

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

October 2, 2024 – 6:00 p.m.
Central Office (First Floor)

Presiding: Comm. Manuel Martinez, President

Present:

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

Comm. Valerie Freeman
Comm. Della McCall
Comm. Joel Ramirez

*Comm. Mohammed Rashid
*Comm. Nakima Redmon
Comm. Kenneth Simmons, Vice President

Absent:

Comm. Oshin Castillo-Cruz
Comm. Eddie Gonzalez

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
October 2, 2024 at 6:00 p.m.
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.

PRESENTATIONS AND COMMUNICATIONS

New Jersey Student Learning Assessments (NJSLA)

Ms. Joanna Tsimpedes: Good evening, Commissioners. This evening my team and I will be presenting the 2024 Summative Assessments for NJSLA and DLM. I'm going to introduce my Director of Assessments, Mr. Luis Valentin, who will kick off the presentation.

Mr. Luis Valentin: Good evening. The NJSLA is designed to test students in English language arts in grades 3-9, as well as math in grades 3-8, algebra I, geometry, and algebra 2 as long as those are in a grade nine course. It also measures science in grades 5, 8, and 11. The students are measured through both a selective response as well as constructive response items. In ELA, the student's tests are focused on reading and comprehending a range of complex texts independently, writing effectively when using and/or analyzing sources, and it is scored across five levels of proficiency. For math, it's focused on applying skills and concepts, understanding multistep problems that require abstract reasoning, modeling real world problems with precision, perseverance, and strategic use of tools. This is also scored across five levels of proficiency. Science focuses on applying skills and concepts, proficiency in using the scientific and engineering practices to make connections between science ideas, with a heavy emphasis on data analysis and arguing from evidence. This one is scored across four levels of proficiency. Let's dive into the results. We're going to start with English language arts. We're looking at our district performance across grade levels for the last three years. ELA 3, 6, and 9 have shown growth, with the most growth being shown in ELA 3 with 3% and ELA 9 with 4%. When looking at the same data represented in this table you can see the number of valid scores that were assessed each year and the performances by proficiency level. As we said earlier, for ELA it's 5 proficiency levels, 4 and 5 equal meeting and exceeding. We had growth from year to year in ELA 3, 6, and 9. Our district aggregate for grades 9-11 was up as well. When looking at a comparison to the state you can see that we are in line with the same rates of growth and decline. Our rate of growth was a little bit higher than the state in ELA 3. Any one of those that are in green are rates of growth. If you look at the arrows on your presentation, you will notice they are going from 2023 diagonally to 2024. I invite you to look at that because those are the same students. These are cohort students. Our students that were 14% proficient in ELA 3 are now 20% proficient in ELA 4. It does tell a little bit of a different story if you look at it that way. The next slide is something we haven't given you before. This is our two-year mobility chart. This one is a little different to look at. Each column represents the students moving from one grade band in 2023 to another in 2024. The first column is students who were in grade 4, the testing year. 40% of our grade 3 students went from one level to another level in grade 4. 51% of our students stayed the same. 9% of our students went down a level. That's how you read this chart going across. The majority of our students either remained the same or grew. On the next slide we have our English language arts performance over three years for our subgroups. We mostly remained either flat or went down slightly across subgroups in ELA, with the exception of students with disabilities that went up 1%. Moving on to mathematics, when looking at the three-year performance we can see growth from year to year in math 3, 4, 7, algebra 1, and we remain flat in math 6 and 8. We had growth over a couple of grade levels. On this page, the areas highlighted in green are areas of growth from year-to-year. In math 3, we went from 15% proficient in 2023 to 20% proficient in 2024. You can see the areas of growth in math 7. We went up 5% on there as well. When going into the district aggregate across all grade bands we did see positive growth.

*Comm. Rashid enters the meeting @ 6:09 p.m.

Mr. Valentin: In looking across here you can see the same information represented. In math 3, our difference was 5% where the state was at 2% growth. In math 7, we were at 5% where the state was at 4% growth. You can go across grade bands. For example, in math 6 in 2023 those students were at 10%. In 2024, those students were at 16%. Here we have the mobility chart for math and it's the same narrative that we saw for the other assessments. Going from grade 3 all the way up to grade 8 crossing

over into algebra I, we're seeing the majority of our students either stayed the same or went up in scoring. After grade 8 algebra I there are two areas to look at. Algebra I middle school going to geometry middle school only refers to our middle school students so that's a smaller population, and it's the same thing with algebra I middle school going to geometry high school. Just keep in mind that for some of these numbers in these other grade bands there are not a lot of students who go from grade level to grade level like that. Looking at our math subgroup performance you can see that every subgroup had an increase in performance. Every demographic was an increase in mathematics. For science we only saw an increase in science 5. For eighth and eleventh grades we did see decreases. Here it shows the number of students who were assessed across each assessment as well as the percent proficient. Again, there are only four proficiency levels so levels 3 and 4 are considered proficient in this science assessment. When looking at the state results our rates of growth are pretty much in line with the state.

*Comm. Redmon enters the meeting @ 6:14 p.m.

Mr. Valentin: They went up 1% and we went up 1%. They went down 2% in eleventh grade, and we went down 1% in eleventh grade. We had decreases with all subgroups, with the exception of our Asian students who had an increase of 2% in performance. The Dynamic Learning Maps are the alternate assessments for students with the most significant intellectual disabilities in English language arts, mathematics, and science. This assessment measures the students' overall performance levels with the Essential Elements skill statements that are used for instruction. This assessment is given to students in grades 3-8 and 11 that fall into this criteria. We had growth at the percentage of at-target or advanced students in grades 3, 4, 5, 6, and 8 for English language arts. In mathematics, we saw growth in grades 3, 5, and 11. In science, we saw growth across all three grade bands.

Ms. Tsimpedes: After reviewing the data with the team we came up with recommendations to continue to see the areas of improvement. We made gains across the district in certain grade levels. We know we have a long road ahead of us, but we are moving in the right direction with regards to seeing our students grow. I just want you to keep in mind when we talk about growth, you have to take into account that students may not get to proficiency, but they can grow from where they were the year prior. That's why those cohort reports that Luis showed are important to look at the mobility of students because we want our students to move. We have to be mindful that a child who is at level 1 is not going to get to level 5, but we can move him to level 2 or 3, and that is important when we look at these interventions that we're putting into place. The district has ensured that we are utilizing the same intervention programs across the district so that we can measure the success of the program based on student usage, mobility, as well as proficiency. We offer after-school and summer programs for our students that are not just interventions. They are also enrichment because we have students who are working on grade level, and we want to continue to push them forward. We have several programs this year that are new to specific grade levels. We expanded Beable down to grades 6-8. We started it last year at the high school and that's for English language arts. We utilized NewsELA Science across all grade levels so that teachers have lessons available to them that are aligned to the standards and provide differentiation for our teachers and levels of interest for our students. ALEKS is our high school math intervention program. Amira is brand new to us this year for grades 3-5. It's an AI program that is amazing where the students actually speak into the program. If they're saying something incorrectly, whether it's comprehension or fluency, Amira automatically corrects them. That's amazing because you're talking about 25 kids in a classroom having individualized attention to ensure that their needs

are being met. We also have Successmaker, which we have moved all the way to eighth grade starting from second grade. We have Raz Kids for our younger kids and Tutor.com., which is our grades 6-12 tutoring platform available 24 hours a day in multiple languages. It is a live tutor. It is not AI. It is a true tutor available 361 days out of the year as they take four vacation days. The other thing I want to mention with regards to intervention is that it's not just programs. It's what teachers are doing with the students in the classroom. During their scheduled intervention time, they're using the data that we have to help them drive where the areas of need are. How does the use of intervention platforms help us with student achievement? The platforms are meant to provide anecdotal notes as to where our students are and help them meet them from where they are to where they have to get. These platforms allow us to look at specific skills and standards that our students are deficient in so that when teachers are planning small group instruction, they can target those skills. We as a district can look at those specific skill sets that are proving to be a challenge across the district and address them through after-school programs, summer programs, and so forth. We monitor the intervention programs on our end here as well as the schools. Everyone is trained on how to pull the reports. We send them out also so that everyone is looking at the same data. They are having those data conversations with their teachers to ensure that everyone is following what the protocol is when it comes to utilizing our intervention programs to help our students move forward from where they are. If you recall, when Dr. Henderson presented his levers last year, one of the pieces was focused on data modules and having everyone proficient in understanding what the data is telling us. Data tells a story and it's important for us to understand what that story is so that we can help our children and help the teachers understand that. What are we doing with the data? Luis and his team have been providing module trainings for all our district administrators - principals, vice principals, supervisors, directors, and cabinet level administrators. We're going through the data and understanding the platforms that we have so we can make informed decisions when it comes to what is working and what is not working. As a district we have to be able to tell the story in unison. How does that translate into schools? The training that happens at this level here with all our district and school administrators is turnkeyed to the staff at the schools during PLCs, grade level meetings, data meetings, vertical articulation, or whatever they have built into their schedules so that there is consistency to the model. We want teachers to be able to look at grade level standards and skills that are proving to be a constant challenge to students and address those through interventions as well as within the curriculum. As part of the cycle for data analysis, we start off with distributing the data, which goes to the principals in August and then we move forward to presenting the data from August when we start the NJGPA and Access rollout to today when we roll out NJSLA and DLM. We believe that professional development is crucial to helping us move forward as a district. We have to professionally develop our administrators as well as our teachers to ensure that everyone understands the purpose and how to utilize everything that we have at our disposal for our children. Obviously, the most important thing is conducting those learning walks to ensure that there is fidelity to the model. From my team's lens, we also look at what it is that we need to work on to continue to provide professional development for our students and administrators. Our overall goal is immediate and ongoing support to ensure incremental growth in student proficiency that is supported by data analysis and collective strategies. This is key to our work for this school year. Finally, what are we doing for the schools for the 2024-2025 school year? We're continuing to focus on professional development. Our focus is also on multilingual learners. As we know, that is our largest and fastest growing subgroup at this point. We are offering data meetings. Our team goes out to the schools when principals are requesting additional support so that everyone is on the same page and understands how to utilize the link and platform as well as other data sets that we have available to us. We're adjusting intervention programs. We have several new ones.

The most important piece is that we created the instructional manual and have fidelity to instructional times across the district so that everyone is getting the same amount of science, social studies, ELA and math across the district. As you saw, the science scores are dismal, and we need to increase our science instruction. One way of doing that is by ensuring students have it scheduled appropriately. We had trainings provided to teachers of direct instruction and those are the teachers who have an alternate assessment, which is the Dynamic Learning Index that we just talked about. We increased specialized instruction for students who take alternate assessments because that is a growing area. We made revisions to our curriculum and pacing based on feedback from the state as well as the adoption of the new standards that just took place in September for ELA. We are ahead of the game. They postponed the math until next year, but we already did it because they told us originally it was going to be on board for today. This isn't the only thing we're doing, but this is a snapshot so you can see that we as a district are working together cohesively to ensure the success of our students across all schools and grade levels. Thank you.

Comm. Martinez: Thank you for the presentation. It's certainly a lot to digest and go over. I'll open up the floor to any Board members who have any questions or comments at this time.

Ms. Tsimpedes: I have one last thing. I know that what we gave you here is a snapshot of the district. However, all of you will have access to all the in-depth reports for every school. It will be on a drive. Cheryl was given it today. If you have questions regarding a school, the progress of the program, and so forth, you will see exactly the reports we put out here as well as individual files for each school. If you need additional support and understanding, because it is a lot to understand, we are at your disposal any time to meet with you.

Comm. Simmons: She actually answered it. It's good to see the movement. It's definitely good to hear the explanation of how to read the data. Many times, Board members just get the data, but they don't understand how to read it. They're just looking at graphs and numbers but don't really understand what that movement is. Thank you for that.

Comm. McCall: I noticed that we had a decline in science overall. Are we going to research why that decline is? I know science sometimes is a hands-on subject. I know a lot of times in the past our schools did not have that ability to have hands-on in the lower grades. They don't really get it until high school. Will we be trying to figure out some types of models or interventions to get that to see some increase and not decline?

Ms. Tsimpedes: Great question. We adopted the FOSS kits, which are hands-on exploratory kits for our students. They're participating in experiments and watching things as visual learners. As far as why our decline, we have several members of my science team who are on the state committee for the review of standards and assessments. Speaking to other districts across the county we're all on the same boat when it comes to science. We're starting to wonder why the science is this way across the state. When you look at the state proficiency, the highest is 28% and that's nothing to brag about by the state. That's something we're working on. We're in constant communication with the committees at the state level to see are there going to be revisions. I don't know if it's the assessments or the standards that are put out, but I know that on our end we are ensuring that our students from the youngest age start with that exploratory learning because it is important. Hands-on is crucial. It also develops the curiosity of a child to want to learn more so that's something we have been pushing. As I had stated before, one of the things we want to ensure is that there is fidelity to the

times students are allocated for science instruction. It's not just about math and ELA. I'm a math teacher and I know the importance of math, but students develop those critical skills through interdisciplinary connections through science, social studies, and the arts. We are continuing to look at that because there's something definitely there that we have to tweak even further.

Comm. McCall: Can we be kept abreast on what the findings are on the state level? To see the state have the same struggles is going to be important for us to get some additional services for our children to make sure they don't just fall within the line because that's where the state is. I want to be able to say that our children deserve more and should get more.

Ms. Tsimpedes: Absolutely, will do.

Comm. McCall: I appreciate that. Thank you.

Comm. Martinez: It's good to see a steady growth and upticks here and there. Overall, things seem to be steady. I'm most encouraged by seeing the third-grade cohort performing that way. Not only because it's a testing grade, but students being able to read on grade level by third grade is very important. You learn to read up until third grade and from then on you're reading to learn. Thank you.

Friends of Paterson Parks

Mr. Carlos Rodriguez: Hello. We're here to present the renovation of the tennis courts at School No. 25 on Trenton Avenue and Michigan Avenue. With me is my engineer, James McGrath. He will explain the specifics of it.

Comm. Martinez: Just for context for the Board members who may not be fully caught up, we have the field, tennis courts, and playing field over at School No. 25. The proposition is to renovate a portion of the green field, grass field to put on a soccer field, and also some work to be done to the tennis court.

Mr. Rodriguez: We are presenting today for the tennis court.

Mr. James McGrath: What you guys have in front of you is a packet of papers that are stapled out of order. We're going to start there. Flip it over to this page and we're going to start here. The letter you have is just an approval from USTA. The plans and specifications that we prepared have been reviewed and approved by the US Tennis Association. We started with a survey of the existing property. As you know, we have the concrete stairs at the corner of Illinois and Trenton. We have the tennis court with the benches and asphalt walkway which has fallen into disrepair. In addition to this project, there's a concrete driveway on the southern end that's going to get replaced. We're also going to include an ADA pathway from that walkway all the way to the tennis court. The tennis court will have ADA access. It would have cost far too much money to replace the steps, so we just use ADA access from the other end. Page 4 is the most important. That shows you the details of the actual tennis court. We're going to reuse the benches that are there, but we're going to demo the asphalt walkway and the court all the way down and we're going to take down the fencing. We're going to reinstall the asphalt walkway. We're going to reinstall the tennis court to USTA standards. We're going to have two nets with tightening straps and foundations and we're going to have a new 8-foot or 10-foot fence around the entire perimeter with a gate on either side.

Comm. Simmons: I'm not sure which group you're representing.

Mr. McGrath: I work for the City of Paterson Engineering Department. Mr. Rodriguez works for the DPW.

Comm. Simmons: I'm a little... I'm not sure if disturbed is the word. Disturbed is nice. I don't know how we got this far, and no one talked to us. We've been asking for a meeting with the city for five years.

Mr. McGrath: This is the first I'm hearing of it. I was told to design the court.

Comm. Simmons: I don't know how we did a survey on our property. I'm not sure if Mr. Mapp knows there was a survey. I don't even know how we got this far.

Mr. McGrath: That's above me. I apologize.

Comm. Simmons: I see Friends of Paterson Parks. Who's that?

Mr. Martinez: Friends of Paterson Parks is a 501. They received grant funding towards this park. USTA also provided a grant for this.

Comm. Simmons: Is there a reason why the grant couldn't just be given directly to the school district?

Mr. Rodriguez: It can't.

Comm. Simmons: Why?

Mr. Rodriguez: You have to talk to legal about that part. I don't know the specifics of that, but it couldn't just be given to the school.

Comm. Simmons: This feels like...

Comm. Freeman: Hinchliffe.

Comm. Simmons: I know City Council approved this. I don't know how you do that without talking to us. It feels like they're trying to force this down our throats.

Mr. Rodriguez: I'm sure there was talk with the administration from the School Board.

Comm. Freeman: Who?

Mr. Rodriguez: The Mayor hasn't spoken to you about the project at all?

Dr. Newell: It was mentioned there was a grant and my response was there should be a discussion with the School Board.

Mr. Rodriguez: That's not what I know of. I was told there was conversation between the administration and we just had to present it to the Board Commissioners to get it put on.

Comm. Freeman: We need names. I need to know who he spoke to.

Comm. Martinez: Needless to say, we're going to have to put a pin in this for right now because the conversation that was had was very superficial and introductory. I know

this is not necessarily a reflection on you guys, but this is certainly not something that we are ready to move on. There's a lot of work that needs to go into this. I appreciate you guys taking the time to be here and sharing with us. In full transparency, there was conversation about wanting to do this and that was the extent of the conversation. As a courtesy, we said let's hear the presentation which is happening now and that's as far as it has gone. To Kenny's point, to have this extent of work done with no coordination with anyone internally besides a superficial conversation...

Ms. Shabazz-Charles: I want to make sure I understand. You said you work for the city. You did the design?

Mr. McGrath: Yes.

Ms. Shabazz-Charles: Who would be doing the construction?

Mr. McGrath: It has to go out to bid to an outside firm through the purchasing process.

Ms. Shabazz-Charles: So, the city would be essentially procuring the service and design, and the location of the work to be performed would be on our property?

Mr. McGrath: Yes.

Comm. Freeman: Friends of Paterson Parks is located in City Hall at 155 Market Street?

Mr. Rodriguez: That's the mailing address, yes.

Comm. Freeman: Who's over this and who's a part of Friends of Paterson Parks? It doesn't rub me well that a non-profit is inside City Hall. It seems as though the City Council, Mayor, or whoever has done a lot of work without even talking to the Board and it's our property. You're talking about tearing down a fence, doing this and that, but we have no idea what's going on. It seems to me after watching the City Council meeting last night that Al Abdelaziz is really excited about this. It's good. I'm all for parks. I'm all for doing the things, but there's a way to do things. It's just what Comm. Simmons said. It's almost as if it's being pushed down our throat and I have a problem with that. It was never discussed with the Board. Has anybody reached out to Mr. Mapp who runs our facilities department? The people who need to answer these questions need to be here because I need these things answered. You might want to write these questions down and take back to the Mayor or whoever is doing this. Ask Al. He seems to know a lot about it. You're saying that the grant can't be given to the district, and I just need to know why. You can find that out for me.

Mr. Rodriguez: The district would have had to apply for the grant. We can't apply for the grant and give it to another agency.

Comm. Freeman: Maybe someone from the city should have checked with the school. I'm sorry to give it to you, but you're the messenger. I'm giving you the message to send back to them. As Comm. Simmons said, for five years prior to me coming on this Board we have been asking for a meeting with the City Council for shared services. We can't get a meeting, but you want to come and present something for a tennis court and soccer. The drawings are lengthy, but no one thought to come and speak to the Board. Now you're going to come back and present for the soccer field and want us to do a resolution to pass this. I have a big problem with it. The thought is good, but when you try to run the Board and the district and what we have to do, I have a problem with that.

We don't get involved with the City Council. We don't come to you and say we are going to do this and that and we approved it here before we even speak to you. That's somewhat disrespectful.

Comm. Redmon: The viewing public is saying that our video is not streaming properly.

Comm. Freeman: Please don't take it personally, Mr. Rodriguez. It's definitely not against you, but you know how they do. You should have had them come here and answer these questions instead of sending you to get jumped on.

Mr. Rodriguez: I'm not getting jumped on. Don't worry about it.

Comm. Freeman: Alright. It's not personal.

Mr. Rodriguez: I know it isn't. But I do want to say that we had shared services meetings in the past. We haven't had it in a few months, but we did have some meetings with the administration.

Comm. Freeman: We need to be all together.

Dr. Newell: I'm sorry, but we have not had them.

Mr. Rodriguez: Yes, we have.

Comm. Freeman: Who did you have them with?

Mr. Rodriguez: Kazmark?

Comm. Freeman: This is a new regime. You're going backwards. We're staying here.

Comm. Simmons: How long has this been in the process and worked on?

Mr. Rodriguez: This started mid-2023 when we looked at it.

Comm. Redmon: You guys have a whole full-fledged plan. I saw the City Council meeting and it was disturbing to watch because we know we have never seen this project being presented to us even when I was on facilities. I sat on facilities for a while and it was never presented. When I was president, we hadn't had a shared services agreement meeting with the city. This is going back almost a year and a half now. I don't understand how we have a whole full-fledged plan and nobody from the district was informed about this going on. The Council members who were speaking of this project sounded like they were taking over our property. They need to have full access to the property on the weekends. How can you have access to something that we don't know anything about?

Comm. Freeman: Who's going to pay for the overtime?

Comm. Redmon: How are we maintaining these properties? This is why we ask for those meetings to sit with City Council in order for us to get a proper shared services agreement.

Mr. Rodriguez: DPW maintains that right now. We've always maintained the School No. 25 Park and playground.

Comm. Redmon: On the weekend the school district locks that property up.

Mr. Rodriguez: We open it to have access for the programs that are there.

Comm. Redmon: I know. What I'm telling you, I actually know. I'm putting it out there on public record, so they'll know what's going on. It is disheartening to watch a City Council meeting and we're saying to them that it's our property and we don't know anything about it. This is not the first time that this has happened. This has been happening consistently. We don't know who the Friends of Paterson Parks are. If we knew who these entities were and we are applying for grants, then we can support a project. We can't support a project when we don't know anything about it. I know you're just a messenger here, but it would have been nice if the Council members would have met with us and had this discussion instead of presenting something to us and asking us to approve it. Right now, my vote would be no.

Comm. Freeman: Mine too.

Mr. Rodriguez: I can guarantee you one thing out of my office. I'll never present a project here again without full transparency from the Commissioners and the School Board. This will never happen to me again.

Comm. Simmons: I know that you guys maintain School No. 25. Are there any other schools where DPW does that?

Mr. Rodriguez: I think that's the only one.

Comm. Martinez: Thank you for coming. Needless to say, we're going to have to put a pin in this and do a lot more legwork before we can revisit this and consider moving forward.

Comm. Freeman: This grinds my gears. When stuff like this happens, I just want to go nuts, but I know I have to contain myself. If anyone in this district is meeting with the Mayor, Al Abdelaziz, or whoever at that City Council, I'm asking you respectfully to please let the Board know what's going on so we won't be here. We're about to beat up on Mr. Rodriguez and he doesn't even know everything that we're asking. If someone is having talks about certain things dealing with the schools, it's imperative that we know. I'm just asking respectfully to let me know. I don't know if the rest of them know, but I want to know. I'm not voting on anything coming like this. It has nothing to do with how I feel about the children in this district. It's about the shadiness that's coming with it. It doesn't work for me. That's all I'm asking. Billy, you can take this back down there. Do things the right way. Don't try to sneak slide because it's a different ball game. It's not like a few years ago when the other administration was here. It doesn't work like that. It's a different game, especially when you know how they operate down there. Just send that message to them. I'd like to speak with Al Abdelaziz. As a matter of fact, I'll email him. I know the Mayor's number. I'd love to sit down and have a conversation with him. It doesn't work like that. The property does not belong to the city. When you try to overstep your boundaries, it's disrespectful. You can't do that. That's just like us saying we're going to take City Hall and put facilities in there. We mapped it all out and we're coming to you with a plan you know nothing about.

Comm. Martinez: Thank you. For transparency, there was never any intention of a vote to take place today. It was just for them to present. Needless to say, we have to revisit this. Thank you.

REPORT OF THE SUPERINTENDENT

Dr. Newell: No report tonight.

PUBLIC COMMENTS

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

Mr. Charles Wilson: Good evening, everyone. I haven't been here in a long time, but I'm back now. I have some concerns about special education. I have a student in my class who is non-verbal. She's in a cog-mild class. I don't understand how she got into a cog-mild class. Now we're trying to get her to the right placement. We had back-to-school-night. I understand the parent, and I told the parent I would help them out as much as I can because that's me. He was upset that his child was in the wrong placement from September to now and we've been trying to get this child to where she needs to be. I would have no problem if they weren't sending their kids from Dr. Hani and School No. 16 to my building overnight. This one child that's non-verbal, I can't even get her to move without an issue and a problem. This substitute program that we are hiring for personal aides needs to stop because kids need constancy. They need people who are going to be there every day, not somebody who comes today and tomorrow they may not come. That's not fair to our children. I'm not upset about it, but we need to fix the problem. Our kids need help. We get a guidance counselor twice a week. If you're going to send us the bad kids, we need a guidance counselor every day. The child study team shares programs and schools. When we need a child study team, they're at Alexander Hamilton Academy or that school. We need her at our school because we need help. We need to fix the problem. If we say we're about our kids, we need to get it together. Dr. Newell, I sent you an email when you first came here about a reading specialist. I'm still waiting for a response. If I'm a classroom teacher, I have 24 hours. This has been almost a year and a half, and I haven't gotten anything yet. Thank you so much.

Dr. JoAnn Cardillo: Good evening, everyone. My name is Dr. JoAnn Cardillo. I live at 5-21 17th Street, Fairlawn. What I'm going to read to you tonight is one of the documents that was in the packet that I came here with last time and you were advised by General Counsel not accept it. It is a letter from a student. It reads: "Dear Paterson Board of Commissioners, starting in school year 2018-2019, I was a student at MLK School. I was going through a difficult time, and I had one teacher who I trusted to make it easier. That was Mr. Cardillo, my librarian. I wished for him to help me get through school academically and behaviorally. I told my mom, and she brought him into a child study team meeting about me. My class at MLK was behaviorally very difficult. They wanted to get rid of one student and when that didn't happen, I feel the administration and principal turned their energy toward me. The principal did not like me or my class at the time and wanted to put me in a behavioral disability class. When my mom said no, they then wanted to move me to an LLD class. Mr. Cardillo advocated for my intelligence and tried to help when I had no resource teacher to help because she was constantly being pulled to be a substitute teacher for other classes. The principal served as my science teacher, as I had no science teacher for the entire year. Without any regard for my special needs, she would hand packets out and when I couldn't complete them, like the other kids, she failed me. Mr. Cardillo explained this was against the law and told my resource teacher and the vice principal. When someone came to my house and said Mr. Cardillo touched me, I was shocked. He never did such a thing. It is my belief that the principal was blatantly trying to stop Mr.

Cardillo from helping me because I was letting out cries for help that were going unanswered, except by Mr. Cardillo. I did not tell Mr. Cardillo earlier and I told my resource teacher because I was witnessing Mr. Cardillo getting sicker and sicker at the hands of Ms. Florez' treatment of him. I told him in September when he would be ready to hear it. Mr. Cardillo was fired in May 2019. He was chosen, not for budgetary reasons, but for advocating for me. As soon as Mr. Cardillo was not in the school starting in September, Ms. Florez and the others promptly changed my classification to an LLD student, and I was sent to School No. 25. Without him there to advocate for me, the mission was accomplished. The reason I did not come forth sooner is because I was a minor and still a student in this district. I did not want someone to retaliate against me while I was still going to high school. Mr. Cardillo coached me through high school every day and made sure I worked hard to graduate. He pushed me academically and because of my teacher, Ms. Serrano, and him I learned so much and I'm a student at Bergen Community pursuing cybersecurity. Thank you. Student E."

Ms. Monifa Greer: Greetings everyone, Superintendent, Board, and the Paterson community. My name is Monifa Greer, and I am currently a seventh and eighth grade ELA teacher at School No. 26. I have been there for 23 years. I have a few questions. Is there a science teacher for School No. 26? Is there a world language teacher for School No. 26? Who said that the teacher ratio is 1:30 in the middle school district? Who said that we need to ignore the red flags of ESL students or special education students? Who said that we cannot have support in terms of a teacher in middle school? The bottom line is middle school needs help. One teacher to 30 students makes it impossible to reach all learners. Thank you.

Ms. Greta Mills: Hello everyone. At School No. 10 we need screens on the windows because there are bees and wasps coming inside the classrooms. The students deserve to have an art teacher. When will they start distributing laptops? Will they collect the old ones or allow the students to keep them? I need a box for my Promethean Board. I asked for it all last year and did not receive it. Someone came out to my building today and said that the principal has to purchase the box. I see the box there. I don't know if you guys use the box, but I need it. When I do my work, I like to post it for the students to see in Google Classroom. I can't do that without the box unless I take a picture with my phone and then post it that way, which takes too much time and space on my phone. Can I please have a black box for the Promethean Board? Will the district be providing students with internet access at home? If so, can I have the flyer so I can give to the parents so they can get the kids to do the programs? Several classroom teachers have come to me because their classroom sizes are 28 and 30 students. We have to get the classroom sizes down. The district is in need of more than 150 teachers. Since 2014, the district has let go of more than 1,600 teachers. When teachers are retiring, they just let them go. For example, Ms. Ames retired, and no one replaced her. We need a teacher that could have been moved to the second grade to help the other classrooms that are overcrowded with 28 to 30 students. Please check about the diversity of the math department. I'm very disheartened by the fact that every time I turn around there are positions open that are not being fulfilled by those who.... just check the diversity. I'm going to leave it at that. What is the purpose of the reading specialist and math coach? When are they supposed to take students? I need to know. We are in October and nobody is getting picked up. What is their purpose? If you have a data person, they have been having grade level meetings. The math coach - no purpose. The math supervisor - no purpose. If it's just to come in and do observations, that's not going to work. I am still holding steadfast that everyone needs to be assigned 25 students to work with. Lastly, why are they taking so long to post assessments for Link It? Thank you.

Ms. Trenace Ruffin: Good evening, everyone. I'm Trenace Ruffin, Teacher Coordinator of Cosmetology at Eastside High School, which is a new program. I have a few questions because I'm new to the program. I want to know about the timeline for approval for transportation for the cosmetology program. When can we expect to receive updates on the status of this approval? What contingency plans are in place to ensure students can access necessary resources and facilities local and abroad? You have the approval on the particular versa form that we will fill out, but there are also locations where the students can go as well. I want to know if we can collaborate and think of ways that we can allocate for our children for a local timeframe. I'm a salon owner as well. We can have them come out to do a tour in that area because it's local in Paramus, New Jersey. You have to allocate and put different things on the versa form so that it can be approved by you. I just need to know the timeframe so that I can be on top of it. If someone wants our students to come out and visit in November, we're in October now. How soon will I need to have that information to you and then get the information back to me to get it approved by my principal? Different companies in the industry such as Saloncentric, Design Essentials, what criteria must these vendors meet to become a vendor for our students? That will be all. Thank you all for your time.

Ms. Cameo Black: Good evening. I came here for three reasons. If there's a substitute in these schools, how are these kids being graded? I need that to be answered. There are too many parents reaching out to me and my kid is one as well. How are these kids receiving F's if they don't have a teacher there to teach them and they have substitutes? Who is putting these grades in? Can someone tell me?

Comm. Martinez: When you finish your comments, we will take note of your questions.

Ms. Black: You always say that. I have quit, but I was working for AKA Bus Company. You need to look into that. All the kids on the bus are non-verbal. No seatbelts work. Kids are falling out the seats. A kid had a seizure the other day. The buses are being inspected by the gas station and the inspection stickers on there are illegal. They are operating at 155 Union Avenue. Myra is the lady doing the hiring and they're hiring drug addicts and crackheads. They're paying them under the table \$200 a week or \$40 a day. It needs to be investigated before someone's kid gets hurt. Sorry will not be an option. As a parent, I'm here to speak up for every last kid. Black, White or Hispanic, it's somebody's kid. Before it happens, you need to do something immediately. I'm expecting by the end of this week for someone to reach out to me. I can give you phone numbers, checks or whatever. It's AKA Transportation.

Comm. Martinez: When you're done speaking, we can gather that information. Thank you.

Ms. Black: You know where it's at. That's why he's concerned. 155 Union Avenue. Don't play with me. You see I'm on crutches. At 8:43 this morning I got hit by one of the dollar buses downtown. These kids need more crossing guards before it happens to them. I thank God it was me and not a kid. You play too much with these kids. Everything I keep saying goes unheard and unnoticed. Dr. Newell, mother to mother, woman to woman, please, they have to do something. Mr. Bacchus is not for us, and I keep telling you that. I'm not racist. Our Black kids get treated totally different. You have seen me in the schools. I told you I was about to leave there with an orange jumpsuit and silver bracelets. Something has to be done with him. He went to the padded room already. He has been retrained. He does not know how to speak to people. I don't want to go to jail, but I'm going to stand up and do whatever I have to do. Please take that into consideration. He's ignorant and not for our people at all. We need someone there who no matter what color the kid is, they're going to be taught

right. Teaching shouldn't be a color thing. That's all I have to say. NRC, he's been a problem for a long time. It's public record. He has been to the rubber room and everything else. Please. Sham Bacchus.

Mr. Corey Teague: Good evening. I had something else I wanted to talk about tonight, but having listened to the conversation about the proposal that the city showed up with brings me to a very alarming point that I need the community to understand. I know in the past I talked loud and my delivery can be a little off-putting. I'm working on that, but you guys can clearly see what's going on here. In 2018 when the question was asked to Andre Sayegh if he wanted to change the legislation to where he could appoint and control the School Board, he said he wasn't going to do that. He told Ms. Shafer at the time that this was a democratic process, and we need to make sure the people have the control. But watch what he's been doing since then. He's been stacking the Board with his administration. You can just look at the paperwork. Andre Sayegh wants to control everything in this city. He wants to make sure that if he says he wants you guys to vote for spaceships to be on Broadway, that there is nobody in his way to stop him. You have a budget of almost a billion dollars. You don't think that man wants to get his hands on it? The state has already taken over the Department of Community Improvement. They took over the recreation building at 125 Ellison because there is asbestos and different things in the building. When I walked past there today, there was someone stumbling out of 125 with boxes coming out the building. Something is going on in this city. We can continue to act like nothing is happening if we want, but I'm telling you something is happening in this city. If we don't get a grip and get some control... When I look at the amount of work that was put forth to regain local control, then I look at the possibility of too many poor decisions being made and us ending up losing that, I can't sit back and watch that happen. That's why I threw my hat in the ring. It's not just for me. It's for my son. He's 15 years old, non-verbal, autistic, and epileptic. That's one of the reasons why I'm fighting as hard as I'm fighting. I have skin in the game because I have a child in this district that needs special services. This is the reason I'm here. It's a volunteer position. I could be doing other things, but I care about what's going on in the city. People are being sarcastic and they'll say, "Why don't you run for Mayor?" I'm not interested in any of that. I want to be in this particular space because the people who make the decisions for our children change generations. Understand that. Every decision you make around this table will have an impact on an entire generation. Thank you.

Ms. Rosie Grant: Good evening, Mr. President, Commissioners, Dr. Newell, Dr. Henderson, staff, and community. Thank you for this opportunity. I sat and watched the presentation around the assessments, and it is very important for us to celebrate growth. 1% is not a whole lot of growth, but it is growth, and I see that at the state level it's often the same 1%. The thing that strikes me though is that if you look at the numbers at the state level, they're growing from 87 to 89. In Paterson we're growing from 13 to 14 or 22 to 23 so there's a whole lot more to that 1% than saying we have the same growth. If we keep growing at the same level as the state, we'll never catch up. If we keep growing at 1% per year, we fail a whole other generation. They're not in school long enough to get even to the 80. Dr. Newell, this is not anything against you or your administration. I would call last year your base year. You came and you saw, and we have some work to do, us together. Let's just be mindful and watchful of that. Let's understand what's behind the numbers so that we can make the appropriate decisions to get our kids where they need to be. I wanted to enter that plea today as you move forward with the numbers. I have a good word from the Schools Development Authority that we're going to be required to put in a new long-range facilities plan. It seems we keep making plan after plan. I do ask that there is community engagement around the plan so that we hear from the parents and the community. We need to meet the needs

of this district rather than the needs of the State of New Jersey who are not here sharing our experiences. They have their cookie cutter and their list and I do hear that eight of Paterson's schools are on the list of schools that were built two centuries ago. There is some hope for us to get some new facilities, but it will take some advocacy, as it always has, to get buildings done in Paterson. We're only a month into the district. Kids are being suspended without it being recorded as suspensions. They're just being told not to come back until. I know this district spent a lot of time, energy, and money implementing Restorative Practices. It is not happening and so I ask you to put some policies in place and work with the community. We're willing to work with you around making sure that we are meeting the social-emotional needs of our children and we're treating them with dignity. Thank you.

Ms. Zakkiah Mack: Good evening, everyone. There should be a lot more parents here tonight to express their feelings as far as how we're moving forward in the Board of Education. I have kids who have graduated, and I have never seen what I'm seeing today. My child is 30 years old. She graduated from School No. 20. She went to Tech and she's productive. I'm fearful for my little ones that are 16 and 12 and the things that they have to see and walk past, the class sizes, the Xerox copies you're coming home with to practice to get ready for the next day. Where are the books? Kids need books to learn. I need books because everything has changed since I was in school. For my kid to come home with a Xerox copy asking for help, what are we going to look on? There's nothing for me or them to refresh our memories. What are we going to do to move our students forward? Test scores are low. We're running out of teachers. A lot of it is based on your upbringing and home training. Maybe we need to start implementing things to help the home itself. We could get more parents here if there were things that could help them move on with their child. Maybe they're having a hard time with teaching their kid. It should be some kind of activity where a parent can come in and get help to help their kid move on to the next grade. Right now, we have a lot of different languages here. There's a language barrier. A lot of people are not understanding what's being said. Or maybe they just don't care. As a community we have to step up and figure out how we're going to get them from A to B. Our kids should not be suffering the way that they're suffering right now, not learning because they are not packed with the proper materials to come home with. I know some kids leave their work at school. At the end of the day, if we all come together and train each other we can move this forward. We don't have to sit here and worry about who's going to take over this or that position. That's what's running the City of Paterson right now. Everyone is worrying about moving up, but we're not worried about moving our kids up. Our kids should not be walking past a drug addict shooting up. I don't hear anybody speaking about any of that. Once we get our minds together as adults, then we can get our kids' minds together so they can be productive adults. Thank you.

It was moved by Comm. Simmons, 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.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

WHEREAS the Paterson Public School District approves payment for the list of bills dated through September 30, 2024, beginning with check number 244715 and ending with check number 244744, in the amount of \$5,128,392.38, and wire in the amount of \$9,698,852.10, for a total of \$14,827,244.48; and

THEREFORE, 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 Paterson Public School District approves payment for the list of bills dated through October 2, 2024, beginning with check number 244745 and ending with check number 245045, along with direct deposit numbers 2190 through 2213, in the amount of \$22,168,452.10, and health benefits wire in the amount of \$10,472,576.13, for a total of \$32,641,028.23; and

THEREFORE, 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. 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 2, 2024 Board Meeting.

PERSONNEL

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

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

A. POSITION CONTROL ABOLISH/CREATE

A1. Reclass **PC# 2455** from Teacher Sped. Autism to Teacher Sped. LLD

A2. Action requested to move **PC# 2404** Teacher World Language from JFK to Academic Services.

A3. Action is requested to reclass **PC# 1853** from Personal Aide at JFK to Instructional Aide / Alternative Programs. Transfer **PC# 1853** with **Michael McDuffie** to Adult School. Effective September 18, 2024. In the event that the PC # becomes vacant, it is to return to the Department of Special Education.

A4. Action requested to reclassify and relocate **PC# 6675** from Special Education Personal Aide at 655 to Special Education Instructional Aide for Cosmetology at Eastside High School.

A5. Action to transfer **PC# 3566** and **PC# 138** to 690 Department of Human Resources.

A6. Action to transfer **PC# 107**, Teacher Sped. Resource at School #3 at MLK to 655 Special Education. Action to transfer **PC# 1914**, Teacher Sped. Resource at School #3 at MLK to 655 Special Education.

A7. Action is requested to transfer **PC# 10902** to EWK following student **CMLR 5258048**. Transfer **PC# 10792** from PS# 28 to NSW following student **AGF 5243231**. Transfer **PC# 10136** from JFK to RPHS following student **SP 5207810**. Reassign sub **PC# 10908** to student **CSF 5257140** at PS#13. (PC# was duplicate) Male Aide requested. Reassign sub **PC# 10930** to student **JJ 5268015** at PS#9. Previous student assigned to this number moved. Create sub **PC# 10160** for student **ICR 5267140** at EWK.

A8. Action is requested to create a Sub **PC# 10087** for Student **KP 5244783** at NSW.

A9. Action is requested to deactivate Sub **PC# 10214** for Student **J.G. ID# 5200495** at ATMA. Student no longer requires a personal aide. Effective immediately.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A10. Action is requested to assign sub **PC# 10014** to Student **JJ 5270810** at Joseph A. Taub.

A11. Action to transfer **PC# 3328** Teacher Sped. Resource at JFK to 655 Special Education.

A12. Action to transfer **PC# 66**, Teacher Sped. Resource at EHS to 655 Special Education. Action to transfer **PC# 2075**, Teacher Sped. Resource at EHS to 655 Special Education.

A13. Action to transfer **PC# 1751**, Lead Monitor at Harp at Paterson Catholic to Dr. Frank Napier as a Lead Monitor.

A14. Action to transfer **PC# 3561**, Teacher Sped. BD at MLK to 655 Special Education.

A15. Action is requested to transfer Sub **PC# 10860** from PS# 26 to Dale Ave with Student **JL 5255617**. Create Sub **PC# 10109** for Student **TP 5254154** at PS# 1. Student

is now a SPED student. No longer 504. Create Sub **PC# 10110** for Student **IMC 5252094** at PS# 2. This student had a shared aide at PS# 28 but student is now at PS# 2. Create a sub **PC# 10111** for student **JF 5260759** at PS# 2. Male aide requested.

A16. Action to create a sub PC for the following students:

JS 5240343 at PS #5 – **PC# 10177**. **SJS 5232431** at RPHS – **PC# 10178**.

Transfer sub **PC# 10275** from PS#16 to PS#24 for Student **CDL 5262071**.

Transfer sub **PC# 10707** from PS#5 to PS#15 for student **RJ 5237212**.

A17. Action to reassign sub **PC# 10159** to Student **YA 5251640** at PS#16. Previous student assigned to this number moved out of the district. Reassign sub **PC# 10793** to Student **JS 5270456** at PS#18. Previous student assigned to this number moved out of district.

A18. To reclassify Teacher Grade 3 **PC# 2050** to Teacher Elementary & Middle School STEM. This position will further support the districts' STEAM initiative during the school day by providing more students with opportunities to engage in STEM to strengthen students' math, science, and problem solving skills. **N. DeCroce** moving to **PC# 3271**. Effective 9/11/24.

A19. Action is requested to change **PC# 2406** from Teacher Special Ed Resource to Field Investigator. Action is requested to move PC# 2406 from 655 to 865. Action is requested to hire **Daniel Blathers** from **PC# 6414** to **PC# 2406**. Action is requested to move additional \$20k from **PC# 2406** to **PC# 2515**.

A20. Action to reclassify the following titles: Instructional Aide Special Ed/BD to Instructional Aide Special Ed/ERI. Teacher Special Ed BD to Teacher Special Ed ERI. Supervisor of Special Education for BD to Supervisor of Special Education for ERI.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A21. Action is requested to create Sub PC# 10002 for Student **ARS 5258114** at PS#5. Re-assign Sub **PC# 10713** for Student **CI 5223467** at Dr. Hani (female aide requested). Previous student moved. Re-assign Sub **PC# 10692** for Student **RR 5269120** at PS #25. Previous student assigned to this number moved. Re-assign Sub **PC# 10940** to Student **LD 5249484** at PS #20. Transfer Sub **PC# 10760** for Student **CT 5244890** from School 28 to School 15.

A22. Action to reclassify **PC# 2909**, Instructional Aide Kindergarten at Alexander Hamilton Academy to Teacher ESL at Alexander Hamilton Academy.

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

D. TERMINATIONS

D1. Action to terminate the following Food Services Cafeteria Substitutes due to job abandonment. **Liliana Torero – PC# 6939**, **Fatima Tavarez – PC# 6936**,

Alejandra Reyes – PC# 6299, Nancy Pena – PC# 6937. Effective immediately. **Account#** 19.60.910.310.110.310.000.0000.000

D2. Action to terminate **Monther Harb**, District Wide Community Outreach Coordinator in **(PC# 5337)** on the basis of job abandonment effective September 16, 2024.

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Abre Castillo	Elizabeth	JAT	Cafeteria Monitor	\$12,104.00	Abre Castillo
G2	Acosta	Cindy	RPHS	School Secretary	\$38,030.00	filling vacancy
G3	Ahmed	Rumana	PS 9	Cafeteria Monitor	\$12,104.00	filling vacancy
G4	Ali	Kamran	Technology	Field Support Technician	\$65,000.00	filling vacancy
G5	Allen	Junea	Food Services	Food Services Substitute	\$15.13 p/h	filling vacancy
G6	Ameti	Ferdija	NSW	Teacher Kindergarten	\$61,670.00	filling vacancy
G7	Arias Almonte	Eva Maria	PS 28	Instructional Aide Preschool	\$34,836.00	filling vacancy
G8	Bermudez	Luisana	PS 12	Teacher Grade 1	\$62,170.00	filling vacancy
G9	Blathers	Daniel	Student Attendance	Field Investigator	\$44,014.00	filling vacancy
G10	Bracer- Berrie	Elisabetta	International HS	Teacher IB English	\$61,420.00	filling vacancy
G11	Busch	Tonya	RPHS	Teacher Coordinator of Discipline	\$78,648 + \$700 = \$79,348	filling vacancy
G12	Carter	Thinsha	School # 18	Teacher Grade 8 ELA	\$78,225.00	filling vacancy
G13	Cascavita	Yury	Food Services	Food Services Substitute	15.13 p/h	filling vacancy
G14	Clark	Michelle	Dr. Napier	Cafeteria Monitor	\$12,104.00	filling vacancy
G15	Cosby	Douglas	MLK	Personal Aide to Student JD 5249891	\$32,236.00	filling vacancy
G16	DeSantis	Renee	PS 12	Teacher SPED/LLD	\$71,585.00	filling vacancy
G17	Diaz Moscoso	Alfonsina	Food Services Department	Food Services Substitute	\$15.13	filling vacancy
G18	Dominguez	Jenny	Food Services Department	Food Services Substitute	\$15.13 p/h	filling vacancy
G19	Done	Indiana	Food Services	Food Services Substitute	\$15.13 p/h	filling vacancy
G20	Falso	Julianna	PS 8	Teacher Grade 3	\$62,670.00	filling vacancy
G21	Ferrara	Marie	EWK	Teacher Grade 3	\$86,075.00	filling vacancy
G22	Grullon	Christopher	International HS	Teacher Phys Ed/Health	\$62,170.00	filling vacancy
G23	Haq	Noha	PS 9	Cafeteria Monitor	\$12,104.00	filling vacancy
G24	Haskins	Kanisha	Student Attendance	Chronic Absenteeism Specialist	\$17,812.00	filling vacancy
G25	Hawkins	Ashley	EWK	Teacher Grade 3	\$78,225.00	filling vacancy
G26	Horville	Douglas	Technology	PC Technician	\$49,000.00	filling vacancy
G27	Howe	Michelle	650 Academic	Interim Supervisor of	\$750/month	filling vacancy

			Services	Guidance		
G28	Jennings	Denise	PS 13	Teacher Grade 5	\$62,170.00	filling vacancy
G29	Jimenez de Reyes	Aurelina	New Roberto Clemente	Cafeteria Monitor	\$12,104.00	filling vacancy
G30	Keenan	Andrew	PS 21	Teacher Phys. Ed./Health	\$62,170.00	filling vacancy
G31	Khan	Raashid	PS 13	Teacher Middle School Math	\$61,920.00	filling vacancy
G32	Lamberty	Lysandra	Dr. Hani Awadallah School	Instructional Aide Kindergarten	\$37,036.00	filling vacancy
G33	Lang	Arthur	Eastside High School	Teacher Math	\$105,299.00	filling vacancy
G34	Lighty	Latefah	Dr. Napier	Cafeteria Monitor	\$12,104.00	filling vacancy
G35	Littlejohn	Tranace	Eastside High School	Instructional Assistant Cosmetology	\$39,586.00	filling vacancy
G36	Madrid	Geraldine	ATMA	Teacher English	\$63,190.00	filling vacancy
G37	Malaney	Carl	PS 21	Teacher Grade 4	\$61,920.00	filling vacancy
G38	Mc Nulty	Brian	(.51) P-Tech & (.49) Newcomers High School	Teacher Physical Ed./Health	\$74,185.00	filling vacancy
G39	McConnell	James	JFK	Teacher Industrial Arts	\$77,325.00	filling vacancy
G40	McKay	Monique	655 Dept of Special Services	Coordinator of Harassment, Intimidation and Bullying	\$72,000 + \$700 longevity = \$72,700	appointment
G41	McQuilla	Jason	Dr. Napier	Teacher Gr. 6-8 SS	\$61,920.00	filling vacancy
G42	O'Brien	Elizabeth	PS 21	Teacher Library Media Specialist	\$80,818.00	filling vacancy
G43	O'Neill	James	JAT	Teacher Gr. 6-8 Science	\$61,920.00	filling vacancy
G44	Orta	Denisse	PS 5	Teacher Bilingual/ESL	\$63,070.00	filling vacancy
G45	Ortiz	Norbania	Food Services	Food Services Substitute	15.13 p/h	filling vacancy
G46	Ortiz	Albert	School # 16	Teacher Sped. Cog Mod.	\$86,075.00	filling vacancy
G47	Papinuek	Lisa	Dr. Hani Awadallah School	Teacher Grade 2	no change	filling vacancy
G48	Pena	Dannay	MLK (.5) & #26(.5)	Teacher World Language	\$66,685.00	appointment
G49	Pereda	Bertha	School #1	Cafeteria Monitor	\$12,104.00	filling vacancy
G50	Perry	Jada	Human Resources	Substitute Secretary	\$150.00 daily	filling vacancy
G51	Polanco	Bryant	Technology	PC Technician	\$49,000.00	filling vacancy
G52	Qandeel	Sara	JFK	Teacher Math	\$61,670.00	filling vacancy
G53	Quinones	Veronica	Alexander Hamilton Academy	Cafeteria Monitor	\$12,104.00	filling vacancy
G54	Rogoff	Justin	650 Academic Services	Pathway Associate Supervisor	\$90,918.00	appointment
G55	Rosales	Wendy	PS 21	Teacher Grade 6-8 Math Bilingual	\$73,285.00	filling vacancy
G56	Sander	Lauren	RPHS	Teacher Music	\$63,070.00	filling vacancy
G57	Schuetz	Karl	JAT	Teacher Grade 6-8 Social Studies	\$66,685.00	filling vacancy
G58	Shoulars	Tammara	Student	Chronic Absenteeism	\$17,812.00	filling vacancy

			Attendance	Specialist		
G59	Spallaci	Nino	JAT	Instructional Aide	\$35,536.00	filling vacancy
G60	Tavarez de Morel	Patricia	Food Services	Food Services Substitute	\$15.13 p/h	filling vacancy
G61	Tavit	Elizabeth	PS 13	Teacher Music	\$87,425.00	filling vacancy
G62	Tejada	Genesis	School #10(.51) & Dr.Hani (.49)	Teacher SAC	\$71,585.00	filling vacancy
G63	Thompson	Jarius	JFK	Interim Vice Principal	\$750/month	filling vacancy
G64	Uetz	Charles	PS 10	Teacher Grade 7-8 Language Arts	\$61,420.00	filling vacancy
G65	Waite	Chanelle	EWK	Teacher Special Ed MD	\$62,670.00	appointment
G66	West	Djennae	School #2	Lead Monitor	\$22,407.00	appointment
G67	Wilson	Nasheema	JAT	Cafeteria Monitor	\$12,104.00	filling vacancy
G68	Won	Katherine	Alexander Hamilton Academy	Teacher Special Education/LLD	\$86,075.00	filling vacancy
G69	Yabar	Gianella	Food Services	Food Services Substitute	15.13 p/h	filling vacancy

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Batista	Julissa	Newcomers HS	Teacher Guidance Counselor	no change	transfer
H2	Cabrera	Rosa	STARS HS	Personal Aide w/ NA 5212221	no change	transfer
H3	Campos	Jessica	Roberto Clemente	Teacher Grade 3 Bilingual	no change	internal transfer
H4	Cosme	Gloria	MLK	Personal Aide to Student KV 5250451	no change	transfer
H5	Cozart	Inger	Rosa Parks HS	Teacher Social Worker	no change	transfer
H6	DeCroke	Nadia	PS 12	Teacher Grade 4 Math	no change	transfer
H7	Dinc	Haluk	#25 (.51), # 6 (.49)	Teacher Phys Ed./Health	no change	transfer
H8	Douge	Dorothy	EHS	Principal	no change	transfer
H9	Fuller	Mona	School #20	Personal Aide to Student AOD 5255914	no change	transfer
H10	Fuller	Mona	MLK	Personal Aide w/ JC 5257237	no change	transfer
H11	Gonzalez	Andres	School #2	Personal Aide to Student JF 5260759	no change	transfer
H12	Griffith	Lauren	Dr. Hani Awadallah School	Teacher Grade 4 Social Studies/Science	no change	transfer
H13	Haney	Tanya	EWK (.6) # 10 (.4)	Teacher Guidance Counselor	no change	transfer
H14	Kay	Gregory	PS 26	Teacher Special Education/Resource	no change	transfer
H15	Khalifa	Norhan	School # 7	Teacher Grade 2	no change	transfer
H16	Le Grand Christmas	Dori Renee	JFK	Teacher English	no change	transfer
H17	Lilley-Melvin	Antoinette	School # 28	IA Pre-K Sped.	no change	transfer
H18	Lora Jondee	Melina	Roberto Clemente	Teacher Grade 5 Bilingual	no change	internal transfer
H19	Luna	Yissel	School #9	Teacher Grade 4	no change	transfer
H20	Meiseles	Randi	JAT	Teacher Guidance Counselor	no change	transfer
H21	Orso	Jean Marie	Young Men's	Teacher Nurse	no change	transfer

			Academy			
H22	Petrelli	Zaira	MLK	Teacher Sped. Autism	no change	transfer
H23	Pinchmon	Anna	STEAM	Personal Aide 504 to Student RC 5222697	no change	transfer
H24	Preciose	Cassandra	School #2	Personal Aide to Student JWY 5245668	no change	transfer
H25	Prester-Renner	Christopher	School #2	IA Special Ed/SLD	no change	transfer
H26	Prosinski	Debra	MLK	Teacher Sped. LLD	no change	transfer
H27	Rodriguez	Joshua	Roberto Clemente	Teacher Grade 4 Bilingual	no change	internal transfer
H28	Salam	Reem	School #2	Teacher ESL	no change	transfer
H29	Schiffrin	Jennifer	School #21	Teacher Special Ed LLD	no change	transfer
H30	Shanahan	Marta	Dale Ave.	Teacher Bilingual	no change	transfer
H31	Sherwood	Allyson	Rosa Parks HS	Teacher English	no change	transfer
H32	Sisti	Valentino	PS 26	Teacher STEM	no change	transfer
H33	Smith	Jacqueline	JFK	Teacher Special Ed Cog Mild	no change	transfer
H34	Somoza	Peter	EWK	Interim Principal	\$850/month	transfer
H35	Stewart	Brenda	School #2	Personal Aide to Student KF 5243725	no change	transfer
H36	Wilson	Claude	Rosa Parks HS	Teacher Special Ed SLD	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

L1. Action is requested to pay **Mr. Walner Perez, Ms. Elaine Levendusky** and **Mr. Dwayne Thomas** a flat stipend rate of \$1,400.00 each to create and input student and staff schedules for the upcoming year 2024 – 2025. **Walner Perez** - \$1,400.00

Elaine Levendusky - \$1,400.00 **Dwayne Thomas** - \$1,400.00

Account# 15.000.218.104.030.053

L2. Action to stipend the following staff for members for 2024-2025 Lunch Supervision:

Miguel Romero, Gabrielle Jimenez, Migdalia Norona

Account# 15.120.100.101.015.056.0000.000 Not to exceed: \$6,000.00

L3. Request to compensate **Edwin Camacho, Kenia Nunez, Brian Greaves** and **Eileen Opromollo** for cafeteria supervision from September 5, 2024 – June 19, 2025. Stipend \$2,000 per teacher.

Account# 15.140.100.101.053.056.0000.000 Not to exceed: \$8,000.00

L4. Action is requested to pay an hourly stipend for one (1) substitute Teacher for the FSCS Summer Bridge Program at School 16, for up to and not to exceed twenty-four (24) hours at \$35/hour. No additional funds needed. **Cinthya Velasco**

Account# 2A.470.100.101.815.053.0000.001 (funds available summer 2024)

L5. Action to hire **Tanya Williams** for Student Scheduling for the 2024-2025 SY from Account# 15.000.218.104.028.053. Not to exceed: \$1,750.00 hours as needed, prior to 8:15 a.m. and after 3:10 p.m..

L6. Action is required to compensate the attached staff for the Turnaround Extended Day Stipend as contracted.

Marc Medley – Principal \$11,218 **Yohanna Bencosme** – Secretary \$3,875
Ayoka Clifford – Guidance \$5,500 **Sevinc Lostal** – Teacher \$5,500
Eseke Ifeyinwa - Teacher \$5,500 **Veronica Torres** – Teacher \$5,500
Soloman Emeghara – Teacher \$5,500 **Kim Williams-Nutter** – Teacher \$5,500
Keith Edghill – Teacher \$5,500 **Suzy Rimoh** – Resource Teacher \$5,500
Frederick LaGarde IA - \$3,875 **Karen Jones** – B Guard \$3,875
Nurse (Vacancy) \$5,500 Gym Teacher (Vacancy) \$5,500

L7. Action requested to pay **Stephanie Peltzer, Desirelle Salas, Robert Harrell** and **Ahmad Sharab** as teachers for the 2024/2025 school year.

Dates: August 13 – August 14, 2024 (Teacher Orientation) Time: 9:00 a.m. – 1:00 p.m.

August 19, 2024 – August 23, 2024 9:00 a.m. – 1:00 p.m.

Time: 9:00 a.m. – 1:00 p.m (for Teacher Orientation) 9:00 a.m. – 1:00 p.m. for all of August dates. Audience: The audience will consist of the incoming freshman class of Paterson P-Tech for the 2024/2025 school year. To hire 2 Teachers at \$35/hr for 4 hours a day for 7 days. To hire 2 IA's at \$25/hr for 4 hours a day for 7 days.

Account# 15.421.100.101.054.053.0000.000

Account# 15.421.100.106.054.053.0000.000 Not to exceed: \$3,360.00

L. STIPENDS /CONT.

L8. Approval requested to compensate teacher who has volunteered to teach a sixth period during their supervisory or preparation period to be paid as per negotiated contract for Eastside Education Campus. Effective September 5, 2024.

Hatice Bagci-Friedman – PC# 3009, Andres Beauzil – PC# 1958
Malgorzate Doktor – PC# 2161, Eulogia Cornado-Guzman – PC# 2250,
Craig Curley – PC# 1104, William DeMarco – PC# 1131
Blanca Hichar – PC# 1087, Cesar Lopez – PC# 691, Liz Lopez – PC# 2336
Brian Grilk – PC# 3057, Segundo Chiclayo – PC# 1374, Isaac Mendoza – PC# 2957
Jafar Abdollahi – PC# 2428, Alyssa Apryasz – PC# 3334
Michael Lewis – PC# 683 Start on 9/23/24,
Omoluwa Eimakhu – PC# 1015 Start on 9/20/24
Estefany De La Cruz – PC# 2599 Start on 9/13/24,
Susan Sanabria – PC# 3052 Start on 9/16/24,
Yasmin Pagan – PC# 2541 was teaching a six period until 9/12

L9. Action is requested to stipend the K-8 Afterschool STEAM Program Lead Teachers (In Person) to provide site supervision and set up afterschool program on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence from September, 2024 through June, 2025, at various schools,

not to exceed one hundred and seventy-five (175) hours per Lead Teacher at a rate of \$40.00 per hour. Additionally, each Lead Teacher will be compensated two (2) hours of Professional Development at a rate of \$40.00 per hour.

13 Lead Teachers x \$40.00 an hour x 175 hours = \$91,000.00

13 Lead Teachers x \$40.00 an hour x 2 hours = \$1,040.00

	Full Name	Location	Date Comp.
1	Bernard, Erica	21	8/15/2024
2	DePascale, Cara	NSW	8/3/2024
3	Hernandez, Anel	25	8/1/2024
4	James, Melissa	9	8/13/2024
5	Janvier, Jhonny	20	6/21/2024
6	Kevin, Flynn	3 @ MLK	8/5/2024
7	Levendusky, Elaine	MLK	7/10/2024
8	Olsen, Nicole	7	7/29/2024
9	Rivera, Nanci	24	6/20/2024
10	Royster, Wanda	MLK	8/13/2024
11	Saggese, Gina	8	8/12/2024
12	Williams, Elaine	20	6/21/2024
13	Willis, Wynter	19	6/26/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$92,040.00

L. STIPENDS /CONT.

L10. To hire **Felix Gil, Stephen Trongone, Mohammad Hindi, Carolyn Azzolini**, subs **Patricia Tookmanian, Jacquelyn Norman, Bernie Visto, Joanna Norton** and IA's **Charles Wilson, Gary LeProtto, Lindsay Lovely** to assist with the Math & Jazz, Disney, Tutoring and Graphic Arts morning and afternoon programs. Board Adoption date: 8/13/24 I&P-19

Account# 15.421.100.101.075.053.0000.000 Not to exceed: \$30,309.00

L11. Saturday detention: Request for three (3) teachers to supervise students during Saturday Detentions. One (1) teacher will serve as the primary, while the other one (1) will act as alternate or backup. Saturday detention is scheduled to run exclusively on Saturdays as needed, starting from September 28, 2024, through June 14, 2025. Sessions will be held for 3 hours on Saturdays from 9:30 a.m. to 12:30 p.m. Staff will be compensated for 3 hours each Saturday worked at a rate of \$35.00 an hour for a total of \$105 per staff per Saturday. The total amount for the 2024-2025 school year will not exceed \$3,050.00 Teachers: **Maria Yoplac, Patricia Spilotopoulos** and **Edwin Camacho**

Account# 15.421.100.101.053.053.0000.000 Not to exceed: \$1,230.00

L12. Saturday detention: Request for two (2) administrators to supervise students during Saturday Detentions. One (1) administrator will serve as primary supervisor of the program and the other 2 (two) will serve as alternates. Saturday detention is

scheduled to run exclusively on Saturdays as needed, starting from September 28, 2024, through June 14, 2025. Sessions will be held for 3 hours on Saturdays from 9:30 a.m. to 12:30 p.m. Staff will be compensated for 3 hours each Saturday worked at a rate of \$50.00 an hour for a total of \$150 per staff per Saturday. The total amount for the 2024-2025 school year will not exceed \$3,225.00.

Administrators: **Dr. Nellista E. Bess, Mr. Chirstopher Awad and Edwin Camacho**
Account# 15.000.240.103.053.053.0000.000

L13. Action is requested to syipend the K-8 Afterschool STEAM Program Teachers (In Person) to provide academic instruction to our students after school on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence September, 2024 through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour. Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

49 Teachers x \$35.00 an hour x 175 hours = \$300,125.00

49 Teachers x \$35.00 an hour x 2 hours (PD) = \$3,430.00

	Full Name	Location	Date Comp.
1.	Banks-Watson, Sheri	7	8/21/2024
2.	Bashkanji, Rezkallah	9	8/18/2024
3.	Royster, Jennifer	9	8/13/2024
4.	Albritton, Michelle	12	8/13/2024
5.	Galitz, Bairis	12	6/25/2024
6.	Martin-Conyers, Anissa	12	8/13/2024
7.	Osback, Laura	12	6/10/2024
8.	Roman, Yesenia	12	6/4/2024
9.	DeLillo, Karen	19	6/25/2024
10.	DeNaples, Michele	19	6/26/2024
11.	Dickerson, Jaclyn	19	6/27/2024
12.	Foy, Jennifer	19	8/13/2024
13.	Krankel, Tina	19	6/26/2024
14.	MCKIE, SHARON	19	6/26/2024
15.	Psarros Vogt, Voula	19	6/26/2024
16.	Thomas, Nathan	19	6/26/2024
17.	Ayinia, Janet (Akinwole)	20	6/21/2024
18.	Daniels, Robin	20	6/20/2024
19.	Graizzaro, Doreen	20	6/21/2024
20.	Hernandez, Erika	20	6/21/2024
21.	Janvier, Jhonny	20	6/21/2024
22.	Tutt, Kenneth	20	6/21/2024
23.	Correa, Erika	21	6/20/2024
24.	Medina-Cruz, Lorena	21	6/19/2024
25.	Crawford, Constance	24	6/21/2024
26.	Fabian, Vianel	24	6/25/2024

27.	McAnuff, Michelle	24	6/26/2024
28.	Tiburcio, Isabelle	24	6/22/2024
29.	Vizcaino, Kathryn	24	6/21/2024
30.	Zak, Robert	24	6/21/2024
31.	Anyakoha, Chinyere	25	8/13/2024
32.	Hammam, Ineam	25	8/1/2024
33.	Medley, Kevin	25	8/1/2024
34.	Yang, Paul	25	8/15/2024
35.	Petsu - Lagunes, Lisa	HANI	6/18/2024
36.	I Rimia, Michele	MLK	8/6/2024
37.	Kubis, Brad	MLK	7/22/2024
38.	Levendusky, Elaine	MLK	7/10/2024
39.	Williams, Joseph	MLK	6/30/2024
40.	Dominguez Roman, Jasnery	NRC	8/5/2024
41.	Drakeford, Raven	NRC	6/24/2024
42.	Leon, Washington	NRC	6/14/2024
43.	Martin, Beverly	NRC	6/18/2024
44.	Palacio, Luis	NRC	6/24/2024
45.	Rodwell, Kevin	NRC	8/5/2024
46.	Gil, Felix	NSW	8/4/2024
47.	Larkin, Angela	NSW	8/2/2024
48.	Tookmanian, Patricia	NSW	8/11/2024
49.	Ortiz, Milagros	RC	6/24/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$303,555.00

L. STIPENDS /CONT.

L14. Action is requested to stipend the K-8 Before School Math Program Teachers (In-Person_ to provide math instruction to our students before school on days when the program is running from Mondays through Fridays, from 7:15 a.m. – 8:15 a.m. Program will comment September, 2024 through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour. Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

75 Teachers x \$35.00 an hour x 175 = \$459,375.00

75 Teachers x \$35.00 an hour x 2 hours (PD) = \$5,250.00

	Full Name	Location	Date Comp.
1	Albanese, Jeanne	9	8/14/2024
2	Anderson, William	12	5/31/2024
3	Ayinla, Janet (Akinwale)	20	6/21/2024
4	Azzolini, Carolyn	NSW	8/1/2024
5	Banks-Watson, Sheri	7	8/21/2024
6	Barone, Ronald	18	6/4/2024
7	Bashkanji, Rezkallah	9	8/18/2024

8	Bhattacharyya, Sriparna	16	6/21/2024
9	Bodnar, Edward	16	6/4/2024
10	Chichester, Rosemary	9	8/1/2024
11	Coleman, Cynthia	18	6/20/2024
12	Conlee, William	16	6/20/2024
13	Daniels, Robin	20	6/20/2024
14	De Block, Melissa	18	6/4/2024
15	Delacruz, Ana	10	6/18/2024
16	DeLillo, Karen	19	6/25/2024
17	DeNaples, Michele	19	6/26/2024
18	Foy, Jennifer	19	8/13/2024
19	Gil, Felix	NSW	8/4/2024
20	Gonzalez, Jenness	18	6/13/2024
21	Green, Paysha	15	8/13/2024
22	Herbert, Jannelle	18	6/7/2024
23	Hernandez, Erika	20	6/21/2024
24	Hindi, Moe	NSW	8/4/2024
25	Janvier, Jhonny	20	6/21/2024
26	Jimenez, Nicole	15	7/18/2024
27	Kimble, Andrew	10	8/16/2024
28	Kochaniec, Kimberly	15	6/24/2024
29	Kubis, Brad	MLK	7/22/2024
30	Larkin, Angela	NSW	8/2/2024
31	Leon, Washington	NRC	6/14/2024
32	Leslie, Kara	16	6/20/2024
33	Leyva, Maritza	16	6/20/2024
34	Lombardo, Tracey	15	6/26/2024
35	Machin Jr., John	18	7/23/2024
36	Martin, Beverly	NRC	6/18/2024
37	Martino, Elizabeth	16	8/7/2024
38	McAnuff, Michelle	24	6/26/2024
39	MCKIE, SHARON	19	6/26/2024
40	Medina-Cruz, Lorena	21	6/19/2024
41	Medley, Kevin	25	8/1/2024
42	Mills, Greta	10	6/20/2024
43	Moro-Rippcondidi, Barbara	9	8/20/2024
44	Musallam, Marcel	21	6/18/2024

45	Niwash, Mohammad	16	6/23/2024
46	Norton, Joanna	NSW	8/1/2024
47	Nunez, Catherine	15	6/18/2024
48	Olsen, Nicole	7	7/29/2024
49	Osback, Laura	12	6/10/2024
50	OTERO, MIGUEL	16	6/5/2024
51	Paez, Aimee	7	8/2/2024
52	Perez, Johanna	19	6/28/2024
53	Pesci, Dina	24	6/26/2024
54	Psarros Vogt, Voula	19	6/26/2024
55	Renn, Michael	5	6/18/2024
56	Renshaw, Kaitlin (Madsen)	18	6/6/2024
57	Roman, Yesenia	12	6/4/2024
58	Romero Garcia, Miguel	15	6/18/2024
59	Rosario, Jeimy	12	6/10/2024
60	Rothstein, Sherri	AHA	8/9/2024
61	Royster, Jennifer	9	8/13/2024
62	Saray, Angela	16	6/20/2024
63	Scavone, Michele	AHA	7/1/2024
64	Severino, Kristen	18	6/6/2024
65	Smiley, Ashona	16	6/21/2024
66	Taylor, Chrisotpher	24	6/26/2024
67	Thomas, Sharell	6/APA	5/31/2024
68	Tineo, Rosamn	16	6/20/2024
69	Tookmanian, Patricia	NSW	8/11/2024
70	Vazquez, Alina	16	8/14/2024
71	Verano, Julio	15	6/24/2024
72	Williams, Joseph	MLK	6/30/2024
73	Zizza, Maria	16	8/19/2024
74	ZUMARAN ALAYO, GUILLERMO	16	6/26/2024
75	ZUMARAN, ARMIDA	16	6/26/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$464,625.00

L15. Request to compensate **Artim Mahmud** and **Tamara Robinson** for chaperones for the Big Brother Big Sisters at Ramapo College from October 22, 2024 to May 30, 2025 for a total of 33 hours each at a rate of \$35.00 per hour. The total cost for each teacher will be \$1,155.00 not to exceed \$2,310.00. Teachers will work from 3:15 p.m. through 6:30 p.m.

Account# 15.421.100.101.027.053.0000.000

Not to exceed: \$2,310.00

L16. Request to compensate **Kelli A. White** as the administrator for staff and students at Ramapo College for the Big Brothers Big Sisters Program at Ramapo College. The program will run from October 22, 2024 to May 30, 2025. Principal White will be compensated at a rate of \$65.00 an hour for 30 hours (2.5 hours for 12 sessions) for a total not to exceed \$1,950.00. Timeframe: 4:00 p.m. – 7:00 p.m. **Jeimy Perez** will be the substitute.

Account# 15.000.240.103.027.053.0000.000

Not to exceed: \$1,950.00

L17. Request to compensate **William Ford** for pre-season athletic training duties, beginning July 1, 2024 through August 1, 2024 at \$50/per hour (per league athletic guide), not to exceed 75 hours.

Account# 15.402.100.100.051.053.0000.000

Not to exceed: \$3,750.00

L18. Pay **Lauren Anton** for after-care services for students from 9/05/2024-6/22/2025 at \$33.00 per hour, 1 hour a day for 175 days for a total of \$5,775.00.

Account# 15.421.100.101.013.053.000.00

L19. SEL/Culture Climate Team for 9/25/2025-6/22/2025 pay the following teachers \$500 each for the year: **Zakiyyah Barnes, Kimberly Graham-Davis, John Demeski, Lauren Anton, and Morgan McClauley**

Account# 15.421.100.101.013.000.00

Not to exceed: \$2,500.00

L. STIPENDS /CONT.

L20. To hire one (1) Band Teacher, **Mr. David Alpaca**, for an after-school program for Band Students at School 24 from October 2024 through June 2025 total of 120 hours. Monday - Friday for 1 hour (3:11 p.m. – 4:11 p.m.) \$35 per hour x 120 hours = \$4,200

Account# 15.421.100.101.024.053.0000.000

Not to exceed: \$4,200.00

L21. Action is requested to stipend **Ayanna Defreese PC# 6913** to take on additional responsibilities as Pathway Associate Supervisor, due to a vacancy (PC# 6914).

Location: 650-Academic Services. Effective: 8/01/2024 – 10/15/2024. Monthly stipend: \$750.00

L22. To hire 1 para-professional for the Eastside High School Educational Campus After School and Saturday Morning Detention program for the 24/25 school year. To begin on September 30, 2024 through June 12, 2025 as needed Monday through Thursdays to include Saturdays. Not to exceed two (2) hours per day or two (2) hours on Saturdays. Approximately 186 hours x \$25 hr = \$4,650.00 **Roger Sangster (PC# 799)**

Account# 15.421.100.10.051.053.000.0000

Not to exceed: No additional funds needed

L23. To hire 1 Teacher for the Eastside High School Educational Campus After School and Saturday Morning Detention program for the 24/25 school year. To begin on

September 30, 2024 through June 12, 2025 as needed. Monday through Thursdays to include Saturdays. Not to exceed two (2) hours per day or two (2) hours on Saturdays. Approximately 260 hours x \$35 hr = \$9,100.00 **Agustin Castillo (PC# 2890)**
Account# 15.421.100.101.051.053.000.0000 Not to exceed: No additional funds needed

L24. Request to hire the following PPS employee/JFK Fall Sports/Kennedy Football/Assistant Coach Posting 9939 **Tommie Patterson** Assistant Coach for JFK Varsity Football. To begin immediately end date November 28, 2024 to be paid on December 15, 2024. PEA Stipend total \$8,395.00
Account# 15.402.100.100.307.053.0000.000 Not to exceed: \$8,395.00

L25. To hire **Robert Silva** as an on-call District Security Supervisor to support Athletics and other events during the 2024-2025 school year. The stipend amount is \$3,500.00 per year. **Account#** 11.000.266.100.683.053.0000.000

L26. To hire **Steven Mayrent** as an on-call District Security Supervisor to support Athletics and other events during the 2024-2025 school year. The stipend amount is \$3,500.00 per year. **Account#** 11.000.266.100.683.053.0000.000

L27. Action to hire **Joann McKinney** as a part-time Reading Specialist at School #12 in **PC# 6565** to support students in grades 3 and 4 funded by Federal Funded Office. Total number of hours worked weekly not to exceed 19 hours. For the 24-25 SY. Assigned ends June 30th, 2025.

L28. to hire 25 new New Jersey Youth Corps Students to receive an incentive stipend at \$25/day – flat fee for participating in community service learning activities according to the guidelines and procedures of funded programs FY 2024-2025. The amount is not to exceed \$43,750.00.
Account# 20.606.200.110.410.000.0000.002 Not to exceed: \$43,750.00

L. STIPENDS /CONT.

L29. Paterson Adult & Continuing Educations funds to employ 6 evening part-time teachers for 3 hrs/day, 2days/week at \$35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult & Continuing Education for the 2024-2025 continuation of programs for approximately 35 weeks from 10/01/2024-6/30/2025.
Marla Gaines, Linda Le Protto, Suzanne Muszynski, Jennie Patel, Mirdita Sadiku
Account# 13.601.100.101.410.053.0000.000 Not to exceed: \$44,100.00

L30. Action to hire **Mayra Marin, Katarina Dominguez, and (Vianel Fabian sub)** for the Morning Program at School #24. Time: 7:45 a.m. to 8:15 a.m. September 30, 2024 to last day for students, June 2025 – half an hour a day per teacher. Program will run for 152 days. .5 per teacher x 2 teachers = 1 hour a day = \$35 per day x 152 days = \$5,320
Account# 15.421.100.101.024.053.0000.000 Not to exceed: \$5,320.00

L31. To hire **Mr. Gerald Rashaun** for the after-school detention. For 1 hour (3:11 p.m. – 4:11 p.m.) 2 days a week for the 2024-2025 school year.

30 weeks x 2 days = 60 days x \$25 per hour = \$2,100.00 (\$25 is hourly rate for Aides)

Substitutes: **Ms. Dina Pesci** and **Tyree Ward**

Account# 15.421.100.101.024.053.0000.000

Not to exceed: \$2,100.00

L32. Summer Professional Development (Summer Institute) YMLA Staff for Dates July 1, 2, 3 2024. **Sevinc Lostal** – Teacher Gr. 3 **Marc Medley** – Principal

Ifeyinwa Eseke – Teacher Gr. 4 **Ayoka Clifford** – Guidance Counselor

Solomon Emeghara – Teacher Gr. 6 Teacher Rate - \$35 HR

Kim William-Nutter – Teacher Gr. 7 **15.422.100.101.302.053.0000.000** - \$3,780

Keith Edghill – Teacher Gr. 8 Principal Rate - \$65

Suzy Rimoh – Resource Teacher **15.422.200.100.302.053.0000.000** - \$780

Luis Davila – Gym Teacher **Yohanna Bencosme** – Secretary Rate \$17.50

Robin Caprio – Nurse **15.422.200.100.302.053.0000.000** - \$210

L33. Action is requested to stipend the K-8 Before School Math Program Teachers (In Person) to provide math instruction to our students before school on days when the program is running from Mondays through Fridays, from 7:15 a.m. – 8:15 a.m. Program will commence September 2024, through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour.

Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

4 Teachers x \$35.00 an hour x 175 hours = \$24,500.00

4 Teachers x \$35.00 an hour x 2 hours (PD) = \$280.00

	Full Name	Location	Date Comp.
1.	David, Udeme	10	9/10/2024
2.	Jones, Pamela	6/APA	9/12/2024
3.	McCann, Katelyn	27	9/7/2024
4.	Wrocenski, Anna	RC	9/06/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$24,780.00

L. STIPENDS /CONT.

L34. Action to hire **Katherine Vizcaino** and **Samantha Emery-Allen** for Lunch Supervisor teacher at School #24 for the 2024-2025 school year.

K-5 Account# 15.120.100.101.024.056.0000.000 - \$2,000.00

6-8 Account# 15.130.100.101.024.056.0000.000 - \$2,000.00

L35. Action is requested to pay a stipend to the following staff member for Lunch Coverage at School #5 for school year 2024-2025 at contractual rate.

Shahinur Kurury – PC# 1235, Shenaj Mursel – PC# 957

Account# 15.120.100.101.005.056.0000.000

Not to exceed: \$2,000.00

L36. Action is requested to stipend the K-8 Before School Math Program Teachers (In Person) to provide math instruction to our students before school on days when the program is running from Mondays through Fridays, from 7:15 a.m. – 8:15 a.m. Program

will commence September, 2024 through June, 2025, at various schools not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour. Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

17 Teachers x \$35.00 an hour x 175 hours = \$104,125.00
 17 Teachers x \$35.00 an hour x 2 hours (PD) - \$1,190.00

	Full Name	Location	Date Comp.
1	Allen, Charlene	12	9/3/2024
2	Baghdadi, Reda	19	9/5/2024
3	Castrignano, Joan	26	9/3/2024
4	Chowdhury, Tahmina	5	9/4/2024
5	Davis-Pierre, Sharon	12	9/4/2024
6	Delgado, Rosaly	21	8/27/2024
7	Dennis, Helen	NRC	9/4/2024
8	Hartung, Denise	15	8/31/2024
9	Mattocks, Jahmeelah	10	9/2/2024
10	McLaughlin, Viveca	12	9/5/2024
11	Micale, Margaret	7	9/3/2024
12	Mustapha, Aderonke	6	8/23/2024
13	Pinckney, Lynette	1	9/4/2024
14	Quintero, Andrea	15	9/4/2024
15	Rosario, Erlime	12	9/3/2024
16	Sagain, Lisette	16	9/6/2024
17	Watt, Marion	20	8/29/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$105,315.00

L. STIPENDS /CONT.

L37. Action is requested to stipend the K-8 Afterschool STEAM Program Lead Teachers (In Person) to provide site supervision and set up afterschool program on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence from September, 2024 through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Lead Teacher at a rate of \$40.00 per hour. Additionally, each Lead Teacher will be compensated two (2) hours of Professional Development at a rate of \$40.00 per hour.

14 Lead Teachers x \$40.00 an hour x 175 hours = \$98,000.00
 14 Lead Teachers x \$40.00 an hour x 2 hours = \$1,120.00

	Full Name	Location	Date Comp.
1	Lovell, Nicole	1	6/26/2024
2	Raditch, Jonathan	6	9/3/2024

3	Edwards, Asha	10	6/19/2024
4	Mills, Greta	10	9/3/2024
5	Galitz, Bairis	12	8/20/2024
6	Gary-Maple, Pamela	13	8/15/2024
7	Roman, Kenneth	16	9/3/2024
8	Velasco-Rosado, Cinthya	16	9/1/2024
9	Machin Jr., John	18	7/23/2024
10	Darden, Samantha	20	7/8/2024
11	Phillippe, Todd	21	6/21/2024
12	Greene, Tanya	26	9/3/2024
13	Cassini, Jennifer	AHA	8/29/2024
14	Reyes, Amy	NRC	8/14/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$99,120.00

L38. PTF to hire the 11 staff members below for lunch supervision. Staff will provide lunch coverage from 9/05/24 until the end of the school year at the contracted rate.

Cleavans Robinson, Clearance Pierce, James Hargrove, Candice Cotton, Tanya Scott, Randy Walker, Mark Fischer, Ani Silvani, Thomas Springsteen

Account# 15.140.100.101.307.056.000 Not to exceed: \$17,000.00

L39. Action to stipend the following staff **Shelton Prescott, Andrew Maira, Ani Silvani,** and **Clarence Pierce** to support the before school safety procedures. Staff will work .30 hours a day for five days a week. In addition, the below staff members should be listed as substitutes in the event one of the above staff cannot work. **Mark Fischer**

Account# 15.000.221.102.307.053.0000.000 Not to exceed: \$5,950.00

L40. Action is requested to stipend **Lori Marchese, Evangelista Gil. Tenet Frierson** and **Jason Doerr** to provide lunch supervision for Paterson P-Tech students for the 2024-2025 school year.

Account# 15.140.100.101.054.056.0000.000 Not to exceed: \$8,000.00

L. STIPENDS /CONT.

L41. Action is requested to stipend the K-8 Afterschool STEAM Program Teachers (In Person) to provide academic instruction to our students after school on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence September, 2024 through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour. Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

21 Teachers x \$35.00 an hour x 175 hours = \$128,625.00

21 Teachers x \$35.00 an hour x 2 hours (PD) = \$1,470.00

	Full Name	Location	Date Comp.
1.	Baghdadi, Reda	19	9/5/2024

2.	Baldwin, Sharon	10	8/30/2024
3.	Bland, Jodi	10	8/28/2024
4.	Bracy, Kathryn	27	9/3/2024
5.	Chestnut, Thaddeus	26	9/3/2024
6.	Eason, Luther	10	8/30/2024
7.	Ferraras-Arroyo, Ihonils	5	9/4/2024
8.	Franklin, Todd	12	9/2/2024
9.	Gynegrowski, Angelica	26	9/3/2024
10.	Hernandez, Veronica	15	8/29/2024
11.	Jaworowski, Jennifer	21	8/29/2024
12.	Khan, Fouzia	20	9/6/2024
13.	Lipscomb, Cynthia	26	9/3/2024
14.	McCann, Katelyn	27	9/7/2024
15.	McLaughlin, Viveca	12	9/5/2024
16.	Mills, Greta	10	9/3/2024
17.	Mursel, Shenaj	5	9/5/2024
18.	Norton, Joanna	NSW	9/5/2024
19.	Pavey, Kathleen	27	8/28/2024
20.	Sagain, Lisette	16	9/6/2024
21.	Winston, Kadedrea	EWK	8/29/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$130,095.00

L42. To hire (1) one Administrator for the Eastside High School Educational Campus after school and Saturday morning Detention Program for the 2024-2025 school year. To begin on September 30, 2024 through June 12, 2025 as needed Mondays through Thursdays to include Saturdays. Not to exceed two hours per day or two hours on Saturdays. Approximately 260 hours x \$40/hr = \$10,400.00

Giovanna Rodriguez, Theresa Logan (Sub), John Super (Sub)

Account# 15.421.200.100.051.053.000.0000 Not to exceed: No additional funds needed

L. STIPENDS /CONT.

L43. Action is requested to stipend the K-8 Afterschool STEAM Program Teachers (In Person) to provide academic instruction to our students after school on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence September, 2024 through June, 2025, at various schools, not to exceed one hundred and seventy-five (175) hours per Teacher at a rate of \$35.00 per hour. Additionally, each Teacher will be compensated for two (2) hours of Professional Development at a rate of \$35.00 per hour.

34 Teachers x \$35.00 an hour x 175 hours = \$208,250.00

34 Teachers x \$35.00 an hour x 2 hours (PD) = \$2,380.00

	Full Name	Location	Date Comp.
1	Battista, Dan	5	9/10/2024
2	Capers, Sonja	16	5/31/2024
3	Chowdhury, Manna	10	9/11/2024
4	Correa, Erika	21	6/20/2024
5	David, Udeme	10	9/10/2024
6	Dove, Kadeer	16	6/21/2024
7	Ferrito, Diana	10	8/15/2024
8	Jimenez, Nicole	15	7/18/2024
9	Johnson, Stephanie	NSW	9/11/2024
10	Kimble, Andrew	10	8/16/2024
11	LaFlesh, Nicola	27	9/9/2024
12	Leslie, Kara	16	6/20/2024
13	Leyva, Maritza	16	6/20/2024
14	Machin Jr., John	18	7/23/2024
15	Martino, Elizabeth	16	8/7/2024
16	Mazzarella, Gina	10	8/16/2024
17	Mustapha, Aderonke	6/APA	8/23/2024
18	Noriega, Juana	16	6/20/2024
19	Nunez, Catherine	15	6/18/2024
20	O'Hare, Jennifer	7	9/10/2024
21	OTERO, MIGUEL	16	6/5/2024
22	Pelosi, Denise	5	9/11/2024
23	Reid-Addison, Nadine	7	9/10/2024
24	Renn, Michael	5	9/10/2024
25	Sanchez, Cayetana	15	9/2/2024
26	Sanchez, Nancy	16	6/20/2024
27	Saray, Angela	16	8/22/2024
28	Severino, Kristen	18	6/6/2024
29	Solier-Luna, Sergio	16	6/21/2024
30	Verano, Julio	15	6/24/2024
31	Wienbrock, Scott	AHA	6/18/2024
32	Workman, Tawanna	2	7/30/2024
33	ZUMARAN ALAYO, GUILLERMO	16	6/26/2024
34	ZUMARAN, ARMIDA	16	6/26/2024

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$210,630.00

L. STIPENDS /CONT.

L44. Action is requested to stipend staff members to organize and present to parents workshops that are focused on academic topic to support student success with parental involvement and engagement workshops. This request aligns to the Parental Engagement Goal of the Annual School Plan which is to increase parental involvement strategies for student achievement through workshop topics that include, but are not limited to: Social-Level Parent and Family Engagement Policy, School-Parent Compact, Title I Annual Meeting, Parent's Right-to-Know, homework, Math, ELA, ESL, Science, Social Studies, curriculum, student and parent portals, etc. Workshops can be presented by remote and/or in person to remove any barriers for parents and family engagement. Staff must work in-person. Staff members are to be stipend as follows:

- Principals at \$65.00 an hour
- Vice Principals at \$40.00
- Teachers at \$35.00 an hour
- Instructional Assistants at \$25.00 an hour
- SCPC at \$19.00 an hour
- Secretary at \$17.50 an hour
- Guidance Counselors at \$35.00 an hour
- Non-Bargaining – Rate to be Determined

The workshops may occur within the months from August, 2024 through June, 2025.

Full Name	Position	Location	Date Comp
Ahn, Jin-Young	Teacher	Paterson Steam	9/9/2024
Akilli, Gozde	Teacher	9	8/27/2024
Alonso, Rosa	Secretary	1	9/5/2024
Amador, Mayra Raquel	Sr. Specialist	Student Attendance	9/11/2024
Anton, Lauren	Teacher	13	9/9/2024
Arrick, Bridget	Coordinator	Parent Resource Center	9/10/2024
Basyurt, Clara	Teacher	25	9/10/2024
Cain, Tanya	Coordinator	Special Ed	9/10/2024
Camacho, Edwin	Teacher	Paterson Steam	9/7/2024
Canario Padilla, Dalissa	Teacher	13	9/11/2024
Casale, Alexandra	Teacher	1	8/28/2024
Cennturione, Cara	Teacher	EHS	9/11/2024
Claudio, Theresa	SCPC	Parent Resource Center	8/27/2024
Cotton, Candice	Teacher	JFK	9/11/2024
Davis, Shenita	Director	Academic Services	9/7/2024
Desiante, Micah	Teacher	JFK	9/11/2024
Dock, Yolanda	IA	13	9/10/2024
Fabor Muhammad, Christopher	Teacher	International HS	9/9/2024
Fischer, Mark	Coordinator	JFK	9/10/2024

Gerald, Sierra	SCPC	Parent Resource Center	8/29/2024
Hardy, Laquisha	IA	13	9/11/2024
Hazelman, Lynn	Teacher	JFK	9/11/2024
Holmes, Keica	IA	EHS	8/26/2024
Jackson, Virginia	Coordinator	Student Attendance	9/10/2024
Jacobs, Tiffany	Coordinator	Special Ed	9/10/2024
Jones, Tristan	Teacher	Paterson Steam	9/6/2024
Lima, Arely	Teacher	9	8/27/2024
Lipon, Rodrigo	Teacher	13	9/10/2024
Maira, Andrew	Teacher	JFK	9/11/2024
Maldonado, David	Coordinator	Technology	9/10/2024
McCaffrey, Mary	Teacher	1	9/8/2024
Mostafa, Sarah	Teacher	Paterson Steam	9/6/2024
Obando, Kenneth	Teacher	JFK	9/11/2024
Podias, Ingrid	Teacher	JFK	9/11/2024
Rios, Carlos	Teacher	JFK	9/11/2024
Rios, Amelia	Teacher	JFK	9/11/2024
Route, Rita	Director	Academic Services	9/12/2024
Rugel, Mary Ann	Teacher	1	8/28/2024
Sayad, Louis	Teacher	Paterson Steam	9/6/2024
Simmons, Yolanda	SCPC	Parent Resource Center	11/13/2015
Slopey, Diana	Supervisor	Academic Services	9/5/2024
Smith, Georgette	Teacher	13	9/11/2024
Smith, Tameka	Coordinator	MIS	9/10/2024
Solis, Richard	Teacher	JFK	9/11/2024
Spiliotopoulos, Patricia	Teacher	Paterson Steam	9/6/2024
Thomas, Ladina	NB	Early Childhood	9/11/2024
Toscano, Nicholas	Teacher	1	8/28/2024
Uddin, Md	Teacher	JFK	8/28/2024
Watley, Janiki	Supervisor	Academic Services	9/5/2024
Williams-Harris, JoAnn	SCPC	Parent Resource Center	8/17/2012
Yoplac, Maria	Teacher	Paterson Steam	9/6/2024

Account# 20.231.200.100.653.080.0000.001 Up to and not to exceed: \$100,000.00

L45. Paterson Adult High School funds to employ 1 evening part-time Principal Supervisor and a Supervisor Substitute if needed for 3hrs/week, 2 days/week at \$65/hr (hrs& days will vary) according to the guidelines and procedures of the Paterson Adult High School for 2024-2025 continuation of programs for approximately 35 weeks from 10/01/2024 – 6/30/2025. **Nellista Bess, Amod Field** (sub)

13.601.200.100.410.053.0102 - \$12,960.00

13.602.200.100.410.053.0102 - \$690.00

Account# 20.621.200.110.410.053.000.0000.001 Not to exceed: \$13,650.00

L. STIPENDS /CONT.

L46. Action to compensate for Lunch Supervision in accordance with the current PEA contract for the 2023-2024 school year.

LOCATION	EMPLOYEE NAME	EFFECTIVE DATE	AMOUNT	Account	Stipend Rate	Total Absences	Total Days Worked	Stipend Amount
25	Kevin Medley	9/1/2023	\$2,000.00	15-130-100-101-025-056	10.81081081	8.5	176.5	\$1,908.11
25	Kenrick Nelson	9/1/2023	\$2,000.00	15-130-100-101-025-056	10.81081081	19.5	165.5	\$1,789.19
25	Randell White	9/1/2023	\$2,000.00	15-130-100-101-025-056	10.81081081	18.5	166.5	\$1,800.00
25	Matthew Liss (sub)	sub		15-130-100-101-025-056				\$0.00
25	Anel Hernandez (sub)	sub		15-130-100-101-025-056	10.81081081	0	23	\$248.65
DALE	Sandra Ramos	9/1/2023	\$2,000.00	15-120-100-101-041-056	10.81081081	11	174	\$1,881.08
DALE	Dana DePeri	9/1/2023	\$2,000.00	15-120-100-101-041-056	10.81081081	13.5	171.5	\$1,854.05
DALE	Lindsay Scianna	9/1/2023	\$2,000.00	15-120-100-101-041-056	10.81081081	21	164	\$1,772.97
								\$11,254.05

M. AMENDMENTS

M1. Action is requested to amend **PTF# 24-1917** to align dates to Central Office Summer Team from July 1st – August 22nd. Revise dates from 7/1-8/21 to 7/1-8/23.
Account# 11.000.219.104.749.053.0000.00000

M2. Action to amend **PTF# 24-1674**. To compensate 30 nurses during summer (July and August) from 7/09/2024 through 8/18/2024 Monday through Thursday, then from 8/19/2024 through 8/30/2024, Monday through Friday, not to exceed 7hrs/per day, up to and not to exceed 35 hours total. 30 Nurses x \$35.00 = \$36,750.00. The initial PTF did not include the Fridays after summer days and hours ended.

Account# 11.000.213.100.670.053.0000.000 Not to exceed: \$36,750.00

M3. Action to amend **PTF# 25-396** to correct salary from \$35,036.00 Level V to \$32,236.00 Level III. **Ms. Aziza Kabil** holds an associate's degree.

M4. Action to amend **PTF# 25-042** to remove **Michael Perrotto PC# 2486** and replace with **Costa Bela PC# 8108** for the Lunch Duty Program for the 2024-2025 academic year for the contractual rate of \$2,000 each payable at the end of the academic year.

Account# 15.130.100.101.316.056.0000.000

M5. Action to amend **PTF# 24-1854** to reflect the Central Office Summer Hours for the following Speech-Language Specialists conducting Child Study Team Evaluations.

Carolyn McCauley, Fiordaliza Romano, Ivrielle Dworkis, Aileen Collucci

July 1, 2024 – August 22, 2024 (Monday – Thursday) 8:30 a.m. – 3:00 p.m. (excluding ½ hour lunch) \$75 x 4 x 6x 31 = \$55,800

Account# 11.000.216.100.749.053

Not to exceed: \$55,800.00

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

O1. Request to process payment for six (6) employees for sick/vacation days due to resignation/retirement/deceased/RIF. As per contractual agreement. Please see attached roster. Effective 9/01/2024.

Name	Hire date	Title	Loc	Term. Date	Term. reason	Vacation	Sick/ Personal	Salary	Daily Rate	Total
Branwell, Mauricio	4/1/02	Teacher	051	9/1/24	Retirement		15.75	\$105,125	\$525.63	\$8,278.59
Brito, Anthony	7/24/24	Security Guard	004	7/16/24	Terminated	20		\$47,412	\$197.55	\$3,951.00
Hackett, Natalie	8/27/07	Principal	060	9/1/24	Retirement	.5		\$164,530	\$685.54	\$342.77
Kozar, Rasa	9/1/14	Teacher	028	9/1/24	Retirement		28.25	\$102,867	\$514.34	\$14,529.96
Licamara, Anthony	1/2/02	Vice-Principal	030	8/19/24	Resignation	13.5		\$123,788	\$562.67	\$7,596.08
Matthews, Patricia	9/1/01	Teacher	024	9/1/24	Retirement		63	\$105,125	\$525.63	\$33,114.38
									TOTAL	\$67,812.79

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

	Last Name	First Name	School/Location	Title	Salary	Reason
R1	Hammond	Amber	School #26	Teacher Grade 7-8 Math	no change	reclassify title
R2	Hernandez	Dianna	Joseph A Taub	Teacher Bilingual	no change	reclassify title
R3	Jackson	Terri	School #20	Teacher Grade 5	\$65,585.00	salary adjustment
R4	Kaplan	Dilek	Dr. Hani Awadallah School	Instructional Aide Sped. LLD	\$36,786.00	salary adjustment

R5. Action is requested to adjust the salary of **Ayman Mustafa**, Teacher from Step 16, MA+30 at \$82,925 base + \$700 longevity = \$83,625 to Step 18, MA+30 at \$103,733 base + \$700 longevity = \$104,433 effective 9/01/24. The top Step of the PEA Teachers salary guide increase from 16 to 18 in the new contract. Mr. Mustafa was inadvertently placed on

R. MISCELLANEOUS (CONT.)

R6. Action is requested to change the titles and adjust the hourly rates for part-time employees as outlined on the attached list, to bring them in with newly adjusted rate for substitutes and/or sub-secretaries (from \$110 per day to \$150 per day). *Please note: The title of "Part-Time Secretary" is only to be used by the Superintendent's Office (Location 700); other departments should utilize the title "Part-Time Clerical Worker". Effective 10/01/2024.

Change the rate of pay to \$21.43 per hour				
LAST NAME	FIRST NAME	TITLE	PC#	LOCATION
MOJICA	AARON	PART TIME CLERICAL WORKER	6996	700 SUPERINTENDENT OFFICE
MOJICA	TIFFANY	PART TIME CLERICAL WORKER	4113	655 SPECIAL EDUCATION SERVICES
Change the rate of pay to \$21.43 per hour and title to PART TIME CLERICAL WORKER				
LAST NAME	FIRST NAME	TITLE	PC#	LOCATION
WILLIAMS	ANA	PART TIME	6999	685 DEPARTMENT OF TRANSPORTATION
BALBI	BRIAN	PART TIME SECRETARY	6808	871 CENTRAL REGISTRATION
DUTT	AMRITA	PART TIME SECRETARY	4285	871 CENTRAL REGISTRATION
GONZALEZ	MELISSA	PART TIME SECRETARY	4284	871 CENTRAL REGISTRATION
MORGAN	SHANNON	PART TIME SECRETARY	6749	871 CENTRAL REGISTRATION
PENA	ROSMARY	PART TIME SECRETARY	4283	871 CENTRAL REGISTRATION
Change the rate of pay to \$40 per hour and title to PART TIME SECRETARY				
LAST NAME	FIRST NAME	TITLE	PC#	LOCATION
PARRILLA	MARIA	PART TIME CLERICAL WORKER	5997	700 SUPERINTENDENT OFFICE

R7. Action is requested to compensate the following staff for providing mentoring services to provisional teachers.

First	Last Name	Mentor to be Paid	Amount to be Paid	Acct#
Gerri	Lewis	Sharonda Turner	\$1,000.00	11.130.100.101.690.110
Jessie	Christian	Vicky Panagiotidis	\$1,000.00	11.140.100.101.690.110
Miguel	Rodriguez	Donna Genovese	\$1,000.00	11.130.100.101.690.110
Ali	Senman	Shannon Caccavella	\$550.00	11.140.100.101.690.110
Melissa	Fratarcangeli	Lisa Carriero	\$550.00	11.120.100.101.690.110
Kevin	Burke	Cara Centurione (14 weeks completed)	\$467.00	11.140.100.101.690.110

Nahmir	Glass	Christmas, Dori	\$1,000.00	11.130.100.101.690.110
Brendan	Bonner	Curley, Craig	\$550.00	11.130.100.101.690.110
MARCOS	LUNA-CASTELLANO	Martine LaSassa	\$550	11.140.100.101.690.110
Hathil	Hammad	Taghreed Hammad	\$1,000.00	11.140.100.101.690.110

R. MISCELLANEOUS (CONT.)

R8. 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 following 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 December 30, 2024.

First Name	Last Name	Full Amt. Needed	Acct #
Amal	Kheir	\$1,000.00	11.120.100.101.690.110
Carl	Contino	\$550.00	11.140.100.101.690.110
Ruba	Alhattab	\$1,000.00	11.120.100.101.690.110
Ifeyinwa	Eseke	\$1,000.00	11.140.100.101.690.110
Sara	Kahandaliyanage	\$1,000.00	11.120.100.101.690.110
Jasnery	Dominguez Romas	\$1,000.00	11.120.100.101.690.110
Heather	Seeback	\$550.00	11.140.100.101.690.110
Khaled	Altous	\$1,000.00	11.120.100.101.690.110
Andres	Remigio	\$1,000.00	11.120.100.101.690.110
Tara	Warshavsky	\$1,000.00	11.120.100.101.690.110
Sarah	Alaeddin	\$550.00	11.140.100.101.690.110
Maryan	Ammar	\$550.00	11.140.100.101.690.110
Katia	Barroso	\$1,000.00	11.130.100.101.690.110
Jonnakay	Bromfield	\$550.00	11.140.100.101.690.110
Manuel	Carpio	\$1,000.00	11.130.100.101.690.110
De Oliveira	Alex	\$550.00	11.140.100.101.690.110
De La Cruz Jimenez	Sara	\$550.00	11.140.100.101.690.110
Martinez Encinas	Fernando	\$1,000.00	11.120.100.101.690.110
Farnan	Grace	\$550.00	11.140.100.101.690.110
Galloway	Jordana	\$550.00	11.140.100.101.690.110
Gonzalez	Myrna	\$1,000.00	11.130.100.101.690.110
Greene	Salvatore	\$550.00	11.140.100.101.690.110
Gupa	Nupur	\$550.00	11.140.100.101.690.110
Hernandez	Dianna	\$1,000.00	11.130.100.101.690.110
Hervias	Liz	\$1,000.00	11.130.100.101.690.110
Islam	Mohammad	\$1,000.00	11.130.100.101.690.110
Joseph	Frantz	\$1,000.00	11.120.100.101.690.110
Keener	Faith	\$1,000.00	11.140.100.101.690.110
Aponte	Sindy	\$1,000.00	11.120.100.101.690.110
Maignan	Joanna	\$550.00	11.140.100.101.690.110
Mana	Leen	\$1,000.00	11.140.100.101.690.110
Marte	Christian	\$550.00	11.120.100.101.690.110

Martinez	Isamar	\$1,000.00	11.140.100.101.690.110
Medina	Rachel	\$550.00	11.140.100.101.690.110
Meza	Katharine	\$1,000.00	11.140.100.101.690.110

R. MISCELLANEOUS (CONT.)

R9. Action to compensate the following employees \$1,500.00 for the 2023/2024 Employee Referral Initiative. Referred employees have completed the 90 day requirement.

Last Name	First Name	Title	Location	PC#	Employee Referred
Carlson	Jennifer	Teacher Art	NRC	2660	Carl Contino
Rodriguez	Gloryvette	Secretary Confidential	Business Adm	3358	Sarah Kehandaliyanage
Reynoso	Ivette	Teacher ESL	JFK	2182	Gulen Balci
Beckmeyer	Judith	Teacher SAC	NRC	6672	Gianna Beckmeyer
Keeling	Brianna	Teacher Nurse	School #6	2071	Janae Bailey
Landis	Jaime	Teacher Sped. Resource	PILK	2002	Heather Seebach
Farias	Katia	IA Sped. Autism	School #2	6862	Olga Sedycias
Gonzalez	Krystle	Teacher ESL	JAT	3428	Cynthia Coleman
Gish	Christine	Teacher Sped. LLD	JFK	1529	Amal Kheir
Wagoner	Renee	Teacher Technology	School #9	2242	Jamie Zarrett

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Y1. As per the agreement between Local 1019 and Paterson Public Schools, action to reinstate and create the following 1 year salary guide for the Field Investigator position:

July 1, 2024 to June 30, 2025 = \$44,014

The Paterson Board of Education approved the settlement agreement during closed session held September 16, 2024.

It was moved by Comm. Freeman, seconded by Comm. Simmons that Resolution Nos. 1 through 3 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation (Bus Companies)
- Downtown Special Improvement District
- Celebrate Paterson
- Passaic County
- Passaic County Board of Social Services

Comm. Valerie Freeman

- Self
- Family
- Paterson Cares, Inc.
- Paterson Community Health Center

Comm. Eddie Gonzalez

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

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Joel D. Ramirez

- Self
- City of Paterson
- Passaic County Community College

Comm. Mohammed H. Rashid

- Self

Comm. Nakima Redmon

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

Comm. Kenneth Simmons

- Self
- Family

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Ramirez: I&P met earlier this week. The report should be up on the drive.

Operations

Comm. Ramirez: Operations met today before the meeting. We discussed O-28 through O-40. It was mostly professional development and transportation items. Present were Comm. McCall, Comm. Freeman, Comm. Rashid, and myself. The minutes should be uploaded on the drive.

Fiscal Management

Comm. Simmons: Fiscal met yesterday. Items discussed will be discussed in executive session. The additional item was the budget calendar, which was sent to all the Board members. Please review the budget calendar. We are in budget season so get your minds right.

Personnel

Comm. Redmon: Personnel met on Monday. Presiding was myself. Members present were Comm. Simmons, Comm. Ramirez, and Mr. Rojas. We discussed administration assignments and appointments. We will be discussing that more in executive session. Vacancies as of this date are 116. We have an in-house job fair at central office on October 23 from 4:00 to 7:00 p.m. Please attend that. Hopefully the public can come. The meeting concluded at 4:55 p.m. The minutes were uploaded to the Google Drive.

Governance

Comm. McCall: Governance is scheduled to meet next week.

Committee Report

Facilities

Comm. Martinez: Facilities is also scheduled to meet next week.

Family & Community Engagement

Comm. Freeman: We're scheduled to meet on Monday, October 7, but I do want to thank and give a round of applause to Bridget Arrick in the Family & Community Engagement Department for a wonderful back-to-school jam for the parents. It was absolutely amazing. The information the parents received was well-needed. The amount of community organizations present to talk to the parents and give them information on the programs was also amazing. The amount of parents that came I was okay with. I would have loved to have seen more parents out, but I appreciate the parents who did come out on that rainy Saturday. The Superintendent, Assistant Superintendents, and Commissioners that came, thank you. It's so important what the young lady said up here about becoming involved and staying involved. You have to be consistent. It is not the district's responsibility to make sure that your child comes to school prepared and on time. The key thing is getting the students in school. Every day they miss from school they have to catch up and work a little harder. If you're allowing your child to stay home, you have to change it. There has to be collaboration between the teacher, the parent, and the student. We also must hold these students accountable for their education. They have to take it more seriously and they have to want to come into school and do what they're supposed to do. The only way we're

going to move forward, the only way the reading and math scores are going to increase, is if your body is there and you are engaged. It's important that the parents push the same message at home. I hear all the complaints. I'm sorry that I have to do this again, but I hear all the complaints, and we take a lot of backlash from the community thinking that we don't do enough or don't care. The home is the first teacher. Whatever happens at home is going to come into the school. We're here to help you. If you don't know how to read or understand the homework, contact the Family & Community Engagement Department. They have the Parent University and so many things available to the parents, but you have to take the initiative to look for them and ask about them. Dial the number. Ask. We're not here just to be here. My time is valuable, and I don't have time to waste. Anybody who thinks I'm here wasting time doesn't know me. I'm charging the parents as I did on Saturday. Be involved. Stay involved. Be consistent. Get to know your child's teacher and principal. You have to know key people in the building, and you have to be consistent. That's all I'm saying. I appreciate the parents who were there. Hopefully the turnout will be bigger next year because it's important. If you can't spend a couple of hours for your child, I have to question you and I will. Even if you just come for an hour, you're going to take something home. There was so much information. They had packets for grades 1-12 on how it can help them understand, prepare, and do homework. There were so many things there. I loved it. I took everything they gave me. I had a board full of stickers. There were incentives. They fed you. They had daycare. You can't say you didn't have anybody to watch your children. They provided transportation. These are the things that you need to understand. I don't have a problem with taking backlash, but I'm always going to come back with facts. The fact of the matter is you parents need to get serious. You have to get involved and you have to stay involved. I'm not badgering you because it's the truth. Sometimes the truth hurts, but it's needed. I'm not going to tell you what you want me to tell you. I'm going to tell you what you need to hear. Being involved in your child's education and staying involved and being consistent is the most important thing. It shows your child that you care and that you want him to be successful. Together we can do this. I believe it wholeheartedly, but it's going to take us all. Not just a few, but all of us. Thank you.

Policy

Comm. Simmons: Policy has not met. I need to check with Cheryl to see if we received the latest policy bulletin so that we can schedule a meeting.

Technology

Comm. Simmons: Technology was scheduled to meet yesterday. That meeting is going to be rescheduled. I just need to contact Juleka to schedule a date.

EXECUTIVE SESSION

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

The Board went into executive session at 7:31 p.m.

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

The Board reconvened the meeting at 7:44 p.m.

ADJOURNMENT

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

The meeting was adjourned at 7:46 p.m.

A handwritten signature in cursive script, reading "June Gray", positioned above a horizontal line.

Ms. June Gray
Interim Business Administrator