

**MINUTES OF THE PATERSON BOARD OF EDUCATION  
WORKSHOP MEETING**

March 5, 2025 – 6:19 p.m.  
Central Office (First Floor)

Presiding: Comm. Eddie Gonzalez, 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. Hector Nieves  
Comm. Joel Ramirez, Vice President

Comm. Mohammed Rashid  
Comm. Kenneth Rosado  
Comm. Kenneth Simmons  
Comm. Corey Teague

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

Comm. Gonzalez 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  
March 5, 2025 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.

Comm. Gonzalez: We respect and welcome all you attendees for being here. It is hard for the people in the back who are trying to listen in. If you're speaking, just try to keep it down. We'd really appreciate it.

**PRESENTATIONS AND COMMUNICATIONS**

**National Black History Month**

Dr. Newell: Tonight, we will be celebrating National Black History Month. We decided that we were going to get through the entire month and then show the video. One of the things that was noted by the Board was that we would form a committee so that when

we did present we would have everything match the theme and that we would be in line with, for example, what the national theme was.

Ms. Aida Rosario: Thank you, Dr. Newell. Good evening, Commissioners and Paterson community. This evening we're going to present to you the Black History Month video presentation. Dr. Newell and the committee decided that we wanted to give the schools an opportunity to submit their videos. We had over 20 submissions. This evening we're going to present half of the presentation. At the next Board meeting we're going to present the other half. Enjoy the presentation. We had wonderful submissions. I'm sure you'll enjoy it.

### ***Video Presentation***

#### **School No. 24 School Highlights**

Dr. Florida Cotto: Good evening, Commissioners, Superintendent Dr. Newell, esteemed cabinet members, and parents. Thank you for the opportunity to present the great work happening at our school. At School No. 24 we don't just educate our students. We inspire, support, and elevate them. Our teachers lead with passion. Our students shine in a culture of excellence. Our families are engaged partners in learning. Tonight, I invite you to take a closer look at what happens and what makes this school such a special place.

### ***Video Presentation***

Dr. Cotto: At School No. 24 we believe that hard work deserves recognition. We celebrate students' academic performances, achievements, personal growth, and leadership every step of the way. From our weekly schoolwide multiplication competitions, Success Maker challenges, Student of the Month Awards, Principal's List, and Honor Roll, we make sure that students feel seen, valued, and motivated to excel. We're also proud to foster leadership and academic excellence through the National Elementary Honor Society and the National Junior Honor Society where students are recognized, not just for their grades, but for their character, service, and commitment to their school and community.

Ms. Woods: Leadership extends beyond academics. Our students take pride in their school, whether in academics, sports, clubs, or competitions.

### ***Video Presentation***

Ms. Woods: Through teamwork and perseverance they build skills that last a lifetime. We know that great schools are built by great people.

Dr. Cotto: That's why we take the time to recognize and celebrate the staff members who embody the highest qualities of an educator, mentor, and role model. In these images you see some of the dedicated individuals who go above and beyond for our students every single day. From the teachers who led and organized our Dominican Independence Day celebration, our Black History Month program, to the security officer who has been with us 14 years and ensures that we have a safe and welcoming environment, to the teacher and coach who gives her all to support our students. These are some of the people who make School No. 24 so special.

Ms. Woods: This is more than a place of learning. It is a home. Teachers support one another. Students feel seen and families remain connected long after they leave. Our

strength lies in our community. Once a part of School No. 24, always a part of School No. 24!

Dr. Cotto: A great school isn't about policies and programs. It's about the people who bring it to life.

### ***Video Presentation***

Ms. Woods: Parents are not spectators in their child's education. They are partners. We value strong relationships between home and school.

### ***Video Presentation***

Dr. Cotto: Please take a look at the following images showcasing our students actively involved in many programs and activities that we offer. I don't think that we included our soccer club in there, but that's something that we offer in recent years. At School No. 24, the arts aren't just an afterthought. They are center stage and our Disney production is the pinnacle of that passion. Over the past few years, we have brought The Lion King, Frozen Jr., and Aladdin to life in ways that have stunned and inspired our audience. These aren't just school plays. They are full scale productions featuring set design, costumes, extraordinary student talent, breathtaking performances, and professional level direction under the guidance of seasoned actor Carla Brothers. Time and again, we hear the same reaction – "I felt like I should have paid to see this." The level of dedication, preparation, and talent on display rivals what you would expect to see in a professional theater. Rather than just tell you about it, I would love for you to see and hear the magic for yourselves. It's just a minute. Let's take a moment to experience the students' performance from Frozen Jr.

### ***Video Presentation***

Dr. Cotto: This is what happens when you give students the opportunity, guidance, and stage to shine. These productions build confidence, discipline, teamwork, and creativity. These are skills that stay with them long after the final curtain. In conclusion, tonight you've heard the voices of our students, teachers, and parents. With your continued support, we will empower every child to reach their full potential. This school is not just a school. It is a movement, a mission, and a promise. Thank you for believing in our students, educators, and future. Thank you.

### **Paterson P-Tech Planetarium Initiative**

Mr. Carlos Miranda: Good evening, Board Commissioners, Madam Superintendent, administration, and community members. We're here tonight to give you a quick peek at some of the work the students at Paterson P-Tech are doing in preparing for recognizing and celebrating Women's History Month for next month.

### ***Video Presentation***

Mr. Miranda: Thank you. Our students are spotlighting influential women in STEM and space science, strengthening their research presentation and teamwork skills while learning the process of creating a planetarium show. Here are some of their stories.

Paterson P-Tech Student: Good evening. Today I'm going to talk about Nancy Roman. She was an astronomer. She created NASA's first astronomy program and helped

create the Hubble Space Telescope. She faced chauvinism, but in the end she managed to advance women in science.

Paterson P-Tech Student: Sally Ride was an American physicist and astronaut. In 1983, she was the first American female in space. Before this, women were not accepted into the astronaut program. Sally Ride inspired young people, especially girls, to consider careers like her.

Paterson P-Tech Student: Sally Ride was the first American woman who broke the barriers and became the first woman in space. She earned her PhD in physics from Stanford. She was born on May 26, 1951 and died on July 23, 2012 at the age of 61 after battling cancer.

Paterson P-Tech Student: Katherine Johnson, the human computer, was an American mathematician who became the first African American woman to work as a NASA scientist. She graduated from high school at the age of 10 and from college at the age of 15. The NASA astronaut, John Glenn, requested her talent in 1962, demonstrating his trust in her. Johnson's calculations were critical in advancing the US space program during the Cold War competition with the Soviet Union. Finally, we are Paterson P-Tech. Thank you so much.

Mr. Miranda: Thank you, ladies. As you can tell, we are engaging multi-language learners in this project, providing them with an immersive way to practice language skills and build confidence in presenting complex ideas to an audience. We hope to invite more multilingual programs to experience what's possible with hard work and creativity. In addition to these stellar students, our planetarium program continues to grow as we incorporate more and more student involvement. We have recently completed a Black History Month production, Freedom in the Stars, which brings audience members throughout the path of the Underground Railroad all the way here to Paterson from then to now. That production has been shared via a planetarium cloud-based service and has multiple downloads globally. Our students' voices are echoing in planetariums across the world. We are establishing the groundwork for these student-led presentations to be showcased and presented at Liberty Science Center and hopefully soon. We also want to highlight the learners and explorers we engage to our portable planetarium program, ensuring that we reach as many students as possible while keeping our planetarium program accessible and barrier-free. For example, we have provided services to all students in the autism program at School No. 2 and MLK's Rutland Center, as well as to younger learners throughout the district who have difficulty navigating these city streets. Additionally, we remain committed to community outreach, building on past events with the Paterson Museum and the Great Falls. Paterson students take an active role in facilitating family STEM events throughout this city. If you would like to see any of the full presentations, we invite you to visit the planetarium or any of the affiliated programs and experience these incredible projects firsthand. My young colleague Joselyn has a little present for all of you. These are 3-D printed keychains with a QR code that will lead you to the planetarium website and an additional Women's History Month presentation on YouTube which will link astronomy with women's history. Like they said, we are P-Tech.

Dr. Newell: Thank you so much, Dr. Miranda and the students from P-Tech. Excellent presentation! Next, we will be having Mr. Kemper McDowell to give an update on the district goals. We heard before from HYA when they had given their audit results. Mr. McDowell will be giving a presentation and update on Family and Community Engagement.

## Update on District Goals

### a. Family & Community Engagement

Mr. Kemper McDowell: Good evening. I would be remiss, given this extension of Black History Month, if I didn't recognize Black History Month, the blood, sweat and tears of those who travelled from all points around the world to come to 400 years, the pushing through, those whose shoulders I stand on. It used to be against the law for me to even be in a position where I'm at. For those who pushed through, we are thankful. Some of the students talked about some of the things that African Americans contributed to the building of this nation, everything from building the White House to discovering COVID-19 vaccinations. We served in every war since the Civil War. Then there is a sense of never going back. That's why we fight every day so that we will not return to those horror days. Let's give those that came before us a round of applause. We had an audit of the department, and I want to go through some of the findings and things they wanted us to focus on going forward. I'll then show you a little bit of what we're doing as an update and give you some insight on where we're trying to go. In the audit they mentioned that they wanted us to have a strategic plan that includes a framework for parent engagement that concretely defines our work in key areas of the department, that are research-based and focused on the needs of families in the Paterson schools. HYA wanted us to have a strategic plan that outlined what we need to do to move the district goals. The plan should give clear operational direction. It should be aligned to national practices and be research-based. The plan should include work with parents around these areas – reading and math, attendance, behavior and suspensions, customer service recommendations. Some of these things we have incorporated. Once we noted the recommendations, we infused academic support in more of our programming. We have behavior and suspensions. We currently have a project we're piloting with School No. 10 where we partner with New Jersey Probations to go in and talk to students and parents about the importance of coming to school and not getting in trouble when you have so many suspensions and where that leads to later in life. The report also talked about an overreliance on social service activities. We understand and note that and defend it to a certain extent. As you know, one of the major functions of our department is to lessen many of the non-educational barriers that parents face. Our thing is to help parents bring a learning-ready child to the classroom. If the child is hungry, is worried about where to stay, or doesn't have any information direction, it could be a little challenging. We do understand that the auditors want to see some other stuff. I included in the report some challenges and risks that I came up with and implementation. As you know, it is good to say let's do xyz, but you also have to be real and understand some of the challenges you may face in implementation, such as budgeting, staffing, and what have you. That's included in the report. The majority of the recommendations centered on communications and parent training. We have a few vehicles that we use, but we have revamped some of our components such as our Parent University program. We've added some training ideas. We have a great PTO leadership program. I think many of our PTO members are here today. We're going to look at how to improve that as much as we can. We're one of the few districts that have a PTO leadership program where we bring leaders together and they work in a think tank manner. They meet with the Superintendent frequently. They're trained on how to go back to their schools and run their meetings and how to be more effective as a group of parents. There are some challenges with the PTO leadership. As you know, the state sometimes sees PTO organizations as a separate unattached organization to schools, but they're not. We're working on that. As you see to your left and right, we put together a strategic plan for consideration. The orange box talks about the current district language around parent engagement. We also created a mission and vision to realign what we're doing. We also took about 10 recommendations, and we created our core values around those so that we could stay in task as we go through the strategic

plan. I don't know if you want me to go through the whole plan, but I'll hit a few key points. The first section is communication. Once this is approved going forward this will be up on the website. I've listed the HYA recommendations. For example, establish regular, clear, and two-way communication channels between schools and families in crucial. This includes regular updates about student progress, school events, and opportunities for involvement. Effective communication can involve newsletters, emails, school apps, and parent-teacher conferences. The study recommendations that we increase the way parents can communicate with the schools and teachers and how they get information so they can stay abreast of recent happenings and information on how to help their child succeed. In addition, each of our items are research-based. You'll find next the key strategies to implement that area. Here it says multimodal communications. Here I have listed some of the activities that we're going to employ to reach those goals. You'll find that throughout the report. Any questions or any particular area you want me to expound on?

Comm. McCall: I heard you say in your presentation that there were challenges with the PTO. What are your plans to increase the participation with parents? Can you give us a few of those challenges that you are facing so that we can be aware of it?

Mr. McDowell: We're working with our school-based principals to encourage them to create PTOs at their schools. We have about six parent coordinators. That's kind of challenging to have close hands on with every one of our 52 schools.

Comm. McCall: You said in this district we have six parent coordinators?

Mr. McDowell: Right. We have about eight and two at central office. We have some part-timers. One of the problems is they were unable to offer a market rate for our part-timers. We're working with Mr. Rojas on some contract stuff.

Comm. Teague: I saw there was a model here for multi-platforms for communication. How does that work in terms of communicating with the parents?

Mr. McDowell: The individual schools have communication models set up. They have parent conferences. Depending on the school, they may even have virtual parent conferences. Some of the schools have worked hard to increase that. This recommendation wants us to increase some of the districtwide platforms. For example, we have Infinite Campus. It has everything that a parent may need to monitor their child's progress and see if they're coming to school on time. Not every parent is signed up for it.

Comm. Teague: I'm seeing that there is a lot of contact information that's not updated.

Mr. McDowell: That's a challenge. That's one of the areas that we want to increase our communication around. During COVID our department gave virtual classes on Google classroom. We had a help desk. We did some academic teaming around some of the learning walk areas. We're going to go back to some of that to really make sure that every parent is signed up for Infinite Campus so that you can have even more ease of communication with the schools. You can also put out notices and events.

Comm. McCall: We have 52 schools. How do you manage to get to all of these schools effectively to deal with our parents and some of the issues that they may have outside of school? I'm not understanding six parent coordinators.

Mr. McDowell: Over the years we have lost some folks.

Comm. McCall: I want to make sure I have this because I don't want to leave with the wrong impression. Six parent coordinators and some part-time folks. Yet, you have all these goals you're expected to meet. I don't see us being very productive if we don't have the staff that's going to allow us to do what we need to do. I'm going to say through the President that we need to look at this issue. If home isn't right, school isn't right. If parents can't get resources, then we're still failing at some point. If you're telling me there are six full-time folks for a district our size, it doesn't sit well with me. Just like it didn't sit well when I was told how many SACs we had when I first got here. This doesn't work. I'm sorry if I'm sounding a little off key. I plan to be off key. This is a very vital department with our district. We're dealing with parent issues and concerns. If we're not equipped to deal, then we're still failing our district. Mr. President, this has to be a topic that has to come back for discussion. Whatever assistance this department needs, we need to figure out how to do it. We need to figure out what we're in this situation. I'm just not happy with six parent coordinators with 52 buildings that we have to provide services to. That just doesn't make sense. That's not to your department.

Mr. McDowell: We will put together what are the challenges and what we're up against. We will have conversations about our capacity, what's expected, and how we can come in the middle.

Comm. Teague: The reason I was asking so much about communication is because most of these parents here tonight were not made aware of what was going on with the middle school model. That's why I'm trying to figure out who was responsible for making sure the communication continued to go out to the parents constantly so that they were made aware. Life happens to all of us and we're not aware of what's going on. That's why I'm stuck at the part of communication.

Comm. Gonzalez: Thank you. On the point that you mentioned, Comm. McCall, the Family and Community Engagement committee, has discussed that as a topic of concern. We have shared it at length with the PTOs and partnerships with resources in the district...I'm going to ask for some order.

Mr. McDowell: We will have a public portion where you can get up and speak.

Comm. Gonzalez: We have highlighted those issues. Comm. McCall, that is an area of concern so that we can address the district's needs as it relates to communication with the parents in many platforms. Not just through PTOs and liaisons, but all types of platforms that we use. It's nice to see all these people here. I'm my full-time job I'm a director of community outreach. I do work with the community, and we have many methods of getting the community informed. I'm looking forward to working with the director here to make sure we do that. Are there any other questions before we move on?

Mr. McDowell: I have a quick PowerPoint that speaks to some of the changes that we're going to make. One of the main vehicles we're looking at to help improve our communication is our Parent University program. This is where we do most of our parent trainings and disseminate information. We are looking at a three-component organization. One includes the Parent University online. The second is a learning center. The last is a podcast program. Our Parent University online will involve three subsets. One will include parenting essentials. These are things that every parent needs to know in order to get their child off to the right start and broken down by grade span. Next are the parenting electives. These are classes that may involve a specific population of our parents. For example, we may have classes on immigration, ESL,

how to raise boys, how to raise girls, or how to raise student athletes. We will have classes in self-empowerment, GED, ESL, and Microsoft officer training. Parents will become more employable. The presentation will talk about some of the needs in order to get those programs off the ground. For the Parent University program, we've created a team of educators and department members to come across and have our math, language arts, and special needs people so we can create curriculum, programs, and workshops that are going to service parents across the Board. We will talk with the math supervisors about how to create math and language arts workshops. We will talk to Ms. Coy about what we should disseminate to parents who have special needs children. Our online course will look something like this. There may be a four-week course. You go in and you have your materials and instructional videos. You have your weekly roundups. During every course you will have a chance to Zoom in or Google meet with your class. You can talk about things with the instructor. It will be a real online class experience. Our learning centers program is not a new concept. We've had success with our Full Service Community Center over on Market and Madison. We want to expand that a little bit just by identifying some locations that may border several wards. School No. 10 may not have the capacity to have a full-fledged in-person parent university program because workshops are running all the time. We will set up our hub at School No. 21. Parents from the neighborhood can go to that school to grab their workshops and convene with other parents. Here we have the schools that we have identified. Our podcast program is an online video podcast where we talk about different subjects of interest to parents. You can watch it while you're cooking, travelling, or doing other things. We have a small clip for you to look at. This is collaboration with JT's team, academic services, Ms. Coy's team, and my staff.

### ***Video Presentation***

Mr. McDowell: That's my update. As you see, we're going to try to incorporate different ways of communicating. We're going to listen to the parents. We want to know how they feel is the best way to communicate with them. It may not be Infinite Campus. It may be something else. It may not be Facebook. It may be Instagram or other method. We will keep our ears open. We will keep developing. At our next juncture we will come back and give you an update. We will also wait for direction from the Superintendent and the Board.

Comm. Gonzalez: I want to be respectful of everyone's time. We did not know that we were going to have so many guests and I'm glad you're all here. For those who have come to the Board meetings in the past, we intentionally redesigned who we configured this room so we can allow for this amount of people to join us. It used to be that way and there were columns blocking. It wasn't appropriate for this kind of setting, and I think this is a good example as to why we reconfigured this room. I do want everyone to know that this Board is really working hard to listen and understand all the concerns of the public. We do encourage you to constantly come out here, not just for this issue that you're going to speak of today. We are very welcoming of everyone to make sure they always stay informed about what's going on in the district. Unfortunately, many times folks only hear it when it's very last minute or when something has already happened. Mr. McDowell, who was just here before you, was giving his presentation and I wanted to wait until he was done because he is the person in his department who the PTO and the parents should be connecting with to make sure that your voices are heard. Make sure you get his information before you all leave. I believe we have staff members who can assist with that as well. I'm going to hold all further presentations so we can open up public comments. We're going to respect your time. If anyone wants to speak, there is a process. You have to sign in. If everyone who wants to speak already

signed in, we can begin with that process. We're also going to hold our reports until the end.

## **PUBLIC COMMENTS**

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

Ms. Cameo Black: Good evening, Dr. Newell. We had a meeting last week with Mr. Bacchus. It's time for termination. There's nothing else that can be done. I'm not doing any more talking. Half of these parents are here because of their kids being abused. I don't look good with silver bracelets or an orange jumpsuit. I asked you and pleaded with you. Now it's time to move up to the next level. If the Commissioners are not here to help the parents, what the hell are they here for? We need answers. If the Commissioners are getting letters, why can't they back us up? We're voting for them to be in these seats to help us. Why the hell can't they help us? I don't understand. I need you as the Superintendent to explain all of this to me because it's not making sense. What is their position? What are they here for besides getting paid? How do they support the parents? Some of them do get paid under the table. Let's clarify that.

Comm. Gonzalez: That's an accusation. That's not facts.

Ms. Black: Another thing I'm going to say I'm going to put on record, and I don't care who feels some type of way. This baby, it should have never happened to him. Some of them who are here riding his coattails, this baby was really hurt. Some of them who are here lying, get your shit together because this one was really hurt. Some are abusing their fucking kids. I don't like it and I'm going to speak up about it. You know who I'm talking about. At the end of the day, get this right with Chase. I don't care about the ones who make up imaginary stories.

Mr. Alexander Cardillo: On March 16, 2022 I was sitting quietly at home. I was away from my phone when I heard it blowing up. Two employees from the district called me to see if I had killed myself. Unbeknownst to me, a rumor was started at MLK in 2022 that I had died by suicide over my case. It was a weird day to have that happen because that was the original day that the judge was going to hear my summary judgment for my case. It ended up being moved to April 8, 2022. Only one person from MLK, the other was from another school, frantically called me to see if it was true, to confirm with me or my mother whether or not I had died. This rumor was allowed to circulate most of the day until it was put to rest. At first, I heard someone had told one of the teachers at MLK I had done this over my case. The second thing I hear was that it was junk email. Who sends a junk email to someone over killing themselves? Where is the moneymaking part of the scheme? I don't believe that. It's funny that no investigation was done as to where a rumor like that came from. It also proves that MLK was one gigantic rumor mill. This had gotten so far out of that building, it not only reached Delaware Avenue, it reached my other place of employment. There were people so nervous that I had killed myself, I had to call there to tell my coworkers I was indeed not dead. My mother had to contact Delaware Avenue because everyone at central office was trying to confirm whether this was true or not. At that point in time, everyone should have realized that all this lying was going on when I was at that point out of that building for two years. This was the type of school Monica Florez was running. She not only allowed a rumor and innuendo to be perpetuated regarding my fake DCCP investigation, I believe she exasperated it. She made a fake investigation up and fired me under false pretenses. This culture was allowed to stay on for too long

after she left. The problem is people who are in other people's business and not minding their own business. In testimony, the vice principal stated that when she was the acting principal the speech teacher in that building complained about myself and student 'E.' I don't know where this speech teacher had any business to speak about him and me because she was not in that meeting that was confidential with his mother, myself, and the child study team. He wasn't even one her students. That was a problem for the school in 2019, and Monica Florez believed nonsense like this. Please meet with us before this goes any further. Thank you very much.

Dr. JoAnn Cardillo: Good evening. Tonight's Board minutes will document that three judges and the State Supreme Court of New Jersey were also misled in the case of Cardillo vs. the Paterson Board of Education. The judges were swayed by the false testimony of Principal Monica Florez. Appeals judges, Heidi Currier and Christine Vanek wrote in February of 2024 without any proof the DCPD investigation must be real because DCPD must work in private. Wrong answer! DCPD confirmed no investigation was done on Mr. Cardillo. Monica Florez lied under oath, and they believed her, even though there was no evidence of any investigation. Who could blame them? Would you believe that any principal would lie under oath about a student and a teacher? Judges Heidi Currier and Christine Vanek were also convinced by Ms. Florez' lies that Mr. Cardillo was pursuing student E, so much so that they wrote this in their statement of facts. These lies and damaging information are now on the internet. She was your employee, so you need to help resolve this and clear Mr. Cardillo's name. Just as you indemnified her, you must take responsibility for her actions. Judges Citrino, Currier and Vanek used the false testimony to write their damaging opinions. They added to the narrative outside what the evidence presented and acted on blind faith that she was the principal, Mr. Cardillo was the teacher, therefore she must be correct. This portrayed Monica Florez as the competent principal and Mr. Cardillo as a bad educator, even though it was not true. He was an advocate for special education and the needs of the students at School No. 30. He advocated for a class of autistic students who were non-verbal. Mr. Cardillo then requested DCPD produce a finding letter. There was no finding letter. What the judges said was unfounded. He was told by DCPD there is no letter, you were never investigated, and they have no record of Mr. Cardillo in the system. It took me four years on and off to work to get this information. Monica Florez testified that she and her alleged anonymous witness made a call to DCPD. She followed Mr. Cardillo around the school, changed his duties to harass and abuse him, and this while we knew nothing of this since the investigation was only a home visit done in March of 2019 that found no cause for investigation. Her actions were unwarranted and the deposition goes on about DCPD telling her to follow him. She stated that Luis Rojas suggested that she take action. Mr. Rojas denied this in his deposition. He knew nothing of this and so did the Superintendent of Schools at that time. Monica Florez started her vigilante investigation and when she had a chance, Mr. Cardillo was put on a RIF list at the last minute to get rid of him, two months to tenure.

Comm. Gonzalez: Thank you. I'm sorry your time is up.

Dr. Cardillo: The administration at DCF worked on this case and was stunned with what had happened. Thank you very much.

Comm. Gonzalez: Cheryl, it's hard to hear the three minutes. Just say that it's up. Thank you.

Ms. Linda Reid: Good evening. I stand here today to highlight the injustice my granddaughter has faced, hoping to prevent other children from experiencing the same. Her situation is not just about discipline. It's about being misunderstood, mistreated,

and lacking the support she needs. In October my granddaughter was suspended for hitting a student in retaliation after being knocked down by the same student earlier that day. Despite having evidence of being provoked, she was punished while the other student faced no consequences. A police report was filed, but we never received a copy. In December another incident occurred where my granddaughter participated in a fight, did not initiate it, and despite this she was suspended for 10 days. She was placed on bedside instruction and a disciplinary hearing was scheduled. On January 8 after the hearing, it was decided that she would be evaluated by the child study team. On January 24 she was diagnosed with emotional regulation impairment. Since then, we have heard nothing from the district. Over a month passed without any clarity on the next steps. In February, we learned that her IEP had been mistakenly categorized as in-district rather than for an out-of-district placement. We're still waiting for that follow-up. Since December 11, 2024, my granddaughter has been out of school, missing not just academic lessons, but crucial social and emotional learning. She has been criminalized for what should have been handled with support. Out of the three students involved in the fight, she is the only one not in school. The district claims to be restorative. My granddaughter's experience has been punitive. Children with emotional and social challenges need compassion, understanding, and individualized care, not punishment. There is a well-known African proverb that asks, "How are the children?" The expected response is the children are well. If you were to ask me this question, I would say the child is not well. She has been failed by this system and I fear that if this is allowed to continue more children will face the same fate. I ask for action, accountability, and a real commitment to restorative practices. We cannot continue to ignore the need of our children, especially those who need the most support. Thank you for your time.

Comm. Gonzalez: Ms. Reid, can you see one of the staff members in the back so we can get your issue addressed? As part of this plan of changing the layout, behind that wall we have some tables. You might not be able to see them, but we have staff here. As we've heard in the past two years, there have been a lot of concerns. We have been trying to address issues like that on the spot. If you want to speak to someone here, this is the time to do so.

Mr. Mahmoud Ramadan: Good evening, everyone. Salam alaikum. Buenas noches. Happy Ramadan. Happy Ash Wednesday. My name is Mahmoud Ramadan. I live in Paterson, New Jersey in the sixth ward. I'm here because of the whole middle school referendum. I come before you as a father. I have a four-year-old daughter who is currently in hospice care with not too much time to live. I lost another daughter last year. I have a seven-year-old daughter who loves being at Dr. Hani Awadallah School and I'm here to talk about some of the things that's concerning. I think I speak for a lot of the people who are here that have been holding up their signs tired. Kids are fasting. Kids are here all night. I believe it happened in Passaic, and it didn't work, this whole referendum thing. We have 30,000 students in Paterson. The traffic congestion in all our neighborhoods, the city's infrastructure is not built for this. I'm going to speak on where Dr. Hani Awadallah and School No. 9 are. I live on a dead end by Dr. Hani Awadallah. I am in constant communication with camera footage and everything to protect the kids down the street on a dead end where that bridge is. The congestion at Getty Avenue, Main Street, and Gold Avenue is crazy. That should be known by everybody. The city's infrastructure is not built for this. My property taxes went up for this school, but we have no say as parents. I moved from Woodland Park and decided to bring my daughter to Paterson where my family grew up. I left Woodland Park to come to Paterson. My property taxes go up, but we have no say in this? I know this started in 2021, but we're here now. How do you move on something without consulting the parents? It just came out of nowhere. Clearly, the parents care. Look at the

outcome and the walking distance for minors. Driving is a privilege. With all the politics going on today from the highest of the nation to here, the stress of ICE is constantly everywhere. I live next to the school. My wife has to go pick up my other daughter. When she walks out from the living room to my front door she has three seizures. She has 150 seizures a day. I'm just one Patersonian with these kinds of stories. I can go and on with a lot of other parents who have other issues with kids with disabilities. The distance from School No. 25 to Dr. Hani is 17 minutes. That's without weather, traffic, and other emergent issues. I'm speaking on my situation. I'm not here for a pity party. I'm thankful to God for everything. God always comes first. I'm not worried about that. It's the sudden change of scenery for these children and the transitional trauma. You see the signs. I worked as a former DCPP worker. I lost everything because my daughter requires 24-hour care. Kids went from no school, and you put them in front of a screen during COVID and now they're settled in and you're going to make that transition again. There have been no issues thus far. Why the sudden change?

Comm. Gonzalez: I'm sorry. I'm going to have to cut you off. There are 48 people behind you.

Mr. Mahmoud: One more minute. The teachers and administration busted their tails to get Dr. Hani Awadallah to where it is now. Elections have consequences. Let's not conquer and divide. Let's unify and solidify. Let our differences be the things that bring us together.

Mr. Jenna Tamimi: Good evening, everyone. I'm here in front of you, not just as a concerned student, but as someone who believes in what's best for Paterson Public School students. The plan to divide middle schools from elementary schools may seem like a simple change, but in reality, it will severely impact students educationally, emotionally, and socially. There are a lot of kids who are really looking forward to graduating from their school like me. I have been in Charles J. Riley since kindergarten and to graduate from here would make me and other kids really happy. Imagine a middle schooler who has spent years in a familiar environment surrounded by teachers who they know and remember being so excited to go to her or his class, younger students who are inspired by them and make them feel confident and happy with themselves. Now suddenly they are transported and placed in a larger crowd with people they never met their whole life. People say at this age when you move schools there's an increased anxiety and feeling of loneliness. Keeping middle schoolers within a k-8 background creates stronger relationships with teachers and peers as the years pass and a smoother academic path that they don't have to face alone. The students of Paterson deserve to have a fun and memorable education. I hope you consider the wellbeing of students because our thoughts matter too. Thank you.

Ms. Saran Ramadan: Good evening. Middle school years are a time of immense change for our children. They are figuring out who they are, managing friendships, and dealing with increased academic pressures. Forcing them into a separate middle school environment at this vulnerable time can intensify anxiety, bullying, and social struggles. Studies have shown that students in k-8 schools report feeling safer and more supported than those in separate middle schools. Do you want to take the risk of placing our kids in an unfamiliar more challenging social environment when they need stability the most? Our children deserve to grow in a school culture where they feel secure and supported. Please let's keep that intact. Furthermore, you guys speak about listening to us. I am constantly silenced on Facebook; whoever is in charge of that. If you actually want to hear us, let us say and post whatever we want. Thank you.

Ms. Amira Abdelhadi: Good evening. I'm a high school student and a graduate of School No. 9. I want to emphasize that the decisions being made on the middle school model are not just budget numbers. They are having a real impact on people's lives. My younger brothers, ages 10 and 9, were heartbroken when they heard about the changes. It hurts me to see them so scared and confused. They're asking me why Paterson keeps hurting them, from right-sizing to these latest changes. These decisions seem to prioritize cost-cutting over improving education and are disrupting the stability my brothers and other students need at a crucial time in their lives. They deserve a safe and supportive environment, not one that leaves them anxious and uncertain about the future. This district claims to prioritize social-emotional learning and children's mental health, but the policies in place don't reflect that. Do you really think splitting students by grade or language will have a positive impact on their mental health? What about the students who have to travel to different schools to pick up their siblings? During this meeting the Board made it obvious that family and community engagement is a huge concern in this district. This is our engagement. Here is your family involvement. Please stop trying to break apart Paterson families by separating students from their friends and siblings. I urge you to reconsider these changes and put the well-being of our children first. Our youngest students need continuity and care. I hope you prioritize their happiness and educational success. Thank you.

Mr. Eddie Ruiz: Good evening. I find it absolutely insulting and outrageous that homeowners of Paterson have been hit with a staggering 14% increase over the last two years. How much more are we expected to give before someone finally listens? We live here. We work here. We raise our kids and families here. We deserve a voice for deciding what happens to our community and the future of our kids. Where is our money going? We have a school district of over \$800 million. Yet every year we lose hundreds of students to the charter schools, draining \$150 million out of our school system. At the same time, nearly \$380 million is spent on salaries and benefits. That's over half of our budget. That's not even counting the cost of other 40 plus schools that we still have to provide for. How are we spending this much money and still have shortfalls for our kids? We are here for the results. Where are the improvements you promised? On your website it says that you brought back the Board of Education from the state in 2021. It was supposed to restore the voices of Paterson family members and bring the community back into decision-making problems. Honestly, where are our voices being heard? It sure doesn't feel like it. On December 7 Eddie Gonzalez promised when he was voted in to be the voice of the Paterson community, bring transparency, work on the policies that would guarantee the safety of our students, demand immediate repairs of unhealthy school buildings, support programs that work and are relevant, and increase opportunities for Paterson residents. He said he wanted the parents to get involved, open lines of communication, and make sure families had the support of their elected officials. Ms. Freeman, you were also elected that day. You thanked the Paterson residents for their votes. You wanted parents to engage in the students' education. Here we are barely two years later. Now officials are telling us that the district is underdoing cost-cutting options. Just when it comes to salaries? According to an article written on February 19, 2024, what is all this for? Is it for our children, their education, and their families who sacrifice and live here and pay these taxes? The parents want nothing more than for their kids to have a better life. Is this really about protecting the paychecks at the top while the rest of us are expected to keep up and pay up? We demand answers. We have the right to transparency. We absolutely have the right to demand better for our children, schools, and futures. Enough is enough. Our kids are struggling. I have a son that has an IEP and he's struggling with change. You guys are not dealing with these kids. Many of your kids may not be in the school district. They might be in private schools. We're the parents who are taking these kids and dealing with them every single day. We have to pay out

of our pockets because my son struggles from 2021 for a tutor two times a week. We demand answers.

Ms. Luz Ruiz: We as concerned parents strongly oppose the Paterson Board of Education's decision to restructure several schools under the new middle school model said to take effect in September. This change will negatively impact our children's education, safety, and overall wellbeing. The Board of Education claims that the restructuring is necessary due to budget cuts. However, this claim does not align with the actual budget and the budget cuts. The Paterson Board of Education was given a massive budget of \$808 million for the 2024-2025 academic year, a \$28 million increase over the previous year. A budget increase includes a 5% increase, placing an additional burden on taxpayers. The district is also receiving \$54 million in state aid to support operations. Despite having more funding in the previous years the Board is still pushing to restructure instead of investing in our children. You're making deep cuts in education and transportation that disrupts students' education. Where is all this money going? How can you justify slashing essential resources while maintaining bloated administrative salaries? The Board prioritizes a restructuring that negatively impacts the students instead of using the funds to improve current k-8 models, specifically in struggling schools. Parents, teachers, and students deserve full transparency and accountability. If \$808 million isn't enough to provide a quality education and safe transportation, then we need answers. Additionally, the White House has passed legislation cutting federal funding from all schools, further diminishing resources for our children. If the Board of Education continues to ignore the concerns of the parents and make decisions that negatively impact our children. We the concerned parents will have no choice but to file an appeal with the Commissioner of Education under NJAC:6A3-1-3. We do not agree with the violation of our civil rights and under Title 6 of the Civil Rights Acts of 1964 every child is entitled to equal access of education. We will not stand by while our students are denied resources they deserve and the Board refuses to act in their best interest. The biggest cost drivers are not classroom resources, transportation or programs. It's the salaries of the administrators. The Superintendent alone is making \$280,000 this year, not including all six assistant superintendent salaries ranging from \$162,000 to \$188,000. I just want to add that I was here last Wednesday, and I spoke to Kemper McDowell. He sat here and spoke about how we have a mission to foster strong inclusive supportive partnerships between families and a vision. When he asked what our concerns were and how he could help, I looked at my husband and I said if we start with our concerns now we will be here all day. Do you know what he said to me? He said, "Spare me."

Comm. Gonzalez: No reply. No rebuttal.

Ms. Ruiz: I hope you have cameras here because you can pull up the conversation. I said I need to speak to someone about the remodel. I tried emailing each and every one of you. I have called each and every one of you. I have left voicemails. I have reached out and used every resource that you have instructed me to use, including speaking to him. He said, "spare me and get to the point." I just needed to speak to someone as a concerned parent. We are all here because we want to be involved. We are involved in our children's education. As a number one source, your president, for him to say that to a parent is sad. With all due respect, I have a lot more to say. If you allow me, I will give you a printout of all our concerns. I emailed this to you and got no reply. I'll be happy to hand it to you.

Comm. Gonzalez: You can give it to Cheryl in the back.

Ms. Suly Perreira: (Spoke in Spanish) Dr. Hanis is the only school with few incidents. I don't understand how you want to spoil what is working. You are not thinking about the children. Your interests are different. There are children who have been crying for two weeks since the teachers told them about the change. My children cry every day because they don't want to leave their school and friends. You are causing trauma. You all don't care because you have your children in private schools. You don't care about the poor children in this city. You are not thinking about the community. Another thing, you want to separate children. We have been living in communities for many years with the Arabic, Turkish, and African Americans and haven't had any problems. I don't understand why you want to separate the community, a community that gets along and respects each other. You are not thinking about the community. You are not thinking about the children. You are thinking about your own interests. I don't know if there is money under the table. Think about the community. Then what? Traumatized children committing suicide or using drugs because of your mistakes? They're your mistakes, not ours. We're here fighting for them. It's your fault.

Ms. Lysayas: I've been in Dr. Hanis Awadallah since I was five years old. This school is not just a building to me. It's where I have built lifelong relationships with friends, teachers, and mentors who have taken me to where I am today. I'm a part of the Honor Society, I play on the basketball team, and I'm a sponsor for the Special Olympics team. These are not just activities to me. They represent the heart of our school community and it's a place where I felt supported, safe, and motivated to do my best. All of that is built on a foundation of close-knit communities, familiar teachers, and a sense of security. This change threatens to take all of that away with overcrowded classrooms, fewer teachers, and more students coming in from other schools. How will any of us get the individual attention we need? How will my younger brother navigate this new environment without the support systems that have been there for him? We are not just numbers on a page. We are all real kids with real emotions, and this plan only creates a bigger divide. More bullying, more exposure to drugs, and less support are not the changes we need. We need a system that strengthens the foundation of our school, not one that weakens it. My teachers, friends, and school are a big part of my life. As I get ready to graduate, I'm scared that future students will not ever experience the same position and environment I did. That's not fair to them. I'm also scared for my brother. He will not have to face all of this without me there. Please listen to us. The foundation that makes this school great is worth protecting. Do not take it away from us. This is a free country. That's what the flag stands for. This is not segregation. This is not right. That's all I have to say.

Ms. Omaira Martinez: One of the strengths of our current school system is that it keeps families together. Many of the older students take the responsibility of walking their younger siblings to school. It's a system that works. Parents can feel secure knowing that their children are looking out for each other. With the middle school model, that changes. Older siblings will be sent to a different school, and younger children will be left without the guidance and protection they have always had. This creates serious safety concerns, especially for families who depend on their older children to help with drop-offs and pickups. As parents, we all know that peace of mind is priceless. We should not have to sacrifice it for a model that does not consider the real needs of our families. Thank you.

Ms. Nancy Perez: (Spoke in Spanish) What happened to School No. 3? At the last meeting the Superintendent said that there would be no more buses for School No. 3. There would be no renovation for the school because you needed those funds for other things such as buses. At the last meeting you told us we were going to open School No. 3 again. We saw that they were working there and two months ago it all stopped.

In one month, we found out that they weren't going to open the school anymore. We have called and they have told us that the school has been closed indefinitely. I heard there would be no more school buses, and the children would have to walk to school. I haven't heard that there are going to be more crossing guards. That's my concern.

Mr. Justin Romero: I'm a student from School No. 3. I don't know why they closed School No. 3. I was there in kindergarten. I was worried about my little sister. We're going to different schools. My parents are working. How will they get my sister? My parents are working. They can't take off their jobs. That's my only concern. Why can't we just open School No. 3 back up? That feels like home to me. Every one of my friends, it feels like home to them. Most of my friends are getting bullied. I'm okay where we are currently. I'm also getting bullied. I just want to go back to School No. 3. That feels like home to me.

Comm. Gonzalez: What school are you going to?

Ms. Romero: I'm from School No. 3 currently at MLK. Currently my sisters are also getting threats and bullied. I worry about them. I want to go back to my own school. I feel safer there. I don't want to be in a school where I feel threatened. I know every parent here is working. How will they get their kids from one school to another? We have parents working. That's all I want to say.

Comm. Gonzalez: Justin, can you and your mom come see Mr. Cozart here on the side?

Ms. Asma Sheikh: I'm a parent of four kids at Paterson Public Schools. I want to start talking about something that affects all of us, which is transportation and safety. Right now, many of our students walk to school with their younger siblings. A shift to a middle school model would mean longer commutes, increased traffic, and greater challenges for parents adjusting to new drop-off and pickup routines. More time spent travelling increases the risk of accidents and tardiness. Additionally, middle schools often require students to be more independent in navigating school life, which can lead to increased discipline issues. Why introduce unnecessary logistical challenges when our current system already works? Why should you change that if everything right now is just normal and working fine? Safety and convenience should come first. This model does not support that. Thank you.

Ms. Leylah: Good evening. I'm a seventh-grade student at School No. 9. I'm a student who loves my school, peers, and most of all the teachers who have guided me to become role models for younger students. As a member of the student government Junior Honor Society, basketball team, school store, and safety patrol I take pride in being a role model for my school community. That is why I stand here today, not just as a student speaking out against unjust actions, but as a representative for my peers. I'm here to express my frustration and disappointment in the very people we trust with our education and mental wellbeing. As a district, you have shown us that you do not prioritize your students' emotional wellbeing, let alone their safety. Let me bring to light something that you may not see. Not only are you failing to consider your students, you also have not thought through the negative consequences of this decision. Our parents voted for you to be in these positions because they trust you with our education and overall wellbeing. Instead, you have reduced us to mere numbers, dots on a chart, and dollar signs. I stand here, not as a devoted student, but as a voice for my peers. We do not want this change. For once, I urge you to prioritize our emotional stability above all else. Students will have to walk 15 to 20 minutes to get to school. Let me ask you, what if one of them gets hit by a car? Will the district take responsibility for their medical

bills? What are the plans to ensure students' mental stability knowing that friendships will be torn apart? What are your plans to accommodate the working parents and families that count on their older children to bring their younger siblings to school? As an Honor Society member, I have dedicated my time to the school because it feels like a second home. As a safety patrol officer, I watch over my classroom like they're my younger siblings, every single 25 of them. I make sure they're safe and I'm not alone in doing that. As an SGA member, I help organize events for the school, exceeding the minimum volunteer requirements of 40 hours between September and June. So far, I've contributed over 100 hours because I love my school and teachers. These dots on a graph, as you perceive us to be, are more than just friends and classmates. We are family. We have grown up together since kindergarten. Separating us before we begin our high school journey is not just selfish, it is a poor decision even from a financial perspective, if money is all you care about. I have worked hard for as long as I can remember to earn the opportunity to run as captain as an eighth grader for basketball, as well as president and vice president of SGA and Honor Society. I also urge you to continue to support younger students through my roles in safety patrol and the school store. I urge you to reconsider this decision, not just as numbers on your chart, but for the students whose lives you are impacting. We are more than just statistics. We are children with emotions, friendships, and futures that deserve to be nurtured and not disrupted. If you truly care about the wellbeing of your students, prove it. Listen to us. Stand with us. Do what is right, not what is easy or profitable. Thank you for your time.

Ms. Suhail: I'm here to ask what's going on with School No. 3. Why have you decided to close it? Why did you tell us you were going to fix the school and now have decided to close it? How am I going to let my 10-year-old walk all the way from Mill Street to Main Street? We are working parents. You should let us know what's going on and not tell us two months before school is about to finish. Let us know that the school is going to close. Our kids have been going to School No. 28 for the past two years. There are more than 30 kids in one class with one teacher. I don't feel like they're learning. My son is not learning. Now he's scared and crying about how he's supposed to go to school. I'm the only working parent at home. How am I supposed to take my kid to school if I'm working? All the parents are here and it's not fair that you closed it for no reason. All of a sudden, you let us know that there is no more School No. 3. Why? Nobody called us. They only let us know that we had to put our kids at School No. 2 or School No. 8. That's very far. How is my son supposed to walk to school? We don't even have a bus or nothing. Should I keep my kid at home with me? How is he supposed to go to school? He's only 10. The school is in the corner by our house. How are five and seven-year-olds supposed to walk to School No. 8 or School No. 2? Who's going to take them? We are all working here. We need help. We want our school back. Please do something about it. Thank you.

Ms. Rosie Grant: Good evening. Thank you for this opportunity. I am gratified to see parents coming out and raising their voices this evening. What I see are parents who love their schools and who are in schools that are doing well. I looked at the data that was presented to this Board in October. As we look at English language arts literacy across the district, at every grade level there is not a single place where more than 31% of our kids are proficient. That's across. It's lower in some cases, but there is no place where it's higher. When I look at mathematics, I see the same results. Most of our kids are failing. There's not a single grade level at which more than 20% are proficient. That means 80% are failing. When we look at science, 7%. The highest performance level on the state assessment in Paterson across the district by grade level is 7%. What I do want to say is there are between 40 and 50 schools in the district because we have consolidated some of the high schools. Your charge, as the Board of Education, is to do what's best for all our children, including the ones that are not here this evening. I

don't know what that is, but I encourage you to hear from parents districtwide and consider the points that are being made tonight and will be made in the future for the 25,000 kids that are not represented here this evening. How do we get from where we are to where we need to be? I do want to say to the people here thank you for expressing your opinion, passion, and love for your children. I do want to say change is necessary. How we change is what needs to be considered. That we must change is necessary because we cannot continue to fail 80% of the 25,000 kids in Paterson Public Schools. Thank you.

Ms. Victoria Oquendo: Good evening. I'd like to share my journey with you with Paterson Public Schools with my grandson who is on the spectrum and non-verbal. It began by coming down here with the registration process. During the registration process it was explained to me that until he's evaluated, he will go to the general population. That's a term you use for prisoners. It should never be referred to children. Then when he got registered and we took him to EWK, I was told I couldn't come in the building. Thank you, Comm. Freeman and Comm. McCall. You got me in the building. How dare you think I was going to leave a special needs child who elopes? The first time you leave him he's going to take off. Leave him at the door? You want parent participation? Let us in the building. Make us feel welcomed. Then he comes home from EWK soiled. If you take him to the bathroom, he will go. He comes with feces and urine. It was so stuck to his bottom I knew that didn't just happen. It had been in that condition for a minute. That only happens when it's a substitute. Sometimes she calls and tells us, "You might want to leave him today. I'm not coming in." She's not sure of the care he will get without her being there. I appreciate that. I don't know what your legal scope is to implement cameras in the classroom with non-verbal children. My grandson can't tell me how his day was. He can't tell you what happened in the classroom, but those cameras would have told the story. Cameras are not only for the protection of the children; they're for staff too. Anybody who has a problem with transparency, find another career. You don't belong in the classroom. Character is what you do when nobody is watching. What will you do when we are able to see? When autism hit the scene, it was 1 in 10,000. Now it's 1 in 36. What is Paterson Public Schools doing to prepare for the influx of children who are coming on the spectrum? They're coming. Thank you.

Ms. Quasheena Frye: Hello. I'm here because my son also was abused at EWK. When I first came here, I asked to speak to the Superintendent, which I feel is my right as a parent. I feel like you are the highest. For this situation, you should have come downstairs and took the time to meet with me about my son. My son is five years old. He's non-verbal. I presented videos where the teacher says she had to force my son to sit down. Anybody with an autistic kid knows if you force them to do something, they're going to restrain. I got to the classroom and there was no certified teacher. There is supposed to be a teacher and two aides in the room. Just two aides, guys. No teacher and no nothing. Unacceptable. They want detachable pullups so it's easier for them. But guess what? They need to detach them back when they put them on. He's coming home and it's down to his ankles. He has feces and urine. There's snot on the side of his cheeks. You know they never wiped him. He took his hand, and he wiped into his check and it sat there all day. Again, my son is five. Remember my name because I'm going to keep coming here until you tell me. To this day, you won't tell me who was in that room. They don't know who was in the room that day. Unacceptable. For you to even sit there and tell a parent that is unacceptable. These are pictures of my son. He was being pulled. Unacceptable. Today is March 5 and this happened on Valentine's Day. I still don't know anything. I would like to say thank you to Corey Teague for reaching out to me. Thank you to Ms. Coy. She was my teacher at grammar school. Let me tell you a story about this woman. She was my teacher in grammar school.

When I first came here and couldn't get the help I wanted, I asked for her. The only reason I asked for her was because she made the time to come and talk to me. Ms. Candace Velez made the time to come downstairs and talk to me. That was it. Ms. Freeman did call me, but they made the time. When we were in eighth grade, kids showed up on picture day with no haircuts and no ties. Ms. Coy, Mr. Will, Mr. Mosby at MLK cut those boys' hair in the back of the class. They did those girls' ponytails. They ironed shirts and put it on those kids. Guess what? Our yearbook was the best. That was the class of 2004. We need that. The tablet and all that technology get rid of it. The teachers are not communicating on it. What's wrong with the paper? COVID is not like it was. Where is the paper? I'm not getting any alerts on that tablet. I'm sick of that tablet. They don't send anything. Please get rid of it. In conclusion, please help me out here. I need answers. What happened to my son at EWK on February 14? What happened to her son? Stuff is not adding up. Anybody else here with a kid from EWK? You have to get to EWK. What's going on there? I met with three different principals in one week from there to now. One principal told me they just threw him there. This type of stuff to say to a parent is unacceptable. My son can't talk. I'm scared to send him to school, but I know if I don't you are going to send people to my door. You have to do your job because I'm going to show up here every day. Somebody better tell me something. Thank you.

Ms. Marie Scott: I've been a teacher for Paterson Public Schools for 12 years. I'm here to express my concerns regarding the proposed changes to the middle school model. As an educator who has dedicated years to working with students, particularly those in special education, I feel compelled to voice my concerns about how these changes could impact our students. Special education students thrive in environments that provide consistency, routine, and comfort. The current model where students are kept in their respective schools is instrumental in creating a sense of security and stability for them. These students have unique learning needs, and the familiarity of their current school environment plays a critical role in their ability to engage, learn, and grow. The proposed changes would mean moving these students to different schools, which would create unnecessary disruptions in their educational experience. For many special education students, a sudden change in the environment can lead to confusion, anxiety, and regression in their academic progress. These students depend on the support of relationships they have built with their teachers, peers, and support staff. By shifting them to new schools, we risk undermining the progress that they have made and hindering their ability to continue thriving in an environment that they know and trust. In some cases, these changes could even set back years of growth and development. While I understand that there may be broader administrative goals behind these proposed changes, I urge you to consider the long-term consequences these changes would have on our most vulnerable students. I strongly believe that we must prioritize stability and continuity in the learning environment for special education students, ensuring they remain in their current schools where they're supported and can continue to make progress. I appreciate your attention to this matter and ask that you carefully consider the impact these changes could have on the education of our students. Together we can find a solution that best serves the needs of all our students while maintaining the consistency and support that our special education students require to succeed. We make accommodations and modifications daily for these students. I encourage you to rethink the model and adjust as needed. Thank you.

Councilman Luis Velez: Commissioners, good evening and thank you for having me here today. With all respect, Mr. President, the reason I yelled out, "Let those parents speak" is because you were giving a solution before they spoke to send them to the back room. It's not what they want. Go back to the tape and you can listen to it. Ladies and gentlemen, this plan was approved in 2021. I don't know if we have short

memories or whatever, but it was approved in the middle of the pandemic when everybody was home taking classes and still, they couldn't figure out the computer. Some people forget. The pandemic started in November of 2019 and ended in May of 2023. Everybody was home. They were dealing with death and people losing their jobs and money for their rent. And now this plan was introduced at 2025? I have 12 schools in the fifth ward. This plan probably works in the fifth ward because it has 12 schools surrounding it. When we talk about a ward that only has four schools, and the distance is far from the other... There is a young lady here that said if the school district is going to pay for any pedestrian accidents or whatever happens. Are they going to pay for those kids who are now pedophiles and sex predators walking up and down the street? We have to think out of the box. Are you going to put more of a burden to the City of Paterson to hire more crossing guards? We cannot do that. We have to think out of the box. The Board has the chance to forget about the state mandate. Forget what you guys planned already. Go back to the drawing table. If you look at the census in 2020, we have more kids in our city. We have heavily trafficked roads. Crazy drivers without insurance or licenses. On top of that, trust me, we need to look at where they are walking. Look at the list of sex predators or offenders that we have. You will see what we are putting our kids through. You can probably go home and say Councilman Velez doesn't have any kids in Paterson. It's true. They already went to college and have their own profession. I received 50 texts and calls about the residents of the fifth ward and say I need to support them on this. Of course I have to support, with the right facts. The right fact is we are not going to risk our children going back and forth if you don't have a right plan for them. Last but not least, I came way back and I alleviated the worries about School No. 3. I went to School No. 3 parents...

Comm. Gonzalez: Councilman, your time is up. I gave you a courtesy extra minute.

Councilman Velez: I promised the parents based on the statement that the school district told me that they were going to spend \$7 million to return those kids back to School No. 3. Now they are saying the district is going to use it for other facilities. They already went through a lot. Listen up. You don't get paid like everybody says, but I think you want to be Superintendent. Get another job. These people need a voice and I'm the voice of them. If you don't like it, get the plan right and put it to work. They're not going to suffer. Thank you and good night. You can rebut in the council if you want.

Comm. Gonzalez: I don't need to showboat.

Ms. Rocio Pena: Good evening, everybody. There's a lot of energy here tonight. Parents have spoken. I'm currently the PTO President at Alexander Hamilton Academy, where my youngest daughter attends. She is in seventh grade right now. I am also blessed to be the President of the PTO leadership, which also helps support all PTO leaders throughout the schools in Paterson. When I was first given the opportunity, I was nervous, and I didn't know where to start. Instead, I decided to embrace the opportunity to make a difference where the Board of Education can work together with the PTO leadership and help our parents be more involved with our children and our schools. With that in mind, I feel one of the main goals of the PTO leadership should be to maintain a better and constant communication between the Board of Education and our parents. Working together is how we can make our schools better and great. Therefore, I would like to first thank Mr. President and Commissioner Eddie Gonzalez for meeting with the PTO leadership. This was a great start in focusing on being clear, concise, respectful, proactive, and consistent in our communication, working together on how to form strategies to improve our communication with our parents. I also wanted to express the main concern at Alexander Hamilton. Our school on the left side of our building has a train station. There is a fence there. We communicated with a lot

of Board members and there was no response. It took our principal, parents, and PTO leaders to come together and literally call constantly for over a year and tell them that we finally had enough and we were going to publicize it to all the newscasters. They finally came and cleaned the area, but the fence is completely broken. Our school has no playground. Please. I beg you to take that into consideration. I do have pictures. I need your help with this situation. I know the parents are very passionate and emotional with all these different changes. As a PTO President, please listen and try to be considerate to their feelings, the circumstances, and the children most of all. Thank you.

Ms. Intisar Abudayyah: Good evening. I'm a parent. My kids go to School No. 9. They went from kindergarten. My older son graduated last year and went to Tech. My other son graduates this year. He's going to Tech as well. My two little ones are going to pre-k. They're not even in regular school. I could say I don't care and let me not have this headache and just be home, but I can't. That's the least I can do for School No. 9. You need to do better for Paterson. When we go home tonight and wake up in the morning, we feel like nothing. We feel like our voices are not heard. We feel like you go to your house and you just let us have our three minutes to speak. We need you to be more concerned on your side. Our kids are not going to pay the price for this. You make us say we don't want to be here. You make us say we don't want Paterson anymore. I speak with my friend, and she lives in another place. The way she speaks to me about their district and their school, I say, "Wow, oh my God." You make us feel like I'm empty-handed. You make us feel like you'll go home and forget about us. It's not just about the parents. Are you going to be there for the kids who are going to go home and say, "Mom, I'm scared. Mom, I don't feel safe. Mom, I don't like the school?" I'm so afraid. I'm walking too far. Today I was almost got hit by a car. Are you going to be there for those kids? Are you going to be home hugging these kids? Are you going to be there listening to them and seeing them cry? You need to get to work, not just sit here. Thank you for your time, but don't make us feel like we're nothing. I never spoke before, but today I felt the need. That's the least I can do. School No. 9 was so good for my kids. I never get a call from the school about my kids. The principal was so good. He will talk to my son. I'm a single mom. I raised my kids by myself. I used to wake up in the morning. I had to run to work at 7:00. My kids go to school at 7:45. I have to get them ready and make them lunch. I used to live right next to the school. I let them walk to school by themselves. I will just go crazy. I couldn't afford to get them a phone. My kids were in fourth and fifth grade. I feel safe that they can just walk half a block from the school. Now my kids are in high school. That's it. Imagine how many parents feel like me. How many parents have to be at work? For years I felt that way and it wasn't a nice feeling. Our kids do not have to pay the price for this. Our kids are not a toy. Do not let our kids pay the price for this. Do not play with our kids' future. Leave our kids alone. There is a better solution. There is another solution. You can come with another solution. You come with so many solutions. You can come with another solution. Thank you.

Ms. Vanessa Cahill: Good evening. I'm a mother to a five-year-old autistic baby girl who attends EWK. My daughter was diagnosed at the age of just one. She is non-verbal and hypersensitive and was assigned to a self-contained class due to that being what's best for her. A self-contained class is only legally allowed 10 children, yet my daughter's class is going on kid 14. They constantly had different teachers in the classroom who cannot be trusted. It is sad that when my daughter's teacher is going to be out, she'll make sure to text me and tell me to keep my daughter home the next day because she doesn't trust what those aides are capable of. Autistic children need consistency, not random people coming in and out of their class. It doesn't help them learn, let alone feel safe. I send my child to school to feel safe, but I have personally

witnessed teachers being rough and talking down to kids. Paterson needs to stop hiring just anybody and do right by these kids. I'm not going to speak much on what happened to her child because she's going to be coming up here shortly. That needs to be dealt with correctly and that teacher needs to be taken away from those kids before it happens again. Thank you.

Ms. Jenny Aquino: No personal investment. The members of the Board of Education don't have children enrolled in our district. They lack firsthand experience with the daily realities of the students, parents, and teachers they face. You make decisions that directly impact our children's education, yet you are disconnected from the challenges within our classrooms, overcrowding, lack of resources, safety concerns, and the overall learning environment. Without personal investment in the success of our schools they cannot truly understand the consequences of their policies. How can they effectively lead when they are out of touch with every student they claim to serve? Transitioning students to new schools, teachers, and classmates will cause necessary instability, especially for students with IEPs who require consistent and specialized support. Without a stable educational foundation these youth are at a significant disadvantage as they may adjust to new environments, teaching styles, and expectations, leading to huge learning gaps. They may struggle to graduate on time, lack the skills needed for employment, or be unprepared for the responsibilities of adult life. Children who experience instability may be more likely to act out aggressively or delinquently. Many schools that you want to restructure are already severely understaffed and will struggle to accommodate additional students, leading to overcrowded classrooms and diminished learning quality. They need support. Why not unite the forces of the rest of the schools that are in need of teachers and help them by uniting their strengths and making it better? It doesn't make sense to destroy established thriving schools to try to recover another. As Councilman Velez said, the middle school model was originally implemented in 2021 during the height of the Covid-19 pandemic, a time when schools and communities were making rapid decisions in response to crises. Given the urgency and uncertainty of the period, many choices are made out of necessity. Decisions made under emergency conditions are not the best approach for our children's education. Their circumstances have changed, and we must carefully evaluate whether this model truly serves the needs of this students, families, and educators. Many parents will have to travel further to drop off and pick up their children yet may not qualify for school-provided transportation because that got cut, as well know, since they're within a two-mile radius. Additionally, parents may have to adjust their schedules and rearrange alternative transportation further increasing costs. The decision to implement this middle school model lacks transparency as no clear evidence has been presented. Parents and teachers have not been provided with research data or case studies showing that this model will lead to better academic performance, improve student wellbeing, or have any meaningful long-term benefits. A lot of the parents in this room do not have access to the parents' portal. They are not tech-savvy. A lot of these forms you are sending, they're not getting. Sending everybody to reregister is a sad and poor way to communicate to the parents that they will not be going to the same school next year. Very wrong. Additionally, the Board of Education has not outlined a comprehensive plan. None of us has seen anything. Absolutely no data. You have not looked at our children. You have not heard our opinions. You can't really say that this model is going to work for our children because you don't seem to be listening. That seems to be the cue here. How will schools be equipped to handle the changes? Will specific measures be taken to support students during the transition? We have not seen any plans. Without critical information, the community is being asked to accept major shifts to their educational system without any assurance that this will lead to positive outcomes. The lack of transparency and accountability makes the proposed changes not only concerning, but risky and unnecessary. This seems to a lot

of us like modern day segregation. The restructuring plan risks separating students by culture and race, which goes against the values of diversity and unity that our schools should uphold. By shifting school boundaries and redistributing students, there will be a real concern that schools will become predominantly one race or cultural group, creating a divide in our community. Our children deserve to grow and learn in an environment that reflects the diversity of Paterson, one that fosters inclusivity, mutual understanding, and shared experiences rather than enforcements. There were a couple of beautiful women here from School No. 24 and they clearly said that in their school, which is also a k-8, the parents are not spectators. They are partners. We are partners. They thrive in community support. Your community is here to support. I want to accommodate every parent and teacher that was here. They're standing up for their schools because they love it. Ms. Scott, who was brave enough to speak, drives one hour to work. She doesn't live around here. She works at Dr. Hani with special education kids. She drives an hour just to be able to teach at our schools. She's also a part of our Special Olympics, which is a supportive group that Ms. O'Connor is a coach to. We're all here as a community to tell you to please reconsider and go back to your mission of fostering, community, and communication. The way it's been communicated to the parents with these crazy posts, we don't feel heard. We're not being included. What's more important, these children will be in your seats one day. We just want to encourage that and give them an environment to thrive. What we're telling you is that the environment we're about to shift them into is detrimental to all of our futures, including those seats you sit on.

Ms. Melissa Muniz: I'm a parent from School No. 3. I want to thank you, Comm. McCall and Comm. Freeman. Last year you took care of my issues with MLK. Eddie Gonzalez, I'm very embarrassed to say I voted for you. Last year you spoke so highly of all the changes and things you were going to do. It was just all talk. All we have been dealing with is our children being bullied at MLK. All these issues with busing. After all these promises that the school was being reopened and I was told by Manny, who is no longer here, that it was being opened in September of 2025. Now I'm told the school is closed. On top of that, our kids are being segregated. That's how it feels to us. Our kids have gone through enough stress in the last two years. We've dealt with enough issues. I'm a single parent having to deal with going back and forth to two different schools every time my kids are sick. Now you're changing us to a school that's even further away. I have little children. They're not big enough to walk by themselves. This has to be made differently. Something has to be done. This is not working for us. Too many parents are dealing with bullying and all these issues in the schools and nothing was done. Now you're telling us this is happening. On top of that, half of our wonderful teachers were shipped without even being told. Our principal was just shipped to a school all the kids are apparently being abused at. That's not fair to us. We had a wonderful principal who now has to clean up this mess. Tell us what you're going to do to be right by us and our children. Enough is enough. I'm angry and so are all these parents. This needs to change. This is not working for us.

Ms. Elisa Torres: (Spoke in Spanish) Like the rest of the mothers, I want to know why you deceived us by telling us you were going to open up School No. 3 and now you're not. I also would like to know why when some of us speak you sit there and laugh. Are we a joke to you? Where is the money that was supposed to be used to fix School No. 3? I would like for School No. 3 to reopen because our kids have to go to school. We work and there's no reason why our children have to walk so far and cross bridges to get to school. Thank you.

Ms. Sylvia Rosas: (Spoke in Spanish) I have a daughter with social anxiety. How does this change help my child? She went through a lot when she was changed to MLK. We

were excited when they told us that they would reopen the school in 2026 because our children need a school that's theirs. When my children attended MLK they were told that is not their school. They want their school back. Everyone here is asking why School No. 3 was closed. We want an answer, and no one is giving it to us. They keep lying to us and telling us that they're going to open it and they haven't. We need an answer. We don't want you just sitting there looking at us and not saying anything.

Ms. Norma: (Spoke in Spanish) I have a very simple question. Why after so long they told us they were going to reopen the school? It went on the news and it's still closed. Why?

Ms. Ofelia Sanchez: (Spoke in Spanish) Why for two years you guys kept lying to us about reopening the school and now it's indefinitely closed? We want answers. If these children have to stay in these other schools, we need bus transportation. There are very long blocks that they have to walk. I have four children. My husband has to go to work and I have to divide myself three ways. How do I do it?

Comm. Teague: Can we turn that thing off? A parent is speaking, and we can't even hear. Thank you.

Comm. Gonzalez: That's not their fault. Procedures. I'm giving her courtesy so she can finish.

Ms. Sanchez: (Spoke in Spanish) We need answers.

Ms. Xiomara Perez: (Spoke in Spanish) I'm a mother of three children in pre-k, third, and fifth. What would you do if your children had to go to another school with drug addicts and pedophiles on the street? What if my child was to walk past someone who was smoking marijuana and my child was to grab that? I'd have to run from one school to another. What would you do? Please take note of what we're saying. We've been sitting here since 6:00 and we have been patient. Mr. Hector has been sitting there looking like he's falling asleep and like he doesn't care about what we have to say.

Ms. Zakiah Jenkins: I came here to advocate for not only my child, but all our non-verbal children in Paterson. I feel like the school system has failed to keep our children safe and keep our trust as parents. I'd like to start off by expressing a very devastating experience I had to face on February 19. My son was attending EWK. Around 1:49 p.m. I received a call. I was at work 30 minutes away from his school. I received a call from the school nurse saying that my son needed to be picked up. He had a fall. I continued to ask her how my son fell and what his condition was. She couldn't tell me anything and wanted me to pick him up. I told her I was going to send my aunt, being that her commute was closer. She urged me to come, which made me understand the situation was serious. She hung up on me while I was speaking to her, which I didn't appreciate at all. I called the school back two or three times and I didn't get an answer. I then called my aunt and asked her to rush to the school. She calls me back two minutes later asking me if someone was coming to get him. Now I'm worried. What's wrong with my son? At this point, I'm demanding for the condition of my child. Why can't she tell me over the phone? She tells me my baby had a minor cut and his eye was swollen. I immediately start crying. How the hell did this happen and you can't tell me what happened to my baby? She tells me she's waiting for a report. What report has to be made for you to tell me what happened to my son. My aunt arrived at the school and it's more than just a minor cut and a swollen eye. My son was crying blood out of his eyes, bruises all over his face, and knots all over his head. My baby can't talk. He's non-verbal autistic. I never heard my baby cry like this a day in my life. He's

screaming for help. My son needed immediate medical attention, and it took over an hour for him to even reach a hospital. When my aunt arrived at the school, she was told that my baby just fell. Later on that day, I called the school multiple times and didn't get an answer. It took for me to post my son's injury on social media for light to be shed on the situation. Let me tell you, not only my son, but a lot of parents here have been sending me pictures of their babies with bruises. They are not being changed. My son comes home pissy every day with diapers seeping through his pants. My son is a picky eater. I pack him with his own lunch. It's like his lunchbox hasn't been touched. As soon as I open it, my baby is trashing stuff like he's been starving the whole day. Later on, I get a call saying that my son fell in the arms of a teacher. He's supposed to have five teachers in his classroom and there were only five substitutes. My son needed immediate medical attention. My son's eye was split inside and outside his eyelid. He needed stitches inside his eyelid. Being that he's autistic and non-verbal, he's not going to cooperate and calm down when you tell him to. They wanted to sedate my baby. Literally, as far as schools go, I've been reaching out to the Board of Education and haven't gotten an answer. It took social media for so many of you to contact me. Even then, I still wasn't getting any answers. Comm. Teague, I thank you so much. This can't go unanswered at all. You're the only one who pushed me. You sitting here at this table with the Board of Education are the only one who pushed me that needs to be answered. I want to raise awareness to the autistic children. There should be cameras in these classrooms. These kids cannot speak so I will be here every meeting speaking my three minutes to be their voice. We are their voice. Thank you.

Mr. ????: You have to do better Paterson.

Ms. Maritza Vargas: I came here on behalf of the school. As I see, there are more important things. We all here are parents and grandparents. When it comes to kids, we're going to talk. If we have to go higher, we're going to go higher. If we have to get the newspapers or the Board of Education in Trenton involved, I'm going to do it. You guys might go home and go to sleep, but these parents cannot. I cannot knowing that my grandkids are going to be divided. They found a 20-year-old kid dead in the mountains. When we were in the meeting that day, that mother was crying for her child because no one was looking for him. What are we going to do? Are we going to have our kids kidnapped because you want to do what you want to do and not involve us? It's not going to happen. There's no way. It cannot happen. I'm going to stand behind these parents because I work with autistic kids. It's sad that she has to cry. We tried to call all of you, and we didn't get a phone call back. Thank you. You are a man of your word. It takes a lot. Anybody can sit here and get the money but not work for the people. That's okay. There's somebody up there we're going to have to be accountable to. The day is going to come when we're going to be responsible to god. Pray that none of these kids happen. You are not going to sleep at night. Your conscience is not going to let you sleep.

Ms. Greta Mills: We sit here and wait, and you wouldn't let her speak. I'm so glad parents are here. As a teacher, I'm so glad that they're here. You should have allowed her to speak. I come to these Board meetings, and we sit and listen for hours. You saw all these people here and you didn't even take the time to say let's revamp what we're going to do because we have a lot of people, and we want everybody to get a chance to speak. Don't say you want them here and when they get here because she didn't know to sign a paper, you're not going to allow her to speak. That's sad. There are a bunch of kids who are failing. It's because I have said that you need to get those supervisors back in the classroom. You want to fix the situation? Put the supervisors back in the classroom. Put the data people back in the classroom. Put the math coach back in the classroom. Put the reading specialist back in the classroom. Make the classrooms

smaller. I asked this whole Board please don't move the second-grade teacher into the third grade class. You did it anyway. Now this woman is a second grade, has all the kids, and didn't even get preps on top of that. Then you have the administrators coming at her and you don't want to have sympathy for teachers who have to move and all the stuff that has to be done. It's a burden on the teachers and the students, but no one cares about that. I come here and I ask you not to do it. How do you think a teacher is supposed to handle all those students if it's a failing school and a failing district? Take this building, shut it down, and put everybody back in the classroom. Put your small class sizes until we can get all the students at the level that they're supposed to be at. That's what you need to do with the money. You sit here and spend money on a basketball court, field, Hinchliffe Stadium, and everything else. You should spend some money on putting teachers in the classroom and we have no money. When you come, you get budgeted, and you keep putting money into all the higher ups. What do we need a supervisor for if we're going to sit here and have Inspire people? For what? Put people in the room. If you don't want to teach, you have to go. You want small class sizes. I hope all of Paterson teachers and parents come here and then maybe you will make that move. I asked and you moved her anyway.

Councilman Michael Jackson: Hello, everyone. I want to take my hat off to School No. 24. They have always been a very spectacularly performing school. The presentation that they gave was phenomenal. I truly think it was in poor taste. We're going on 10:00 o'clock now. You have students that are still here. You guys let the community sit through almost 45 minutes to an hour of programming that you could have revamped. First of all, there are many of you up there that I respect greatly. Please don't take this chastising personally, but it has to come. Brother Nieves, I was given some information by a parent. I heard the actual recording. There are many people who are potentially mistaken. I have a great deal of respect for you, and I think that you possibly may not mean it in this way. There are a lot of people who are mistaken that your comments about having pork and dessert for peach cobbler as being racially driven. I think you should go back to the last recording. In fact, I'll make sure I get a hold of it and send it to you. It's very important. Brother Gonzalez, you and I have sat on many different issues before and I have to do this. You have completely disappointed me today. Your head is down when the public is here. I understand you have business to take care of. You have things to sign. Your head is down the entire time that people are here addressing you. You're watching too many council meetings brother. This is not how things are supposed to go. The public's concerns should be taken very seriously, and they should be taken first. I'm not at all surprised. What I am disappointed about is the commentary from various members saying that they won't let you. They work for you. You have been chosen by the community. They work for you. They don't dictate how this meeting is ran. You guys do. If the President is holding it the wrong way, you guys voted the President in. He shouldn't be there if you guys don't understand how this meeting is supposed to be ran. I'm not at all surprised because three years ago I had a meeting with you. My kids have been out of the district over two years. It took me four months to get a meeting with you. It took you coming to City Hall at a Black History Month program or Hispanic Heritage Month program for me to say, "Ms. Newell, why can't I get a meeting with you?" I'm elected, so I'm not surprised that members of the community can't get a meeting with you. I met with you and you brushed the issue off. Therefore, I took my kids out of the district. This is very disappointing. You are not holding her accountable. For a \$280,000 salary she should not be here. If a child comes here and goes to the hospital, I saw it on social media. I had to track the girl's number down. You're telling me somebody from the staff still has not been to visit with this young lady? It's weeks later and we don't know what happened to this young lady? It's very disappointing. I know the time has ran out and I appreciate the courtesy. Brother Gonzalez, I've heard this come out of your mouth. There's no parent

participation. They're here tonight. If you want to know why people in this city choose not to participate, it's because they feel as if their voices are never heard. I'm extremely impressed. I was brought to tears by some of the young people coming to this podium showing you that there is a model that is already working. I totally agree with them. Where's the data showing that this new model is going to work? Some of you obviously aren't considering this. Some people have gotten offended by people's commentary saying my children are afraid. There's definitely a serious real gang problem in this city. You're going to be busing kids from one side of town to the other without even having the consideration that there's a potential gang problem and there's going to be bullying. This is real. This is a real situation here. Every day we have violence and you guys are not taking it serious. I'm sitting here and I feel as if nobody is concerned or hearing what these parents have to say. There should be a planning meeting in place to say what do the parents feel is the best situation for their children. No child is going to perform well if they feel as if they're under duress. No child is going to perform well if they're not comfortable in their environment. Lastly, I haven't heard one person come here and speak on behalf of your plan. Everybody is speaking against it. I'm not very well-versed in it. I had meetings with parents and parents calling me here. I can tell you their concerns need to be heard first, not by somebody who doesn't live in this community making almost \$300,000 a year.

Mr. Eddie Olivares: Good evening everyone. I'm ex-Commissioner of the Board of Education. I was in your shoes some years ago. Listening to a lot of the people who came to speak here tonight it appears as if things are getting worse instead of better. The last time I was on this microphone I said that same exact thing. The district was worse off when I ended my stay on the Board than when I started. I was so disappointed. I'm going to give you two examples of the idiotic decisions that are made by this Board. I was so disappointed, I decided not to even run. The first example I want to talk about is Hinchliffe Stadium. \$110 million we spent on Hinchliffe Stadium. That's a lot of money and the people of Paterson are getting nothing for it. We still don't know how the money was spent. The city doesn't benefit one bit from \$110 million. It appears as if we did it only to please the Mayor. He was the one who wanted that program. The Commissioners at the time bent over backwards to please him. It's very disappointing. The second example I want to talk about just to show the stupidity that goes on this Board is when we approved a budget. From that budget we removed an item of \$2,000. That money was to repair musical instruments for the kids. We didn't have the money to fix those instruments. \$2,000. That same year, we approved a \$33,000 pay increase for the then Superintendent Eileen Shafer. Listen to how idiotic this is. We don't have \$2,000 to fix the instruments for the kids, but we have \$33,000 to give the Superintendent a raise. It is mind-boggling. I was so disappointed that I decided not to run. I did not want to be a part of that group because we were not doing anything to better the situation for the district. It was so disappointing. When I first got on the Board, the main concern of the other Commissioners was chairing committees. That was the big thing. That's the only thing that we seemed to be concerned about at the time. I feel and a lot of people here feel that the reason that we wanted to chair those committees was because we were able to make backroom deals with companies where the Commissioners themselves benefitted from them. Thank you.

Mr. Abdalrahman Alhudari: I'm a student at School No. 9 who plays for the basketball team. I'm part of the Junior Honor Society and the Peer Counseling Program. I want to talk about how the middle school model will add unnecessary stress to students' lives. Growing up is already stressful enough. We have to balance schoolwork, friendships, extra-curricular activities, and family responsibilities. The last thing we need is to be pulled out of a school we're used to and thrown into an unfamiliar place right in the middle of everything. Right now, we only have to transition once from eighth grade to

high school. If you change to the middle school model, we will have to go through two major transitions – once in sixth grade and again in the ninth grade. Each transition comes with new rules, new people, and new stress. Why make things harder for students? Why add extra anxiety to an already overwhelming time in our lives? We need few distractions so we can focus on learning and growing, not more changes that make things harder. Please, let us have time to grow in a familiar environment before high school. Thank you.

Ms. Tamimi Alhudahi: I'm here to ask you not to change our school to the middle school model. Right now, our school gives us stability. We stay in the same building with the same teachers and grow with the same classmates. If you switch to a middle school model, students will have to leave behind the elementary schools just as we're getting comfortable and before we mature enough to handle such a big change. Imagine how hard it would be to start over in a new school in sixth grade. Friendships will be disrupted, students will have to learn new routines, and we will lose the strong relationships we have with the teachers who have guided us for years. These relationships are important, not just for learning, but also for emotional support. Many students already struggle with anxiety and self-confidence at this age. Forcing us into a whole new school environment will only make it worse. Please think about the emotional wellbeing of students. Stability is key at this stage in our lives. Thank you.

Mr. Hallah Lousi: I'm currently at School No. 9 and I'm in seventh grade. I'm also in the National Junior Honor Society. I want to remind you of all the great things about our current k-8 model. Right now, we are part of a school community where we feel safe and supported. Younger kids look up to us and we feel a sense of responsibility to be good role models. Teachers know us for years, not just a couple of months, so they understand our strengths, struggles, and personalities. This helps them support us, not just as students, but as people. A middle school model would take all of that away. Instead of being part of a tight knit school, we would be thrown into a place where we're just another student in a sea of kids. We would lose our leadership opportunities, our connections with teachers, and the comfort of a school that feels like home. If a k-8 model is already working, why change it? Instead of making students adjust to a middle school, why not invest in making our current schools even better? Let's keep what makes our school special. Thank you for your time.

Mr. Mahmoud Hallah: I'm asking you to reconsider the middle school model because it will negatively affect our education. Studies show that students who transition to a middle school setting often experience a drop in academic performance. Why? Because instead of focusing on learning, we will be spending our time adjusting to a new school, new teachers, and everything that's new. Right now, we're used to our learning environment where teachers know us and can understand how to help us succeed. In a middle school model, we will have to start from scratch, figuring out new classroom expectations, new teaching styles, and new routines, all while dealing with the pressures of growing up. Students in districts with a k-8 model actually perform better than in math and reading compared to those in middle schools. If our goal is to succeed academically, why change something that works? Let's keep students where they are already learning and thriving. Thank you.

Ms. Maria Rosario: (Spoke in Spanish) I'm simply here to ask a question. I belong to the PTO at Dr. Hani. On February 19, we had a meeting at the school over the changes because we were not aware of what was going on. That day, someone by the name of Danny Gonzalez presented, supposedly, the brother of Eddie Gonzalez. He has a daughter at the school named Amy. He went over there to boycott our meeting to let us know what was going to happen. We also would like to know why when we try to speak

through social media were cancelled out. We would probably have more parents here, but every time we try to speak about what's going on and inform each other on what we want, we are blocked, and they don't let us speak. I know that we have spoken a lot about the same thing, but I also have two children. One of my children stays in school and the other comes home. How am I going to beat the traffic to go pick up my daughter? Thank you very much and I hope you take consideration of what we're saying to you today.

**It was moved by Comm. Ramirez, seconded by Comm. Rosado that the Public Comments portion of the meeting be closed. On roll call all members voted as follows:**

Comm. Freeman: Thank you, parents, for coming out. The way you move things and get things happening is by being present and doing just what you did tonight. I appreciate you all. Thank you and yes.

Comm. McCall: Parents, this is what I've been waiting for. Tonight, you showed me that when it comes down to really coming out and when the issue is real enough for you to feel the impact, that you will show up. Please don't let this be the only time. We need you just as much as you think you need us. Tonight, you made a lot of statements that gave me hope. I was about to give up on this Board because I felt helpless. Tonight, you energized me. My vote is yes.

Comm. Nieves: Yes.

Comm. Ramirez: Yes.

Comm. Rashid: Yes.

Comm. Rosado: Yes.

Comm. Teague: Just based on listening to the concerns of the parents tonight, this needs to go back to the drawing board. Whenever you make any decision, you have to consider the people who are going to be most impacted. Even though I'm hearing there were millions of dollars spent, were those millions of dollars including the parents? Were any of those plans and projects including the parents? I know this happened in 2020-2021. During that time, everybody was in their homes. Nobody was really paying attention to what was going on because we were all under it. We were either losing relatives and loved ones, trying to find ways of putting food in our house, or trying to find ways to survive. This was not fair. I'm sorry the way this was done. That's just what I'm going to say. My vote is yes.

Comm. Gonzalez: Yes.

**The motion carried.**

Comm. Gonzalez: Unfortunately, they don't understand what we just voted for, which is just to close the Public Portion. It wasn't to vote on anything related to any schools. It's a formal process to close Public Portion. There were presentations that we postponed. We're going to have to reschedule those presentations for the following meeting, which is Item E. Are we going to have time to do that tonight?

**It was moved by Comm. Ramirez, seconded by Comm. McCall that the presentation on the 2025-2026 Special Education Programmatic Changes be**

**pulled from the agenda and be considered at the following Board meeting. On roll call all members voted as follows:**

Comm. Freeman: Yes.

Comm. McCall: Yes.

Comm. Nieves: Yes.

Comm. Ramirez: Yes.

Comm. Rashid: Yes.

Comm. Rosado: Yes.

Comm. Teague: That particular presentation should be done in front of the public in-person. I'm speaking as a father of a 16-year-old non-verbal autistic child. That model or whatever is going to be discussed about changing the special education programming should be discussed in front of the parents, especially the parents who have children with IEPs. That should be done. I do understand why this is being done, so I'll agree to it. For the purpose of what's being done here tonight, I'll vote yes.

Comm. Gonzalez: Yes.

**The motion carried.**

Ms. Coy: For clarity, the presentation is going to be done in-person for the parents. Tonight was just a presentation so the Board can know what I'm presenting to the parents. It has the dates. Every parent that is going to be a part of this transition, which are the parents of children with autism who are self-contained, are going to have an information session with me personally on Saturday virtually. They're going to get an email to log into a Google Meet and do sessions with me. Then they will come in-person on the 11<sup>th</sup> at School No. 2 from 4:30 to 6:30. On the 12<sup>th</sup> we're going to do a Board presentation virtually and on the 13<sup>th</sup> at MLK again from 4:30 to 6:30. Then another presentation virtually to make sure nobody is missed on March 17.

Comm. Teague: Can you send me those dates again so I can blast it out?

Ms. Coy: The back page of the presentation has the dates and locations. This presentation was just to let the Board know this is what I'm going to be sharing with the parents. There are 240 students that we are referring to. It's not districtwide. If you want, I can send you a link to participate on Saturday. Thank you.

Comm. Gonzalez: The presentation she was going to give, we all have already. If you have questions, you can ask.

Comm. McCall: I just wanted to get the link.

Comm. Gonzalez: Just for clarification, that is going to be presented to all the parents. They just wanted to introduce it tonight to the Board members. In reference to the middle school model, I know some of you have heard it. I know some of you disagree with it. It's a resolution that was already passed back in 2021. Most of us weren't even here at the time. In 2021 this came up for a vote and it was approved by the Board that sat here that year. It was forwarded over to the Department of Education, who signed

off on this plan that the district school district is now being held accountable for. This is a middle school model that not only was voted in 2021 but was already being implemented since 2013. This is not a new thing. I understand from conversations with a lot of parents that there is a lot of misinformation and some we heard tonight. Unfortunately, it's led by individuals that sometimes want changes but don't understand the process or what's really going on. We as Board members are not voting on anything related to the middle school model. There's nothing for us to say yes or no to. This has already been approved by the Department of Education. There's been movement already by the school district for years to prepare the next schools to be retrofitted and budgeted to make sure that this happens. There are other schools that are going to follow. What I've learned in this process from parents is that at that time certain communications may not have gone out. The Superintendent was not here at that time either. You have a lot of new Board members and a new Superintendent understanding now from parents that you didn't get certain communications. We talked about this at length because we knew there were going to be a lot of these issues. Because I've spoken to parents personally, a lot of the arguments I've heard already. We're going to have a community forum with staff members to talk about all the ideas and things that were already brought up as it relates to logistics. I've heard things about busing and some statistics that weren't accurate. That's okay because people get their facts from wherever they get them from, whether it was a newspaper or whatever. I didn't say which information. There were a lot of people who spoke and there were a lot of things happening. I promise you; I'm all for community engagement. But the reality is there is a process. If you don't understand the process that's already in motion, I understand that it's hard to swallow. It's difficult for Board members to see all of you here. You want things to stay the way they are, but we have a responsibility also as elected officials to carry out the orders of what was already presented back then. We're going to have two community forums. The second one was added because we want to be respectful during Ramadan. Some people may not be able to attend the first one. The dates for this are Tuesday, March 11 at 5:00. This is going to be virtual so everyone can attend. The second one will be on Thursday, April 3, from 5:00 to 6:30 at Dr. Hani Awadallah School. That will be in-person. I think Ramadan ends prior to that. There's no decision to make. This is the misunderstanding. This is not going to be a dialogue. I'm not going back and forth. There's a decorum and parliamentary procedures that we have to abide by. When we're sworn in here, we have it follow order. I gave everyone an opportunity to speak and share their opinions, which is why this is a public forum. Everybody had a chance to speak for three minutes. We were even courteous to give extra time to individuals, especially speakers who weren't signed up or young individuals who wanted to say a few words. It's only going to be a meeting to talk about this middle school model. I heard a request for stats as to how it benefits the students. That was presented at previous meetings as well that you didn't attend. It's posted and it's also online. In reference to someone mentioning that my brother attended the meeting, he attended, not because he's my brother, but because like many of you he's the parent of my niece. I'm sorry, I'm speaking. This is not a dialogue. The fact that he was there has nothing to do with me. He is a parent of a child who's also being impacted just like you. She has to leave from Hani Awadallah to go to School No. 9. There's nobody else more impacted on this Board as it relates to a relative. That's my niece that I treat like my daughter. She's been impacted. She cried and I had to sit and explain to her the situation and also to my brother because he wanted to know the facts. You weren't there. This is me and my brother speaking. I presented the facts and that's what we're going to do with all of you who want to attend. I gave you the two dates. You'll get the same information, so you better understand the process. There's nothing to vote for. It was already done. I do want all of you to participate and hear out our staff members who have the specific information that you have already requested.

## **Budget Introduction**

Ms. June Gray: Good evening. I wanted to give an introduction about the budget discussion we have had in fiscal committee. We have also met in executive session talking about the budget. I want to move forward so that we can make decisions tonight or at a later date of where we're going. I want to update everyone on where we are. Given the complexities of where we are with today's concerns, revenue being short, and the federal funds, the current budget requires us to make some difficult decisions. While we strive to provide the best possible education for our students, we must also be fiscally responsible. My immediate focus will be on identifying areas we can trim expenses without compromising our core academic programs. This may involve some uncomfortable choices, but it's essential to our long-term financial stability. Cost-cutting alone is not a sustainable solution. Tonight, I want to go through the budget process, where we are on our progress, the highlights, challenges, next steps, and some takeaways. We've had our departmental meetings. They have been successfully completed. We focused on key priorities, assessing our needs, aligning our goals...

Comm. Gonzalez: I'm sorry. Comm. Freeman, can you please talk on the side. We can't hear June. We need the Commissioners in the back to come into the meeting. We're not going to have a quorum if she steps off.

Ms. Gray: We have concluded our departmental meetings and focused on identifying key priorities, assessing our needs, aligning them with the goals, and discussing some potential savings. We've met with all the schools. We collected data. We gathered all the information to make sure that our administrative and instructional needs are met. State aid has been secured. That provides a crucial source for fund to help address the budget deficit. We have received the charter school enrolment numbers. We are still in the process of doing budget reductions. We're doing various strategies to reduce the budget deficit. We're looking at filling vacancies, restructuring positions, optimizing our resource allocations, and still identifying areas for more cost-savings. For 2025-2026, we received \$35 million in state aid versus the \$54 million that we received in 2024-2025. That's \$19.2 million less than what we received for 2024-2025. That's where we talk about structural deficit, where our revenues aren't increasing as much as our expenses. In this budget we are using our reserves and surplus. The district is contributing \$28 million of its own savings to go into this budget. Charter schools for next year is at \$160 million and we have \$1.4 million for preschool. Just to give you a visual illustration of state aid, you can see over the years it's been incrementally going up. You can see from 2024-2025 it's \$54 million, going down to \$35 million. We're starting on a slow decline. You will see increase of aid going up and next year it's coming down to \$35 million. Charter school costs and enrolment over the years has grown. We were at \$147 million this year. Next year we're going up to \$160 million. That's a \$12.6 million increase that we have to absorb in the budget. Our projected revenues and expenses – you have seen this slide multiple times. We have showed big deficits and have steadily been starting to decrease that. When we received our state aid along with the charter school numbers we updated to reflect all the savings that we have implemented thus far. At 2%, which we requested, we still have to identify \$16.6 million. At 4%, \$15 million. At 6%, \$13 million. It goes on at a 2% incremental of \$1.5 million. We are still working hard to chip away at this, and we will do that over the next couple of weeks until we finalize the budget. I'm going to need some direction and guidance from the Board as to what you guys agree on as we move forward. That's going to be a key thing for us as we move forward so we know exactly how much we're looking for. It will be helpful as we move forward. The next screen is helpful to identify and let you know incrementally how much the tax impact will be. I showed from 2% to 12% incremental what the change looks like. The challenge that we face is the budget

gap, identifying further reductions without compromising the quality of education. That's where we are right now. We've cut as much as we possibly can and now we're looking into taking a deeper dive to see what else we can cut. The tax levy on the budget deficit is important because without a clear decision on the percentage it becomes very difficult to address the deficit effectively. Controlling inflationary costs. We've reviewed and adjusted contracts. We sought bids for goods and services using our buying power. We're prioritizing our spending. We have contributed \$28 million of our own dollars. Relying on this surplus and withdrawal from our reserves provides temporary relief but is unsustainable if our funds are depleted. Next steps will happen over the next few weeks. We have to finalize closing the gap to produce a balanced budget. Then we have to input into the DOE software, which is very time-consuming for my team. We have scheduled community forums in case anybody has any questions, and we need to dive deeper into the budget. We want to schedule that for Monday here at 5:30. The flyers should be out and we're going to post them on the website. That's for anybody. We're going to do it hybrid so that we can have discussions and anybody can ask questions. The preliminary budget presentation I can do at the next Board meeting. We should be balanced at that time. We have to provide the final budget document on the 14<sup>th</sup>. I'm looking to have the special meeting that Monday. That will require a vote for the preliminary budget before I can submit that to the county on the 19<sup>th</sup>. That is a drop-dead date. We can't adjust that date any longer. It has to be hand-delivered and soft copied to the county on the 19<sup>th</sup>. Some key takeaways – we have a heavy reliance on state aid, the largest funding source that we have at \$618.6 million. That does not increase from year to year enough to cover our increased costs. That aid constraints our district's budget flexibility. Charter school costs are over 20% of our total spending. That's a significant budget factor. Salaries and benefits approach \$375 million, nearly half of our spending. Controlling our costs is what we're doing right now. We're looking at positions and we're restructuring. We are bound by a collective bargaining agreement. The persistent gap is a challenge. Even though the gap narrows with the 2% incremental tax levy change, the district still projects a deficit, and more cuts have to be identified. As I stated, use of the one-time funds with \$20 million excess surplus that we generated from 2023-2024 and the \$8.6 million in capital reserve. These are one-time limited reserves and relying on the repeatedly is unsustainable may be completed. That's it for me. Are there any questions?

Comm. Teague: For the 2021-2022 school year New Jersey received almost \$3 billion in federal funds. Given what we're dealing with now, and I know it hasn't been talked about a lot publicly, what are we looking at this year? Have you even heard anything yet from the Department of Education?

Ms. Gray: He gave the Governor's address, and he said it was equitable. If you look at what other districts have gotten, he leveled it at 6%. He said this was the largest that they had given.

Comm. Teague: That's statewide. I'm talking about federal.

Ms. Gray: We don't know. That's still up in arms. I think that's pending depending on what they decide even with the Department of Education. We have not heard anything.

Comm. McCall: Comm. Teague, the question that you just asked, when I was in Washington at a conference they talked very heavily about districts being prepared when federal cuts were going to come. Even while we're in this process of putting our preliminary budget together, we need to look at some of the federal funding that we're getting. Do you know when you budget you say maybe I will get an extra couple of dollars or maybe there won't be any overtime? I think we need to keep that in mind. He was saying that the federal level of funding for schools is really going to have to be

looked at. At any time, we could be hit with the fact that they may be rescinding our funding, and we won't be able to be sustainable because we normally rely on those dollars. As we're talking about this budget, I think we need to get a clear number of how much federal funding we receive so that we can have an idea. If those cuts come, what we will be looking at as a difference in our budget? What we're dealing with on a federal level is really hocus pocus. You're waiting for the spell or whatever is going to happen to happen. I'm glad you brought that up because that was going to be my report about going to that conference. Financially we have to be mindful.

Ms. Gray: We do. Unfortunately, the federal awards come out after the budget cycle in May. We're completed with the budget, but we won't really know our awards. We're planning for them and we are relying on them.

Comm. Ramirez: Can we get an itemized list of all the proposed cuts? I know the last time I was on the Board we were given a whole list for the Board to consider.

Ms. Gray: I have what we have done so far.

Comm. Ramirez: If you could research that prior list and compare it to the needs. Give us a list of recommendations so that as we're considering making cuts, approving cuts, or giving you direction we can have that list in front of us. As a Board then we can make better decisions on what things we do and don't want to cut.

Ms. Gray: I have prepared the list and I can provide it to you.

Comm. Gonzalez: Any other questions? Thank you so much for the presentation. I know there's a lot of work done by your staff and yourself. Thank you all for continuing to look at every line item in every budget in every department to find where we can save to try to balance this budget. There is still some work to do, but I think we are getting very close to that.

Comm. Ramirez: The Governor introduced a budget, but the legislature needs now to do their part. We still have to advocate our senator and assembly people to do the right thing. If we got \$54 million last year, we need to advocate for them to get us as close as possible to that number again so the decisions we make do not affect their constituents in the same way that we're planning on the affecting them. We need to make those calls.

## **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 March 5, 2025, beginning with check number 246937 and ending with check number 246941, along with direct deposit numbers 2365 through 2388, in the amount of \$9,854,432.81, and wires in the amount of \$480,280.93, for a total of \$10,334,713.74; 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 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 March 5, 2025 Board Meeting.

### PERSONNEL

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

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

#### **A. POSITION CONTROL ABOLISH/CREATE**

**A1.** Action to transfer **PC# 415**, Teacher Grade 1 at School # 24 to 690 Department of Human Resources as a Teacher Grade 1.

**Account#** 15.120.100.101.024.000.0000.000

**A2.** Action is requested to assign PA Sub PC#'s for the following students:

**MG 5258765** at EWK (female aide requested new request) - **PC# 10000**

**JV 5229369** at PS #18 (female aide requested new request) - **PC#10040**

**EC 5259704** at MLK (new request) - **PC# 10041**

**KJ 5231757** at PS #28 (new request) - **PC#10042**

Transfer **PC #10727** from NSW to PS# 20 following Student **JT 5243940**.

Transfer **PC# 10810** from PS #27 to MLK following Student **KG 5227633**.

PC#'s are required to remain in compliance with IEP's. All requests have been verified against EdPlan, Infinite Campus and current PC list.

**A3.** Action is requested to assign PA Sub PC#'s for the following students:

**AP 5256315** at PS #13 (bilingual-Spanish speaking aide requested–new request)  
**10043**

**LWD 5268493** at PS #25 (new request) – **10045**

**MS 5263377** at PS #25 (new request) – **10046**

Assign PA Sub **PC# 10822** to Student **LR 5262761** at PS #5. This was a duplicate PC for student **IC 5210866**. Assign PA Sub **PC# 10777** to Student **RB 5253242**. Previous student assigned to this # (**JS 5248115**) moved to Detroit, MI. Transfer PA Sub **PC# 10012** from AHA to PS #20 following Student **AG 5237181**. PC#'s are required to remain in compliance with IEP's. All requests have been verified against EdPlan, Infinite Campus and current PC list.

**B. SUSPENSIONS- N/A**

**B1.** Action to suspend with pay **Omar Khalil (PC# 3026)** from his position as Teacher Social Studies at International High School effective immediately through Monday, March 3, 2025 and return to work Tuesday, March 4, 2025.

**C. RESIGNATION/ RETIREMENT**

**C1.** At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below Noncertificated Employee resignation with the respective effective dates for the 2024-2025 school year. Employee: **Daniel Juan** Resignation effective April 13, 2025.

**D. TERMINATIONS**

**E. NON-RENEWAL**

**F. LEAVES OF ABSENCE**

**G. APPOINTMENT**

|           | <b>Last Name</b>  | <b>First Name</b> | <b>School/Location</b>      | <b>Title</b>                        | <b>Salary</b>                    | <b>Reason</b>   |
|-----------|-------------------|-------------------|-----------------------------|-------------------------------------|----------------------------------|-----------------|
| <b>G1</b> | Brown             | Jade              | School #2                   | Personal Aide to Student JZ 5247741 | \$37,036.00                      | filling vacancy |
| <b>G2</b> | Cruz de Rodriguez | Maria C.          | Department of Food Services | Substitute Cafeteria Worker         | \$15.49 per hour                 | filling vacancy |
| <b>G3</b> | Londono           | Jessica           | PS 5                        | Teacher Bilingual                   | \$61,670.00                      | filling vacancy |
| <b>G4</b> | Melendez de Mora  | Winifer           | Department of Food Services | Substitute Cafeteria Worker         | \$15.49 per hour                 | filling vacancy |
| <b>G5</b> | Rodriguez Sanchez | Ricardo           | Department of Food Services | Substitute Cafeteria Worker         | \$15.49 per hour                 | filling vacancy |
| <b>G6</b> | Rodriguez Velez   | Laura             | School #1                   | Cafeteria Monitor                   | \$12,392.00                      | filling vacancy |
| <b>G7</b> | Sanchez Suero     | Loreilys          | Department of Food Services | Substitute Cafeteria Worker         | \$15.49 per hour                 | filling vacancy |
| <b>G8</b> | Scotland          | Anora             | School #6                   | Teacher Special Ed Autism           | \$67,585 + \$700 long = \$68,285 | appointment     |

**H. TRANSFERS**

|    | Last Name | First Name | School/Location  | Title                                    | Salary    | Reason                           |
|----|-----------|------------|------------------|--|-----------|----------------------------------|
| H1 | Alvarez   | Alysia     | School # 24      | Teacher Grade 2                          | no change | restructuring                    |
| H2 | Ashley    | Steven     | School # 20      | Teacher Grade 4                          | no change | transfer                         |
| H3 | Bursac    | Simone     | International HS | Teacher Phys Ed/<br>Health               | no change | transfer                         |
| H4 | Correa    | Jose       | EWK              | Principal                                | no change | transfer                         |
| H5 | Hernandez | Nicolette  | School # 20      | Teacher Grade 3                          | no change | transfer                         |
| H6 | Nelson    | Kendrick   | PS 25            | Instructional Aide<br>Sped. LLD          | no change | transfer                         |
| H7 | Watson    | Lisa       | School # 24      | Teacher Grade 5<br>Science               | no change | restructuring                    |
| H8 | Williams  | Barbara    | PS 20            | Personal Aide -<br>Student ARG<br>524604 | no change | change of<br>student<br>coverage |

**I. RECALL FROM RIF**

**J. LEAVE REPLACEMENT**

**K. DISTRICT/SCHOOL PROGRAM HIRING - N/A**

**K1.** Action is requested to add four (4) teachers substitutes at International High School for Full Service Community (FSCS) After School Programming from November 2024 – December 2024. Posting # 10155.

2A.460.100.101.815.053.0000.001

4 Teachers x 5 hours x \$35/hour = \$700

**Digna Perez, Ivan Rosa, Patricia Brown, Breanna Walker**

**Account#** As Listed Above  
needed

Not to exceed: No additional funds

**K2.** Action to appoint **Jessica Scafe and Sheilee Chocolatl** as Grant Administrators for the Paraprofessional Grant Program at a rate of \$45 per hour, for a combined total of up to 75 hours not to exceed \$3,375. Appoint **Jennifer Del Conte** as the Substitute Grant Administrator to provide support as needed at the same rate from the remaining hours as needed.

**Account#** 20.437.200.100.690.000.0000.002

Not to exceed: \$3,375.00

**K3.** Action to pay **Atondra Friday** as the administrator for the Afterschool Tutoring Program at JFK. The program will commence January 2025 – April 2025 not to exceed 70 hours. Program will run Monday – Thursday 1 hour per day.

**Account#** 15.421.100.101.307.053

Not to exceed: \$2,800.00

**L. STIPENDS**

**L1.** Action to appoint the following two staff members as Teacher Coaches.

**Jacqueline O'Connor and Marie Scott.**

February 24, 2025 – May 30, 2025 \$50.00 an hour/ \$1,000 stipend per person.  
**Account#** 20.043.200.100.313.053.0000.003

**L2.** Request to hire **Jamal Slappy** as strength and conditioning Coach / **Job ID: 10566** beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Account#** 15.402.100.100.051.053.0000.000                      Not to exceed: \$2,948.00

**L3.** Posting Request #10671 Flag Football to hire the following 2025 Spring Sports JFK Flag Football.

Head Coach – **Ronald Jackson** to be paid the total amount of \$3,000.00

Assistant Coach – **Deykari Mims** to be paid total amount of \$1,500.00

Spring Sports to begin March 15, 2025 – June 15, 2025 to be paid on 6/15/2025.

**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$4,500.00

**L4.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Chaheen Payne** Job ID: 10572 Assistant Spring Track Coach (Girls) - Step 2/ Stipend \$6,984.

**Account#** 15.402.100.100.051.053.0000.000                      Not to exceed: \$6,984.00

**L. STIPENDS (CONT.)**

**L5.** Action is requested to pay an hourly stipend for fifteen (15) teachers at International High School, Eastside High School and School 10 for Professional Learning Communities (PLCs) as approved in the Full Service Community Schools (FY23) Grant for up to and not to exceed fifteen (15) hours per teacher at \$35/hr from January – June 2025. Posting# 10151 15 teachers x 15 hours x \$35/hr = \$7,875

Teachers

|    | <b>Staff Name</b>    | <b>Location</b> | <b>Position</b> | <b>Hourly Rate</b> |
|----|----------------------|-----------------|-----------------|--------------------|
| 1  | Avella, Herlan       | Eastside HS     | PLC Teacher     | \$35/hour          |
| 2  | Cepeda, Rafaelina    | Eastside HS     | PLC Teacher     | \$35/hour          |
| 3  | Ileiwat, Amal        | Eastside HS     | PLC Teacher     | \$35/hour          |
| 4  | Montesino, Lizaida   | Eastside HS     | PLC Teacher     | \$35/hour          |
| 5  | Reed, Alexandra      | Eastside HS     | PLC Teacher     | \$35/hour          |
| 6  | Hardison, James      | IHS             | PLC Teacher     | \$35/hour          |
| 7  | Rayot, Douglas       | IHS             | PLC Teacher     | \$35/hour          |
| 8  | Thorton, Dorothy     | IHS             | PLC Teacher     | \$35/hour          |
| 9  | Walter, Jennifer     | IHS             | PLC Teacher     | \$35/hour          |
| 10 | Wirkmaa, Christopher | IHS             | PLC Teacher     | \$35/hour          |
| 11 | Baldwin, Sharon      | School 10       | PLC Teacher     | \$35/hour          |
| 12 | Ferrito, Diana       | School 10       | PLC Teacher     | \$35/hour          |
| 13 | Perez, Iris          | School 10       | PLC Teacher     | \$35/hour          |
| 14 | SCOTT, LATORIA       | School 10       | PLC Teacher     | \$35/hour          |
| 15 | Wilson, Audrey       | School 10       | PLC Teacher     | \$35/hour          |

**Account#** 2A.460.200.100.815.053.0000.001                      Not to exceed: \$7,875.00

**L6.** Posting request #10670 Outdoor Track and Field Spring Sports to hire the following 2025 Spring Sports JFK Outdoor Track and Field Girls Head Coach.

Head Coach Girls Outdoor Track & Field – **David Dupiche** \$10,172.00

Season to begin March 15, 2025 – June 15, 2025 to be paid 6/15/2025.

**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$10,172.00

**L7.** Request to compensate **Marcos Luna Castellano** for teaching a sixth period.  
\$4,500 annual stipend

**L8.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Nana Agyeman** Job ID: 10562 – Head Tennis Coach – Step 2 / Stipend \$8,764

**Salvatore Balsamo** Job ID: 10560 – Head Golf Coach – Step 2 / Stipend \$6,618

**Account#** 15.402.100.100.051.053.0000.000                      Not to exceed: \$15,382.00

**L9.** Posting Request #10699 Tennis (Boys) Spring Sports to hire the following JFK Spring Sports Coaches for the 2025 Baseball season.

Head Coach – **Mark Ferlanti** \$8,764.00 PEA stipend total for spring sports

Spring Sports to begin March 15, 2025 ends June 15, 2025 to be paid 6/15/2025.

**Account#** 15.402.100.100.307.053.0000.000                      Not to exceed: \$8,764.00

**L. STIPENDS / CONT.**

**L10.** Action is requested to pay an hourly stipend for FSCS After School Programming at IHS for supervisors, teachers and substitutes from January – June 2025. For the hours and stipend rates listed below. Posting # 10154 and # 10155.

2A.460.200.100.815.053.0000.001

1 Site Supervisor x 180 hours x \$40/hr = \$7,200

1 Supervisor Vice Principal x 20 hours x \$40/hour = \$800

2A.460.100.101.815.053.0000.001

5 Teachers x 162 hours x \$35/hr = \$28,350

| SUPERVISOR |                   |                                 |             |
|------------|-------------------|---------------------------------|-------------|
|            | Staff Name        | Position                        | Hourly Rate |
| 1          | VanderWende, Paul | After School Program Supervisor | \$40/hr     |
| 1          | Connie Lozada     | After School Program Supervisor | \$40/hr     |
| Teachers   |                   |                                 |             |
|            | Staff Name        | Position                        | Hourly Rate |
| 1          | Almonte, Jose     | After School Program Teacher    | \$35/hr     |
| 2          | Cope, Shamika     | After School Program Teacher    | \$35/hr     |
| 3          | Sanchez, Cynthia  | After School Program Teacher    | \$35/hr     |
| 4          | Santora, Scott    | After School Program Teacher    | \$35/hr     |

|     |                           |                              |         |
|-----|---------------------------|------------------------------|---------|
| 5   | Thornton, Doroth          | After School Program Teacher | \$35/hr |
| SUB | ALEA ANA                  | After School Program Teacher | \$35/hr |
| SUB | ALTOUS KHALED             | After School Program Teacher | \$35/hr |
| SUB | BIEN AIME EDRED           | After School Program Teacher | \$35/hr |
| SUB | BOLTON SUSAN              | After School Program Teacher | \$35/hr |
| SUB | BRACTEA BEY EUGENES       | After School Program Teacher | \$35/hr |
| SUB | BRIGGS RACHEL             | After School Program Teacher | \$35/hr |
| SUB | BROWN PATRICIA            | After School Program Teacher | \$35/hr |
| SUB | CACCAVELLA SHANNON        | After School Program Teacher | \$35/hr |
| SUB | CALATAYUD RUTH            | After School Program Teacher | \$35/hr |
| SUB | COHEN RYAN                | After School Program Teacher | \$35/hr |
| SUB | COLEY KIMINIE             | After School Program Teacher | \$35/hr |
| SUB | CRUZ MARTHA               | After School Program Teacher | \$35/hr |
| SUB | DEL CONTE ANDREW          | After School Program Teacher | \$35/hr |
| SUB | DETTORRE FRANCO           | After School Program Teacher | \$35/hr |
| SUB | DIAZ ANYELIS              | After School Program Teacher | \$35/hr |
| SUB | EKEH EMMANUEL             | After School Program Teacher | \$35/hr |
| SUB | FABOR CHRISTOPHER         | After School Program Teacher | \$35/hr |
| SUB | FRIEDMAN NANCY            | After School Program Teacher | \$35/hr |
| SUB | FULMORE SHERRY            | After School Program Teacher | \$35/hr |
| SUB | GERDES SARAH              | After School Program Teacher | \$35/hr |
| SUB | GONCALVES DAISY           | After School Program Teacher | \$35/hr |
| SUB | GORDON MICHAEL            | After School Program Teacher | \$35/hr |
| SUB | CURRIERI DAVID            | After School Program Teacher | \$35/hr |
| SUB | HAUSMAN CARL              | After School Program Teacher | \$35/hr |
| SUB | HEREDIA ALCIDES           | After School Program Teacher | \$35/hr |
| SUB | HERNANDEZ YISET           | After School Program Teacher | \$35/hr |
| SUB | JERMAN ERIN               | After School Program Teacher | \$35/hr |
| SUB | JIN HUASHU                | After School Program Teacher | \$35/hr |
| SUB | JOHNSON DANIEL            | After School Program Teacher | \$35/hr |
| SUB | KELLEY VALERIE R          | After School Program Teacher | \$35/hr |
| SUB | KHALIL OMAR               | After School Program Teacher | \$35/hr |
| SUB | KING STEVEN               | After School Program Teacher | \$35/hr |
| SUB | LIAN LASARACINA SUE ELLEN | After School Program Teacher | \$35/hr |
| SUB | LOZADA CONNIE             | After School Program Teacher | \$35/hr |
| SUB | MOLINA SARA               | After School Program Teacher | \$35/hr |
| SUB | MORA JULIO                | After School Program Teacher | \$35/hr |
| SUB | PEREZ DIGNA S             | After School Program Teacher | \$35/hr |
| SUB | PEREZ GALAN ASHLEY        | After School Program Teacher | \$35/hr |
| SUB | PUSTILNIK MICHAEL         | After School Program Teacher | \$35/hr |
| SUB | RAYOT DOUGLAS             | After School Program Teacher | \$35/hr |
| SUB | ROBINSON-JOHNSON ASHLEY   | After School Program Teacher | \$35/hr |

|     |                     |                              |         |
|-----|---------------------|------------------------------|---------|
| SUB | ROJAS GERMAN        | After School Program Teacher | \$35/hr |
| SUB | ROSA IVAN           | After School Program Teacher | \$35/hr |
| SUB | SCHLICHTING JULIANA | After School Program Teacher | \$35/hr |
| SUB | SENMAN ALI          | After School Program Teacher | \$35/hr |
| SUB | SEZEN TURKAN        | After School Program Teacher | \$35/hr |
| SUB | SIMEUS MARIE        | After School Program Teacher | \$35/hr |
| SUB | SPEER JENNIFER      | After School Program Teacher | \$35/hr |
| SUB | SYZ CHUAN-CHU       | After School Program Teacher | \$35/hr |
| SUB | TETTEH EBENEZER     | After School Program Teacher | \$35/hr |
| SUB | TOWNS WILLIAM       | After School Program Teacher | \$35/hr |
| SUB | WALKER BREANNA      | After School Program Teacher | \$35/hr |
| SUB | WALTER JENNIFER     | After School Program Teacher | \$35/hr |
| SUB | WIRKMAA CHRISTOPHER | After School Program Teacher | \$35/hr |
| SUB | WUNSCH DAVID        | After School Program Teacher | \$35/hr |
| SUB | YILMAZ DOROTHY      | After School Program Teacher | \$35/hr |

**Account#** As listed above

Not to exceed: \$36,350.00

**L. STIPENDS /CONT.**

**L11.** Action is requested to pay an hourly stipend for Additional Days of programming at Alonzo T. Moody Academy for Supervisors, Teachers, Instructional Assistants and Substitutes from January – June 2025, for the hours and stipend rates listed below.

1 Supervisor x \$40/hr x 25 hours = \$1,000

20.470.200.100.815.053.0000.001 Posting # 10484

1 Supervisor (Principal) x \$65/hr x 20 hours = \$1,300

20.470.100.101.815.053.0000.001 Posting # 10509

2 Teachers x \$35/hr x 45 hours = \$3,150

20.470.100.101.815.053.0000.001 Posting# 10509

2 IA's x \$25/hr x 45 hours = \$2,250

20.470.100.106.815.053.0000.001 Posting# 10487

**Supervisor**

|     | <b>Staff Name</b> | <b>Position</b>                | <b>Location</b> | <b>Hourly Rate</b> |
|-----|-------------------|--------------------------------|-----------------|--------------------|
| 1   | COOK WALTER       | ATM Additional Days Supervisor | ATM             | \$40/hr            |
| SUB | PAYNE NICOLE      | ATM Additional Days Supervisor | ATM             | \$65/hr            |

**Teachers**

|     | <b>Staff Name</b>    | <b>Position</b>             | <b>Location</b> | <b>Hourly Rate</b> |
|-----|----------------------|-----------------------------|-----------------|--------------------|
| 1   | JOHNSON KIMBERLY     | ATM Additional Days Teacher | ATM             | \$35/hr            |
| 2   | LEE CHARITY          | ATM Additional Days Teacher | ATM             | \$35/hr            |
| SUB | Pinches-Collum Susan | ATM Additional Days Teacher | ATM             | \$35/hr            |

|     |                       |                             |     |         |
|-----|-----------------------|-----------------------------|-----|---------|
| SUB | ALVAREZ VANESSA       | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | BLACK DARRYL          | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | CANALES RUTH          | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | CASILLA YSABEL        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | COLLINS SHAWN         | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | COOK WALTER           | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | CRISP PERCY           | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | DAVSON ALAN           | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | DESAI SANJAY          | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | DORINO GLORIA         | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | DOUGLAS LATOYA        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | GALLINA DIANNE        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | GLOVER CHALYCE        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | GRILES JUAN           | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | HUSSEIN DAOUD         | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | KORZINEK BRIAN EDWARD | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | KORZINEK PAMELA       | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | LOPEZ HORTENCIA       | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | NANNA JOY             | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | NELSON TRACYAN        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | PERSAD WINSTON        | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | RHODES MARY E         | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | VEAL BRIAN            | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | WALKER CJ             | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | WELYCZKO CHRISTOPHER  | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | WILSON CARLA          | ATM Additional Days Teacher | ATM | \$35/hr |
| SUB | WOMACK STEPHEN        | ATM Additional Days Teacher | ATM | \$35/hr |

IA/PA

|     | Staff Name       | Position                                    | Location | Hourly Rate |
|-----|------------------|---|----------|-------------|
| 1   | PEREZ EDWIN      | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| 2   | BUIE JERMARL     | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | BROWN RAHMANN    | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | CONSOLI NICHOLAS | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | DAVIS CHAMEKEA   | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | DICKERSON LESLIE | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | HIBBERT MICHELLE | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | SMITH NIKKI      | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |
| SUB | TYLER KASHIMA    | ATM Additional Days Instructional Assistant | ATM      | \$25/hr     |

Account# See above

Not to exceed: \$7,700.00

**L12.** Action is requested to pay an hourly stipend for ten (10) teachers and substitutes at Schools 10 and JAT for Curriculum Workshops for parents as approved in the Full Service Community Schools Grant (FY 2023) for up to and not to exceed fifteen (15) hours per teacher at \$35/hr from January – June 2025. Posting# 10153

10 Teachers 15 hours x \$35/hr = \$5,250

Teachers (10)

|     | Staff Name             | Location      | Position                    | Hourly Rate |
|-----|------------------------|---------------|-----------------------------|-------------|
| 1   | Baldwin, Sharon        | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| 2   | Castellitto, Dana Lynn | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| 3   | Chowdhury, Yasmin      | Joseph A Taub | Curriculum Workshop Teacher | \$35/hour   |
| 4   | Delacruz, Ana          | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| 5   | MIGLIORI, Christine    | Joseph A Taub | Curriculum Workshop Teacher | \$35/hour   |
| 6   | Mills, Greta           | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| 7   | Nahla, Nour            | Joseph A Taub | Curriculum Workshop Teacher | \$35/hour   |
| 8   | Palen, Sean            | Joseph A Taub | Curriculum Workshop Teacher | \$35/hour   |
| 9   | Torretta, Erin         | Joseph A Taub | Curriculum Workshop Teacher | \$35/hour   |
| 10  | Wilson, Audrey         | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| SUB | Bland, Jodi            | School 10     | Curriculum Workshop Teacher | \$35/hour   |
| SUB | SCOTT, LATORIA         | School 10     | Curriculum Workshop Teacher | \$35/hour   |

**Account#** 2A.460.200.100.815.053.000.001

Not to exceed: \$5,250.00

**L. STIPENDS /CONT.**

**L13.** 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 May 2025, at various schools, up to and not to exceed seventy-five (75) 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.

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

2 Teachers x \$35.00 an hour x 2 hours (PD) = \$140.00

|    | Full Name          | Location | Date Comp. |
|----|--------------------|----------|------------|
| 1. | Carnicella, Robert | 10       | 1/13/2025  |
| 2. | Ferrito, Diana     | 10       | 1/13/2025  |

**Account#** 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$5,390.00

**L14.** Action is requested to stipend the K-8 Afterschool STEAM Program (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 May 2025, at various schools, up to and not to exceed seventy-five (75) 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.

5 Teachers x \$35.00 an hour x 75 hours = \$13,125.00  
 5 Teachers x \$35.00 an hour x 2 hours (PD) = \$350.00

|    | <b>Full Name</b>           | <b>Location</b> | <b>Date Comp.</b> |
|----|----------------------------|-----------------|-------------------|
| 1. | Buscavage, Claudia         | 13              | 1/23/2025         |
| 2. | Bushman Lewandoski, Cheryl | 13              | 1/24/2025         |
| 3. | Chowdhury, Tahmina         | 5               | 12/19/2024        |
| 4. | Rosales, Wendy             | 21              | 1/09/2025         |
| 5. | Super, John                | EHS             | 1/15/2025         |

**Account#** 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$13,475.00

**L15.** Request to stipend staff members from School No. 24 to participate in PLC meetings held on Saturdays. The PLC meetings will be held on Saturdays for three (3) hours for twenty (20) Saturdays from November 2024 to June 2025. **Natalie Puente**

1 Teacher x \$35.00 an hour x 3 hours x 20 Saturdays = \$2,100.00

**Account#** 20.238.200.100.653.074.1024.001 Not to exceed: \$2,100.00

**L16.** Posting Request 1066 Boys Volleyball JFK Spring Sports to hire the following JFK spring sports coaches for the 2025 Boys Volleyball Season.

Head Coach – **Michelle Howe-Lyde** \$10,172.00 as per PEA contract

Assistant Coach – **Marquette Burgess** \$6,984 as per PEA contract

To begin March 15, 2025 – to end June 15, 2025 to be paid 6/15/2025.

**Account#** 15.402.100.100.307.053.000.0000 Not to exceed: \$17,156.00

**L. STIPENDS /CONT.**

**L17.** 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 parent and family engagement.

Staff members are to be stipend as follows:

- Principals at \$65.00 an hour
- Vice Principals at \$40.00 an hour
- Supervisors at \$40.00 an hour
- 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. |
|---|------------------|------------|-------------------|------------|
| 1 | Dargal, Mustapha | Supervisor | Academic Services | 1/27/2025  |

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

**L18.** Request approval to hire **Curtis R. Guillian** as an assistant spring track coach / JobID: 10571 beginning March 10, 2025 through June 15, 2025. Note: Dates are subject to change per NJSIAA guidelines.

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$6,432.00

**L19.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Edward Hamilton** Job ID: 10563 – Head Spring Track Coach (Boys) – Step 2 / Stipend \$10,172.

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$10,172.00

**L20.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Robert Black** Job ID: 10565 – Head Volleyball Coach – Step 2 / Stipend \$10,172

**Jay Hagedorn** Job ID: 10573 – Assistant Volleyball Coach – Step 2 / Stipend \$6,984

**Christopher Ziolkowski** Job ID: 10573 – Assistant Volleyball Coach – Step 1 / Stipend \$6,432

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$23,588.00

**L. STIPENDS /CONT.**

**L21.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**James Magazine** Job ID: 10561 – Head Softball Coach – Step 2 / Stipend \$10,172.

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$10,172.00

**L22.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Brandon Pilgrim** JobID: 10568 – Head Flag Football Coach – Stipend \$4,473

**Nikki Smith** JobID: 10574 – Assistant Flag Football Coach – Stipend \$2,973

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$7,446.00

**L23.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.

**Chamekea T. Davis** JobID: 10564 – Head Spring Track Coach (Girls) – Step 2 / Stipend \$10,172

**Roger Sangster** Job ID: 10572 – Assistant Spring Track Coach (Girls) – Step 2 / Stipend \$6,984

**Account#** 15.402.100.100.051.053.0000.000 Not to exceed: \$17,156.00

**L24.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.  
**Leslie Dickerson** Job ID: 10570 – Assistant Softball Coach – Step 2 / Stipend \$6,984  
**James Favors** Job ID: 10570 – Assistant Softball Coach – Step 2 / Stipend \$6,984  
**Shari Guilliam** Job ID: 10570 – Assistant Softball Coach – Step 2 / Stipend \$6,984  
**Account#** 15.402.100.100.051.053.0000.000                      Not to exceed: \$20,952.00

**L25.** Request to appoint the following Athletic Coaches for the spring season beginning, March 10, 2025 through June 15, 2025 dates subject to change pursuant to NJSIAA.  
**Jose Almonte** JobID: 10569 – Assistant Baseball Coach – Step 2 / Stipend \$6,984  
**Kaliem Brown** JobID: 10569 – Assistant Baseball Coach – Step 1 / Stipend \$6,432  
**Jose Ralph Rojas** JobID: 110559 – Head Baseball Coach – Step 2 / Stipend \$10,172  
**Christopher Wirkmaa** – Job ID: 10569 – Assistant Baseball Coach – Step 2 / Stipend \$6,984  
**Account#** 15.402.100.100.051.053.0000.000                      Not to exceed: \$30,572.00

**L26.** Posting Request #10670 Outdoor Track and Field Sports/Assistant Coach New Hire to hire the following 2025 Spring Sports JFK outdoor Track and Field Assistant Coach. **Kevin Francis** – Step 1 stipend guide \$5,882.00  
**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$5,882.00

**L27.** Action requested to stipend the following employees to train staff members on QBS Safety Care Training on Saturday January 25, 2025 and Saturday February 1, 2025 from 7:30 a.m. – 4:30 p.m. **Shaun Douglas, Emily Walsh and Caitlin Byrne**  
3 Trainers x \$40.00 x 8 hours x 2 days = \$1,920.00 (Excluding one hour per day for lunch)  
**Account#** 11.000.221.100.749.053.0000.000

**L. STIPENDS /CONT.**

**L28.** To request a stipend for teacher **Evelyn Orbe PC# 3491**, to complete the assigned task of lesson planning, grading student’s work and inputting grades in Infinite Campus during the long term absence of the classroom teacher.

3 hours per week beginning 1/28/25 until 6/18/25 - 20 weeks

60 hrs @ \$35.00 = \$2,100.00

**Account#** 15.140.100.101.051.053.000.0000                      Not to exceed: \$2,100.00

**L29.** Posting Request #10670 Outdoor Track and Field Spring Sports to hire the following 2025 Spring Sports JFK outdoor Track and Field.

Head Coach Boys – **Joy Martinez** - \$10,172.00

Assistant Outdoor Track Coaches–**Tommie Patterson**-\$6,984 & **Ianna McGregor**-\$6,984

Season to begin March 15, 2025 – June 15, 2025 to be paid on 6/15/2025.

**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$34,312.00

**L30.** Posting request #10667 Softball Spring Sports to hire the following JFK spring sports coaches for the 2025 Softball season.

Head Coach – **Candice Cotton** \$10,172.00 – PEA stipend amount  
1 Assistant Coach – **Randy Walker** - \$6,984.00  
**Kyrie Williams** 2<sup>nd</sup> Assistant Coach – 1<sup>st</sup> Step as per PEA contract \$5,882.00  
To begin March 15, 2025 – to end June 15, 2025 to be paid on 6/15/2025.  
**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$23,038.00

**L31.** Posting Request #10668 Baseball Spring Sports to hire the following JFK spring sports coaches for the 2025 Baseball Season.  
Head Coach – **Manuel Rodriguez** - \$10,172.00 PEA Stipend amount  
1<sup>st</sup> Assistant Coach **Justin Fernandez** - \$6,984.00  
2<sup>nd</sup> Assistant Coach **Paul Giglio** - \$6,984.00  
To begin March 15, 2025 – season to end June 15, 2025 to be paid 6/15/2025.  
**Account#** 15.402.100.100.307.053.000.0000                      Not to exceed: \$24,140.00

**L32.** Action requested to stipend the following teachers for QBS Safety Care Training on Saturday February 8, 2025 (Virtual) and Saturday, February 22, 2025 (In-Person) from 8:30 a.m. – 3:30 p.m.                      **Joanna Norton, Wendy Wilson-Martinez, Janet Akinwole, Megan Anderson & Rosalyn Gonzalez**  
5 Teachers x \$35 x 6 hrs x 2 days = \$2,100.00 (Excluding one hour per day for lunch)  
**Account#** 11.000.221.100.749.053

**L33.** Action requested to stipend the following employees to train staff members on QBS Safety Care Training on Saturday February 8, 2025 (Virtual) and Saturday, February 22, 2025 (In-Person) from 7:30 a.m. – 4:30 p.m.  
**Shaun Douglas, Emily Walsh and Lois Powell**  
3 Trainers x \$40 x 8 hrs x 2 days = \$1,920.00 (Excluding one hour per day for lunch)  
**Account#** 11.000.221.100.749.053

**L. STIPENDS /CONT.**

**L34.** Action requested to give stipend the following IA's ad PA's for QBS Safety Care Training on Saturday February 8, 2025 (Virtual) from 8:30 a.m. – 3:30 p.m.  
**Lisbeth Ortega, Maria Torres, William English, Rosa Marte, Grace Vicioso de Lugo, Charday Mason, Moustafa Jair, Steven Thompson, Lilia Garay, Bridget Black & Quado Meyers.**

Saturday, February 22, 2025 (In-Person) from 8:30 a.m. – 3:30 p.m.  
**Lisbeth Ortega, Maria Torres, William English, Rosa Marte, Grace Vicioso de Lugo, Charday Mason, Moustafa Jair, Steven Thompson, Lilia Garay, Bridget Black, Quado Meyers, Shamsur Nahar, Fatima Mghizou & Rosalyn Walton.**

11 Instructional Assistants and personal assistants x \$25 x 6 hrs x 2 days = \$3,300.00  
(Excluding one hour per day for lunch)  
3 Instructional Assistants and personal assistants x \$25 x 6 hrs x 1 day = \$450.00  
(Excluding one hour per day for lunch)  
**Account#** 11.000.221.100.749.053

**L35.** Request to compensate **Kelli A. White** as administrator for students who participated in the Fall 2024 Girls Scouts Program. Girl scouts will complete Spring Activities such as arts and crafts, gardening and science exploration in after-school Friday sessions from March 14, 2025 through May 30, 2025. Principal White will be compensated at \$65.00 an hour from 4:00 p.m. – 6:30 p.m. for a maximum of 16 hours not to exceed \$1,040.00. **Edwin Camacho** is the substitute.

**Account#** 15.000.240.103.027.053.0000.000                      Not to exceed: \$1,040.00

**L36.** Authorization to provide stipends for eight (8) H.S. Science Teachers to meet and assist students with their STEAM Symposium projects for 20 hours from 10/01/2024 to 5/31/2025. Posting # 10546. 8 Teachers x \$35/hr x 20 hours = \$5,600.00

1. **Alysa Apyasz** (EHS)
2. **Jacqueline Ebanks** (Paterson STEAM HS)
3. **Fernando Martinez Enchinas** - (Paterson STEAM HS)
4. **Riwa Danden** (JFK HS)
5. **Ahmad Farid Sharab** (PTECH HS)
6. **Juliana Schlichting** (IHS)
7. **Louis Sayad** (Paterson STEAM HS)
8. **Joyce Waweru** (PTECH HS)

**Account#** 11.000.221.110.739.053.0000.000                      Not to exceed: \$5,600.00

**L37.** Action requested to stipend the following teachers for QBS Safety Care Training on Saturday January 25, 2025 and Saturday, February 1, 2025 from 8:30 a.m. – 3:30 p.m. **Holly DeLeon, Thelton Tucker, Jessica Tetro, Marion Watt, Cynthia Lighty, Megan Anderson, Samantha Kelly, Verraina Freeman, Lee Jason Cornish, Teisa Salmon, Veronica Ricigliano** 11 Teachers x \$35.00 x 6 hours x 2 days = \$4,620.00 (Excluding one hour per day for lunch)

**Account#** 11.000.221.100.749.053.0000.000

#### **L. STIPENDS/CONT.**

**L38.** Action requested to stipend the following teachers for QBS Safety Care Training on Saturday January 25, 2025 and Saturday, February 1, 2025 from 8:30 a.m. – 3:30 p.m. **Surelys Aloi, Tajah Gause, Souhir Hashem, Mona Fuller, Marianela Rodriguez, Alicia Stephens, Evelyn Ramos, Sandra Aguirre, Abdellah Nasr, Lilia Garay, Marianela Carbajal, Rosalyn Walton**

12 Instructional Assistants and Personal Assistants x \$25 x 6 hours x 2 days = \$3,600.00

(Excluding one hour per day for lunch)

**Account#** 11.000.221.100.749.053.0000.000

#### **M. AMENDMENTS**

**M1.** Action to amend PTF# 25-815 – Hire **Daisy Goncalves** as a Substitute Site Administrator. Credit Recovery Site Administrators and Substitutes for the 2024 – 2025 school year. Districtwide Monday through Saturday, October 15, 2024 through June 30, 2025. Site Administrators are required to work in person during non-school hours/days, as necessitated by the needs of the program. Hours may be shared by the site admin

and substitute. However, totals will not exceed the allocated total of 720 hours over the course of the program. 720 total hours x \$40/hr = \$27,460  
**Account#** 11.421.200.100.830.053.0000.000

**N. ATTENDANCE INCENTIVES**

**O. SICK/VACATION DAY PAY OUT**

**O1.** Request to process payment for three (3) employees for sick/vacation days due to resignation/retirement/termination/deceased/RIF. As per contractual agreement. Effective 2/01/2025.

| NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS |           |              |                |     |            |              |           |                |           |              |                   |
|---|-----------|--------------|----------------|-----|------------|--------------|-----------|----------------|-----------|--------------|-------------------|
| February 2025   |           |              |                |     |            |              |           |                |           |              |                   |
| Name  | Hire date | Bargain Unit | Title          | Loc | Term. Date | Term. reason | Vaca tion | Sick/ Personal | Salary    | Daily Rate   | Total             |
| Bayram, Skye  | 11/23/92  | PEA          | Teacher        | 009 | 2/1/25     | Retirement   |           | 10             | \$107,075 | \$535.38     | \$5,353.75        |
| Roed, Richard   | 12/2/24   | NonBarg.     | Café Attendant | 311 | 1/18/25    | Resignation  | 4         |                | \$33,280  | \$138.67     | \$554.67          |
| Vargas, Manuel  | 5/16/24   | NonBarg.     | Café Attendant | 311 | 1/24/25    | Termination  | 13        |                | \$33,280  | \$138.67     | \$1,802.67        |
|   |           |              |                |     |            |              |           |                |           | <b>TOTAL</b> | <b>\$7,711.08</b> |

**Account#** 11.000.291.299.690.058.0000.000

Not to exceed: \$7,711.08

**P. WITHHOLDING OF INCREMENTS**

**Q. HEALTH BENEFITS**

**Q1.** In accordance with the district's health benefit plan, the district administers the Employee Wellness Program. Following the plan, employees are entitled to a payroll direct deposit for themselves and their spouse by completing the program. PPS funds the Wellness Program. See attached list for qualified participants and their monetary reward.

| WELLNESS PAYMENTS 2024 |           |             |            |
|------------------------|-----------|-------------|------------|
| MARCH BOARD MEETING    |           |             |            |
| LastName               | FirstName | Employee ID | Payment \$ |
| ABADA                  | LAMINE    | 113332      | 250        |
| ABAZA                  | ZAINAH    | 121264      | 500        |
| ABD ELHAFEZ            | AMAL      | 105240      | 500        |
| ABDELGHAFAR            | HOWAYDA   | 119533      | 250        |
| ABDELHADY              | EMAN      | 104640      | 500        |
| ABREU                  | ANA       | 100056      | 250        |
| AGAMA                  | ROMAN     | 107059      | 250        |
| AL NASARI              | HIND      | 119758      | 500        |
| ALAM                   | IMON      | 117547      | 500        |
| ALAM                   | KHADEJA   | 121113      | 250        |

|               |               |        |     |
|---------------|---------------|--------|-----|
| ALBRITTON     | MICHELLE      | 100436 | 250 |
| ALFANO        | KRISTINE      | 111580 | 250 |
| ALFAOURI      | RAFAA         | 120428 | 250 |
| ALI           | SYED MUHAMMAD | 102660 | 250 |
| ALLAN         | ROCIO         | 105246 | 250 |
| ALLEN         | CHARLENE      | 103893 | 250 |
| ALVAREZ       | LYNDA         | 116946 | 500 |
| ALVES         | GRACE         | 109523 | 250 |
| ANDERSON      | KELLY         | 106067 | 250 |
| ANDERSON      | WILLIAM       | 106921 | 250 |
| ANDERSON      | MEGAN         | 120118 | 250 |
| ANTIGUA       | ROSIO         | 104601 | 250 |
| ANTON         | LAUREN        | 100984 | 250 |
| AQUINO        | EILEEN        | 119234 | 500 |
| ARSLANBECK    | MAYADA        | 106183 | 250 |
| ATALLA        | AMIRA         | 122224 | 250 |
| AVILES        | ELIZABETH     | 101121 | 250 |
| AYYASH        | RANA M        | 102199 | 500 |
| AZIZ          | FARHANA       | 113322 | 500 |
| BANCROFT      | MARY JO       | 121045 | 500 |
| BANDELI       | RIMA          | 100012 | 500 |
| BANDELI       | OSANNA        | 119837 | 250 |
| BARBER        | ANGEL         | 120663 | 250 |
| BARBIR        | LINA          | 119032 | 500 |
| BARONE        | DENISE        | 108899 | 250 |
| BARRETO       | BELEN         | 100071 | 500 |
| BARRETO       | RUBEN         | 122907 | 250 |
| BASHKANJI     | REZKALLAH     | 107053 | 250 |
| BASILE        | CODI          | 116876 | 500 |
| BASUF         | HALA          | 114116 | 250 |
| BELL          | AMY           | 122808 | 250 |
| BENGTSSON     | BECKY         | 115161 | 500 |
| BEST          | MICHAEL       | 104943 | 250 |
| BHATTACHARYYA | SRIPARNA      | 120405 | 500 |
| BORAK         | MICHELE       | 106414 | 250 |
| BOTH          | RAFFAELLA     | 118693 | 500 |
| BRANDT        | JASON         | 106875 | 250 |
| BRIZAN        | ROSEANN       | 101911 | 250 |
| BROWN         | MARIA         | 100797 | 250 |
| BROWN         | SYRA          | 119164 | 250 |
| BRYANT        | RENEE         | 112492 | 250 |

|                     |           |        |     |
|---------------------|-----------|--------|-----|
| BUENO               | CARLA     | 122305 | 250 |
| BUSKER              | KARA      | 118876 | 250 |
| CABRERA             | ADIARELI  | 120658 | 250 |
| CALATAYUD           | RUTH      | 108952 | 250 |
| CAMPBELL            | DAMION    | 111623 | 250 |
| CAMPO               | VANESSA   | 121970 | 250 |
| CAMPOS              | VANESSA   | 120361 | 250 |
| CAMPUSANO           | JOANI     | 116864 | 500 |
| CANGOZ              | FADIME    | 100714 | 500 |
| CAPERS              | SONJA     | 108908 | 250 |
| CARABALLO           | IVETTE    | 111342 | 250 |
| CARDELL             | CAROLYN   | 103984 | 250 |
| CASALE              | ALEXANDRA | 119536 | 250 |
| CASCIO              | ELIZABETH | 103598 | 500 |
| CASILLA             | YSABEL    | 113273 | 250 |
| CASTRO              | NANCY     | 109345 | 500 |
| CELSO ALBORNOZ      | LAURA     | 103202 | 500 |
| CENTENO             | LAURA     | 118390 | 250 |
| CESPEDES<br>DELGADO | JACQUELIN | 102156 | 250 |
| CHAPMAN             | JODY      | 105489 | 250 |
| CHAVEZ              | VALERIA   | 122040 | 250 |
| CHAVIS FERRER       | LAUREN    | 110228 | 500 |
| CHEATOM             | LASHAWN   | 105104 | 250 |
| CHESKI              | IRENE     | 104971 | 250 |
| CHICHESTER          | ROSEMARY  | 109991 | 250 |
| CHOWDHURY           | FATHEMA   | 116850 | 500 |
| CHOY                | MARIA     | 108599 | 500 |
| CIFELLI             | CHRISTINE | 117906 | 250 |
| CIOCCO              | JENNIFER  | 111380 | 500 |
| CLARK               | KRISTIN   | 103995 | 250 |
| CLEMENTS            | MICHELLE  | 100666 | 250 |
| COBB                | NARRISA   | 120008 | 500 |
| COHEN               | RYAN      | 107941 | 250 |
| COLLAZO             | ENID      | 106356 | 500 |
| COLLI               | LOUIS     | 118013 | 500 |
| COLLINS             | SHARON    | 121632 | 250 |
| COMPITELLO          | JOSEPH    | 104481 | 250 |
| COPE                | SHAMIKA   | 108978 | 500 |
| COPELLO             | DIANA     | 122573 | 500 |
| CORDOVA             | EVELYN    | 120076 | 250 |

|                |             |        |     |
|----------------|-------------|--------|-----|
| COSBY          | RONA        | 113596 | 250 |
| CRAWLEY        | TINEISH     | 110034 | 250 |
| CRUZ           | STEPHANIE   | 106525 | 250 |
| CUELLAR        | YESSICA     | 122273 | 250 |
| DAHAB          | THOMAS      | 107243 | 250 |
| DAILEY         | CECELIA     | 113164 | 250 |
| DALY           | MARJORIE    | 107962 | 250 |
| DANIELS        | ROBIN       | 118005 | 250 |
| DARDEN         | SAMANTHA    | 101483 | 250 |
| DAVID          | TEMITOPE    | 105729 | 250 |
| DAVIS          | SHENITA     | 113578 | 250 |
| DECROCE        | NADIA       | 110816 | 500 |
| DEFEIS         | ANNE MARIE  | 121874 | 250 |
| DELANO         | THERESA     | 112885 | 250 |
| DELEON         | EFRAIN      | 115753 | 500 |
| DELGADO        | MARGARITA   | 100016 | 500 |
| DENAPLES       | MICHELE     | 107990 | 250 |
| DENNIS         | HELEN       | 102989 | 250 |
| DI PRIMA       | DEBRA       | 116752 | 250 |
| DIAS           | MELAIKA     | 108590 | 250 |
| DICHELLIS      | ALANA       | 108917 | 250 |
| DINNERMAN      | STEVEN      | 104502 | 500 |
| DOMINGUEZ      | KATARINA    | 122935 | 250 |
| DORINO         | GLORIA      | 102097 | 500 |
| DOUD           | KATHRYN     | 120288 | 250 |
| DROBENAK       | DANA        | 122581 | 250 |
| DWORKIS        | IVRIELLE    | 119444 | 250 |
| DWYER          | ERIN        | 120890 | 250 |
| EDWARDS MCCLAM | ANGELITE    | 105836 | 250 |
| ELAYAN         | REEM        | 118995 | 250 |
| ELMONAYERY     | DALIA       | 117635 | 500 |
| ESCORCIA       | SOBEIDA     | 115894 | 250 |
| ESPINOZA       | MAURICIO    | 119365 | 500 |
| FAHMY          | REHAB       | 119563 | 500 |
| FALU           | XIOMARA     | 110821 | 250 |
| FARIAS         | KATIA       | 121566 | 500 |
| FARRELL        | CHRISTOPHER | 117924 | 250 |
| FERNANDEZ      | JUSTIN      | 119301 | 250 |
| FERRITO        | DIANA       | 121844 | 250 |
| FINLEY         | SHIRLEY     | 118865 | 250 |
| FLIM           | CYNTHIA     | 122458 | 250 |

|            |           |        |     |
|------------|-----------|--------|-----|
| FLORES     | GLADYS    | 121446 | 250 |
| FLYNN      | KEVIN     | 121259 | 250 |
| FODI       | LESLIE    | 106386 | 250 |
| FONTANELLA | PAUL      | 111394 | 500 |
| FONTIN     | NADIA     | 105241 | 250 |
| FORD       | RAQUEL    | 121088 | 500 |
| FOY        | JENNIFER  | 107512 | 250 |
| FREEMAN    | HEIDI     | 102321 | 250 |
| FRESOLONE  | SIBEL     | 111018 | 500 |
| FRIEDMAN   | MELISSA   | 103170 | 250 |
| FULGENCIO  | KENNIA    | 118875 | 250 |
| GALITZ     | BAIRIS    | 107464 | 250 |
| GALLINA    | DIANNE    | 100176 | 250 |
| GALVAN     | MARGARITA | 121482 | 500 |
| GAMARRA    | SANTIAGO  | 107043 | 250 |
| GARCIA     | GEANNETTE | 116350 | 250 |
| GARCIA     | ISIS      | 122949 | 250 |
| GARY       | ANA       | 102139 | 250 |
| GARY MAPLE | PAMELA    | 104954 | 500 |
| GASPAR     | JENNIFER  | 123193 | 250 |
| GENTILUOMO | MELISSA   | 117459 | 500 |
| GIARRUSSO  | COLLEEN   | 105587 | 250 |
| GIGLIO     | GRACE     | 109212 | 250 |
| GIL        | FELIX     | 110834 | 250 |
| GLANTZ     | LAWRENCE  | 121266 | 250 |
| GONCALVES  | DAISY     | 119139 | 250 |
| GONZALEZ   | MICHAEL   | 104532 | 500 |
| GONZALEZ   | FELICIA   | 107448 | 250 |
| GONZALEZ   | MARIA     | 115839 | 250 |
| GOODWIN    | PEGGY     | 101105 | 250 |
| GORDON     | MICHELE   | 122535 | 250 |
| GRANATA    | TERESA    | 110774 | 250 |
| GRANT      | VYDIANA   | 122079 | 250 |
| GRANT      | SHISELE   | 122681 | 250 |
| GRIFFIN    | PAMELA    | 111414 | 250 |
| GRILES     | JUAN      | 101086 | 250 |
| GUARINO    | MELISSA   | 122301 | 250 |
| GUTIERREZ  | ALEIDA    | 101048 | 500 |
| GUTIERREZ  | ROSAICELA | 113828 | 500 |
| GUZMAN     | BELKIS    | 112554 | 250 |
| GUZMAN     | IZAMAR    | 118721 | 250 |

|                     |              |        |     |
|---------------------|--------------|--------|-----|
| HALL                | SHARONA      | 105543 | 250 |
| HANEY               | TANYA        | 101956 | 250 |
| HARILAOU            | NIKOLAOS     | 116673 | 250 |
| HARRIS              | KELLY        | 118824 | 250 |
| HASSEN              | NAHED        | 117940 | 250 |
| HERBERT             | JANNELLE     | 118107 | 250 |
| HEREDIA             | ALCIDES      | 118999 | 500 |
| HERRERA             | ARASELI      | 118472 | 500 |
| HINDI               | MOHAMMAD     | 117122 | 250 |
| HOBBS               | CAROLYN      | 114203 | 250 |
| HOLDER              | CHARLA       | 104402 | 250 |
| HUACHACA            | HEBERT       | 121810 | 250 |
| HUNTER              | KHADIJAH     | 108982 | 250 |
| ILEIWAT             | AMAL         | 120391 | 500 |
| JACKSON             | RONALD       | 103115 | 250 |
| JACKSON             | VIRGINIA     | 107397 | 250 |
| JAMES               | DEBORAH      | 111280 | 250 |
| JANES               | KAREN        | 121205 | 500 |
| JAVIER              | MARCEL       | 119050 | 250 |
| JIN                 | HUASHU       | 119726 | 250 |
| JOHNSON             | KIMBERLY     | 112942 | 250 |
| JUAN                | DANIEL       | 121789 | 250 |
| KAJAJIAN            | MAGUIE       | 118201 | 250 |
| KAPLAN              | SIGAL S      | 109923 | 500 |
| KATIB               | GARAM        | 106557 | 500 |
| KAZ                 | SVETLANA     | 119519 | 250 |
| KELLEY              | ARLETHIA     | 110283 | 500 |
| KEPPLER             | PATRICIA     | 120006 | 250 |
| KING                | ALESSANDRA   | 113850 | 500 |
| KITCHELL<br>RYERSON | LAURIE       | 122442 | 250 |
| KOCHANIEC           | KIMBERLY A   | 119228 | 250 |
| KOHI KAMALI         | HORA         | 103691 | 250 |
| KOPESKY             | AMANDA B     | 110282 | 250 |
| KOPIC               | ROSA         | 112223 | 250 |
| KORZINEK            | BRIAN EDWARD | 109537 | 500 |
| KUSTIN              | JANE         | 114809 | 500 |
| LA GALA             | RENEE        | 121576 | 500 |
| LA SASSA            | MARTINE      | 109293 | 250 |
| LANDEIRA            | PATRICIA V   | 103683 | 250 |
| LANTIGUA            | MARY E       | 113228 | 500 |

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|------------------|-----------|--------|-----|
| LAPAIX           | KATHELIN  | 121836 | 250 |
| LAROSILIERE      | VICTORIA  | 102083 | 500 |
| LARRO            | ERIC      | 118345 | 500 |
| LASSITER         | KRYSTAL   | 105444 | 250 |
| LEE HALL         | INGRID P  | 114861 | 500 |
| LEO              | JESSICA   | 116229 | 250 |
| LEPROTTO         | GARY A    | 107199 | 500 |
| LEVINE           | MICHAEL   | 103392 | 500 |
| LIGON            | SYLVIA    | 103539 | 250 |
| LIRIANO          | LOURDES   | 100252 | 250 |
| LLANOS           | RICARDO   | 104117 | 250 |
| LLERENA FARFAN   | MARTHA    | 120411 | 250 |
| LLINAS           | JOANNA    | 107928 | 500 |
| LOCKLEY          | JASON     | 117784 | 500 |
| LOMBARDO         | TRACEY    | 110472 | 500 |
| LOPEZ            | JOSE      | 110027 | 500 |
| LOPEZ            | LILIAN    | 111387 | 250 |
| LOVELY           | LINDSAY   | 109998 | 250 |
| LOZADA           | CONNIE    | 111954 | 250 |
| LUGO             | ELIZABETH | 111973 | 250 |
| LUKER            | JACLYN    | 110010 | 500 |
| MACALUSO         | DAVID     | 122919 | 500 |
| MAHMUDI          | ARTIM     | 116884 | 500 |
| MAIONE           | LAUREN    | 109996 | 500 |
| MALONE           | ROBIN     | 109220 | 250 |
| MARCELIN BELFILS | PATRICIA  | 116580 | 250 |
| MARCUS           | JAIME     | 122843 | 250 |
| MARIN            | PATRICIA  | 118590 | 500 |
| MARTIN CONYERS   | ANISSA    | 103114 | 500 |
| MATARI           | MAZUZA    | 106033 | 500 |
| MATHIS           | NYHA      | 116115 | 250 |
| MATIAS           | JOHANNY   | 103899 | 250 |
| MAY              | KRISTEN   | 108824 | 500 |
| MCCLAM           | SARA      | 103847 | 250 |
| MCGEE            | CAITLIN   | 118678 | 250 |
| MCKIE            | SHARON    | 103849 | 500 |
| MEDINA CRUZ      | LORENA    | 103192 | 500 |
| MEISELES         | RANDI     | 101399 | 500 |
| MERKERSON        | LESLIE    | 102940 | 250 |
| MGHIZOU          | FATIMA    | 122832 | 250 |
| MICALE           | MARGARET  | 110755 | 500 |

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|-----------------|------------|--------|-----|
| MIKHAILOVSKY    | TATIANA    | 113334 | 250 |
| MILLER          | JOYCE      | 103363 | 250 |
| MINADEO         | GRETCHEN   | 107253 | 250 |
| MINOVA          | PAVLINKA   | 119769 | 500 |
| MOJICA          | ALDO       | 100795 | 500 |
| MOJICA          | ANDREW     | 120213 | 500 |
| MOLINA BENITES  | MIRIAM     | 121019 | 250 |
| MON             | SUZANNE    | 102570 | 250 |
| MONCRIEFFE      | SOPHIA     | 100234 | 500 |
| MONTEAGUDO      | SANDRA     | 109208 | 250 |
| MOORE           | MELISSA    | 120227 | 250 |
| MORA            | JULIO      | 113253 | 500 |
| MORALES         | YASHIRA    | 121115 | 250 |
| MORALES         | ENRIQUE    | 122071 | 250 |
| MORAN           | VERONICA   | 103940 | 500 |
| MORGAN          | VERONIKA   | 121666 | 250 |
| MUNOZ           | LLICERDA   | 104537 | 250 |
| MUSA            | NALAN      | 105156 | 250 |
| MUSTAFA         | AYMAN      | 116442 | 500 |
| MUSTAFA         | NISREEN    | 122016 | 250 |
| NALES           | LUISA      | 116159 | 500 |
| NORIEGA         | JUANA      | 105218 | 500 |
| NUNEZ           | CATHERINE  | 122872 | 250 |
| O CONNOR        | JACQUELINE | 120682 | 250 |
| O HARE          | JENNIFER   | 103458 | 250 |
| OBEIDALLAH      | SUHA       | 112224 | 500 |
| OBEIDALLAH      | NISREEN    | 119516 | 250 |
| OGUNADE         | ADEBIMPE   | 122490 | 250 |
| OLIVERO         | INDHIRA    | 109568 | 250 |
| OLIVERO         | CAROLINA   | 118840 | 250 |
| OLSEN           | BRIAN      | 112018 | 500 |
| OMER            | HASSNAA    | 120207 | 500 |
| ONWUKA          | GLORIA     | 101240 | 250 |
| ORABY           | AIAT       | 100499 | 250 |
| ORTEGA VIOLANTE | LISBETH    | 122507 | 250 |
| ORTIZ           | AIDIN      | 118438 | 250 |
| ORTIZ           | RUBY       | 121670 | 250 |
| OSBACK          | LAURA      | 107357 | 250 |
| OWSIK           | LARISSA    | 120427 | 250 |
| PAKOVICS        | CLAUDIA    | 118335 | 250 |
| PALACIO         | IOHAN      | 108430 | 500 |

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|--------------|--------------|--------|-----|
| PARAJON      | ANA          | 100718 | 250 |
| PATANE       | LAURA        | 112626 | 500 |
| PATTERSON    | KIMEKA       | 104013 | 250 |
| PATULA       | TARA         | 111497 | 500 |
| PAVEY        | KATHLEEN A   | 104508 | 250 |
| PENA         | DANNAY       | 117888 | 250 |
| PEREZ        | DIGNA        | 118344 | 500 |
| PERPIGNAN    | D NAY        | 120477 | 250 |
| PICKETT      | MARY         | 120338 | 250 |
| POLIZZANO    | RACHEL       | 121876 | 250 |
| POWELL       | ZENA         | 113831 | 250 |
| POWELL       | LOIS         | 119451 | 250 |
| PUENTE       | NATALIE      | 122920 | 250 |
| QUEVEDO      | JASON        | 119260 | 250 |
| RAMOS        | OFELIA       | 105048 | 250 |
| RENNER       | FATIMA       | 108355 | 250 |
| REYES        | AMY          | 115172 | 250 |
| REYNOSO      | IVETTE       | 113304 | 500 |
| RHODES       | MARY E       | 116837 | 250 |
| RICHARD      | ANGEL        | 122893 | 250 |
| RIDGWAY      | MARIE        | 109279 | 250 |
| RIEDER       | JASON        | 107843 | 250 |
| RITTER       | JUDY         | 120525 | 500 |
| ROBINSON     | TAMARA       | 111911 | 250 |
| RODRIGUEZ    | ANNETTE      | 111931 | 250 |
| ROSA         | IVAN         | 109274 | 250 |
| ROSA         | CATHY        | 118782 | 250 |
| ROSARIO      | JEIMY        | 122498 | 250 |
| ROSS         | AMANDA LEIGH | 121294 | 500 |
| ROTHSTEIN    | SHERRI       | 100829 | 250 |
| ROYSTER      | WANDA        | 111507 | 250 |
| RUBISKI      | DIANE        | 101639 | 250 |
| RUHLE        | KATHLEEN     | 117368 | 500 |
| SACCO        | JESSICA      | 120490 | 250 |
| SAJNOSKA     | KRISTINA     | 117895 | 250 |
| SANCHEZ      | CYNTHIA      | 100199 | 250 |
| SANCHEZ      | CAYETANA     | 105521 | 250 |
| SARWAR       | JESMIN       | 113324 | 250 |
| SCHIFFRIN    | JENNIFER     | 121200 | 500 |
| SCHROEDER    | LINDSAY      | 110888 | 500 |
| SCHWEIGHARDT | LYNN         | 116122 | 500 |

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|---------------|------------|--------|-----|
| SCIANNA       | LINDSAY    | 112121 | 250 |
| SCORSUNE      | KAITLIN    | 120312 | 250 |
| SCOTT         | LATORIA    | 102406 | 250 |
| SEVERINO      | KRISTEN    | 122575 | 250 |
| SHIPP         | DEBRA      | 105395 | 250 |
| SILBERMAN     | AMANDA     | 122230 | 250 |
| SILVANI       | ANI        | 106363 | 500 |
| SIMMONS       | KEWANNA    | 103492 | 250 |
| SIMMONS       | YOLANDA    | 118324 | 250 |
| SIMS          | RESPONDA   | 102369 | 250 |
| SINCLAIR      | GLADYS     | 113762 | 250 |
| SMITH         | LA'DONNA   | 105984 | 250 |
| SMITH         | GEORGETTE  | 106398 | 250 |
| SMITH ROGERS  | LATAYA     | 118166 | 250 |
| SNYDER        | ALLISON    | 122058 | 250 |
| SOLIS         | CARLA      | 116823 | 250 |
| SOMMA         | CHRISTINA  | 103181 | 500 |
| SPALLINO      | APRIL      | 117487 | 500 |
| STORCH        | DEBRA      | 104922 | 250 |
| SYZ           | CHUAN CHU  | 121891 | 250 |
| TAPIA         | BIENVENIDA | 116581 | 250 |
| TARHAN        | BETUL      | 121942 | 500 |
| TAVAREZ       | BRENDA     | 115299 | 500 |
| THOMPSON      | SHAWN      | 107978 | 500 |
| TIERNEY       | JOSEPH     | 100587 | 500 |
| TODHE         | MERI       | 100138 | 250 |
| TOLBERT       | JANICE     | 115140 | 250 |
| TOOR          | SUMAIRA    | 111000 | 250 |
| TORRES        | ARLENE     | 112952 | 250 |
| TOSCANO       | NICHOLAS   | 120801 | 250 |
| TOUW          | APRIL      | 121470 | 500 |
| TRONGONE      | STEPHEN    | 101960 | 250 |
| TURSEN        | DENIZ      | 122791 | 250 |
| URENA FALETTE | IDAMIS     | 119053 | 250 |
| VALENTIN      | LUIS       | 112100 | 250 |
| VANCHERI      | ANTHONY    | 110450 | 500 |
| VANDERVEEN    | GLENN      | 109281 | 250 |
| VAROQUA       | NATASHA    | 119449 | 250 |
| VELASQUEZ     | MAYRA I    | 114869 | 250 |
| VELOZ         | NOREEN     | 109730 | 500 |
| VIERA LOZADA  | DAVID      | 121579 | 250 |

|                |           |        |                      |
|----------------|-----------|--------|----------------------|
| VILCHEZ        | JANNET    | 106040 | 500                  |
| VILDOSO        | MARIA     | 113336 | 250                  |
| VILLAVICENCIO  | ROSA      | 116405 | 250                  |
| VITALE         | NORMA     | 111052 | 500                  |
| VOLKOMER       | ELLEN     | 121108 | 500                  |
| WAGONER        | RENEE     | 104981 | 250                  |
| WALKER         | BREANNA   | 123239 | 250                  |
| WALTON         | ALICIA    | 111389 | 250                  |
| WARLICK        | STEPHANIE | 108963 | 500                  |
| WELLINS        | KRISTY    | 110871 | 500                  |
| WELLS          | ANDREW    | 122135 | 500                  |
| WILHELMSON     | KEITH     | 100437 | 500                  |
| WILLIAMS       | SOLAADEEN | 107429 | 250                  |
| WILSON III     | CHARLES   | 102589 | 250                  |
| WINSTON        | KADEDREA  | 108452 | 250                  |
| YAR            | MEGAN     | 118915 | 500                  |
| YEGANEH        | HOURY     | 105603 | 250                  |
| YOUSSEF        | GEHAN     | 121829 | 250                  |
| YPARRAGUIRRE   | CYNTHIA   | 121616 | 250                  |
| ZAJMI BADIVUKU | JEHONA    | 100994 | 250                  |
| ZENELI         | ZENEL     | 102193 | 500                  |
| ZISA           | DAYNA     | 105536 | 250                  |
| ZIZZA          | MARIA     | 104556 | 500                  |
| ZUMARAN ALAYO  | GUILLERMO | 115973 | 500                  |
|                |           |        | <b>\$ 131,750.00</b> |

**Account#** 11.000.217.270.690.000.0000.000

Not to exceed \$131,750.00

**R. MISCELLANEOUS**

**S. MISCELLANEOUS (FUNDING.)**

**T. ADDITIONAL RESPONSIBILITIES**

**U. Administrative Longevity**

**V. RESTORE INCREMENTS**

**W. NEGOTIATIONS**

**W1.** Action to increase the Class Coverage Compensation rate to \$32.00 per period effective July 1, 2025, in accordance with the PEA sidebar agreement.

**X. JOB DESCRIPTIONS**

**Y. Grievance Settlements**

**Resolution No. 3**

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

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

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

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

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

**CONFERENCE/WORKSHOP REQUESTS**

| STAFF MEMBER                                 | CONFERENCE                               | DATE          | AMOUNT                    |
|--|--|---------------|---------------------------|
| Michelle Albritton                           | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Teacher/School 12                            | Virtual                                  |               |                           |
| Nahed Badawy                                 | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Assistant Superintendent                     | Virtual                                  |               |                           |
| Louis Colli                                  | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Technology Teacher/Dr. Hani Awadallah School | Virtual                                  |               |                           |
| Asha Edwards                                 | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Vice Principal/School 10                     | Virtual                                  |               |                           |
| Tanya Greene                                 | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Vice Principal/School 26                     | Virtual                                  |               |                           |
| Derrick Hoff                                 | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |
| Principal/School 26                          | Virtual                                  |               |                           |
| Dr. Boblyn Ranger-Dobbs                      | Georgia Tech STEAM Leadership Conference | March 7, 2025 | \$75.00<br>(registration) |

|  |  |                   |  |
|--|--|-------------------|--|
| Principal/School 12  | Virtual                                    |                   |  |
| Lolita Vaughan   | Georgia Tech STEAM Leadership Conference   | March 7, 2025     | \$75.00 (registration)   |
| Principal/School 10  | Virtual                                    |                   |  |
| Randa Saleh  | The Corps Network 2025 National Conference | March 11-13, 2025 | \$1,209.52 (transportation, lodging, meals) Grant Funded for PD Only |
| Teacher Coordinator/Adult School   | Arlington, VA                              |                   |  |
| Oscar Rivera   | NJ School Building & Grounds 2025 Expo     | March 23-26, 2025 | \$704.17 (registration, transportation, lodging, meals)              |
| Manager of Sector Supervisors & Custodial Services/Facilities Department | Atlantic City, NJ                          |                   |  |
| Ryan Taylor  | NJ School Building & Grounds 2025 Expo     | March 23-26, 2025 | \$898.81 (registration, transportation, lodging)                     |
| Facilities Carpentry Supervisor/ Facilities Department                   | Atlantic City, NJ                          |                   |  |
| Anthony Vasquez  | NJ School Building & Grounds 2025 Expo     | March 23-26, 2025 | \$606.21 (registration, lodging)                                     |
| Sector Supervisor/Facilities Department                                  | Atlantic City, NJ                          |                   |  |
| Eddie Gonzalez   | 2025 NSBA Annual Conference                | April 3-6, 2025   | \$4,332.42 (registration, lodging, transportation, meals)            |
| Board President  | Atlanta, GA                                |                   |  |
| Della McCall   | 2025 NSBA Annual Conference                | April 3-6, 2025   | \$4,332.42 (registration, lodging, transportation, meals)            |
| Board Member   | Atlanta, GA                                |                   |  |
| Hector L Nieves, Jr.   | 2025 NSBA Annual Conference                | April 3-6, 2025   | \$4,340.42 (registration, lodging, transportation, meals)            |
| Board Member   | Atlanta, GA                                |                   |  |
| Kenneth Rosado   | 2025 NSBA Annual Conference                | April 3-6, 2025   | \$4,326.42 (registration, lodging, transportation, meals)            |
| Board Member   | Atlanta, GA                                |                   |  |
| Corey L. Teague  | 2025 NSBA Annual Conference                | April 3-6, 2025   | \$4,320.42 (registration,  |

|              |             |  |                                       |
|--------------|-------------|--|---------------------------------------|
| Board Member | Atlanta, GA |  | lodging,<br>transportation,<br>meals) |
|--------------|-------------|--|---------------------------------------|

\*FOR RATIFICATION

**Total Number of Conferences: 17**  
**Total Cost: \$25,670.81**

**Resolution No. 4**

WHEREAS, the district's Five Year Strategic Plan Goal #3: to establish viable partnerships with parents, educational institutions, and community organizations to support Paterson Public School educational programs, advance student achievement and enhance communication; and

WHEREAS, Premier Health Group located at 999 Clifton Avenue, New Jersey, 07013, will host a health and wellness event for district staff at 90 Delaware Avenue, Paterson, NJ 07503, on March 13, 2025; and

WHEREAS, Premier Health Group will provide preventative health screenings, massages, and food refreshments to participants during the event; and

WHEREAS, Premier Health Group provided the district with the required certificate of liability insurance and is authorized to host additional wellness events for district staff in the future now

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education supports and approves the donation of health screenings and services by Premier Health Group, at no cost to the district.

**Resolution No. 5**

WHEREAS, in regard to the District's needs for the fiscal year commencing July 1, 2025 the District's health insurance broker CBIZ has solicited proposals for health insurance administrative services pertaining to medical provider networks from Horizon, Meritain/Aetna, Cigna Healthcare, United Healthcare, Amerihealth Administrators insurance carriers pursuant to a request for proposals; and

WHEREAS, CBIZ has reported to the District that responsive proposals were submitted to CBIZ from administrators/carriers identified as Horizon and Meritain/Aetna; and

WHEREAS, CBIZ has evaluated the proposals submitted; and

WHEREAS, CBIZ has provided guidance to the District for the consideration of the alternatives; and

WHEREAS, Horizon has provided services pursuant to a three-year term agreement first effective July 1, 2022; and

WHEREAS, the Horizon three-year term agreement ends June 30, 2025; and

WHEREAS, the proposal received by the District from its current provider, Horizon, was for another three year term leading to a total plan cost, projected by CBIZ, of

approximately \$94,948,297 in medical claims, \$1,519,429 in administrative fees based on 2,946 employees with an administrative wellness credit of \$50,000 and a Flex Credit of \$50,000 used for the EBIX Wellness administrative fees and Bfit expense for year one effective July 1, 2025 through June 30, 2026. Total estimated cost for medical claims and administrative fees and CBIZ Broker fee (\$90,000) is \$96,557,726 exclusive of wellness and flex credits for the July 1, 2025 through June 30, 2026 plan year. Administrative fees and claim projections will increase each year of the three-year term.

WHEREAS, the proposal received by the District on behalf of Meritain/Aetna is also for a three year term and leads to medical claim cost, projected by CBIZ, of approximately \$77,676,055 and administrative fees projected to be \$1,247,926 based on 2,946 enrolled employees with a two month administrative credit of approximately \$159,678 for year one effective July 1, 2025 through June 30, 2026. EBIX Wellness cost is estimated at \$27,000 annually. Total estimated cost for medical claims, administrative fees, administrative credit, EBIX wellness fees (\$27,000) and CBIZ Broker fee (\$90,000) is \$78,881,303. Administrative fees are guaranteed for the three-year term. Claim projections will increase each year of the three-year term.

WHEREAS, CBIZ has provided the District with the following additional information regarding the District's medical administrative costs relating to the Meritain/Aetna three-year proposal: Meritain/Aetna is not requiring working capital funding from the District. A performance guarantee to the District in the Meritain/Aetna proposal also places 25% of administrative fees at risk by Meritain/Aetna if the discount guarantee of 67.6% is not attained (such that if the guarantee is not met, then Meritain/Aetna's fees are reduced pursuant to a formula). In addition, Aetna/Meritain will place another 15% of administrative fees at risk if implementation and ongoing service guarantees are not met. Total maximum reimbursement of guarantees will not exceed 30% of administrative fees.

WHEREAS, CBIZ has evaluated the Meritain/Aetna network, plan design and administrative services and found them to be comparable to Horizon, and has predicted that the services of a materially larger proportion of providers and materially larger proportion of the claims of the members will be processed within the Meritain/Aetna network.

WHEREAS, N.J.S.A. 18A:18A-5 provides that a contract may be awarded by resolution at a public meeting and without public advertising for bids if "the subject matter consists of insurance, including the purchase of insurance coverage and consultant services, which exception shall be in accordance with the requirements for extraordinary unspecifiable services" and N.J.S.A. 18A:18A-42 permits the contract term to be three years.

NOW, THEREFORE BE IT RESOLVED, that the District purchasing agent, upon approval of Meritain/Aetna's forms and agreement by special counsel, is authorized to accept the three year Meritain/Aetna agreement effective July 1, 2025 through June 30, 2028.

### **Resolution No. 6**

WHEREAS, in regard to the District's needs for the fiscal year commencing July 1, 2025 the District's health insurance broker CBIZ has solicited proposals for prescription services from pharmacy benefit managers/coalitions and administrators identified as Health Action Council (CVS and Optum), CoreTrust (Optum), RX Benefits (CVS Caremark, Optum, Express Scripts), , Employer' Health Coalition (Caremark CVS),

Horizon Blue Cross Blue Shield, Cigna, United Healthcare, Amerihealth Administrators; and

WHEREAS, N.J.S.A. 18A18A-5(a)(2) provides that a contract may be negotiated and awarded by resolution at a public meeting and without public advertising for bids if the services are "unspecifiable services which cannot reasonably be described by written specifications"; and

WHEREAS, pharmacy formularies and networks in the industry are unique for each provider and their content cannot reasonably be altered materially for the District by way of response to fully or predominantly written specifications; and

WHEREAS, CBIZ has reported to the District that proposals were submitted from, Employer's Health Coalition (Caremark CVS), and Horizon Blue Cross Blue Shield, each of whom offered their unique drug formularies; and

WHEREAS, CBIZ has evaluated the proposals submitted; and

WHEREAS, CBIZ has provided guidance to the District for the consideration of the alternatives; and

WHEREAS, CBIZ has recommended that the District accept the two-year proposal including implementation of GLP-1 Smart Edit, with an option for a third year, submitted by a coalition of Employers Health/Caremark (CVS) to the District for a cost estimated by CBIZ of \$15,784,514 after rebates for year one, and inclusive of a disclosed \$500,000 annual fee commission to intermediary CBIZ); and

WHEREAS, Employers Health Coalition Caremark CVS is the incumbent, having provided services pursuant to an expiring two-year term agreement; and

WHEREAS, a two-year with an option for a third-year term agreement has been proposed by Employer's Health Coalition Caremark CVS which has a termination-without-cause provision allowing the agreement's termination upon 180 days prior written notice by the District; and

NOW, THEREFORE BE IT RESOLVED, that the District purchasing agent, upon approval of forms by special counsel, is authorized to enter into the proposed two-year agreement July 1, 2025 with Employer's Health Coalition Caremark CVS for the two-year proposed term with the one year extension scheduled to end June 30, 2028.

**It was moved by Comm. Ramirez, seconded by Comm. Nieves that Resolution Nos. 1 through 6 be adopted.**

Comm. Freeman: I need to know why No. 5 is on the agenda. When we were in executive session we did say that we would discuss it further. There hasn't been any discussion.

Comm. Gonzalez: There was that two-hour meeting that we had with the folks who are here. I don't know if you have a question in reference to that.

Comm. Freeman: I know when we had that meeting and they were on Zoom. In that meeting we did say that we were going to not rush into it until further discussion. We didn't discuss it.

Comm. Gonzalez: Coming out of that meeting was the agreement to put this on the agenda. That was the end of the meeting to do that. There were eight members there and one person was absent. There was full Board participation. That's why it's on the agenda. We have the presenters here. Do you have a question?

Comm. Freeman: I do have questions, but they can't answer them. Has the staff been notified that this change is happening? That's my major concern. We sit up here and we're going to vote to change the staff's insurance, and the committee is being told it's us who wants to make the change. From the meeting we were in when they were saying what their PEA President was saying, it's not us. I'm making it very clear to the teachers out there that are listening. It is not the Board who wants to make this change. It is your PEA President. I'm not taking the fall for it. Absolutely not. That is what is being said. When the Board votes on this tonight and you haven't been shown any presentation or comparisons, you get an email on February 28 from your union stating that this is going to happen and contact your primary care physicians and so forth. Some people have underlying conditions. I can understand their concern. Some have heart conditions. Some have cancer, something I can relate to. Their doctors do not take the insurance you want to change to. What does that mean? The Board voted for it. You change to Aetna, and you can't get your chemo or see your oncologist unless you pay out of pocket because he doesn't accept Aetna. This is touching me very dear because as I sit here today on this Board. I had stayed with Aetna when I was diagnosed with breast cancer, because they didn't accept my oncologist, I probably wouldn't be here. It means a lot when we make a decision like this and the people who it's going to affect the most have not been shown any comparisons or told anything. You're told on February 28 in an email, to the personal emails. You can't do that. That is not right to do. Then other things happen to compensate changing the insurance and they know nothing of it. Absolutely not. I know it needs to come off. You need to contact the PEA President. He needs to let the staff know who pays dues into their union that their insurance is going to be changed. There's no way I'm going to sit up here and get slid on because it wasn't on the original agenda. It wasn't on the original agenda. There are two things on here now. I'm not going to stop, Comm. Gonzalez, Superintendent or President, whatever you want to be right now. I'm going to get it out. I'm going to say what I have to say and that's the truth. You can't tell me that it's okay. If you all want to go ahead and vote for it, make your vote loud and clear. My definitely will be absolutely no, unequivocally.

Comm. Simmons: I shared my concerns today with the Superintendent. It was mentioned that there was a thorough discussion, but you can't have a thorough discussion about a decision of this magnitude in two to three hours. In the past, it's taken us multiple meetings to have this discussion because it affects so many people. We have seen in the past when we have switched, we've had to go right back to what we had because people weren't covered. I got calls today. People were checking and their doctors aren't covered. Their doctors don't take this insurance. These people with heart conditions. My fear is that the transition will not happen in time. We've seen that also. I know it's February and we're talking about July 1, but there's a lot that has to happen. That's first. Secondly, typically we get a lot of information so that we can compare. I know that the presentation you guys saw had a lot of numbers in it. In the past, we had also seen the plan document so we can see exactly what's covered and we can do it side-by-side to the current plan. I didn't receive that information. I don't even recall receiving the presentation that was given. I can't make a decision because I just don't have enough information. Again, we have to be cognizant about the folks that are covered. We call it bellybuttons. We might be talking about our staff, but it's not just our staff. It's their dependents as well. We have to think about that before we make a decision like this and take it lightly. It feels like it's being rushed.

Comm. Gonzalez: I would like the presenters to come up and maybe answer some of these concerns. We have with us Suzanne Wood and Jeff Booker who will assist and answer some of these questions. I will say this was discussed in fiscal committee on a different day. The fiscal committee decided to discuss it thoroughly for an hour and a half and brought it to the full Board so that everyone can participate in the process. We did have that meeting. I don't think you attended. Everyone else did. All the information has been available. We do have the presenters here today to try to help clarify any information. Unfortunately, our HR director is not here today. He himself went under surgery. That being the case, we do have the presenters here to answer any questions you may have.

Ms. Suzanne Wood: Thank you, Mr. President, Commissioners and Dr. Newell. We appreciate the opportunity to address your concerns. It certainly is our desire to make sure that this transition, if it occurs, is as smooth as it can possibly be. We have done a tremendous amount of research to address the concerns regarding the network. I absolutely understand that with any change comes concern and anxiety for everybody. We do not want anybody to feel that they're not going to get the desired care that they need. There are a few things that I want to point out at a very high level. Comm. Freeman, I wanted to address some of your concerns, if that would be acceptable. On a very high level we did a deep dive into the data. We included all members – each person on the plan, the employee, the spouse, and any covered children. Our data was extensive, and we looked at the providers that were being utilized by all of those members, everybody enrolled on the plan, what providers they were using, how it matched up to their current Horizon network, and how it matched to the Aetna proposed network. We were surprised and this isn't the first year we've done this analysis. When we were talking about claimants, people on the plan, and the expenses that they incurred, we recognized that there is a 10% greater network match with Aetna than there is with Horizon. Honestly, that surprises us too, Horizon being the biggest insurer in the state. However, they do have some weaknesses in this immediate area. We have years of data that we have looked at in an effort to come up with that conclusion. We definitely took a hard look at all of the data. The report is 205 pages. I do have a copy of that to share with you or send electronically so you can see exactly how the doctors match up. Side by side it says if they participate in Horizon versus Aetna. The Aetna network that is proposed is the largest Aetna network. It is a choice point of service 2 network. That is Aetna's largest network. It has the widest range of providers. That said, there are still going to be providers that don't participate. Unfortunately, I can't change that. Aetna has committed to going out and trying to solicit providers to participate in the network, targeting specific providers identified by Paterson employees and their family members. They have made a commitment to try to do that. I want to be clear that it is really a two-way conversation between Aetna and the provider. The provider doesn't necessarily have to choose to participate. We tried to do that with Horizon as well. We were able to get some of the providers that were in the network in through Horizon, but we did not meet with a tremendous amount of success in targeting that. I just want to set the expectation that while every effort will be made to recruit these providers, I don't think that we can go into this thinking that they will get everybody into the network. I just don't see that as feasible.

Mr. Booker: To reiterate what Suzanne is saying, we took the actual claim data over the past year or two and ran it through the Aetna network to see if you were with Aetna what would have happened. We found that there are substantially more providers currently being used in the Aetna network than what were in Horizon. That's the reason there are dollars saved, because you have more in-network. You're getting access to the network discount because more claims are being run through the network. The data

clearly shows. It's empirical data. It's not something you can manipulate. It either is or it isn't. The data shows that there are substantially more claims that will be in the Aetna network coming from utilization by the members that were not with Horizon. That is an enhancement, meaning that because you have more claims going in network the overall impact to the district financially is much stronger. From a member perspective, more providers and claims are in-network so the financial exposure to the member is less than what it would be if you stayed where you are. This is an exhaustive process to get to this point, and we've done our homework. We know what the data shows. Much the same way that you have a situation where there will be some providers that are not yet in the network, there are more providers that are not in Horizon's network. It's a two-way street, but the data shows it's stronger on the Aetna side. To be perfectly clear, we don't have a dog in this hunt. It doesn't matter to us which provider you use. Our job is to give you analysis and to inform the administration and the elected officials on what the options are. That's our job. We don't have a horse in the race. Our job is to inform and provide information to help you make the best decision.

Comm. Freeman: I hear you and I thank you for what you just did, but my question still isn't answered. How and when will the teachers be informed properly? If everything is okay and great, why can't the teachers make that decision if they want to move to Aetna? They weren't informed enough for me. I hear some teachers in the audience. It's not enough for me to vote and say yes to change their insurance. I heard everything you're saying, but they have no say in it. If they say yes to you, I'm going to say yes. They have no say in it. They don't even know what's going on. You get to know what's going on on the 28<sup>th</sup>? That was Friday. You get to find out on Friday in an email that your health insurance is about to be changed? I can read the email. That's unfair. It's not for you. That is unfair as we sit right here. We expect so much from our teachers and you're about to pull the rug from under their feet. It's going to be us, not their PEA President. That's what I'm trying to say. They presented themselves well. I hear you very clear. It's not against you. It's here. We can't continue to do things like this. We cannot continue to do things like this and want our teachers to do their very best and go above and beyond. We can't inform them correctly. I'm not happy with this being on here for a vote to be taken. The teachers have not been properly informed or even asked. To keep it on here, I have a problem with it.

Comm. Gonzalez: We're still on roll call.

Comm. Freeman: I'm just letting you know.

Comm. Gonzalez: We did have the meeting. Unfortunately, our HR director is not here to elaborate on his communications with the staff members. This is an item that was thoroughly discussed with the people who would have passed that information on to the teachers, whether it be the leader of the union itself or certain members. All of that communication did happen. We wouldn't have gotten to this point if that wasn't the case. However, if that information did not reach the teachers, that's not the Board's process to reach out to the teachers directly.

Comm. Teague: That doesn't even sound right. I'm sorry. That sounds crazy. We're expecting them to do their best and we don't even reach out to them? Are you listening to yourself right now?

Comm. Gonzalez: I am. We are a Board. We don't run day-to-day operations.

Comm. Teague: Are you sure?

Comm. Gonzalez: We don't run day-to-day operations. We have an administration. We only have one employee. She's sitting here to my left. We don't go directly to union leaders, teachers, or anyone. I respect everyone's opinion. We have an obligation. We are held under the highest standards as far as ethics is concerned to do and not do certain things. We go to governance committees and conferences to make sure. We are trained in this stuff. We get certified for this stuff. It's really important that folks understand what the role is of a Board. I understand the frustration 100%. If teachers did not get certain information, I respect that. At the end of the day, we have to trust that our staff members do their job to communicate that moving forward. Our job is to have the big picture conversation in committees. We've had several discussions for many hours dedicated to this. To her point, it was over 200 pages of information and data. There was a lot to discuss. This is not something that is just plopped on an agenda to say let's just do it. There were a lot of discussions outside of the Board. Our team and administration had proper dialogue with the respective parties. If that did not get to every single teacher, that's not the Board's job to go to anybody specifically to do so. Based on that meeting, it was passed and put on the agenda for tonight to get it approved. We had waited for responses from the administration to make sure that all was cleared. That's what the Board needs to hear. That's the only reason it's on here. I understand the frustration. Sometimes information doesn't get to everyone, and I understand that. I think we did our due diligence in making sure that we had the proper conversations with the people who are responsible to get that information out to all the staff members who are impacted by it.

Comm. McCall: The only thing that I'm a little concerned about is that if something went out on the 28<sup>th</sup> and it's saying that they were all notified that this change was coming, were there any rebuttals? How was that information sent out? Unfortunately, I hear what you're saying, but we know that there have been times in this district where what should have been done didn't get done. I would feel more comfortable having Mr. Rojas confirming that for me. Ms. Mills is a faithful teacher employee that comes here every meeting. She's committed to it. For me to hear her in the audience saying that they were not notified, that does bother me. Don't get me wrong. I'm not putting any carrot before the horse. What I'm hearing is that this plan could be very much better. I'm also told that it would save us money, and we would be able to do other things. At this point, whatever we can do to save money. If this is something that's going to affect staff members and they don't have a say in it, then I want that to be said to me. I want to know when I make this vote that there are no options. If you tell me tonight, "Della, you heard the presentation," it sounds good to me, but if the very few teachers that we have that continue to stay with us that this might continue to discourage them in any kind of way, I want to have a discussion about that. I was under the impression that all this stuff was ironed out. I have teachers here tonight, whether it's one out of a thousand people who work with us, saying something different. We have relied on this person to bring us information about what's going in the schools. I want to hear what it is. I want to know that we're making a decision that the PEA has agreed to. I want to know that it's a decision that the PEA notified their members on. I want to make sure that the human resources notified their employees. Insurance is a big deal for everybody. Like the broker said, they don't have a win in this because whatever you choose, they're going to provide the service. They're telling us that this is the best option at a better cost. I want to make sure I'm getting that. I take my vote very seriously. I just don't want to make a decision when the person who was supposed to handle something is not here to tell me that it got handled. Insurance is a big thing because we're dealing with people's lives and their families' lives. For it to just be added on when we already had an agenda that was sent to us is just a concern.

Comm. Ramirez: Mr. Booker, I know this is time-sensitive. If we do not make the decision at this meeting we will not make the July 1 deadline. Correct?

Mr. Booker: It will make it difficult.

Comm. Ramirez: Which will put over \$17 million of savings at risk and will make our budget shortfall \$17 million higher. I know you have a lot of experience. I know you did this the last time I was here on the Board six years ago. Is this equal or better than?

Mr. Booker: It is.

Comm. Ramirez: Which is our legal responsibility. If it is not equal to or better than, then that triggers union negotiations.

Mr. Booker: We would not be standing here.

Comm. Ramirez: Correct. This does not necessitate union negotiation because it is equal to or better than.

Ms. Wood: Correct. The exact plans that you have now, benefit for benefit, will be matched by Ameritain. I've used this analogy before. There are about 10,000 lines in benefits that you have to go through to make sure they match. We will go through each plan line by line and match the benefit, which I believe is what the union contract says. We cannot match the network, but our data absolutely supports that the network is actually better for the providers that are being utilized by your staff. The other thing I wanted to try and address just because I didn't say this to Comm. Freeman's issues, for people that are in active courses of treatment there is a transition plan. There's a transition of care process whenever you change health insurance carriers. I've been doing this a long time. Maybe that's sad, but true. We try to identify those people that are in an active course of treatment. Let me clarify what an active course of treatment is and is not. There's definitely a difference. Somebody who's actively going through chemotherapy, active cancer treatment, has a heart surgery scheduled, or may be in a second trimester of their pregnancy are examples of active courses of treatment. You're actively seeking care for a condition that needs to be treated promptly, immediately. That is how an active course of treatment is defined. Somebody who sees their cardiologist once annually is not an in active course of treatment. While the cardiologist is monitoring you, you're not actively seeing that provider for a treatment plan at that time. I do think it's an important distinction because I don't want people to be misled. As far as the transition plan, it does take a tremendous amount of time to do this transition from start to finish. The requirement would be to get everybody in the system, everybody with an ID card, and manage all these transitional issues as they come along. We can certainly get a summary of benefits, which go line-by-line. It's not a booklet. Let me clarify that. The summary of benefits is about a five-page document that goes over the highlights of the major plan features. We certainly can attain those for you. The booklet requires that line-by-line, benefit-by-benefit analysis which does take a considerable amount of time. We have to go through every benefit line-by-line on all 12 plans to make sure they match. It has to be built in the system and then the booklet is generated. Whatever works for Paterson is what the right answer is. We need time to build all of that and that plan document can't be done so that the members can see it. A summary can be done, but a plan document cannot be done so the members can see it before a decision has to be made.

Mr. Booker: Suzanne is outlining the process to be able to do this. I would bring up the fact that this is something that we have done with you before. This is not new to us. Six

years ago, we helped pull you out of a difficult situation. The plan that you had at that point, to say that there was discomfort with it is an understatement. CBIZ came in and took you through a difficult process to get you in a position where you were able to get into a better program. We know we can do this. We have done it before successfully. As I recall, I believe that the union representatives to this day applaud us for the work that we did and we're very proud of our work product and having helped guide the district through that process. It is not our first rodeo. We've done this before successfully. We understand how important health care is. This is my 30<sup>th</sup> year in this industry. Suzanne might have a year and six months behind what I have, but it isn't my first time around the track with you through this process. We're confident that should the Board decide to take advantage of the opportunity, that we can lead you through it the right way. We've done it before, and we can do it again should that be the pleasure of the Board.

Comm. Freeman: I thank you again for explaining it again, but you still haven't answered my question. Teachers allow them to pick. My phone is ringing as you speak because they're watching. 90% of them were not notified. They send millions of texts out when they want them to come to a Board meeting. They didn't get a text this time. 90% and my phone is right here. It just keeps coming. I appreciate you for continuing to explain the difference. This is not towards you. They wanted you to come up here and explain my concern and you can't. I want to make that clear. Respectfully, you can't. My concern you can't answer. The person who can answer my concern is not here. There's no way in the world I'm going to put this and the whole staff on my shoulders and vote for this tonight.

Comm. Gonzalez: We're in roll call. We have to keep this going.

Comm. Freeman: I understand that. We're all in roll call when it's your turn to talk and you can say what you want.

Comm. Gonzalez: I was just given some information that on Friday the 28<sup>th</sup> teachers were given the information from the union.

Comm. Freeman: The teachers are right there.

Comm. Gonzalez: We're in roll call. Thank you so much for the presentation. Thank you for all the information you provided.

Comm. Freeman: I'll forward you the email so you see the date.

Comm. Gonzalez: There was an email sent out based on the information I got. That being the case, we are in roll call.

**On roll call all members voted as follows:**

Comm. Freeman: Absolutely no to everything.

Comm. McCall: No.

Comm. Nieves: Yes.

Comm. Ramirez: Yes.

Comm. Rashid: Yes.

Comm. Rosado: Yes.

Comm. Simmons: No.

Comm. Teague: No.

Comm. Gonzalez: Yes, with my abstentions.

**The motion carried.**

**Paterson Board of Education  
Standing Abstentions**

Commissioner Valerie Freeman

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

Commissioner Eddie Gonzalez

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

Commissioner Della McCall

- Self
- City of Paterson

Commissioner Hector L. Nieves, Jr.

- Self
- City of Paterson

Commissioner Joel D. Ramirez

- Self
- City of Paterson
- Passaic County Community College

Commissioner Mohammed H. Rashid

- Self
- City of Paterson

Commissioner Kenneth Rosado

- Self
- City Housing Authority
- City of Paterson
- Paterson Restoration Corp.

Commissioner Kenneth L. Simmons

- Self
- Family

Commissioner Corey L. Teague

- Self
- Paterson Police Department
- Paterson Policing

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Instruction and Program***

Comm. Gonzalez: I&P met on March 3. Everyone should have a packet. What we're doing new is making sure that moving forward all the minutes for the various committees are stacked together for all committees to see. It will be presented to you as usual via the shared docs. At the Board meeting you'll have this packet in front of you so you can read along and ask any questions you deem necessary. I&P met on March 3, 2025. Ms. Tsimpedes went through a few things related to the items on the agenda. All of this is here in front of you. Are there any questions on any of this?

#### ***Operations***

Comm. Nieves: Operations met on February 27. Present were myself, Comm. Rashid, and Comm. Ramirez. We spoke about professional development and approving an agreement to pay QBS. The Superintendent recommended that Montclair State University and William Paterson University be awarded a contract for the 2024-2025 and 2025-2026 school year at an annual amount not to exceed \$240,000 for programs.

Comm. Gonzalez: Any questions?

#### ***Fiscal Management***

Comm. Gonzalez: We met on February 25 with Ms. June Gray, Comm. Ramirez, Comm. Rosado, and Comm. Rashid. We discussed what you saw and heard today in the presentation. Some other items discussed were the leases of some of our facilities and the conditions of some of our facilities that need to capital repairs. The minutes are in front of the Board members. Do you have any questions?

#### ***Personnel***

Comm. Ramirez: Personnel met on March 3. Comm. Gonzalez, Comm. Nieves, Comm. Rosado, and Dr. Newell were present. We reviewed various items which are already highlighted on the agenda in your drives. I would like to note that we are down to only 67 vacancies in the district, which is a tremendous task. Thank you to Luis and Dr. Newell for supporting the efforts and getting these vacancies down. That concludes my report.

#### ***Governance***

Comm. Gonzalez: Governance is scheduled to meet on March 11.

### **Committee Report**

#### ***Facilities***

Comm. Nieves: Facilities met on the 27<sup>th</sup>. Myself, Comm. Gonzalez, and Comm. Rashid were present. We spoke about professional development, resolution 015, and 016. We also spoke about HIB reports and the middle school model. We emphasized the need for clear communication with stakeholders and keeping transportation issues separate from middle school discussions and follow-up items ensuring the security department is represented at future meetings. That's the end of the facilities report.

Comm. McCall: I'm looking on the agenda at your discussion about the vacant buildings, School No. 14, School No. 17, Urban Leadership Academy, and School No. 3. This was all just discussion about the possibility of purchase of partnership opportunities. Was School No. 3 considered or discussed? Is there discussion about School No. 3 being part of a purchase or partnership?

Comm. Gonzalez: Neither. All facilities that were either leased or vacant, like this facility for example, the owner proposed that we extend the lease five years to do some renovations on the HVAC units. It is not feasible. These are all just discussions about things that came before us. There's no decision on anything made on any of these facilities. This is a discussion. There is a lot of information that the administration still has to do to evaluate what are the conditions of the various buildings, cost, and if we sell or stay with it. It's all just general conversations.

Comm. McCall: I was waiting for us to get to committee reports. The sentiment in the audience tonight was that School No. 3 was not going to open. Was that just hearsay throughout the community? Is that something that's happening? It concerned me. I'm sitting here and I'm hearing School No. 3 is not going to reopen. Was there a notice that went out that I'm not aware of? Our last discussion as a Board about School No. 3 was to reopen it. We had a dollar amount and all these different conversations about what phase we wanted to choose, whether we wanted to just paint it and have it back up and running, renovate it, or make it a model school. I was concerned tonight because I felt a little ignorant not knowing the process of where School No. 3 was. That concerned me. Can you imagine you're a Board member and something is going on and you don't know? I waited to give the grace to wait until this opportunity. I wish parents were here so they can hear this. I want to be able to relay it back.

Ms. Joanna Tsimpedes: If we go back to what Neil Mapp had presented with the long-range facilities plan years ago, School No. 3 was always slated to come off because we didn't have a need for the students in that building. We were able to utilize the buildings around the perimeter to take in the students. If you go back to documents that Neil had shared prior, it goes back to 2021. It was a Board presentation, and we did the middle school model. We actually have the plans from the geocoding. It actually shows School No. 3 was coming offline. When the issue happened with School No. 3 afterwards, that was a whole separate conversation from what was intended to happen with the middle school models moving forward. This isn't something that was decided because School No. 3 had this current issue. We have documentation that dates back way before that which shows it was slated to come off based on the work that facilities had done with the geocoding and looking at where the populations of enrolment were and if we needed it. That was there. I know what you're referring to, Comm. McCall. The meetings that happened after that, I'm not facilities. I cannot speak to that. I can only speak to the work that we're doing with the middle school model. That is under Neil Mapp and what was discussed at this forum.

Comm. McCall: Do you see how this could erupt into what we got tonight? We told these parents we were going to fix their school. I know that's what was said. I know we went through three phases of how we were going to fix their school. Anybody here

remember that? I feel horrible because we misled these parents. If that's not what we were going to do or if there was additional money needed to do it, then we need to have that conversation. We need to be honest with our parents. What happened tonight, I felt bamboozled. I felt like what are they talking about? I'm not going to play us out. They're not here and I'm sure they're going to see the tape, but I have to say it. If there are changes about School No. 3, I'm asking through you, Mr. President, that we put a presentation together for those parents. Those parents took their children to other schools with the hope that they were going to return back to their school. We publicized that was going to be our plan. We gave these great presentations from the time that happened that those kids had to leave their school and to another school. Folks that are just coming on this Board, I want to tell you that we told them that they were going back to their school. We didn't know what way they were going back. We didn't know if we just wanted to spend enough money to get the building up and open, do moderate renovations, or do full-fledged renovations. Now I understand what these parents are going through because we weren't even told that there's a possibility that the school will not reopen. Even if it is a financial hardship for us to do, I think we need to be honest with these parents so they can start to adjust that the school is not going to open, or it will open. We owe that to our parents. I'm really bothered tonight that I had to learn it from parents that there's a possibility this school is not going to open. That is not fair. That is not the transparency that this Board should be giving to our community. I do ask you and your leadership, Mr. President, that within a couple of weeks we confront these parents with some type of plan, whether it's a plan to readjust them into the schools they're in or to tell them that we're not going to reopen the school, repurpose it, or give them their school back. They deserve to hear from this Board what our plans are.

Comm. Gonzalez: We will go into executive session tonight. There are some things we have to discuss. It's an employee situation.

### ***Family & Community Engagement***

Comm. Rosado: We're scheduled to meet on the 10<sup>th</sup>.

Comm. Gonzalez: You all heard the audit presentation from our Executive Director of Family and Community Engagement on the audit.

### ***Technology***

Comm. Rashid: We had a fruitful meeting on February 11.

Comm. Gonzalez: There's also another technology meeting scheduled for March 11.

### **OTHER BUSINESS**

**It was moved by Comm. Ramirez, seconded by Comm. Teague 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.**

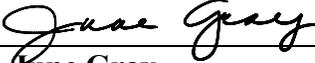
The Board went into executive session at 11:25 p.m.

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

The Board reconvened the meeting at 11:46 p.m.

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

The meeting was adjourned at 11:47 p.m.

  
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**Ms. June Gray**  
**Business Administrator**