forced to close due to the health related COVID pandemic. Due to the lack of devices, students were provided paper packets to complete assignments for the duration of the school year. No one expected us to be out for the remainder of the school year. It was originally thought to be a few weeks, which turned into months. State assessments were not administered that year. In 2020-2021, schools remained closed again. We had a small population of students returning to in-person instruction in June. We had our special education self-contained classrooms and Newcomer students come back into the buildings in June. We closed the digital divide, and we provided synchronous instruction to all. We also provided parent workshops to inform parents on how to support synchronous instruction at home. This was new to them as well. We provided weekly professional development to teachers. State assessments were not administered. Now we go to the 2021-2022 school year. Schools reopened for all students. We did have three weeks of remote learning in January due to the high level of COVID cases. Some issues that we encountered were that substitutes were not available due to teachers being out because of illness. They provided instruction due to staff absences. Professional development was limited to days noted on the school calendar as we needed to ensure that the teachers were in front of the students as much as possible. State assessments were administered for the first time since the 2018-2019 school year. I know the students took StartStrong last year, but they were not the same type of assessment as NJSLA. These are just a few facts you can take in as you look at the data. We fulfilled a state requirement when we do take the NJSLA. We test our students in ELA grades 3-9. Our students are tested in math grades 3-8 and in whichever grade course they take in math, whether it's algebra I, geometry, or algebra II. For science, we have grades 5, 8, and 11 who partake in the NJSLA. Students are exposed to both selective response and constructive response items on their assessments. What does the NJSLA tell us? It tells us about how students are performing on a variety of skills and standards. In ELA, the focus is on reading comprehension and writing. In math, they're applying skills and concepts, understanding multi-step problems, modeling real-world problems with precision, perseverance, and strategic use of tools. Science was new to us in 2018-2019 as a state assessment. We focused on applying skills and concepts. We saw that students were tested in engineering practices to make those connections in their science ideas. There is a heavy emphasis on data analysis and arguing from evidence. Mr. Valentin will now present to you the NJSLA results.

Mr. Luis Valentin: Good evening. For English language arts, the number of students tested in the district decreased from 2019 to 2022. You're going to see these enrollment numbers show the same type of decrease with mathematics and science. This is due to lower enrollment numbers in 2022. Each bar represents the year that the assessment was taken. The blue represents the 2018 school year, the orange 2019, and the gray 2022. Looking across you can see that in ELA 3, 4, 5, 6, and 8 we were making gains in 2018 to 2019. However, if you're looking at 2022, the gains were erased, with the exception of ELA 9. We basically went back to 2018 levels. This chart shows the same information that the previous bar graphs showed. However, here you can note the changes in enrollment across the years. We have 2017-2018, 2018-2019, and 2021-2022. These represent scores that are proficiency levels of 4 and 5. These proficiency levels coincide with students having either met or exceeded expectations for the standards. In looking at our comparison between 2018 and 2022, on the left-hand side we're looking at the state results. On the right-hand side, we're looking at district results. These represent the number of students who showed a level 4 or above in each of these years. As you can see, across the board there was a decline between 2018 and 2022, with the exception of ELA 9 which showed that we went back to 2018 levels. Our subgroup performance is across the board, showing that there was a

decline in achievement from 2019 to 2022, with the exception of our English learners. Our English learners are showing slight increases every year. This is of particular interest considering that every year we have also gained more English learners. You'll see more on that later on. As with the number of students who were administered the ELA assessment, math also saw a decrease in the number of students who were tested in all grade levels. Geometry showed a major decrease, and this is due to a change in who was assessed in 2019 versus who was assessed in 2022. In an earlier slide we mentioned that the test went up to ninth grade in high school. Tenth grade was omitted. In this past school year, tenth grade was not required to take an NJSLA assessment. In looking at our math scores, we see similar issues with math 3, 4, and 7. We did have slight increases, but they were lost. This represents the same information from the previous slide, but you can note the numbers of students declining as far as how many were tested. This is the slide that mentions state versus district results, the difference between 2018 and 2022. If you look across the board, in the state and district there was a decrease in proficiency levels of 4 and above. All subgroups in mathematics saw a decrease in proficiency as well, which matches the nationwide research that was mentioned earlier. For science, we also saw a decrease in students that were assessed. As a reminder, science in 2019 was utilized as a baseline. We received no disaggregate data for the baseline. After the pandemic, we didn't receive any additional data points that would identify the areas of need in 2019. However, in 2022 we do have this data. Across the board, in science 5, 8, and 11 there was a decrease in students who achieved a level 3 or 4, which is the equivalent of a 4 and 5 for ELA and math. This demonstrates the number of valid scores. You see a decrease across the district that reflects our enrollment decreases. We also see the comparison with the state. We were on par with the state as far as how much was lost. Of particular interest is that across the board only a third of our students at best are showing proficiency in science across the entire state. In science, we see a decrease going across, with the exception of our English learners who saw a slight increase. ACCESS for ELL measures students' ability to understand and produce English use within school settings. There are six levels of proficiency – level 1 is entering, level 2 is emerging, level 3 is developing, level 4 is expanding, level 5 is bridging, and level 6 is reaching. Our population of students who are required to take ACCESS continues to increase as this subgroup increases. There was an increase in proficiency between administrations of 2019 and 2022. Their increase between 2018 and 2022 is almost at 500 students. We keep gaining more English learners in the district. The Dynamic Learning Maps are alternate assessments for students with the most significant intellectual disabilities in English language arts, math, and science. This assessment measures the students' overall performance level with the essential element skill statements that are used for instruction. The essential elements correlate with the New Jersey Student Learning Standards. With the exception of third and sixth grades for English language arts there was a decrease in achievement for DLM. For math, we see at grades 3, 5, and 7 an increase while other grade levels saw a decrease. In science, which is only assessed in grades 5, 8, and 11, we saw an increase in grade 8, while we saw a decrease in both 5 and 11. The preliminary SAT is a practice version of the SAT exam. It's taken once per year in grades 8-11. It's 2 hours and 45 minutes long and it tests skills in reading, writing, and math. A high score on the PSAT during junior year may qualify students to receive a national merit scholarship. The score ranges for PSAT are from 240 to 1440 and for PSAT/NMSQT from 320 to 1520. The benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first semester courses. The benchmarks are set up as section levels. There is a benchmark for evidence-based reading and writing and a benchmark for math. Last fall our eighth graders had a mean performance of evidence-based reading and writing at 364 and math at 361 for a total score of 725. Our ninth graders had a benchmark of 357 in evidence-based reading and writing and math 351 for a total score of 708. Our tenth graders scored 383 in

evidence-based reading and writing and 379 in math for a score of 762. The eleventh grade did not participate in this administration because it needs to be done in person and there was a weather emergency last year during the test administration. The NMSQT is not an assessment that can be rescheduled. It is a national test. Based on those test takers, we had in eighth grade 174 students meet both benchmarks, in ninth grade we had 45 students meet both benchmarks, and in tenth grade we had 32 students meet both benchmarks. The SAT is a standardized test widely used for college admissions in the United States. It may be taken more than once per year, typically in junior and senior years. It's three hours long and it measures college and career readiness, benchmarks in math, and evidence-based reading and writing. An SAT score ranges anywhere from 400 to 600. During the 2021-2022 school year, the district administered the SAT school day for twelfth grade seniors for the first time. We have continued with this administration, which took place today for our students. Our students also take the opportunity to participate in the SAT outside of the district. We also receive results for those students. This chart shows the number of test takers for each administration and the mean total score for evidence-based reading and writing and math. Next to it you can see the comparison to those same administrations for the state. Advance placement courses are college level courses offered in high school. They reflect what is taught in top introductory college courses. Students may take AP exams at the end of the course and a score of 3 or higher on an AP exam can typically earn students' college credits and/or placement into advanced courses in college. Last year in the district we had 357 AP students. Of those 357 students, 483 exams were taken. Of those 483 exams, 17% of our students achieved a score of 3 or higher. Last year students participated in AP. 31 students passed, in comparison to this year's 61. There was a growth of 30 students. We are making gains as far as AP students as well. These represent the courses for which students took AP exams. Our biggest courses right now are English language and composition and Spanish language and culture, for which we have the most students. 34 achieved a score of 3 and above in Spanish language and culture.

Ms. Nicole Brown: In looking at that data, we're looking at how to promote student growth versus proficiency through the data analysis. Based on the research that you saw earlier in the presentation; we do realize that there is going to be time needed to increase those proficiency levels to pre-pandemic results. We are working to ensure that there is student growth happening. Some of the common trends and challenges that we've been able to see over the course of the years are first and foremost with student and teacher attendance, which was due to the COVID pandemic and students and teachers being out due to quarantining. This led to a need for substitutes. We had several instances where there were shortages of substitutes and persistent vacancies with teacher turnover being ongoing. We do have social-emotional transitions that happen for our students from virtual and in-person learning. We needed to recognize that and ensure that there were systems and supports in place to address that. There are some limitations on how we're able to offer professional development. During the pandemic we were able to offer weekly professional development. That allowed us to really build the skill set of teachers in delivering some of that virtual instruction. When we returned to in-person instruction, due to attendance issues and those vacancies with substitutes, we were not able to offer professional development outside of what was already on the district calendar because we wanted to ensure teachers were in the classrooms with our students. What we can see from those data trends is that our elementary students were less versed in taking the online assessments compared to the middle and high school students who have been in the district longer and have had more opportunities to participate in those forms of assessments with our teachers present and working with them in-person. We were able to see some of the increases for our English language learners as they made progress in the areas of ELA with

additional support in math being required. Some of the gains that we were making in the content areas were lost due to the pandemic. We have put some systems in place to try and address those content area challenges as well. Through those systems that we have put in place, we had seen an increase in the fidelity of the use of our intervention platforms. We are monitoring that at the district level and sharing that data with administrators on a weekly basis, along with our school-based supervisors who are having conversations with the teachers around the use of the intervention platforms and the data to support student learning. In some of the high impact supports that we have put in place for our staff in the last two years, we have offered professional development in the area of digital leadership. That was provided both to our district administrators and teachers through school-led PLCs. We have social-emotional learning that is taking place to address those challenges with the transition from virtual to in-person learning. We have also hired SEL teams, and they have gone out to support our schools, both the teachers and the students, to ensure that student supports are in place and that students are much more versed and comfortable in expressing themselves. We have blended learning training for our teachers. We have that ongoing this school year with our school-based coaching in the area of blended learning. We have response to intervention. All teachers were trained on that, and it continues this year to build our school teams to ensure that students who need the most critical interventions are provided that and that the progress is monitored consistently. We were able to offer after-school professional development for our students. Again, because of the timing of the sessions, it did not ensure that all teachers were trained because it was an application-based process since it was after school. Those sessions did focus on utilizing the data to adjust the pacing and meet the instructional needs of the students during the 2021-2022 schoolyear. In conjunction with what we have put in place for staff, we also put in academic supports for our students during those two years. We continue to have a summer enrichment program which was different than previously done because it was a voluntary program open to students in grades k-8. In the first summer of 2020-2021, only k-5 students were in-person because those are the students who were most at risk of needing in-person support. Our 6-8 grades were remote. This past summer we opened it up to have all students be in-person again. Both times we focused on ELA math and science and provided 3.5 hours of instruction for 18 days. We offered a Saturday STEAM academy to all students for k-8 for in-person learning over the last two years. It has an interdisciplinary focus and uses project-based learning. It lasts for 10 days with 3 hours of instruction on each of those days and that program is going to begin at the end of this month for this current school year. We have an after-school program. Like the other two programs, it's open to all students as a voluntary program. In 2021-2022, it was open for our k-8 population. This upcoming year, based on the data, we have adjusted that to be our grade 2-8 students since those are the ones who were with us for the majority during the pandemic. It allows for up to 75 hours of instruction. We also put in place for our high school students who have different schedules than our elementary students the ability to use Tutor.com. It provides the students with 24/7 access to live tutors to support them in over 300 courses and in their native language. All they need to do is sign on and they have access to a live tutor to support them with homework at any point in time that they're working on content at home.

Ms. Sarah Sterling-Laldee: What you see here is a listing of all web-based academic platforms. One benefit of ESSER funding has been the ability to beef up what we have available to students, which means that it can be used in the classroom or at home. We have platforms that cover all major core content areas. You can see highlighted in bold our intervention programs for both literacy and math. You can also see that there are a number of platforms for science as well as several of the ELA platforms specifically used to support other content areas. I also want to point out you can see that there is

the core support program. There's Wonders for ELA. Thinklink has replaced FOSS. In mathematics, Big Ideas and Envision cover our k-12 math program. Let's talk a little bit more about what this looks like in the classroom as we utilize these different web-based platforms. As Nicole mentioned earlier, the intervention platforms provide us with real-time data that's pulled every week and shared with schools. School-based supervisors and the administrative teams at schools can then use that working with teachers to guide how we provide intervention in the classroom setting and that can look different in different spaces. I want you to imagine for a moment that the picture you see in front of you represents a classroom where there are three groups of students. One group of students might be working independently on that intervention platform self-paced on content that is specific to their needs. Another group is working with a teacher potentially in core skills. Those could be students that need remediation, advancement, or right on grade level. Then there are other students who might be in a small group setting working with other students and potentially with another teacher, if there's a co-teacher in the classroom, on targeted skills. Students can rotate through these different groups across a 90-minute block, if that's what they have available to them. This is an incredibly powerful way for us to move students, differentiate the intervention platforms, and allow for the work to be self-paced. It means that we can have situations where students who are excelling can move well beyond what the class pace allows for. It also means that based upon that intervention data, if students have gaps in their learning that might prohibit them from being able to keep up with the on-grade level content, they're able to work on that independently in the intervention platform and teachers can look for growth and progress along the way. I talked a little bit about this already. We all have a clear sense of how we're using the intervention platforms to impact student achievement. We're looking for incremental progress. We don't anticipate that students will go from a level 1 on the NJSLA to a level 4 in the course of one year based on the use of the platforms. What we do know is that if students are showing growth over time in the platform, we should be able to see students move from a level 1 to a level 2 and potentially from a level 2 to a level 3. If we're not seeing that kind of growth happening, we know that there are other interventions that are necessary, such as more small-group work, perhaps one-on-one tutoring, and other kinds of supports. How do we figure out how to make that work? There are weekly usage reports generated at the district level. Those are shared with the building-level administrators and the school-based supervisors. Those supervisors have individual data meetings with principals who then are sharing that information with staff. That's used to inform those small instruction groups and other instructional decisions that the teacher is making. As an additional check, we have benchmark assessments that students are given at least twice a year, so we have the secondary check on growth. Again, if for some reason what we see in the intervention platform isn't matching up with what we see in the benchmark, we can circle back to figure out what's going on and provide another plan of support. We're expecting that consistent use with fidelity of the programs will correlate to students moving up along the scale of proficiency levels on the NJSLA. A really critical piece of this is small-group instruction. That could be happening in intervention time that is dedicated in the schedule in a school. It can also happen within the regular instructional block. Small-group instruction has been shown to provide the greatest bump in growth. The more that we are able to provide it, the more we can be assured that we will see results in terms of students moving along the growth continuum. Important to note is that we're monitoring whether it's happening via classroom visitations and the records that teachers are keeping in their data binders, which Nicole will talk a little bit more about now.

Ms. Brown: Looking at the NJSLA data analysis and how that's being communicated from our level to the schools and teachers begins with the distribution analysis of the data that's taking place right now and then a development of instruction strategies that

can be shared with teachers, which will occur in November and December, along with presentation of that information to our administrators in December and January. Ongoing simultaneously is also job-embedded coaching and that's done through the work of our school-based supervisors. They have been charged with ensuring that they are providing supports to the teachers, focusing predominantly on our novice teachers who are newer to the craft to ensure that they are able to deliver small-group instruction and really differentiate the content for our students to move them along the path of proficiency. We're monitoring that through our learning walks, classroom visitations, and lesson plan reviews, which is ongoing throughout the school year. Our overall goal in moving this trajectory is to make sure that through these immediate and ongoing supports that we do have incremental growth that is realized in student proficiency that's supported by the data analysis and through the different collective strategies that we have put into place. What we have changed for the 2022-2023 school year is looking at resuming some of those pre-pandemic successes that we were able to realize. We have increased our support to schools. We do know that our school-based supervisors were able to make a difference in the success that our teachers were seeing. We've hired additional math and ELA school-based supervisors, thus reducing the number of schools that each of them services, allowing for more time to really interact with the teachers in the schools that they're charged to support. Our comprehensive schools, which are our lowest performing schools, do receive increased support compared to those that are non-categorized and are more high performing in our district. There is an emphasis on coaching and those data-based instructional supports, really looking at the data that our programs yield along with assessment data to provide strategies to the teachers to then utilize within the classroom to move students along. We have a mandatory summer program that will come back into effect during the 2023 summer. Students who are identified as in need in grades 2-8 will be asked to participate in the program. It will not be voluntary moving forward. The focus will continue to be on ELA math and science. For the after-school program, it is open this year as a voluntary program. We shifted our grade levels to really encompass those that we could see reflected in the data that was presented tonight. It is open to grades 2-8 and will provide them with 75 hours of instruction. We have resumed the use of data binders. It's not that we ever directed anybody to not use them, but the focus wasn't as great. We're going back to really looking at utilizing the student data to support the instructional decisions that are made within the classroom. Through the use of those identified areas and teachers working in small groups we will have the greatest leverage to move our students along that trajectory of learning. That concludes our presentation. We'll open it up for any questions.

Comm. Arrington: When was the assessment done?

Ms. Tsimpedes: In the spring of 2022. It started at the end of April through May.

Comm. Arrington: Enrollment and test scores declined.

Ms. Tsimpedes: The enrollment declined across the state. It's not just in Paterson. The enrollment declined across the district, which meant that we had fewer students taking the test. Let's say in 2019-2020 we had 2,000 third graders and the following year only 1,800, you then only have 1,800 valid scores that are accepted. Keep in mind there are certain exceptions. You do have English language learners who come into the country after July 1 who don't take English language arts the first year. Those wouldn't be scores included in there. Students who take the DLM would not be taking NJSLA. They're exempt from it because they're taking the other piece.

Comm. Arrington: The sample sizes are smaller.

Ms. Tsimpedes: Yes. We saw a decline in our population during the pandemic. There could be multiple reasons. We may have had people moving out. People were not sending their kids. We can't really put our finger on that, but we did have a decline in enrollment across the district.

Comm. Arrington: I would love to see a comparison of us versus a couple other entities.

Ms. Tsimpedes: We're waiting on that because they just came out of embargo last week. Once we have the comparisons, we'll definitely put something together we can send out to the Board. We too would like to see how we fared compared with districts of our size and population. That would be a telling story.

Comm. Arrington: Is there an incentive for our students to use those intervention programs when they're home?

Ms. Tsimpedes: Last year when we were meeting with the principals, we had our individual data meetings, and we were looking at the usage. We were able to see home usage. We were saying to the principals that we have to incentivize the kids. In lieu of giving them homework on Friday, that's book work they can do 20 minutes. They can say they did three 20-minute sessions or three 30-minute sessions a week. They would receive some type of incentive in the classroom. We used to have PBSIS, and the kids would get points. They would get free time where they would have their own choice of activity in the classroom. That's something that we are encouraging with the principals and the administrators. We do feel that if the students are only doing it at school, it's not enough. It's not meant to take the place of a teacher in the classroom. That's why it's important that students utilize the platform at home. I want to be clear. These intervention platforms do not replace the classroom teacher nor the curriculum. The intervention platforms are meant to bring the kids up from where they are working instructionally to the level that they are in the classroom. We constantly say this over and over. None of us want to go into a classroom and see students on the computer just doing an intervention program. Students are working within small groups. They do have individual intervention periods on their schedules. We are reinforcing with the principals that these intervention programs need to be utilized as homework as well. The data shows that when students are using something with fidelity, we see an increase of where they start from and where they end up at the end of the school year.

Comm. Arrington: I agree. We have to put a carrot out there for the students.

Ms. Tsimpedes: I agree, maybe something with the parents as well.

Comm. Hodges: What is selected response and constructive response? What is the difference between those two?

Ms. Tsimpedes: Selective response is multiple choice. Students have a selection of answers that they pick from. Constructive response is where the students are using their words. It's an open-ended question. It could be about students solving an open-ended question and utilize their skill set to respond accordingly.

Comm. Hodges: The tougher one would be the constructive response?

Ms. Tsimpedes: Yes. The kids are going on their own prior knowledge to answer the question. There are reading passages where students have to talk about something

that they saw within the reading. We see it in writing prompts. We see it in science and math when they are answering an open-ended real life application problem.

Comm. Hodges: What are some of the common problems that these students exhibit that cause them to be substantially below the state averages? What kinds of issues are they suffering from?

Ms. Tsimpedes: Last year's data is an anomaly. When Luis presented the data, if you see grades 3-5, they didn't fare so well. You have to keep in mind that our students were not used to having virtual instruction. Students did not have a one-to-one device. When you're teaching students virtually, it is not the same as being in front of them being directed. Students had to learn how to utilize a device as an instructional tool versus just going on and completing an intervention platform for 20 minutes. In the lower grades, especially in math, it shows that math is very hard to teach remotely versus English language arts. Teaching students processes and procedures or how to complete an open-ended problem or even simple two-step multiplication is difficult for students who have a different type of learning sense. We talk about learning styles. Not every child is used to using technology as their actual tool. Looking at where the students are on their performance is actually utilizing the device every day as a tool versus not having it. In 2018-2019 our students were pretty much paper across all bands. I don't want to categorize the same skills sets that are deficient prior to the pandemic to now. We're moving ourselves out of it, but we're seeing that students are becoming more resilient with the use of technology as an instructional tool. Teachers are becoming more comfortable also. It's twofold. Students were learning and so were teachers using that as their only means of providing instruction to our students while we were remote. That's a bit to do. Also keep in mind from March 2020 through June 2020 our students did not have devices. They were with paper packets. They didn't have a teacher in front of them instructing them. That caused learning loss for sure. Our students did face that because of the fact that we were not a one-to-one district.

Comm. Hodges: Statewide there weren't that many one-to-one districts, particularly in the rural areas. They didn't have that. The numbers were still lower than the state. I can't just blame that on the lack of the tool because the tool didn't occur in many other districts either. There has to be something else that plays a role in what those numbers look like. I know what went on in other school districts in the State of New Jersey. They weren't all one-to-one. In fact, there were a large number who were not, and their averages still were higher than where we are. I'm trying to find what is it that is plaguing our students that we have struggled with for so long. We're inching up. I see that. But we're still not inching up substantially. What are the areas of significant deficit in terms of our students' performance? Is there a commonality? Or is it just all over?

Ms. Tsimpedes: Let's go back to 2021. We were fully remote for the entire year whereas other districts were not. That definitely worked against us. The second major piece was student and teacher absences because people were legitimately sick and were not able to participate in instruction. I can't sit there and say that every child every day had a teacher in front of them because people were out with COVID. I don't want to take something out of context. We didn't have the pandemic when we were making those gains. As minor as they were, they were still gains from where we are going. The pandemic set us back. That's across the state. I would love to have the comparable data because we will see that it's not just Paterson that has seen a decline. It's across the board and we saw that within the state numbers. As research shows, students who are in economically disadvantaged communities faced a greater loss because of the time out that we had.

Comm. Hodges: I'm not arguing that point. If there weren't some global issues, what's the intervention aimed at accomplishing?

Ms. Tsimpedes: To take the students from where they are and increase their proficiency level so they can get to where we want them to be academically so they can be successful. That's the purpose of the intervention programs.

Comm. Hodges: By doing what? What exactly are you correcting? What are you enhancing?

Ms. Tsimpedes: The gaps the students have in their learning. We do know that not all students are reading on grade level. We know that not all students know their math facts. These intervention platforms are helping students, but they have to be done with fidelity and they have to utilize the data that comes from the teachers to make informed decisions regarding instructional practices and differentiating their lessons based on where their students are. It's the gaps the students have. They had them pre-pandemic. Let's not say what isn't there. We did have gaps prior to the pandemic. The pandemic exacerbated those gaps. But with the help of the different intervention platforms hopefully we will have a teacher in front of every student. That will help us build those gaps and get our students to where they need to be and provide them the education, they deserve by having a teacher in front of them and providing them with the resources they have in order to be successful academically as well as socially and emotionally.

Comm. Hodges: Is there a commonality of gaps that we're not teaching? Or does it vary with each student what gaps they have? Is it something that's not happening in our classrooms? Are we not teaching chapter 4 of whatever? Are there structural issues that we're not addressing in our classrooms that are leading to these various gaps? They had the gaps before the pandemic. We used to get common strains which the students exhibited in terms of their deficits. Are there common strains that we need to look at that make up the deficits that these students have?

Ms. Tsimpedes: When you look at the 2021-2022 data, our proficiency levels are low across all areas. To pinpoint one specific, I would be telling you something that's not true. It's across all areas. Right now, we're ensuring that our students are getting what they need and providing the teachers with the support they need so they can be effective in the classroom. To tell you it's algebraic functions, it's not. We have a deficiency across the board, and it just grew because of the fact that we were remote. It caused a larger emphasis on what needs to be taught to our kids. You'll also receive additional data points with individual schools, and you'll be able to see we did have successes. We had kids who performed well and kids who did not. To say it's one area...

Comm. Hodges: I'm not looking for one. I'm looking at commonality. That's what I'm trying to get at. Are there some things we can fix in terms of instruction? Is it a weakness in our curriculum? Is it time on task on the part of the students? What is it that we can fix before our students have to have intervention? That's what I'm trying to ask.

Ms. Tsimpedes: It comes down to ensuring that our students progress with mastery as they start from kindergarten on so that those gaps are not there. If I had to say what it looks like, it's just like getting kids to read on grade level by the end of grade 3. It's making sure that students are proficient by the time they're in third grade in mathematics. It's knowing their facts, understanding fraction facts, and dividing. If a

student is proficient in grade 3, then as they progress the gaps should be less. As we saw in the data, and that's something I've been talking to my team about, we have a lot of work to do in our lower grades. Especially starting with the grade 3 data, the numbers were low in proficiency. In terms of commonality, grade 3 across the district was an area of concern. If you go back through the timeline, those students in kindergarten, in March they went out on remote. In the first grade they were remote for the remainder of the year. In May through June, second grade in mathematics were remote the entire year. Teaching math remotely is not all it's panned out to be. It is a different concept to teach remotely. I know students came back in third grade and the gaps were there from being remote for almost a year and a half. My understanding of the data is looking at and ensuring that when our students get to grade 3 are understanding and proficient of the math and ELA standards, and that would help us in lessening the gap that we see as they progress.

Comm. Hodges: I submit to you that a problem begins earlier than grade 3. There is something they're not getting in those early grades. When they get to third grade, you change why you read. You read to learn as opposed to learning to read. If they can't do that, then they're going to compound all their educational struggles moving forward. I'm looking for what kinds of additional efforts we're going to make in those early grades to make sure that the students are performing closer to where they should be. Shouldn't the interventions really start there?

Ms. Tsimpedes: Your question to me was, what are the commonalities with data? I addressed what those commonalities were in third grade. The goal to get the kids to read and be proficient in math by third grade does start at the younger grades. Hence, that's why we purchased an intervention program for reading which we never had last year. Hence, we have a math program that starts from kindergarten with regards to intervention. There are things in place we have done because we see that our foundational years are of urgency for our students and teachers to ensure that as they progress and get to that milestone of third grade and start taking those state assessments, we should see a proficiency rate higher than what it is now.

Ms. Shafer: Prior to the pandemic, we had the New Wonders program, which was our reading program. We had a big reading campaign. That year we had more kids reading on grade level in grades 1-3 than we ever had before. Unfortunately, the pandemic just slid us back, but we knew that what we were doing prior to the pandemic with getting our kids to read on grade level was working. That's what we're going back to. We need to continue that. We started using it in kindergarten and looking at those results from kindergarten, first, second, and third grades. Nicole, do you want to add anything else around the Wonders Program? We knew that program was working, and more kids were reading on grade level prior to the pandemic.

Ms. Brown: That's exactly right. The Wonders program does rely on having students work in small groups, which is where we will see the greatest growth. If we can increase the amount of time that students are working in small groups with the teachers on the skills that they need and that they may have deficiencies in, we will see that they are built up to where we were pre-pandemic as we were making those gains when we introduced Wonders to the students.

Comm. Hodges: I thank you very much. You've enhanced my understanding. I'm still going to be quizzical because I'm still very concerned about what I'm seeing. I'm hoping that we can do something to be more effective in how our students are progressing. I'm really troubled by what I'm reading here. I'm looking at your AP courses and the results speak for themselves. In United States History we have no students achieving a 3, 4, or

5. In World History there is one child. That to me raises some questions about how well they're being prepared. I know that reading is a problem. There are no 3, 4, and 5 in biology for AP courses. We only have one student in chemistry. They jump out at me. The numbers of students who are in there is nice, but we're not cutting the mustard in those areas because those kids are not being trained or educated enough to compete at that level and that troubles me. I want kids to try, but somehow, they need to be prepared to be successful and clearly, they're not. I know that the problem with our reading continues to be an issue. I welcome any and all success that we can have. I really want the intervention to be in those early grades because obviously we need to prepare students to be effective learners and they're not right now. I look forward to future improvements. I'm not basing my concern on what this data shows because I expect there to be a decline because of the pandemic. That's statewide and countrywide. I see that. Years before that, the numbers were still very low and I'm just hoping that we can find very effective measures to change the scores. Thank you very much. I appreciate the commentary.

Ms. Brown: Reading in the content areas is one of the things that we saw in the data as a weakness. One of the programs that Sarah went over was Newsela, which is a resource that we implemented looking at both the social studies and science collections to give additional resources to our students to support reading in the content areas. The unique capability with Newsela is that it allows teachers to differentiate that content of the same article for students across five different reading levels. It gives different entry points for the students to all have an understanding of the same content, but at a readability level that is much more suited for the student and allows them to engage in critical conversation around that content to increase their understanding of it. We do hope that through the use of this program, which we have for our grades 3-12 students, that we will see a shift in some of those content areas in both the NJSLA and the AP courses that you mentioned, Dr. Hodges.

Comm. Hodges: I raised the issue about using science and social studies as ELA material years ago. We discussed this very issue. Why do we have such low science scores? Because we don't teach science to the degree that we need to. We spend most of our time on the English language. Why not use science and social studies to teach reading? It makes sense, but I don't see it happening. I'm glad it's happening now, but I'm troubled it hasn't happened to the degree that it is now. This was discussed and I was told it was going to happen. That's my trouble.

Comm. Arrington: Are we concerned about our fourth graders? Are they the grade that might have suffered the most learning loss?

Ms. Tsimpedes: I would say grades 4 and 5. That's where the emphasis is in ELA, math, and science. Don't forget, for science in grade 5 the students are taking the NJSLA. Those grades took a larger hit than the middle school students because they are a little bit more resilient when it comes to using technology and have a better understanding of the devices versus an elementary student who may have been trying to learn using the Chromebook.

Comm. Arrington: I know we talked about the preschool attendance. It is possible to get the scores broken down by students who are enrolled in preschool versus the ones who were not. What's that common thread? I'm curious to see that breakdown.

Ms. Tsimpedes: You want to see the students from P3 and P4 in our district and how they fared. Keep in mind we have to look at specific grade levels. We don't want to

look at the years they were remote because preschool students have a limitation on how much technology they can use within the school day.

Comm. Arrington: Maybe I wasn't clear, grades 4 and 5.

Ms. Tsimpedes: Who were enrolled in our district? I can get you that.

Comm. Arrington: Going off the thread that Dr. Hodges was talking about. I'm curious about that.

PUBLIC COMMENTS AND SPECIAL SESSION FOR POLICIES AND REGULATIONS FOR SECOND READING

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

No speakers.

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

GENERAL BUSINESS

Items Requiring a Vote

Operations

Comm. Arrington: Operations met. Present were myself, Comm. Capers, Assistant Superintendent Cozart, and Ms. Lisa Vainieri. We went over resolutions. We have six that will be presented. We are requesting a detailed analysis to be done on our training and the effectiveness of it. We currently only have one vacancy. There were some concerns raised in the community about our students walking home after practice, games, and extracurricular activities. We would like the district to look into transporting our children after practices and games. We had some great conversations about purchasing buses. We need to have some analysis done on that concept or idea. We'd like to have the district look into that. We want to continue this analysis. The minutes are on the Google Drive.

Fiscal Management

Comm. Simmons: Fiscal met last night. We discussed the RFP and the bids that we rejected earlier in the meeting. In the application there was a box checked that included the summer feeding program that should not have been included in the bid specs. We discussed that and the need to go back out. We rejected all the bids so we could go back out and receive new bids that did not include the summer feeding program. There was also discussion about the shortage of security guards and how we will deal with it. There will be a presentation given to the Board on what some of those options are at the next meeting. That covered our meeting, as well as the items that are on the agenda for a vote, the payment of bills and the things usually on the fiscal agenda.

Personnel

Comm. Redmon: Personnel met on Monday, but I will give my report on the next meeting because we might have an emergency committee meeting on Monday.

Governance

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

Committee Report

Facilities

Comm. Arrington: Facilities met on October 6. Present was myself, Comm. Capers, Comm. Teague, Neil Mapp, Oscar Rivera, Tracy Williams, and Mr. Matthews. We talked about the John F. Kennedy bleachers. Right now, we're having some supply chain issues causing a delay with the installation. That's something the facilities department is actively working on. We discussed many of the ongoing capital projects. There was a concern raised in the community about the bathrooms at Kennedy during the women's conference. That's it. The meeting minutes are on the Google Drive.

Comm. Hodges: We also discussed the concession stands and the wonderful proposal to use our students.

Comm. Arrington: Yes. There's a small building behind School No. 15 by Bauerle Field. We want to convert that to a concession stand. There's electric already in there. The building is really prepped. We just have to take the steps to move forward to convert that into a full-fledged concession stand.

Family & Community Engagement

Comm. D. Martinez: We're scheduled to meet on Monday. I'll report at the regular meeting.

Negotiations

Comm. Redmon: Negotiations met today. We talked about the update for our upcoming meeting with the union on October 17.

Policy

Comm. Teague: Policy will be meeting soon. It was rescheduled.

Search

Comm. Redmon: The search committee met on Saturday. We met and narrowed down to three finalists. The Board will be meeting on Saturday to meet the three finalists for the superintendent's position for next year.

Technology

Comm. Simmons: Technology has not met, but I will be scheduling a meeting soon.

Instruction and Program

Comm. Arrington: I&P met on October 11. Present were myself and Comm. Castillo-Cruz. We talked about more information on software installations on devices within schools. There was a recommendation from one of the Commissioners regarding a grief program. We're going to ask the Board and the cabinet to look into that and bring it back to us with an analysis. The minutes are on the Google Drive.

OTHER BUSINESS

It was moved by Comm. Hodges, seconded by Comm. Redmon that the Board goes into executive session on Saturday, October 15, 2022, at 9:00 a.m. to conduct interviews for Superintendent of Schools. On roll call all members voted in the affirmative, except Comm. Arrington and Comm. Simmons who recused themselves. The motion carried.

REPORT OF THE PRESIDENT

Comm. Simmons: All of life and love and gladness ripens the unseen shore, sweetest, fairest, fadeless flower bloom in beauty evermore. Think not of the tearful parting, for beyond death's turbid tide we'll someday meet our sister. Heaven is on the other side. Muhammad Ali said that service to others is the price we pay for our room here on earth. If you knew Chrystal Cleaves, you know that she embodied those words. She was a faithful servant. She was dedicated to all the things that she belonged to and it's evident by her work and all the organizations she belonged to, especially when it came to our youth. Those youth included my own children and my niece. When my niece was going through her battle, Chrystal reached out to her and comforted her and helped her get through. She was integral in us regaining local control. From the time she came onto the Board, she stood on the shoulders of Willa Mae Taylor and Waheedah Muhammed and took on the role of the Board's mother. She was the lynchpin between opposing sides and could often get us to focus on the task at hand and children and find solutions so we could accomplish our task. I'll simply say that although she's gone, she will be sorely missed. Her legacy will live on forever. To her family, I offer my deepest condolences and my continuous prayers of comfort as they continue to grieve and get through this process. I'll open the floor to any other Board members who'd like to offer reflections.

Comm. Hodges: Chrystal and I were not on the same political side. I know you're laughing, but that's a very accurate statement. But it was never rancorous. In fact, her very last words to me when I came to a Board meeting after being ill, even though she herself was ill, she encouraged me to keep fighting and doing the right thing. I really appreciated that. I didn't know how ill she was, but I knew she was ill. Her last words to me were some of the nicest comments that we had shared. She was a worker and I do wish to extend to the family my deepest condolences. I know in this community she will be missed.

Comm. Arrington: Condolences to the Cleaves Family. I've known Chrystal for 22 years. I met her at Paterson Catholic and the swap. It's been a lifelong friendship since then. I'm going to miss her. I'm going to miss calling her and bouncing things off her. She was that rational person I could call and get an unfiltered answer from. I'm going to miss her dearly. Her legacy is here, and job well done.

Comm. M. Martinez: On the morning of her service, I had a very touching conversation with her sister Penny and that conversation comforted me more than I expected. I was

there expecting to comfort her, and she was the one who was able to comfort me. She said to me that when Chrystal first became ill, the outcome wasn't a good one. From the end time the doctor gave, she was blessed with an additional 18 months. Penny indicated to me that it was during those additional 18 months that the family was really able to find peace and have closure more than anything. Those 18 months were really a blessing and allowed them to get through this very tough time. She asked me what we're all doing with the additional time that we've received. Time is fleeting. Life is fleeting. What are we doing with the time that we're given? It comforted me, shocked me, and really plucked at my heart. I thank her for that. To the entire Cleaves Family, I continue to offer my prayers of comfort and condolences. While in the physical realm she is no longer with us, but I know that time is the only space that now exists between her and all of us. As long as she's alive in our heads and hearts, which she will remain, she will always be with us. To the family, my condolences. To Chrystal, love you. It's not goodbye. You're always with us.

Comm. Redmon: This is one is a little tough. When I first got elected, Chrystal was the first person who reached out to me. She wanted to make sure that she brought me in under her wing and she wanted to teach me everything that she knew. I know that I tried to be the better person because she was someone you could stomp your ideas on and you knew they were going to stay safe there because you had that good rapport with her. Good and faithful servant, job well done. I know you did that, and I know this community will make sure that we keep your legacy alive. To your family, you're gone in the physical sense, but you'll be there. Talking to your daughter over the last couple of days made me understand how you prepared them for your home-going. She said it so eloquently. I can see my mom was a servant of this community and I know that she loved this community and my family. If you know Chrystal, you knew that she was family first. With the Board of Education, we were your secondary family. To the Cleaves Family, consider us a secondary family to you as we mourn with you. We're with you. My deepest condolences to the family. Make sure that we keep them in mind and in our prayers because grieving is a difficult thing. After the phone calls stop coming, just continue to lift them up. Send them a card. Stop by just to say hello. That's all I'm asking my colleagues to do.

Comm. Castillo-Cruz: When I first got on Board, she was somehow the first person who gave me a call. I still don't know how she got my number. It was all about how we work together, how she could bring me under her wing, and help me grow. She did that and I think she will continue to do that. At the day of my wedding, the one thing she would still scold me for was always being late. She told me she was going to pray for my husband to make sure that he had all the patience for me. To this day, I still remember she would tell me to be quiet sometimes and listen. As funny as it sometimes sounded, it was exactly what I needed to hear, and she knew that. It was always out of love and care, helping me grow and becoming a better person, Board member, and woman in my own family. Her legacy will always continue. Her love will continue. Those are things that my family and I will cherish forever. As we still joke around, my mom reminds me that Ms. Cleaves told me to be quiet and listen. These are things that will live on forever. I thank her. I was able to thank her, and I want to continue to thank her. To the family, we're always going to be here. We're always going to be family. Her legacy and love will live on.

Comm. Teague: I was trying to find a lighthearted memory with Commissioner Cleaves and myself, and I remember back in 2013 when we went to Detroit, Michigan for our Black Educators Conference. We went to a Motown revue event and there was a group there that was singing all the Temptations greatest hits. They got to the song "My Girl" and the lady who was leading the song walked over and handed me the mic. I don't

think anybody in the room knew that I was going to actually sing the song. Chrystal didn't know it either. I remember when I first started belting out the words to the song, she grabbed her phone and started recording. That was the first moment that she realized that I was able to sing. Of all the work that we did on the Board, that was the part that she didn't know. That's the thing about Chrystal. You could let your hair down. You could be yourself. You could be who you are. I think somebody said at the funeral yesterday that she helped you to become a better person without making you feel bad. I know there were plenty of times when I would go off and be unhinged. After the meeting or when we went to break, Chrystal would pull me to the side and talk to me and reel me in. During those moments when she knew that I could actually become a better person, I can honestly say today those conversations that Chrystal would have with me and the words that she would tell me, sometimes she would have to give it to me straight and I appreciate that. It was those moments and those words that she gave me that actually got me to where I am right now. I am partly appreciative to so many people who have done that, but Chrystal was one of the main people who were not afraid to let me know I needed to see things a certain way or take a step back. I appreciate what she has done on the Board. I appreciate how she was an encouragement to me. I will always be there for the family. They know that. I want to wish them strength and peace as they go forward.

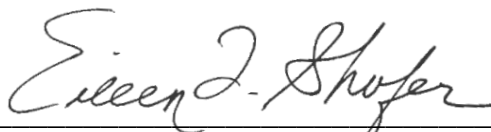
OTHER BUSINESS

Comm. Redmon: I'm asking all Board members who will be attending on Saturday to please be there at 8:30 promptly. Breakfast will be served. We're going straight into our business at 9:00 a.m. Please make it there on time.

ADJOURNMENT

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

The meeting was adjourned at 8:10 p.m.



Ms. Eileen F. Shafer, M.Ed.
Superintendent of Schools/
Board Secretary