

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

February 12, 2025 – 6:00 p.m.
Remote Meeting (via Zoom)

Presiding: Comm. Eddie Gonzalez, President

Present:

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

**Regular Meeting
February 12, 2025 at 6:00 p.m.
Remote
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Student Safety Data System for HIB, Violence & Vandalism, Substance Awareness

Dr. Newell: Tonight, we will be doing the presentation with Ms. Monique McKay, Ms. Laurel Olson, and Mr. Dalton Price. They will be presenting the Student Safety Data System for HIB, Violence & Vandalism, and Substance Awareness.

Ms. Monique McKay: Good evening. My name is Monique McKay and tonight I'm going to report the district's data for Harassment, Intimidation, and Bullying for Reporting Period I, which is September 2024 through December 2024. I'm going to give a little background on the SSDS Incidents, Programs and Trainings. In 2017, the state created the SSDS system to replace the HIB-ITP data collection system to fulfill the requirements in the Anti-Bullying Bill of Rights Act. Specifically, districts must report biannually to the NJDOE the following – detailed reports on all HIB investigations conducted, number of incidents affirmed HIB by the Board of Education or governing authority, HIB trainings provided, targeted population, number of participants, and school-wide conditions. Under the Anti-Bullying Bill of Rights Act, all HIB investigations, trainings, and programs must be uploaded biannually via the SSDS state system. We have to report twice, which will cover Period 1, September through December, and Period 2, January through June. Every year each school must complete the ABR School Self-Assessment via the NJDOE homeroom grade system and that's usually reported in June. The Board of Education must vote in a public session on the SSDS data and the ABR School Self-Assessment to approve for submission. The purpose of the anti-bullying law is to strengthen the standards and procedures for preventing, reporting, investigating, and responding to incidents of HIB of students. It's also in place to reduce the risk of suicide amongst students that occur in and off school premises. It's also in place to develop, foster, and maintain a positive school climate by focusing on the school's ongoing systemic processes and practices, and addressing school climate issues such as HIB. HIB is defined as any gesture, be it verbal, written, or physical act. It can be an electronic communication. It can be a single incident or a series of incidents. It takes place on school property, at a school-sponsored function, on a school bus, or off school grounds. It is reasonably perceived as being motivated by either an actual or perceived characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression and/or mental, physical, or sensory disability, or by any other distinguishing characteristic. Based on one of the criteria on the previous slide, it has the effect of or creates a reasonable fear of physical and emotional harm to the student or damage to the student's property. It can also create the effect of insulting or demeaning any student or group of students or it creates a hostile educational environment by interfering with the student's education by severely or pervasively causing him or her physical or emotional harm. By definition, a reasonable person should know that under the circumstances what will have the effect of physically or emotionally harming a student, damaging the student's property, or placing the student in reasonable fear of physical or emotional harm to his or her property. Just a quick clarification on what a reasonable person is. The act does not have to be motivated by an actual or perceived characteristic or another distinguishing characteristic. The critical question can be whether the victim or witnesses felt that the student was targeted based on the characteristics. If you can answer yes to any of those questions, then it becomes a question of whether that belief was reasonable. There must be a distinguishing characteristic as part of the criteria for determining HIB. The gesture, act, or communication is reasonably perceived to be motivated by any actual or perceived distinguishing characteristic. What is bullying? Bullying is done by someone who is perceived to be more powerful than the target. It is unwanted, negative, or meant to cause harm to the target by physically or emotionally damaging means that are repeated or threatened to be repeated. Although definitions vary from school to school, most definitions of bullying have two key components – aggressive behavior and an imbalance of power. I wanted to address the aggressive behavior component. That's where one or more people are directing aggression to another person who was unable to stand up for him or herself. The aggressive behavior is unwanted or unprovoked. The only person feeling emotionally upset is the person who is targeted, whereas the aggressor appears to get some kind of pleasure out of his

or her behavior and often feels no regret or remorse. Here are just two quick examples. A student intentionally bumps into a classmate whenever they pass in the hallway and encourages other students to laugh. A student will make fun of the student's clothes, mock a student's accent, or taunt a student about his or her grades. Conflict is a struggle of two or more people who appear to have different goals or desires. Conflict can occur naturally as we interact with one another. It is a normal part of life that we will not always agree with each other about the things that we want, think, or want to do. Most conflicts arise in the moment because people will have relatively the same amount of power or will see the same situation from two different points of view. Two students are in a committee together and they don't agree on how to decorate for a banquet. Two boys get into a fight after a rough play in a football game. Two students who used to be friends now bash each other online daily. The next slide is a quick overview of the differences between conflict versus HIB. A conflict involves people with the same degrees of power. HIB is an imbalance of power. Conflict involves mutual disagreements or differences in interests or goals. It includes arguments and fights. HIB is one or more students or victims of one or more person's aggressions, needs, or interests. Conflict is reciprocal. Both parties participate in the conflict. HIB is one-sided or one party instigates. Conflict can be where both parties are responsible for wrongdoing. In HIB the bully is responsible for wrongdoing. Conflict is just a normal part of growing up in life. HIB is where the person intentionally is trying to harm the person physically or emotionally. Conflict can be resolved fairly by compromise or negotiation. In HIB there's usually a fair resolution that involves the change in behavior of the bully. The target has no concession to make. I'm going to report on the numbers that we reported to the SSDS system. For reporting Period I, from September 2024 through December 2024 there were 137 HIB cases. Out of those, 67 were founded and 70 unfounded. The next slide is a quick comparison of the district numbers for Reporting Period I of 2023 as opposed to Period I for 2024. In 2023 we had 174 cases. 103 of those were unfounded and 71 were founded. In 2024 we had 137 cases. 70 were unfounded and 67 were founded. The next four slides are a look at the number of incidents reported for each unit. The first slide is Unit 1 and will report on School No. 2, School No. 3, School No. 8, School No. 9, School No. 13, School No. 20, School No. 24, School No. 25, Anna Landoli, Dr. Hani Awadallah, MLK, and YMLA. There were 28 incidents reported. 13 were founded and 15 were unfounded. Unit 2 will report on School No. 1, School No. 10, School No. 15, School No. 16, School No. 18, School No. 21, School No. 26, EWK, Roberto Clemente, School No. 6 and NRC. They had 36 cases. 22 cases were founded and 14 were unfounded. Unit 3 reports on School No. 5, School No. 7, School No. 12, School No. 19, School No. 27, School No. 28, Alexander Hamilton Academy, Dale Avenue, Dr. Frank Napier, Joseph A. Taub, and Norman S. Weir. There were 29 cases reported. 16 were founded and 13 were unfounded. Unit 4 included Alonzo T. Moody, Eastside High School, International High School, John F. Kennedy, Newcomer's High School, Paterson P-Tech, Paterson STEAM, Rosa Parks, STARS /T.I.E.S. There were 44 cases reported. 16 cases were founded and 28 were unfounded. Are there any questions? That's my presentation and thank you for listening.

Ms. Laurel Olson: Good evening, Superintendent, Deputy, Assistant Superintendents, and Board Commissioners. My name is Laurel Olson. I'm the Supervisor of Student Support Services for Paterson Public Schools. Tonight, I'm going to start our presentation off by letting you know about the substance reporting we did this year. When it comes to substance use cases, we report any student found positive. According to NJDOE, students are considered positive when they are confirmed to be under the influence of drugs or alcohol, are found in possession of substances or drug paraphernalia, refuse to take a medical exam or drug test, or the amount of their possession is enough for a sale and distribution. From September through December

2024, we had 120 students referred for substance use testing. We had more positives than negatives. We had more males than females. Out of the 120, there were 22 students who refused to test. The little chart underneath shows the total cases that were positive, which was 98. Of the 120 reported, 82% are positive. This slide gives you a breakdown of SSDS total positives versus our school year. This is a four-year comparison. You'll see for the full 2021-2022 school year we had 162 positive tests. Moving forward through the other school years leading to 2024-2025 and the half year, we are at 98% positive. These two charts will show you a more colorful version to understand the data. Our focus for this first half of the year cases came from grades 6-12. Seniors led the way followed by sophomores and eighth graders are a big concern this year. This slide will show us cases of possession from September through December. That's also another four-year comparison. As it stands, September through December 2024 we've had 43 cases of possession, 35 of them being THC or marijuana and vape pens. We had four cases of marijuana, one case of paraphernalia, one case of heroin, one case of alcohol, and one case of edibles. We have some potential factors for increased reporting to the SAC department. The SAC training is in-person and virtually available. It is assigned districtwide to all staff on our Onspire PD platform. Schools are using metal detectors and wands, which are picking up the vape pen batteries. We were able to hire additional SAC counselors, so we do have more presence in our buildings. We have some parental refusals and the New Jersey legalization of marijuana. The perception of risk has decreased so possession is becoming more common. The SAC department does have a lot of partnerships. We utilize all these people and we're very grateful for them. They help us push the SAC initiative by doing a lot of prevention work in our schools, especially with our kiddos in the elementary level as well as our high schools. The next slides are just some photos of our possessions from the year. The first photo on the left is packets of heroin. The second photo on the right is some marijuana and paraphernalia, a bottle of alcohol, and marijuana edibles. Unfortunately, because it's a PDF version there's an 'x' on the little video, but it's a newer vape pen that was a THC product. I will share that after the presentation. This slide shows some marijuana-infused THC vape pens and LAVA Plus, a nicotine-based product. This slide is the vape confiscations for one of our high schools in December. We were only in school for two weeks, but this is what was collected in those two weeks. I'm going to pass the microphone over to Mr. Price so he can go over the violence, vandalism, and weapons portion.

Mr. Dalton Price: Thank you, Ms. Olson. Will you control the slideshow, please? Good afternoon, Superintendent and Commissioners. We're going to talk about the SSDS enumerated items first. We have arson, assault, computer trespass, damage to property, false public alarms, fights, HIB alleged, HIB confirmed, kidnapping, robbery/extortion, sexual contact, sexual assault, substance use, possession, sale/suspected, theft, threat simple, threat criminal, trespass, weapons use, possession sale, and other incidents leading to removal. Other incidents leading to removal are incidents that do not meet the criteria for violence, vandalism, substance, weapons, or HIB alleged or confirmed, but do lead to removal of a student from their educational placement for half a day or more. Disciplinary removals are defined as any instance in which a child is removed from his or her educational setting for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, or removal for other educational settings. The total amount is 705 so far. For example, Max and Ricky, both third grade students, were chasing and tackling each other during recess. While they were playing, Ricky picked up an 8-inch stick and swung it around, hitting Max on the arm causing a small scratch. An aide witnessed the situation and stopped any further contact between the boys. The aide asked Ricky why he hit Max. Ricky explained that he was just pretending to be a helicopter and did not mean to harm Max. Analysis of the scenario: Ricky did not purposefully, knowingly, or recklessly cause an

injury to Max. The injury was accidental. Do not report this incident unless Ricky received disciplinary removal for more than half a day for this incident. In this case, it would be reported as 'other incidents leading to removal.' How the situation may differ. Max was bleeding and had to be seen by the nurse to treat the injury. Ricky said he meant to hit Max, saying, "He was mean to me. I don't like him." Report his incident as an assault. Because a small stick cannot readily be used to cause lethal or serious bodily injury, do not report it as an assault with weapon use. These are the numbers. You can see across how they total up. For violence, we have 155, vandalism - 15, weapons - 9. Other incidents leading to removal is 705. Overall total is 884. Here's a comparison of the assaults in 2023-2024 versus 2024-2025. The assaults went from 120 to 83, fights 98 to 43, threats 45 to 25, damage to property or theft 16 to 8, computer trespass 14 to 4, arson 0 to 1, weapons possession 17 to 9, false alarms 0 to 1, sexual assault 0 to 0, sexual contact 6 to 4, other incidents leading to removal 1652 to 705. Total in comparisons is 1968 to 884. Incidents reported to police are 11. The number of arrests is 0. Are there any questions?

Comm. Gonzalez: Were there any differences on how you calculated 2023 and 2024 numbers?

Mr. Price: I don't calculate the numbers. I get them to my office, and we input everything.

Comm. Gonzalez: There was no new standard of recording this data? Everything is equal to what it was last year?

Mr. Price: Absolutely.

Comm. Teague: I don't think I can ask my question publicly because it involves names and specific information. I'll reach out to you offline. It's about this report.

Comm. Gonzalez: Thank you, Dalton Price. I appreciate you and your presentation, as well as the other staff members.

Dr. Newell: Thank you to the team for putting this all together.

REPORT OF THE BOARD PRESIDENT

Comm. Gonzalez: I've had many discussions in the past week with many parents. I'm going to assume there are going to be a lot of calls related to the middle school changes and transitions that have been approved in 2021. Before we get started, I'd like to make a quick announcement about that and make some statements to set the stage for clear and factual information. I'm hearing different things from different parties and a lot of misinformation from individuals sharing the middle school model concept. First, the DOE approved the conversion of the NRC School from elementary pre-k-8 to a 6-8 middle school format, which officially opened back in September of 2012. That's 13 years ago. In 2015, the Department of Education approved the 2015-2020 five-year long-range facilities plan which included the establishment of a districtwide middle school model. That's going back since 2015. In 2021, under the leadership of the Board at the time, we began the process of developing a comprehensive framework to support the continued transition of the district's elementary school model. That's been ongoing for many years now. Additionally, the Department of Education approved the replacement of the old Don Bosco on Union Avenue to become the new Joseph A. Taub School. That became a middle school and that happened in September 2021. I'd like to highlight the key benefits that will come from reconfiguring our schools to a

middle school model, which is not a new concept. We're behind the times as it relates to a lot of our neighboring cities and towns in New Jersey. There are many benefits to it, which include reducing class sizes. This will obviously help the educational adequacy standards ensuring more personalized and effective learning experiences for our students and expansion of the Gifted & Talented programs. We will provide greater opportunities for our advanced students to grow and thrive academically. At the last Board meeting we actually gave an award to the principal at School No. 28 Gifted & Talented. She was able to reach the highest achievement of being the number one school in the State of New Jersey and we would like to see that spread across the school district through these efforts. Moving forward, we have better academics and behavioral outcomes. The middle school model is designed to support both academic excellence and positive behavioral development, preparing our students for the next level in their education, which is the main focus here. Increase accessibility and flexibility for preschool programs. This model will also enhance the way we integrate the expansion of the preschool programs in the City of Paterson, offering more options and opportunities for our youngest learners. Unify our academic programs. The districtwide middle school model will allow for more cohesive academic programming across all schools, providing a consistent experience for all students. That's important to make sure that we have quality programming across the board throughout the City of Paterson. Balance class sizes by streamlining the configuration of our schools. We will achieve more balanced class sizes across all buildings to make sure that one school is not overflowing, and the others are sitting somewhere empty. I will contribute to more effective learning environment and streamline the staff recruitment efforts. As we all know, there are a lot of vacancies with fewer relocations competing for the same teaching staff. We will be more effective when recruiting and retaining the best educators. Decrease need for in-district transportation, which is a big cost in the city. This reconfiguration will reduce the need for extensive busing, helping to alleviate some of the transportation challenges we currently face. I fully understand there are concerns and I want to reassure everyone that this transition is a process that has been in the works since 2021. I wasn't on the Board at the time, but I know that staff and Board members and those involved in creating the long-range facilities plan put a lot of work and effort into analyzing the benefits, which I have just described, to make this work. It began in 2013 with the first school being the New Roberto Clemente School, so this is not something that just popped up. This has been going on. It's part of a longer master plan to convert the City of Paterson schools into the middle school process and we're just continuing that process. A lot of folks think this is something we're voting on. This was voted on in 2021, way before I came on. It's just a continuation of those plans to make sure that the City of Paterson becomes a full districtwide middle school model. Moving forward, the administration will continue to provide more details, information, and related resources for the community, keeping everyone informed about the impact of the middle school model and how it will shape the future of our district. Moving forward, we're going to work with our administration, staff, and principals of the various schools that are impacted to get the accurate and factual information of how things will work and roll out for the middle schools that are in this phase from the 2021 long-range facilities plan. I just wanted to say that because a lot of folks think that we are voting on this. It's already happening. It's something that has been in play. Many schools throughout the district already have this model. It's just working its way to different areas that haven't been completed yet.

PUBLIC COMMENTS

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

Mr. Zaydel: We have 43 speakers registered, about 20 on the line. I just ask everybody to confirm that your name is your real name in the Zoom call. If it's Iphone or Samsung or something other than the name that you've registered with, we won't be able to call on you to speak.

Ms. Maritza Vargas: I was in the meeting yesterday. My concern is about the parents who have siblings together. These parents have to go and buy new uniforms because you are deciding to divide the schools into individual schools from middle to elementary. You're going to make it harder for the parents. I'm a bus driver. It's hard for me every morning to get these kids to school on time. Imagine what you're planning to do. You're saying you're trying to cut down? We need more bus drivers because it's a headache getting from one side of town to another. It's not going to be easy. It's going to be harder for us as bus drivers to get these students to school on time. I think it's wrong. I used to go to School No. 3. I had to walk from my house to School No. 8 and it was hard for me. Imagine these kids. What are we doing with these kids and the parents? We're not being fair with the parents. The parents have to look for a way to get these kids to different schools. It cannot happen. Sorry. Thank you.

Ms. Luz Torres: I'd like to take the time to thank you. My name is Luz. I'm a proud member of the Paterson community. My children and nephews attend Paterson schools for over 10 years. We help the community. We strongly oppose the Board of Education decision to restructure several schools under the new middle school model. This change will negatively impact our children's education, safety, and overall being. It will have a lot of disruption to our education. Transitioning students to new schools, teachers, and classmates will cause unnecessary instability, specifically for students with individualized educational programs who require consistency and specialized support. School No. 8 is already severely understaffed, and we will struggle to accommodate additional students, leading to overcrowded classrooms, which is exactly what we're trying to get rid of. It will increase burdens on families. Many parents will have to travel further to drop off and pick up their children. Many do not qualify for school provided transportation since they are within the two-mile radius. There will be unsafe travel conditions for students. Many children will be forced to walk longer distances to take public transportation, increasing risk and exposure to unsafe environments. Many members of our community are immigrants who do not have the ability to drive, making it nearly impossible for them to transport their children to one school, let alone multiple schools. As a result, parents are left with no choice but to have their children walk to school alone. This means many children of all ages will be left unattended for longer periods on the streets, adding unnecessary stress on parents and putting more students at greater risk. Many families in our community are already struggling to make ends meet. This restructure would force parents to purchase new uniforms for different schools. Those with multiple children attending different schools with different uniform requirements may have to buy double, adding unnecessary financial strain. Additionally, parents may have to adjust work schedules and rearrange alternative transportation, further increasing costs. A major restructure like this requires significant time, resources, and planning. Given the setback children have already faced due to the Covid 19 pandemic, another disruption could have long-lasting negative effects on their education. We urge you guys to reconsider and stop the implementation of this restructuring plan. Instead, we call for a transparent and inclusive process that involves parents and educators in the community. I understand that you have been trying to implement this for many years. However, many of us parents had no idea this was going on. I think that the community should have a much better understanding of what's really going on and how this is going to affect individuals, students, staff, teachers, and everyone in the community. We're all affected. An

assessment of an alternative solution and prioritize students' education stability and well-being in a public forum to discuss the full impact this transition before finalizing any of these decisions. Our children's future should not be compromised by rushed and ill-planned changes. We as a community are going to stand together and demand...

Ms. Omaira Martinez: Good evening. My name is Omaira Martinez. I'm here as a dedicated resident of Paterson. We are deeply disappointed by the Board of Education's recent decision which places profits above the education and well-being of our children. We stand firm in our commitment to advocate for our students, teachers, and the future of our schools. The proposed reconstruction is nothing more than a cost-cutting measure that will undermine our children's education rather than enhance it. We demand transparency, accountability, and a meaningful role in the decision-making process. These choices impact our communities, schools, and the future of our children. We refuse to be ignored, silenced, or dismissed. We will fight for our schools and for every child's right.

Ms. Khouloud Abdelhadi: I'm also calling about this supposed middle school remodel. The proposed restructuring of our schools seems more focused on cost-cutting than truly improving education, at the expense of our children's futures. Have the needs of working parents and families without reliable transportation been considered? A 17 to 25-minute walk each way every day is a serious burden, not to mention the added cost of different uniforms for each school. Meanwhile, excessive funds are being spent on assistant superintendents, which could be spent to address the real issues in our educational system. Teachers are being uprooted with little notice, disrupting the stability and effective learning. This restructuring is merely a superficial solution that overlooks the deeper problems. Our community deserves an educational system that generally supports the students, provides lasting stability and that truly values the dedication of our educators. I'm interested in knowing how many of the teachers who have been right sized in the last year have stayed within this district and how many have resigned. What will you do if more teachers find jobs in other stable districts come September? How do you plan to fill those vacancies should this arise? Those are our questions.

Ms. Amira Abdelhadi: Good evening. I am a School No. 9 graduate. I'm now a high school student and I need you to know that these decisions are not just numbers on a budget. They are affecting real lives. I have two brothers. One is ten years old and the other is nine. They were both in tears when they heard about the changes. They were scared and confused and it breaks my heart to see them so upset. They keep asking me why Paterson keeps hurting us from right-sizing and now this. These reconstruction decisions, which seem to be all about cutting costs rather than improving their education are disrupting the stability of my brothers at such a crucial time in their lives. They deserve an environment where they feel safe and supported, not one that leaves them anxious and uncertain about their future. The district always speaks of social-emotional learning and the children's mental health. Yet, none of the policies put in place advocate for social-emotional learning. Do you think splitting students based on their grade or what language they know, dividing kids from their siblings and friends, is going to have a positive impact on their mental health? What about the students who have to walk to pick up their brothers and sisters from another school? 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 that you prioritize what truly matters, their happiness and educational success. Thank you.

Mr. Alexander Cardillo: One has to wonder and ask themselves why Monica Florez didn't simply non-renew me? There was a librarian in another school who was non-

renewed in 2019. That would have taken a lot of courage to do. To non-renew me after four years in the district and great evaluations, she would have had to put things on paper that I would have had an opportunity to refute. I was two months to tenure and would have requested a Donaldson hearing from you. I would have told you not only this, but the other horrible things that she had done that were swept under the rug. I would have had my say. Instead, she decided to make this a psychological mind game and pretend this was in the best interest of the school and act like this was about money, denying me my right to say anything about it. This way she could keep her fake stellar reputation intact. This was the most convenient way to try and put all this to rest and for me to be silenced. When the RIF was done, it started with every principal giving two names to the Superintendent, regardless of their years of service. According to the previous Superintendent, I was not on this list. While everything was happening in the school with the principal and me, they asked the principals for a third name. I was chosen. How is this not retaliation? All of a sudden, this school didn't need a librarian just because Monica Florez didn't like the person sitting in the seat? I still have not seen the list with my name on it and still don't understand how my name made it from MLK to 90 Delaware to this Board. She also was trying to do her best to keep me from finding out what she did with DCP. She said in the testimony there was an anonymous witness, but I have yet to see evidence of that. This alleged anonymous witness was not provided for depositions or questioning. Monica Florez lied to you through this whole thing. Therefore, I cannot believe there was an anonymous witness until I see it. I have already been lied to way too much to believe anything she said. This is why she chose me for the RIF instead of non-renewing me. She wanted to keep what was going on at MLK at MLK. Please take the time to meet with us. Thank you.

Dr. JoAnn Cardillo: We are now in month six of the narrative we started to lay out for you regarding Cardillo vs. Paterson Board of Education. You have yet to come to the table to further understand the implications for the district in this matter. Here is something you must understand. Had this been a situation where a teacher was guilty of what Mr. Cardillo was accused of, the action Monica Florez took would have put the district and the rest of the 600 districts of this state at risk. Why? Because Monica Florez used the RIF process as a tool to remove Mr. Cardillo from his position without documentation of the incident she alleged and was convinced occurred. Why else would she follow him and take responsibility away from him? Why then would she testify in deposition and speak inconsistencies into the record over 35 times? One of those inconsistencies is that she claimed she had all of her paperwork lined up, but when it came time to retire she stated in her testimony that she threw it away. This in itself is illegal. All of that information should have remained with the district upon her retirement as that is your property. If this has happened to another employee who indeed did what was alleged in terms of touching a child, you would have been responsible for sending that employee out into the job market where any other district would have been at risk to hire someone with no paper trail to the actions that the employee was accused of. This is the reason why Mr. Cardillo's career has been sidetracked to the point where you are the responsible party to clear up this matter of allegations set forth against him, which DCF has stated have no validity. Who among this district will be held accountable to resolve this matter? I'm strongly suggesting you set aside your differences, use the situation to find common ground as a Board, and do the right thing where staff and students understand you are about education before politics, modeling a focus on what's right and just. Six months and we have not yet had to repeat a single piece of this story and there is much more to share.

Ms. Greta Mills: Hello, everyone. My name is Greta Mills. I'm a teacher in the Paterson district. The teacher told me she received the letter that she's going to be changing grade levels. It's a failing district, but it's a failing school for years. It's sad you decided

it would be more beneficial to have a teacher with double the amount of students in the classroom. As I stated before, when Ms. Ames retired you didn't replace her. You took the third-grade teacher and put her into a data position. You hired two new teachers and both of them left. Instead of hiring someone else, we're now shifting teachers around and we're going to cram students into one classroom. Then I'm hearing that the goal is now have 30 students in the classroom. Is that the goal? I need to know. If you're really here for the benefit of the students, why are we piling them into classrooms with one teacher? The teacher was out today. I had two classes in the room with me. In another classroom a teacher had two classes with her. Teachers are not coming. They're overburdening the ones who are in the classroom. You have data specialists, supervisors for every subject area, math coaches, and reading specialists. They all get to sit in a room by themselves and come out periodically to say what or do what? It's truly unfair to the children and the classroom teachers how we're just putting all the kids in one classroom. The other day I had to go upstairs and get my students from off that third floor where the kids were in the hallway. There was a massive fight. They had to lock my kids in the classroom along with the other fourth grade class because it was total chaos on that third floor. The kids refuse to come to school and learn, and you want to put the burden and all these kids in one classroom. I am begging that somebody wakes up and says no more and we're going to have smaller class sizes. If you're not willing to take a group of kids and be in a classroom and help teach these kids... You're now putting money into Inspire. I don't need anybody to tell me how to run the classroom. I need someone to help these kids learn. They need small classes.

Ms. Shadia Ali: Hello. My mom doesn't know how to speak English, but I'm here to speak for her. I'm her older daughter. I'm in the seventh grade. I have to pick up my two siblings and it's going to be really hard for them to stay in one school while I have to go to the other, which makes me have to walk a longer distance and also pick them up at the end of the day.

Mr. Eddie Ruiz: I want to address the reconstruction of School No. 8, School No. 9 and Dr. Hani Awadallah. It will have a potential impact on the emotional and mental wellbeing of students. These changes could significantly affect the students' learning environment and disrupt the multicultural community that these schools have worked so hard to build. We keep on hearing about it being data driven. What data are you guys actually using to justify these drastic changes? Are these studies showing how this will affect the kids' emotional wellbeing? Especially given that the changes seem to be aimed to reduce the numbers of teachers and letting them go. The argument seems that these changes will improve the student/teacher ratio and a lot more individualized attention. However, if we look at the studies from 2023, we see a different picture. This middle school program that you guys are talking about in NRC shows that it has a 14:1 student to teacher ratio. It has a 15:1 student ratio. DHA has a 12:1 ratio and School No. 9 an 11:1 ratio. School No. 8 has a 13:1 ratio. Looking at the performance data from the same year on testing, the NRC is performing lower in state testing compared to School No. 9 and DHA. While NRC is in the 29th percentile in English, it's also 49th in the math. Meanwhile, School No. 9 has a 45.5% in English and 41% in math. DHA outperforms NRC with a 47% in English and 51% in math. I have to wonder, what's the actual reasoning for these changes? If your current schools are already achieving reasonable student to teacher ratios and outperforming the NRC in testing, what data are you guys basing this restructure on? I also want to address the transportation costs. While it's important to save money, it's also crucial to consider the burden on the parents. Many parents now have to drop off children to different schools while juggling picking up and dropping off at multiple locations. Not only the financial strains since parents need to factor in additional transportation costs but also increase the stress of leaving work early to manage these schedules. Additionally, students will be walking

from different areas. Not every child will have the same safety and convenience when it comes to getting to and from school. Parents already have enough on their plates without having to worry about the logistics of multiple schools and the safety of their children walking longer distances. The idea of reducing transportation costs shouldn't come at the expense of the parents and the emotional wellbeing of these kids.

Ms. Irany Vargas: Hi, thank you for having us. In my case I have two boys. My oldest goes to School No. 9. I'm a single mom so I'm the head of the household. My ten-year-old is in fifth grade. He has special needs. My concern is he walks. My house from School No. 9 is a straight walk of six blocks. My concerns is all the accidents that my happen while all these kids are walking. Whether they have special needs or not, it's a longer distance. My concern is for the kids that walk and the parents who have to work. I can't take him because I work. My concern is all the accidents that might occur due to the fact these kids are walking by themselves. Thank you.

Ms. Doris Villatoro: I'm working in the PTO at Dr. Hani Awadallah. Too many parents come and ask what will happen and what they can do. Many parents have two or three kids in the school and are worried about bringing one here and one there. That's why we're asking about the changes. It will affect the kids. They're saying they don't want to go to different schools. What can we do? Please try to check how that decision will affect our kids. Thank you.

Ms. Revina Jamalodin: Good evening, everyone. I have two children in the Paterson School District and they're overachievers, outperformers, and were offered places in the charter school system. Because of the multiple school drop-off, they are at Dr. Hani Awadallah right now. Hi, Ms. Badawy, we miss you. I just want to say that this is not a properly vetted feasible thing for our students. My kids are two years apart. Passaic County is not doing this. I have nephews in the Passaic School System and they are also outperforming. As a parent, I'm doing a part-time teaching job at home with my kids to make sure they stay on top of curriculum because it's 25 students in each of their classes. They're in grade 2 and grade 4. My kids are scoring 800 in the NJSLA so I know what the struggle is as a parent. I'm already struggling to stay on top of curriculum and I'm not about to invite the option of having to struggle to drop off. That's one. Two, my kids are also part of the Paterson Music Project. We need to refocus and think of how we are going to break up these children are that striving. Statistics don't lie. I've been on this call. You see that DHA has no bullying. If you're breaking up DHA, you're inviting students and exposing them to this type of environment out there. I'm just putting it out there. Students cannot read in Paterson. I will tell you that right now. I stood there at a concert last Saturday and students cannot read a script in Paterson. Our teachers are struggling to stay on top of curriculum. Our teachers are struggling to stay on top of 25 kids. English is a second language to a lot of people. They don't have help in the classrooms. Together at the PTO we are struggling to help each other and support each other to achieve that goal. We're trying to create future leaders here. Paterson is not known for their education. Let us make a difference and listen to the parents. Listen to our plea. Listen to the plea for our children. Our children are innocent in this situation. You are all sitting on these Boards. Please listen to us. We are in the mud. We are being dragged through it. We know what it's like. I might not have it as difficult as the other parents in terms of not driving, but we feel for each other because our children are growing up with each other. Continuity is something that is key to the growth and development of any individual or situation. Please reconsider this. I really think 30 students to a class is also complete nonsense. I do confer with Greta and Eddie...

Ms. Imen Debouz: I want to talk on behalf of my mother. I am a fourth grader. My little brother is in first grade. I have to pick him up from School No. 9 and in one year I will be in DHA School. My parents are school bus drivers, and my grandma is 80 years old, a sick grandma. Who is going to pick me up from DHA School? It is far away from my house. Who is going to pick my little brother up from School No. 9? Thank you.

Ms. Desmarie Vargas: As a dedicated parent in the Paterson community, I'm deeply concerned about this proposed middle school model and its impact on our children. My children attend Dr. Hani Awadallah and like many families we rely on the stability and safety support that our neighborhood school provides. My main reason for attending today is for our children and the students of our Paterson Public Schools. As a mother of a child who attends a Paterson school, I worry about this because I have a child that has an IEP. I worry about this transition. Why? Because my child, along with many other children who have an IEP and are in the spectrum, does not do well with changes. Yanking students from their comfort zone can drastically change their learning. Have you guys taken that into consideration? Children with IEPs and those on the spectrum thrive on consistency and structural routines. A sudden change can cause the stress and regression in their progress. Many IEP goals take time to implement effectively and switching schools can result in setbacks due to delays in services and reevaluation. This can cause increased anxiety and behavioral problems. We as parents have the right to participate in decisions regarding our children's education, including school placement.

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

Comm. Freeman: This is why I don't like virtual meetings. I know there are a slew of parents who are in the background who wish to speak. Some don't get the notice in time to sign up and some do. This may be something we want to think about, not having virtual meetings. If we can't hear the parents' concerns, regardless of how many viewers we get, it's important that we hear the parents, especially if they want to be heard. I'm going to say yes because Boris said there are no more speakers, but I know there has to be a slew of parents who are waiting in the wings to speak and tell us how they feel. I'm going to say yes for now.

Comm. McCall: I want to echo the same as Comm. Freeman. These meetings really need to be in person. I got a whole slew of phone calls from people saying they can't get into the meeting. We can't make folks suffer due to challenges. Maybe they don't have the computer skills. My vote is yes, but I really want to see in some kind of way if we can go full person. I had at least 25 parents who reached out to me and said they have so much to say, not all negative, about changes. We really should consider parents and giving them the opportunity to come.

Comm. Nieves: Yes.

Comm. Ramirez: Yes.

Comm. Rashid: Yes. I heard a little child talking in favor of their parents. Maybe the parents can't speak English. My vote is yes.

Comm. Rosado: Yes.

Comm. Simmons: Yes.

Comm. Teague: I have Ms. Black on my phone. She has been trying to call in. I agree with Comm. Freeman.

Comm. Ramirez: Comm. Teague, we can hear you and we're on roll call.

Comm. Teague: I know we're in roll call. Trust me. I've been on here longer than you. I know we're in roll call. I want to clarify that this needs to be rectified so parents can get online and be able to talk. The virtual thing is not working. We're not in Covid anymore. There's absolutely no reason to hide from the public. My vote is yes.

Comm. Gonzalez: Yes. I'm an in-person type of person myself, but this has been going on for some time now. Maybe we can have that discussion to have these meetings in person. I will leave that to the Board to have a discussion.

The motion carried.

Comm. Gonzalez: There were a lot of statements made with reference to the middle school model. I just want to highlight that there is going to be a comprehensive communication plan that's going to be released soon that will help dispel some of the information and hopefully educate some of the community members on the benefits of the middle school model that was already approved in 2021. I want to reiterate that in conversations prior to this I've been asked if we're going to vote on this. This is not something that we're voting on. It was already vote on in 2021. It's a continuation of the plan. Hopefully that will help folks understand where we. There is a lot of misinformation. This communication that will go out will give individuals an opportunity to learn more about things that will take place and how to navigate through all the issues that were brought up. There were a lot of valid issues and concerns, but the administration will have an opportunity to address all these issues in a more organized public forum so that all members can participate and hear more about this. We do want to be respectful of everyone's opinions, ideas, and concerns. We're 100% open to conversations and discussions, but this is something that's in place. It's been happening and it is going to continue. It's just that we want to communicate how it's going to be rolled out to minimize impact for our parents and students.

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Gonzalez presented the minutes of the December 4, 2024 Executive Session, the December 11, 2024 Executive Session, and the January 2, 2025 Organization Meeting, and asked if there were any questions or comments on the minutes.

It was moved by Comm. Ramirez, seconded by Comm. McCall that the minutes be accepted with any necessary corrections. On roll call all members voted in the affirmative. The motion carried.

RESOLUTION ITEMS (1-64)

Resolution No. I&P-1

WHEREAS, the New Jersey Department of Education (NJDOE) is releasing a third grant opportunity to further advance the implementation of the New Jersey Student

Learning Standards (NJSLs) in support of Climate Change Education and to support the work of local educational agencies (LEAs) in expanding climate change education across New Jersey.

WHEREAS, the purpose of this competitive 12-month grant opportunity is to continue to expand equitable access to high-quality, standards-based climate change education for K- 12 students, encourage the development of student centered learning opportunities, increase engagement in location-based climate change education, and continue to expand and strengthen a network of LEAs dedicated to sharing best practices and resources for implementing climate change education across the state.

WHEREAS, Paterson Public Schools will plan, coordinate, and execute an interdisciplinary, project-based unit plan and a corresponding student-led community resilience project focused on climate action and solutions in the students' Paterson to further their standards-based climate change education initiatives.

NOW THEREFORE, BE IT RESOLVED, the Paterson Board of Education approves that the district applies and if awarded the grant, accepts the Climate Literacy through Community Resilience Grant (June 1, 2025 to May 31, 2026) for a total award amount of \$30,500.

Resolution No. I&P-2

WHEREAS, the Strategic Plan for Paterson Public Schools, Paterson -A Promising Tomorrow, supports the Full Service Community Schools and the community-based partnerships under Goal Area #1 Teaching & Learning: To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning and under Goal Area #3 Communications & Connections: To establish and grow viable partnerships with parents, educational institutions and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication; and

WHEREAS, the Full Service Community Schools Program is authorized by sections 4621-4623 and 4625 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), supports the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools; and

WHEREAS, the Full-Service Community Schools (FSCS) program, which is funded under FIE., encourages coordination of academic, social, and health services through partnerships between (1) Public elementary and secondary schools (2) the schools' local educational agencies (LEAs); and (3) community-based organizations, nonprofit organizations, and other public or private entities; and

WHEREAS, the purpose of this funding opportunity is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children; and

WHEREAS, Paterson Public Schools applied for and was awarded by the Department of Education to receive the 2022 Full Service Community Schools Program Grant within which Paterson Education Fund (PEF) was identified as the community partner for Alonzo T. Moody Academy and Oasis was identified as the community partner for School 16. Health n Wellness, Inc. was selected to provide student health, wellness,

and counseling services as previously board-approved and Metis Associates win continue to provide grant evaluation services; and

WHEREAS, Paterson Public Schools applied for and was awarded the 2023 Full Service Community Schools Multi-Local Agency Partnership Grant with Passaic Public Schools to build partnerships across school district lines to implement and sustain community schools. Paterson Public Schools to be serviced include School 10, Joseph A. Taub, Eastside High School, and International High School. Passaic is implementing the FSCS initiative at two sites including Passaic High School, and Passaic School# 6. Partnerships include the Boys and Girls Club of Paterson and Passaic, New Jersey Community Development Corp {NJCDC), Montclair State University, New Destiny Family Success Center, Health n Wellness, Inc., WholeSchool Mindfulness, Core Collaborative, William Paterson University, and Metis Associates; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance of the 2022 Full Service Community Schools Grant award in the amount of \$499,959 for 1/1/25 - 12/31/25 with a five-year total of \$2,499,795.00 during the period January 1, 2023 through December 31, 2027 and the 2023 Full Service Community Schools Grant award in the amount of \$2,097,165 for 1/1/25 - 12/31/25 with a five-year total of \$11,349,762.00 during the period January 1, 2024 through December 31, 2028, and authorize a contribution of matching and in-kind services as required by each FSCS grant.

Resolution No. I&P-3

WHEREAS, increasing student achievement through effective academic programs is GOAL 1 of Priority 1 of the Strategic Plan for Paterson Public Schools creating and sustaining partnerships with community organizations, agencies, and institutions is GOAL 3 Priority 3

WHEREAS, Dr. Frank Napier School 4 recommends and encourages teachers to take their students on educational field trips to equip them with practical and theoretical knowledge applicable to their field of study.

WHEREAS, The Paterson School District recognizes the need for students to participate in field trips to events and places that will enhance their educational experiences and academic learning.

WHEREAS, Dr. Frank Napier School 4 will receive \$700.00 by the way of a grant from the FIELD TRIP NJ FUND to help pay for transportation for Students in 4th-8th grades on a field trip to WINTER4KIDS program in Vernon, NJ.

THEREFORE BE IT RESOLVED that the Paterson School District approves the acceptance of this grant for \$700.00 from the FIELD TRIP NJ FUND to help pay for transportation for Dr. Frank Napier's students to go on a field trip. This resolution complies with the Paterson School District's policies regarding the acceptance of donations.

Resolution No. I&P-4

WHEREAS, increasing student achievement through effective academic programs is GOAL 1 of Priority 1 of the Strategic Plan for Paterson Public Schools creating and sustaining partnerships with community organizations, agencies, and institutions is GOAL 3 Priority 3

WHEREAS, Senator Frank Lautenberg School (School 6) recommends and encourages teachers to take their students on educational field trips to equip them with practical and theoretical knowledge applicable to their field of study.

WHEREAS, The Paterson School District recognizes the need for students to participate in field trips to events and places that will enhance their educational experiences and academic learning.

WHEREAS, Senator Frank Lautenberg School (School 6) will receive \$700.00 by the way of a grant from the FIELD TRIP NJ FUND to help pay for transportation for Students in 5th-8th grades on a field trip to WINTER4KIDS program in Vernon, NJ.

THEREFORE BE IT RESOLVED, that the Paterson School District approves the acceptance of this grant for \$700.00 from the FIELD TRIP NJ FUND to help pay for transportation for Senator Frank Lautenberg's students to go on a field trip. This resolution complies with the Paterson School District's policies regarding the acceptance of donations.

Resolution No. I&P-5

WHEREAS, the Paterson Public School District recognizes our proud tradition and diverse community and partnerships, the mission of the Paterson Public School District is to provide an academically rigorous, safe and nurturing educational environment; by meeting the social, emotional, and academic needs of our students as we prepare them for post-secondary education and career.

WHEREAS, the district's Five Year Strategic Plan- Goal Area #1: Teaching and Learning is to create a student-centered learning environment to prepare students for career, college readiness, and lifelong learning.

WHEREAS, the Planetarium at Paterson P-Tech High School applied for the IPS Centennial Grant and was awarded the amount of \$1,000 for the creation of "Escape Through Time: The Planetarium Centennial Escape Room",

WHEREAS, funds bestowed to the Planetarium program will be used to develop activities and purchase materials: models, locks, cases, and other interactive elements.

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance of the IPS Centennial Grant for a total of \$1,000.00 to be used for purchases for event-related materials.

Resolution No. I&P-6

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

WHEREAS, the district's Five Year Strategic Plan- Goal Area #1: Teaching and Learning is to create a student-centered learning environment to prepare students for career, college readiness, and lifelong learning.

WHEREAS, the Planetarium Manager at Paterson P-Tech High School applied for the 2025 NJ STEM Month mini-grant and was awarded the amount of \$500 for event/program enhancements.

WHEREAS, funds bestowed to the Planetarium program will be used to purchase additional hands-on consumables for families to make and keep during our proposed event titled "From Paterson to the Planets: A stellar family adventure", as well as AV (wireless microphone) and other program enhancements.

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance of the 2025 NJ STEM Month Mini-Grant for a total of \$500.00 to be used to purchase additional hands-on consumables for families to make and keep during our proposed event titled "From Paterson to the Planets: A stellar family adventure", as well as AV (wireless microphone) and other program enhancements.

Resolution No. I&P-7

WHEREAS, the Paterson Public School District; Goal Area #3: Communications & Connections Goal Statement: To establish viable partnerships with parents, educational institutions and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication. Objectives: 1. Establish mentoring programs: • Peer-to-peer mentoring that will support and assist elementary students transitioning into secondary schools • Support schools' current community-based mentorship programs that assist in character building and academic growth • Assist in establishing new community partnerships with adult mentoring for students in grades 6-12 that will promote character building, improve student achievement and reduce chronic absenteeism and

WHEREAS, Goal Area #4: Social - Emotional Learning: Create a culture that recognizes the need to educate the whole child by meeting their social, emotional, academic and physical needs 2. Provide professional development regarding mental health for all stakeholders 3. Develop K-12 age-appropriate mental health curriculum to empower students by increasing their self-esteem, confidence and character development • Mindfulness • Social Emotional Learning and Character Education • Mental Health First Aid • Crisis Prevention and Intervention 4. Identify root causes for at-risk behavior in students and develop appropriate interventions 5. Implement a comprehensive Harassment, Intimidation and Bullying (HIB) awareness and prevention program; and

WHEREAS, the grant award was approved November 4, 2024, in partnership with Jacqueline O'Connor, who is employed by your district. The approved grant award for the Unified Special Olympics Club• Advisor Stipend (\$1,500), Assistant Club Advisor (\$500), equipment, (\$900.00) supplies (\$900.00), travel (\$500) and uniforms (\$700); totaling \$5,000; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education approves the Unified Club at Dr. Hani Awadallah School for the 2024-2025 school year through the Special Olympics Unified Champion Schools Grant.

Resolution No. I&P-8

Purpose: Resolution is to comply with school district policies, including Board Policy 5350 (Student Suicide Prevention), by obtaining approval of the Suicide Crisis Intervention Manual.

WHEREAS, approving the Suicide Crisis Intervention Manual, supports the 'Paterson: A Promising Tomorrow, 5-year strategic plan 2019-2024' mission statement of providing a safe and nurturing educational environment by meeting the social, emotional, and academic needs of our students; and

WHEREAS, the Paterson Public School District recognizes the need for establishing, implementing and maintaining a Suicide Crisis Intervention Manual; and

WHEREAS, the Suicide Crisis Intervention Manual outlines procedures for Suicide Ideation and other crisis situations within the district for both in-person and virtual referrals; and

NOW, THEREFORE BE IT RESOLVED, that the Paterson Public Schools approve the Suicide Crisis Intervention Manual for the 2025-2026 school year at no cost to the district.

Resolution No. I&P-9

WHEREAS, providing students and families at selected Full Service Community Schools with supplemental food supports the District Strategic Plan - Paterson, A Promising Tomorrow in Goal area #3 Communication and Connections and in Goal Area #4 Social and Emotional Learning; and

WHEREAS, acclimating to life in a new country, language barriers, and peer relationships are obstacles for some Paterson students in their pursuit of academic achievement for the student and financial stability for the family; and

WHEREAS, The William Paterson University Department of Psychology with partner with PPS to support the mental health needs of Spanish dominant, Arabic-speaking, and Bengali-speaking recently arrived immigrant students in Paterson. The goal of the group is to reduce the mental health symptoms, acculturative stress, and foster peer connections for-immigrant students; and

WHEREAS, The Cultural Adjustment Group is a discussion and activity-based small group (8 to 10 students in grades 5 - 12) that meets once a week. The groups are facilitated in participants' native languages by bilingual Clinical and Counseling Psychology professionals with expertise in immigrant mental health. WPU will offer one group in Spring 2025 and on group in Fall 2025. Additionally, WPU will prepare training materials and provide 6 training sessions and 6 supervision sessions for our FSCS behavioral health teams; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the Cultural Adjustment Group in partnership with William Paterson University from January - June 2025 for up to and not to exceed \$7,000 funded through the FSCS 2022 and FSCS 2023 Grants.

Resolution No. I&P-10

WHEREAS, Rosa L Parks School of Fine and Performing Arts High School (RPHS) sets high expectations for students in academics, arts and career programs for build leadership, communication, social and networking skills needed for success in college and career.

WHEREAS, the Ensemble's will collaborate with RPHS administrators, faculty and students. The Paterson Dance Alignment Initiative was formed to establish RPHS as a hub for community-wide dance activities with a focus on talent from the high school.

WHEREAS, the District's strategic plan calls for a rigorous high school program that extends learning opportunities for every student. Students will be engaged with Master teachers and the Ensemble who are community-based artists to offer classes and workshops. It will be directed by Paterson-born resident, Juilliard graduate and Fulbright Scholar, Nicholas Rodrigues.

WHEREAS, the Districts Strategic Plan calls for a rigorous high school program that extends learning opportunities for every student Inner City Ensemble will offer the program to the Dance students in grades 9-12. The Program will meet Goal #3 Communications & Connections and. Goal #4 Social-Emotional Learning.

WHEREAS, the Ensemble continues to serve as a catalyst for providing healing arts training to students at no additional cost for the basic program. Other than on-site security and maintenance costs associated with rehearsals and performances. Rehearsals may include but not limited to certain Saturdays, onsite for after school rehearsals, special events or during the Summer Dance institute.

WHEREAS, the Ensemble grants commissions to teach create original work and performances at professional venues, including Passaic County Community College (PCCC) and William Paterson University (WPU).

WHEREAS, the Ensemble compensates RPHS students, alumni and PPS apprentices for their participation in the pre-professional troupe's events and performances.

WHEREAS, the Ensemble will partner with RPHS and the District to promote healing arts, leadership, social emotional learning, and Dance theatre projects. The program will also integrate advocacy and education to address cultural identity, immigration and social justice and reform issues through webinars, in-person workshops and performances.

THEREFORE BE IT RESOLVED, that Rosa L. Parks School of Fine and Performing Arts will participate in the inner city Ensemble program. The Paterson Public School District Board of Education acknowledges the partnership with the Paterson Inner City Ensemble a non-profit 50 1e3 corporation at no cost to the district other than those associated with maintenance and security. Inner city ensemble will function at the school from January 2025 – December 2025 (including summer months).

Resolution No. I&P-11

WHEREAS, the Paterson Public Schools Strategic Plan, Goal Area #1: Teaching & Learning, seeks to provide students the opportunities to have real world experiences via internships, work/independent studies and exposure to a variety of post-secondary institutions;

WHEREAS, music education is an integral part of students' preparation for career and college that ignites and strengthens students' interest in learning through collaboration while simultaneously fostering creativity, critical thinking and communications skills;

WHEREAS, the vocal music department at Kean University has offered to provide an in-school residency to the vocal music students at Rosa L. Parks School of Fine & Performing Arts;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves that the District participate in this partnership, effective 5/1/2025 through 6/30/2025, at NO COST TO THE DISTRICT.

Resolution No. I&P-12

WHEREAS Rosa L. Parks School of Fine and Performing Arts sets high expectations for students in academics and arts career programs to build leadership, communication, social emotional learning, and networking skills needed for success in college.

WHEREAS the District's Strategic Plan calls for a rigorous high school program that extends learning opportunities for every student. The mentoring program called "Lunch with the Nights." is for male students in grades 9-12 that will meet Goal #3 Communications & Connections and Goal #4 Social-Emotional Learning.

WHEREAS the Esteemed Sir Knights of Saint Paul will mentor male students 9-12 about topics including but not limited to Social, Emotional Learning, What Respect looks like, College Choices, Goals while in High School, The importance of Community Service, Joining Community-Based Organizations, Educational Value, Building Leadership Skills and Enhancing Teen Skills in becoming a young men.

WHEREAS the Esteemed Sir Knights of Saint Paul Commandary will partner with Rosa L. Parks School of Fine and Performing Arts to promote a mentor program for the male students in grades 9-12.

THEREFORE BE IT RESOLVED that Rosa L. Parks School of Fine and Performing Arts will participate in the mentoring program called "Lunch with the Nights." The Paterson Public School District Board of Education acknowledges the partnership with Sir Knights of Saint Paul Commandary at no cost to the district from January 1, 2025 - June 20, 2025.

Resolution No. I&P-13

WHEREAS, Increasing student achievement through effective academic programs is GOAL 1 of Priority 1 of the Strategic Plan for Paterson Public Schools creating and sustaining partnerships with community organizations, agencies, and institutions is GOAL 3 Priority 3.

WHEREAS, DR. FRANK NAPIER wishes to partner with Rutgers Cooperative Extension to implement the SNAP Gap Project, an initiative that will help food security researchers understand why families whose children qualify for SNAP and free and reduced meals are not enrolled in those food assistance programs;

WHEREAS, DR. FRANK NAPIER agrees to assist Rutgers Cooperative Extension in organizing promotional events for this initiative and, in exchange, DR. FRANK NAPIER will receive up to \$25,000 in grant funds from the Rutgers Cooperative Extension.

WHEREAS, DR. FRANK NAPIER will use the grant funds to provide SNAP Gap materials, supplies, food, incentives, and services to support the promotional events and to provide stipends for additional staff as needed to host a schoolwide community

event. The remaining funds will be used to provide stipends for the administration team who will complete interviews with the Rutgers team, submit required documents, and serve as site coordinators for this entire project.

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves this partnership with Rutgers Cooperative Extension, and authorizes the Superintendent or designee to take all action necessary to effectuate it.

Resolution No. I&P-14

WHEREAS increasing student achievement through affective academic programs is Goal 1 of Priority 1 of the Strategic Plan for Paterson Public Schools, and creating and sustaining partnerships with community organizations, agencies., and institutions are Goal 3 of Priority 3; and,

WHEREAS the partnership between Paterson Public Schools and Teen Mental Health First Aid (tMHFA) will take place at Paterson P-TECH High School located at 201 Memorial Drive. Paterson, NJ 07505, February 3, 2025. The partnership will be open to all 11th-grade male and female students of all races who attend Paterson P-TECH High School.

WHEREAS approving the Teen Mental Health First Aid (tMHFA) partnership reinforces the Paterson Public Schools' Social and Emotional Learning (SEL) curriculum, which is a crucial aspect of education and human development, This process helps both young people and adults acquire and apply the knowledge, skills, and attitudes necessary to develop healthy identities, manage emotions, and achieve personal and collective goals, it also fosters empathy for others, supports the establishment and maintenance of positive relationships, and promotes responsible and caring decision-making.

Be It Therefore Resolved that the Paterson Board of Education approves a partnership with Teen Mental Health First Aid (tMHFA) to implement an evidence-based training program for teens in grade 11. This program teaches teens how to identify, understand, and respond to signs and symptoms of mental health and substance use challenges and crises among their friends and peers. Participants will gain skills to engage in supportive conversations and learn how to seek help from a responsible and trusted adult. Two teachers have been trained as instructors in the Teen Mental Health First Aid (tMHFA) program, and they have the necessary materials and support to provide the curriculum to 11th-grade students. The program will be held at P-TECH High School during lunch hours, starting February 3, 2025, at no cost to Paterson Public Schools.

Resolution No. I&P-15

WHEREAS, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, the Director and Supervisor for Federal Programs of Academic Services Department determined that the district has a need for Interactive Textbooks & Related, PPS 132-25, to support parents, guardian and family engagement in reading to maximize parent involvement in their child's education by making it fun and easy for parents to support their children's reading at home, for the 2024-2025 and 2025-2026 school year(s) and provided the specifications for this formal public bid process; and

WHEREAS, (15) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which One (1) responded to the district's solicitation; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on November 27, 2024. Sealed bids were opened and read aloud on December 10, 2024 at 11:00 am via Zoom - Live streamed online; and

WHEREAS, as per the attached bid summary, the Department of Academic Services along with the Department of Purchasing recommend that the bid for Interactive Textbooks & Related, PPS 132-25 be awarded to the lowest responsive and responsible bidder(s) for the 2024-2025 school year(s) to the following vendor(s):

<p>Textbook Brokers Inc. dba K12savings 911 Rochester Rd. Sparta, MO 65753</p>

WHEREAS, the awarding of this contract is in line with Paterson - A Promising Tomorrow Strategic Plan 2019-2024, Goal Area #1, Teaching & Learning; To create a student-centered teaming environment to prepare students for career, college readiness and lifelong learning; now

NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above-mentioned recommendation that Textbook Brokers Inc. dba K12savings, be awarded a contract for Interactive Textbooks & Related, PPS 132-25 for the 2024-2025 and 2025-2026 school year(s) at an amount not to exceed \$105,819.68.

Resolution No. I&P-16

WHEREAS, the Paterson Public Schools Strategic Plan, Goal Area #1: Teaching & Learning, seeks to provide students the opportunities to have real world experiences via internships, work/independent studies and exposure to a variety of post-secondary institutions;

WHEREAS, music education is an integral part of students' preparation for career and college that ignites and strengthens students' interest in learning through collaboration while simultaneously fostering creativity, critical thinking and communications skills;

WHEREAS, the WPMusic Mentors Project seeks to provide individual instruction and mentoring through instrumental/vocal music to five (5) Paterson Public Schools high school students nominated by teachers;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves that the District participate in this program, effective 1/4/2025 through 6/30/2025, at *NO COST TO THE DISTRICT.*

Resolution No. I&P-17

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

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

WHEREAS, Board Resolution Item No. 16 was approved by the Paterson Board of Education on October 9, 2024. This resolution seeks to amend and include Senator Frank Lautenberg School (No. 6) and Dr. Frank Napier, Jr School of Science and Technology School (No. 4) to partner with Winter4Kids to improve student achievement through these services to better mental health, socialization, self-esteem, exploring opportunities for the 2024-2025 school year, and;

THEREFORE BE IT RESOLVED, that the Paterson School District approves services from Winter4Kids from December 2024 to June 2025 as an educational opportunity where student contribution shall be \$67 per participant at a total cost not to exceed \$5,360 for 80 participants.

Resolution No. I&P-18

Whereas, this initiative supports the Paterson: A Promising Tomorrow Strategic Plan 2019-2024, Goal 1: Teaching and Learning focuses on creating a student-centered learning environment to prepare students for career, college readiness and lifelong learning, Goal 3: Communications and Connections focused on establishing viable partnerships with parents, educational institutions, and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication; and

Whereas, the district is committed to expanding student opportunities that support educational growth and expose them to post-secondary offerings;

Whereas, the Write on Sports Pop Up Workshop Program for students, March 12th - March 13th, 2025 at School 2, will reinforce writing and communication skills, utilizing sports reporting as a vehicle as a means to introduce 20-25 students to Sports Communication and future opportunities for the Write on Sports Summer Program; and

Therefore, be it resolved, that the Paterson Board of Education approves the agreement with Write On Sports to conduct a Workshop Program at no cost to the district.

Resolution No. I&P-19

WHEREAS, the Strategic Plan for Paterson Public Schools, Paterson -A Promising Tomorrow, supports the establishment of before-care and after-school programs under Goal Area #1 Teaching & Learning: To create a student-centered learning environment to prepare students for career, college readiness, and lifelong learning, and under Goal Area #3 Communications & Connections: To establish and grow viable partnerships with parents, educational institutions, and community organizations to support Paterson Public Schools educational programs, advance student achievement, and enhance communication; and

WHEREAS, the Youth Education Academy (YEA) has presented a proposal to establish before-care and after-school programs serving between 45-75 students in grades K-8 at

Schools 12, 18, and Dale Avenue aimed at creating a supportive, enriching environment for students; and

WHEREAS, the proposed programs by YEA include a range of educational and recreational activities such as homework assistance, STEM enrichment, arts and creative expression, and physical fitness, which are designed to foster students' overall development and align with the district's goals of enhancing student achievement and community engagement; and

WHEREAS, YEA will collaborate with the school's administration to tailor the programs to meet the specific needs of the school's community, ensuring flexibility and adaptability to address evolving requirements; and

WHEREAS, the partnership with YEA will provide a safe and supervised environment for students before and after school, extend learning opportunities, build community, and engage parents in their children's development;

THEREFORE, BE IT RESOLVED that the Paterson Public Schools Board of Education approves the implementation of the Youth Education Academy (YEA) before-care and after-school programs at Schools 12, 18, and Dale Avenue for the 2024-2025 school year.

Resolution No. I&P-20

WHEREAS, In Paterson: A Promising Tomorrow Strategic Plan 2019-2024, Goal 1: Teaching and seeks to empower educators to integrate the arts into all areas of learning by utilizing community partnerships and Goal 3 focuses on establishing viable partnerships with education institutions and community organizations to support PPS educational programs; and

WHEREAS, research supports the notion that success in music has a positive impact on children's education and that after-school enrichment and practices are critical to success in instrumental and vocal music, and

WHEREAS this event will provide approximately 400 Paterson Public Schools and Charter Schools students in grades K-12 prepared by their building music teachers with the opportunity to participate in a day of rehearsals, workshops, and a culminating performance on March 26, 2025 at the Cathedral of St. John the Baptist, 387-389 Grand St Paterson, NJ 07505; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the collaboration of Paterson Public Schools and Cathedral of St. John the Baptist for the All City Choral Festival & Concert on March 26, 2025 *AT NO COST TO THE DISTRICT.*

Resolution No. I&P-21

WHEREAS, the DECA students at Rosa L. Parks School Of Fine and Performing Arts are competing in the New Jersey State DECA Leadership Conference In Atlantic City, New Jersey.

WHEREAS, during the three day, two-night trip from March 4, 2025 to March 6, 2025, RPHS DECA will participate and compete in competitive events as one strategy used in assisting students to develop the competencies needed to prepare and advance in

marketing, management, and entrepreneurship within the context of fine and performing arts careers.

The NJ DECA competitive events directly correlate with Paterson Public Schools Goal area #1 which creates high quality opportunities and real-world experiences for our students. In addition, the competitive events program and leadership workshops are congruent with sound educational practices and address cross content workplace readiness skill. They support Strategic Goal 1 Teaching and learning- Provide students the opportunities to have real world experiences via internships, work/independent Studies and exposure to a variety of post-secondary institutions Standard 9.4 Career and Technical Education (CTE) Marketing Career Cluster which can fluidly transfer important skills sets that can assist students of the fine and performing arts to consider careers outside of the traditional thespian or fine and performing arts constructs. Furthermore, they are also aligned with the District Strategic Plan and Teaching and Learning which provides students the opportunities to have real world experiences via independent studies and exposure to a variety of post-secondary institutions.

WHEREAS, the trip will include 8 students and 3 teachers. It is being organized by the RPHS DECA Chapter which is newly formed and currently the only high school of Fine and Performing Arts with a chapter of DECA in the state of New Jersey, with lodging planning guidelines being provided by New Jersey State DECA.

BE IT RESOLVED, that the Paterson Public School District approves this educational opportunity for the DECA students of Rosa Parks School of Fine and Performing Arts.

Resolution No. I&P-22

WHEREAS, The Paterson Public Schools is committed to providing student enrichment through various programs, initiatives and wishes to provide students with the opportunity to learn beyond the traditional school atmosphere; and

WHEREAS, the Running of Penn Relays have been in existence since 1895 and is the longest uninterrupted collegiate track meet in the country; and

WHEREAS, this year the Penn Relays will have more than 22,000 entries, about half of whom will be high scholars and then three day attendance is likely to top 1100, 000 for the fourth year in a row; and

WHEREAS, our school desires to compete in interscholastic sports, which foster the positive values of sportsmanship and teamwork through fair play; and

WHEREAS, John F. Kennedy track team has received plagues for winning the boys and girls meets at the Penn Relay events; and

BE IT RESOLVED, that the Board of Education shall remit payment as part of the district's regular bill list upon submission and approval of invoice and proper execution by John F. Kennedy Athletics Department through the district voucher and other documents which may be required by the proper fiscal management of public-school district; and

1. Bus Cost not to exceed \$4000.00 Aldin Transportation (account# 15.000.270.512.307.000.0000.000)

2. Hotel Cost, \$ (12 Athletes 5 coaches) 4/24/2025- 4/26/2025 Athletes and coaches will be staying at the Residence Inn Mount Laurel, 100 Bishops Gate Blvd. Mount Laurel, NJ 08054

To be charged to the JFK Athletic Account managed by the athletics treasurer.

Resolution No. I&P-23

WHEREAS, the District's priority under the 2024-2029 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, the District is required to identify, evaluate, and address the unique educational needs of each student with a disability;

WHEREAS, consistent with N.J.A.C. 6A:14-5.l(c)(l), the District may contract for the provision of related services by private providers who are appropriately licensed and credentialed according to State statutes and rules;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following contracts with private providers of 1:1 nursing services, effective January 2, 2025 through June 30, 2025 at an annual cost not to exceed the amounts listed:

Nursing Services Provider Name	Cost Per Day	ESY Days	RSY Days	Total Days	Total Cost
STARLIGHT- OL 5271539 PSD	\$504	-	114	114	\$57,456.00
STAYWELL - MLR 5262739 PSD	\$560	-	104	104	\$58,240.00
<i>Total Cost Not to Exceed:</i>					\$115,696.00

Resolution No. I&P-24

WHEREAS, the District's priority is effective academic programs under the 2024-2029 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and

WHEREAS, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

WHEREAS, the District is required under N.J.A.C.6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

WHEREAS, the Superintendent has determined that the District is in need of instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Learning Tree Multicultural/Multilingual Evaluation and Consulting Inc. represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide reimbursement to Learning Tree Multicultural/Multilingual Evaluation and Consulting Inc. for a total cost not to exceed \$5,000.00 during the 2024-2025 school year.

February 17, 2024 - June 30, 2025

Arabic, Mandarin, Cantonese, Korean, Russian, Spanish, Polish, French, Haitian Creole, Hebrew, Portuguese, Indian languages (Gujarati, Urdu, Tamil, Telegu, Punjabi, Hindi) and other languages.

Resolution No. I&P-25

WHEREAS, the District’s priority under the 2019-2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, the District is required to provide a free, appropriate public education for all students, including special education services and placements that are tailored to the unique needs of students with disabilities;

WHEREAS, students whose Individualized Education Plans (IEP’s) warrant out-of-district placement are entitled to attend receiving schools free of charge, at the District’s expense, pursuant to a written contract concerning the tuition charges, costs, terms, conditions, services and programs to be provided for each student;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following tuition contracts with out-of-district schools for students with disabilities, effective July 1, 2024 through June 30, 2025 (including ESY), at an annual cost not to exceed the amounts listed:

School Name	RSY, ESY, or 1:1	# Students	# Days	Per Diem Rate	Account Number	Total Tuition <u>Not to Exceed</u>
Bergen County Special Services (1.1 Aide)	RSY/1.1 Aide	1	129	\$288.80	11.000.100.565	\$37,255.20
BCSS – Norman Bleshman	RSY	1	114	\$444.00	11.000.100.565	\$50,616.00
BCSS – Brownstone School	RSY	1	106	\$370.80	11.000.100.565	\$39,304.80
BCSS - (23/24 SY) (Short Pay)	RSY	2	16	\$142.73	11.000.100.562	\$2,283.64
BCSS - (23/24 SY) (Short Pay)	RSY	1	1	\$8,710.00	11.000.100.565	\$8,710.00
BCSS - (23/24 SY) (Short Pay)	RSY	2	1	\$333.25	11.000.100.565	\$333.25
CTC Academy	RSY	1	109	\$489.82	11.000.100.566	\$53,390.38
Commission for the Blind	RSY	1	10 mos.	\$242.00	11.000.216.320	\$2,420.00
Essex Valley School	RSY	1	99	\$475.00	11.000.100.566	\$47,025.00
Mountain Lakes Bd. Of Education	RSY	1	107	\$461.11	11.000.100.562	\$49,338.77
Ridgefield Board of Education	RSY	1	6 mos.	\$4,858.47	11.000.100.562	\$29,150.84
Sage Day School	RSY	1	107	\$415.99	11.000.100.566	\$44,510.93
Westbridge Academy	RSY	1	120	\$493.26	11.000.100.566	\$59,191.20
Windsor Learning Center	RSY	1	108	\$354.50	11.000.100.566	\$38,286.00
					Total:	\$461,816.01

Resolution No. I&P-26

WHEREAS, the Board of Education (Board) previously adopted Resolution # I&P-54 on 8/16/2023, approving various tuition contracts with out-of-district schools for students with disabilities for the 2023-2024 school year;

WHEREAS, several of the previously approved tuition contracts were later revised based on changes in the student's Individualized Education Plans (IEP's), including dates of attendance, related services, and/or Extended School Year services; and

WHEREAS, the District now must enter into amended tuition contracts to reflect the changes described herein;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following amended tuition contracts with out-of-district schools for students with disabilities, effective July 1, 2023, through June 30, 2024 (including ESY), at an annual cost not to exceed the amounts listed:

School Name	Student ID	Previously Approved Tuition/Aide Total	Amended Tuition Total <i>Not to Exceed</i>	Account Number
Chancellor Academy	5237570	\$73,464.00	\$71,168.25	11.000.100.566
Greenbrook Academy	5218988	\$59,634.85	\$49,777.85	11.000.100.566
Shepard Preparatory High School	5206926	\$71,695.80	\$53,856.00	11.000.100.566
YCS – Sawtelle Learning Center	5242929	\$72,475.80	\$65,556.00	11.000.100.566
		Total:	\$240,358.10	

Resolution No. I&P-27

WHEREAS, the District's priority under the 2019-2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, homeless children temporarily residing in the City of Paterson are eligible to enroll in District schools pursuant to the Stewart B. McKinney-Vento Homeless Assistance Act, which is codified at 42 U.S.C. §§ 11431, et seq.;

WHEREAS, Boards of education of sending districts whose students are enrolled in District schools are required to reimburse the District for tuition and transportation costs pursuant to N.J.S.A. 18A:38-19 and N.J.A.C. 6A:17-2.3; and

WHEREAS, the District intends to enter into various tuition contracts with sending districts that are responsible for the education of students who resided there before becoming homeless and enrolling in the District's schools.

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following McKinney-Vento tuition contracts to receive reimbursement from sending districts, effective July 1, 2024 through June 30, 2025:

School District Name	Student ID	# Days	Per Diem Rate	Total Reimbursement to PPS
Newark Public School District	AH 5218493	112	\$101.46	\$11,363.52
Newark Public School District	YMX 5272444	116	\$102.02	\$11,834.32
Newark Public School District	ER 5272443	116	\$100.38	\$11,644.08
Newark Public School District	KR 5272442	116	\$100.38	\$11,644.08
Passaic Valley High School District	LL 5231931 (23/24)	52	\$98.89	\$5,142.28
Passaic Valley High School District	LL 5231931(24/25)	137	\$101.46	\$13,900.02
Totowa Public School District (REVISED 10/9/24 I&P-26)	CL 5242572 (23/24)	52	\$98.62	\$5,125.24
Totowa Public School District (REVISED 10/9/24 I&P-26)	CL 5242572 (24/25)	137	\$102.02	\$13,976.74
Totowa Public School District (REVISED 10/9/24 I&P-26)	VL 5247627 (23/24)	52	\$92.62	\$5,128.24
Totowa Public School District (REVISED 10/9/24 I&P-26)	VL 5277627 (24/25)	137	\$102.02	\$13,976.74
Total:				\$103,735.26

Resolution No. I&P-28

WHEREAS, the District's priority under the 2019-2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, homeless children from Paterson who temporarily reside outside the city are eligible to enroll in the public schools of another school district pursuant to the Stewart B. McKinney-Vento Homeless Assistance Act, which is codified at 42 U.S.C. §§ 11431, et seq.;

WHEREAS, the District is required to pay tuition and transportation costs to boards of education of receiving districts where homeless children from Paterson are enrolled, according to N.J.S.A. 18A:38-19 and N.J.A.C. 6A:17-2.3; and

WHEREAS, the District intends to enter into tuition contracts with various boards of education that enroll students who lived in Paterson before becoming homeless and enrolling in the receiving district's schools.

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following McKinney-Vento tuition contracts with receiving districts, effective July 1, 2024 through June 30, 2025:

School District Name	Student ID	# Days	Per Diem Rate	Total Payment <u>Not to Exceed</u>
Egg Harbor Township Board of Education	SP 5265492	20	\$110.37	\$2,207.44
Phillipsburg Board of Education	MM 5212228	160	\$120.37	\$19,259.20
Phillipsburg Board of Education	KM 5206786	160	\$105.19	\$16,830.00
Total:				\$38,296.64

Resolution No. I&P-29

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

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

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

THEREFORE BE IT RESOLVED, the Paterson Board of Education accepts the addition of the attached list of approved destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2024-2025 school year.

Resolution No. O-30

WHEREAS, the district's five-year goal #1 is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning by creating high quality opportunities to deliver research-based strategies that will ignite motivation and promote lifelong learning; empowering educators to design, implement, and monitor equitable, credible and rigorous K-12 curriculum and instruction that is aligned to state academic standards; increasing educators' capacity to utilize technological resources and strategies to prepare students to become future ready leaders; and to integrate the arts in all areas of learning;

WHEREAS, the district's five-year goal #4 is to address the social and emotional needs of the staff and students through professional development that provides educators with the tools to provide instruction that complements work in educating the whole child by meeting their social, emotional, academic and physical needs;

WHEREAS, the Department of Academic Services/Fine & Performing Arts is committed to providing professional development that is directly tied to best practices in arts instruction, including information on integrating the Universal Design for Learning (UDL) principles to support students with diverse learning needs;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education enters into an agreement for Annie Corley-Hand/Leading Innovative Learning Associates, LLC, to provide professional development virtually to PPS fine and performing arts teachers on Wednesday, March 19, 2025 at a cost of no more than \$875.

Resolution No. O-31

WHEREAS: The District's Five-Year Strategic Plan's Goal Area #1: Teaching & Learning Goal Statement: To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning.

WHEREAS: In the ever-changing educational landscape and society, people are finding growing sensitivity and need to educators with the skills and strategies to effectively teach or address touchy or controversial topics while promoting inclusivity. Objectives: a. Develop initial understanding of origins of conflict b. Encourage reflection when and where confrontations exist c. Inspire action.

WHEREAS: after the Workshop Services provided by GOMO Educational Services, educators will be better equipped to implement curriculum mandates such as AMISTAD, the Holocaust, etc., address Teaching Touchy Topics & provide a safe space to: • Provide insights into the concept of sensitivity surrounding touchy or controversial topics • Explore diverse perspectives and cultural considerations related to the topics • Offer communication techniques to navigate discussions • Present case studies

illustrating these topical issues • Encourage educators to share their experiences and reflections • Summarize key takeaways from the training.

NOW THEREFORE, BE IT RESOLVED: the Board of Education approves the services of GOMO Educational Services for Instructional Staff and Administrators for the 2024-2025 school year for two (2) 3-hour on-site sessions for the total not to exceed the comprehensive service of \$17,000.00.

Resolution No. O-32

WHEREAS, The Paterson Public Schools District Strategic Plan Goal 1, Objective 1 addresses the Creation of "high quality opportunities for educators to deliver research-based strategies that will ignite motivation and promote life-long learning" and Goal 4, Objective states "Create a culture that recognizes the need to educate the whole child by meeting their social emotional, academic and physical needs".

WHEREAS, The Paterson Public School District and Public School No. 16 are committed to providing staff with on-going professional development that focus on Teaching Standard 4 - Implementing effective differentiation strategies and supporting special needs students; and school student assessment data shows students have learning gaps in mathematics; and

WHEREAS, Hand2mind is able to provide effective professional development in hands-on differentiated mathematics education that support students to conceptualize and retain essential math skills and knowledge; and

WHEREAS, Paterson Public School No. 16 has designated funds to provide math teachers with on-going professional development; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the purchasing of professional development services provided by Hand2Mind for an amount of \$9,000.00 for 2024-2025 School Year.

Resolution No. O-33

WHEREAS, at the Board of Education meeting on December 11, 2024, Resolution # 0-25 was approved by the Board awarding a contract for Professional Development Contract, Inspired Instruction (RFP -424-25(2) for teachers for the 2024-25 school year; and

WHEREAS, the District Board of Education has deemed the services from Inspired Instruction to be effective and efficient; and

WHEREAS, the Board has found the need to increase the existing contract to add additional Teacher's professional development; and

THEREFORE, BE IT RESOLVED that the Board of Education approves the 20% allowable increase to the original contract amount of \$1,000,000 RFP -424-25(2), Professional development services to Inspired Instruction for the 2024-25 school year not to exceed \$1,200,000.

Resolution No. O-34

WHEREAS, the district's five-year goal #1 is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning by creating high quality opportunities to deliver research-based strategies that will ignite motivation and promote lifelong learning; empowering educators to design, implement, and monitor equitable, credible and rigorous K-12 curriculum and instruction that is aligned to state academic standards; increasing educators' capacity to utilize technological resources and strategies to prepare students to become future ready leaders; and to integrate the arts in all areas of learning;

WHEREAS, the district's five-year goal #4 is to address the social and emotional needs of the staff and students through professional development that provides educators with the tools to provide instruction that complements work in educating the whole child by meeting their social, emotional, academic and physical needs;

WHEREAS, the Department of Academic Services/Fine & Performing Arts is committed to providing professional development that is directly tied to best practices in arts instruction, including information on integrating the Universal Design for Learning (UDL) principles to support students with diverse learning needs;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education enters into an agreement for Katy Brodhead Cullen/Music Will, to provide professional development virtually to PPS music teachers on Friday, April 4, 2025 at a cost of no more than \$500.

Resolution No. O-35

WHEREAS, increasing student achievement through effective academic program is Goal I of Priority 1 of the Strategic Plan for Paterson Public Schools and creating and sustaining partnerships with community organizations, agencies, and institutions is Goal 3 Priority 3.

WHEREAS, Alexander Hamilton Academy wants to create and maintain a healthy school culture that effectively supports student learning.

WHEREAS, the core objective of the Paterson School District's Strategic Plan is student success, so efforts to enhance a healthy school culture that supports this Plan should be strongly supported.

WHEREAS, The Paterson Education Fund will conduct a Restorative Practice Professional Development Workshop for a group of teachers and administrators at Alexander Hamilton Academy that will enhance the school's climate and culture.

THEREFORE, BE IT RESOLVED, that the Paterson School District approves the Restorative Practice Workshop at Alexander Hamilton Academy that will be facilitated by the Paterson Education Fund (date to be determined). Not to exceed five hundred dollars (\$500.00).

Resolution No. O-36

WHEREAS, increasing student achievement through effective academic program is Goal 1 of Priority 1 of the Strategic Plan for Paterson Public Schools and creating and sustaining partnerships with community organizations, agencies, and institutions is Goal 3 Priority 3.

WHEREAS, School # 19 wants to create and maintain a healthy school culture that effectively supports student learning.

WHEREAS, the core objective of the Paterson School District's Strategic Plan is student success, so efforts to enhance a healthy school culture that supports this Plan should be strongly supported.

WHEREAS, The Paterson Education Fund will conduct a Restorative Practice Professional Development Workshop for the teachers and administrators at School 19 that will enhance the school's Climate and Culture.

THEREFORE, BE IT RESOLVED, that the Paterson School District approves the Restorative Practice Workshop at School 19 that will be facilitated by the Paterson Education Fund for the school's administrators and teachers date to be determined. Not to exceed five hundred dollars (\$500.00).

Resolution No. O-37

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2024-2025 school year;

BE IT RESOLVED, the Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation for students attending School 5 Saturday Compensatory Education Program. The route listed below is for district students. This shall take effect for the 2024-2025 school year with the ratification of the Board of Education.

<u>Contractor</u>	<u>School</u>	<u>Route#</u>	<u>Per Diem Cost</u>	<u># of Days</u>	<u>Total Cost</u>
SAFE STUDENT	School 15	PS5SATQ	\$175.00	15	\$2,625.00
				TOTAL	\$2,625.00

Resolution No. O-38

WHEREAS, the Board of Education and the State District Superintendent support N.J.S.A 18A:37- et. Seq. by prohibiting acts of harassment, intimidation, or bullying of our students grades Pre-K thru 12 and

WHEREAS, Harassment, Intimidation, or Bullying (HIB) means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, and

WHEREAS, the law requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying, and

WHEREAS, the chief school administrator is required to report the results of each HIB investigation to the Board of Education for review and approval of any consequences imposed under the student code of conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator, and

WHEREAS, at the regularly scheduled board of education meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing to affirm, reject, or modify the chief school administrator's decision,

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the HIB Investigations for the month of December 2024 in which there was a total of 28 incidents reported, 18 founded, 10 unfounded.

Resolution No. F-39

BE IT RESOLVED, that the list of bills and claims dated through February 12, 2025, beginning with check number 246287 and ending with check number 246936, along with direct deposit numbers 2354 through 2364, in the amount of \$33,237,386.56, and wires in the amount of \$10,469,023.53, for a total of \$43,706,410.09; 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. F-40

WHEREAS, the School Business Administrator, pursuant to 18A:22-8.1, has prepared and presented for approval the monthly transfer report 1701, for the month of December 2024, and

WHEREAS, the New Jersey Administrative Code 6A:23A-13.3 requires the Board Secretary and the Board of Education to certify that no budgetary line item account has been over-expended and that sufficient funds are available to meet the District's financial obligations, all transfers were fully executed consistent with code and policy prior to obligating funds.

NOW THEREFORE BE IT RESOLVED, that the Board of Education approves transfer of funds within the 2024-2025 school year budget, for the month of December 2024, so that no budgetary line item account has been over-expended and that sufficient funds are available to meet the district's financial obligations, as requested by various budget managers, and as identified in the list of transfers attached hereto and shall be made part of the minutes. Furthermore, the transfers were approved by the Department of Education.

Resolution No. F-41

WHEREAS, the School Business Administrator, pursuant to 18A:17-9, has prepared and presented the Board Secretary Report, A-148, for the month of December 2024, and

WHEREAS, the School Board Administrator certifies, pursuant to N.J.A.C. 6A-23A-16.10(c)(3), that no line item or program category account has been over expended, and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

WHEREAS, the Board Secretary's Report is in agreement with the Treasurer's Report, A-149, and

WHEREAS, the Board Secretary's Report is subject to adjustments following annual audit and Department of Education directions regarding Fund 15's School Based Budgets, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt and certifies the Board Secretary Report for December 2024 pursuant to N.J.A.C. 6A-23A-16.10(c)(4), acknowledging no line items or program category account has been over expended and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Board Secretary's Report for the fiscal period ending December 2024, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. F-42

WHEREAS, the Board Secretary, pursuant to 18A:17-9, has prepared and presented the monthly reconciliation of bank account statements, for the month of December 2024, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Reconciliation Report for December 2024 and acknowledges agreement with the December 2024 Board Secretary's Report, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Reconciliation Report for the fiscal period ending December 2024, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Reconciliation Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. F-43

WHEREAS, the Paterson Public School approves payment for the gross payroll checks dated 12/31/2024 in the grand sum of 5,189.00 beginning with check number 1020918, 1020920 and ending with check number 1020921 for year-end adjustments.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 1/15/25 in the grand sum of \$13,553,103.76 beginning with check number 1020919, 1020922 and ending with check number 1021046 direct deposit number D003677902 and ending with D003682554.

WHEREAS, the Paterson Public School approves payment for the net payroll checks dated 12/31/2024 in the grand sum of \$44,607.12 beginning with check number 1021048 and ending with check number 1021113 for FICA and Medicare refunds for workers compensation.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 1/31/25 in the grand sum of \$13,427,691.04 beginning with check number 1021047, 1021114 and ending with check number 1021236 direct deposit number D003682555 and ending with D003687300.

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 NJ.S.A. 18A:19-2.

Resolution No. F-44

WHEREAS, there is a requirement to establish bank accounts, on a yearly basis, for the fiscal operation of the Paterson Public School District, and,

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the list of bank accounts, to be established for the fiscal operation of the Paterson Public School District for the City of Paterson, in the depositories as listed herein and subject to the withdrawals in accordance with the name or names as set forth for the 2025-2026 school year, as attached hereto and made a part of the minutes; and

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. F-45

WHEREAS, Goal area #3: Communication and Connections Goal Statement. To establish viable partnerships with educational institutions, community organizations and/or faith-based organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication; and in Goal area #4 Social and Emotional learning; and

WHEREAS, The Visions Federal Credit Union donated \$803.07 to the Full Service Community Center for the community boutique; funds will be used for more racks, hangers, and decors for the beautification of the community boutique, to have a welcoming space for families in need of clothing items; and

WHEREAS, parents will register for the community boutique, set day and time for pick up; and

THEREFORE, BE IT RESOLVED, The Department of Family and Community Engagement and Paterson Board of Education accepts and approves the \$803.07 donation to provide community boutique items to the Full Service Community Center, at no cost to the district.

Resolution No. F-46

Whereas, approving the purchase of iboss cloud security platform/content filter supports the 2019-2024 Strategic Plan Paterson-A Promising Tomorrow Together We Can Goal Area #1: Teaching & Learning Objective 5: Increase educator's capacity to utilize technological resources and strategies to prepare students to become future-ready leaders; and

Whereas, the Department of Technology is dedicated to ensuring the safety of our network and files; and

Whereas, CDW will provide the iboss cloud security platform to the district which will provide CIPA compliant safe and secure internet access for students and staff; and

Whereas, the Department of Technology is committed to maintaining a secure network, free of malware; and

Whereas, iboss offers multiple security capabilities, including a secure web gateway, malware defense, browser isolation, data loss prevention, filtering policies and detailed logging; and

Whereas, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor.

Be it Therefore Resolved that Paterson Public Schools' enter into an agreement with CDW to purchase the iboss cloud security platform in an amount not to exceed \$120,415.00 for the 2024-25 school year.

Resolution No. F-47

WHEREAS, the Crown Castle contract supports the Paterson Public Schools; and

WHEREAS, the board action submitted by the Department of Technology allows funding for 6 additional 10-Gig ethernet, maintenance and technology projects for the 2023/2024 - 2024/2025 school year to be added to the 4 sectors, EHS, JFK HS, Rosa Parks HS, and DOT

WHEREAS, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services -to the District until such time that a new purchase order is completed and delivered with terms the vendor will honor.

WHEREAS, the services herein were in the original budget and funding for the same are available in the account listed below.

THEREFORE, BE IT RESOLVED, that the School District of the City of Paterson authorizes activation of payment to Crown Castle for the period of 2024-2025 not to exceed \$126,400.00 for the period of 12 months.

Resolution No. F-48

WHEREAS, approving the purchase of IncidentIQ from CDW is in line with 2019-2024 Strategic Plan Paterson-A Promising Tomorrow Together We Can Goal Area# 1: Teaching & Learning Objective 5: Increase educator's capacity to utilize technological resources and strategies to prepare students to become future-ready leaders; and

WHEREAS, approving the IncidentIQ agreement/purchase from CDW will allow the technology department to support and manage the IT ticketing system for Paterson Public Schools' and,

WHEREAS, CDW is a provider/distributor for IncidentIQ licenses; and

WHEREAS, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor.

WHEREAS, the services herein were in the original budget and funding for the same are available in the account listed below.

NOW THEREFORE; BE IT RESOLVED; that Paterson Public Schools approve the purchase of IncidentIQ at a cost of not to exceed \$83,000 for a total of 12 months.

Resolution No. F-49

WHEREAS, approving the purchase of ManageEngine Endpoint Central software from SHI are in line with 2019-2024 Strategic Plan Paterson-A Promising Tomorrow Together We Can Goal Area# 1: Teaching & Learning Objective 5: Increase educator's capacity to utilize technological resources and strategies to prepare students to become future ready leaders; and

WHEREAS, approving the ManageEngine Endpoint Central agreement/purchase will allow the technology department to support and manage computers and electronics for Paterson Public Schools' and,

WHEREAS, SHI International is a provider/distributor for Manage Engine Endpoint Central licenses; and

WHEREAS, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; that the terms on the purchase order will be honored completely; that if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor.

WHEREAS, the services herein were in the original budget and funding for the same are available in the account listed below.

NOW THEREFORE, BE IT RESOLVED, that Paterson Public Schools approve the purchase ManageEngine Endpoint Central Cloud Security at a cost of not to exceed \$60,000 for a total of 12 months.

Resolution No. P-50

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 February 12, 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 requested to create three Sub PC#s for Instructional Aides for the following three PSD (Pre School Disabled) classes listed below.

Teacher **Honique Rosa** at School 28 – **PC# 10079**

Teacher **Veronica Hernandez** at School 21 – **PC# 10201**

Teacher **Krista Penkalski** at EWK – **PC# 10032**

These additional aides are required to satisfy student/teacher ratio due to exception to class size NJDOE requests for approval.

A2. Action is requested to assign Sub **PC# 10071** to students **IR 5221713** and **JR 5221717** at STEAM. The aide will be shared as both students are in the same class.

A3. Action is requested to assign Sub **PC# 10897** to student **HW 5265001** at PS# 5.

A4. Action is requested to assign Sub PC#s for the following students:

JT 5258247 at PS# 20 – **PC# 10007** **ZY 5269284** at PS# 21 – **PC# 10025**
AG 5237181 at AHA – **PC# 10012** **GTZ 5248683** at PS# 28 – **PC# 10026**
EW 5271027 at PS# 28 (male aide requested) – **PC# 10019**
PJ 5266123 at PS# 16 – **PC# 10027** **JGR 5272097** at PS# 28 – **PC# 10020**
ARS 5270102 at NRC (please assign **Ana Hanke – ESS**) – **PC# 10028**
NM 5235777 at NRC – **PC# 10024**

Transfer **PC# 10965** from PS# 5 to MLK following student **IZ 5256196**.

PC#'s are required to remain in compliance with IEP's. Request has been verified against Edplan, Infinite, and current PC list.

A5. Action is requested to assign a sub PC# for the following students:

AH 5252476 at PS# 20 – **PC# 10128**
LD 5249484 at PS# 20 – **PC# 10130**
IFV 5263389 at PS# 20 – **PC# 10131**
JDT 5259099 at Joseph Taub – **PC# 10132**

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

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A6. Action requested to assign Sub **PC# 10903** to students **MU 5206188** and **JM 520829** as shared aide.

A7. Action requested to deactivate ESS Personal Aide **PC# 10725** and transfer to SPED Personal Aide, **PC# 6653** with student **JZ 5247741**. Action requested to move **PC# 6653** from School 6 to School 2. Student **SHM 5260844** no PA as per IEP.
Account# 11.000.217.106.655.000.0000.000

A8. Action is requested to deactivate the following Sub PC# effective immediately. Sub **PC# 1091** at Dr. Hani Awadallah School for student **JT 5258247**. Student identified as Special Education. Student **JT 5258247** assigned Special Ed PA **PC #10007**. Required by code: Section 504 of the Rehabilitation Act of 1973.

A9. Action requested to reclass **PC# 6673** from a Personal Aide to an Office Assistant position.

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

D. TERMINATIONS

D1. Action to terminate the employment of **Manuel Antonio Vargas**, Café Attendant (**PC# 6114**) effective January 24, 2025.

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Aguirre	Sandra	School #21	Teacher Grade 2 Bilingual	64,685 + 4,100 = 68,785	filling vacancy
G2	Castillo	Elizabeth Sierra	PS 15	Personal Aide	\$29,561.00	filling vacancy
G3	Clavell	Lisa	NRC	Teacher ESL	\$61,920.00	filling vacancy
G4	Conforme	Elizabeth	Central Registration	P/T Nurse Assistant	\$21.45 per hour	filling vacancy
G5	Corbin Smith	Aria	Paterson P-Tech	Secretary School - Guidance	\$40,030.00	filling vacancy
G6	Cunningham	Keyona	JAT	Teacher Social Worker	\$64,090 + \$400CST = \$64,490	filling vacancy
G7	Dolson	Victoria	EWK	IA Preschool Special Ed	\$36,786.00	filling vacancy
G8	Ferguson	Sareya	Alonzo T. Moody Academy	Secretary School - Guidance	\$38,030.00	filling vacancy
G9	Garcia	Marielys	EWK	Personal Aide to Student HW 5245644	\$38,961.00	filling vacancy
G10	Gerladis	Alyson	STARS	Teacher Special Ed MD	\$74,185.00	filling vacancy
G11	Kogeh	Wilson	JFK	Teacher Chemistry	\$61,420.00	filling vacancy
G12	Olivero	Indhira	NRC	Teacher Coordinator of Multilingual Students	\$91,398 + \$1100 Long = \$92,498	appointment
G13	Ortega-Violante	Lisbeth	Dale Ave	Teacher Special Ed Autism	\$66,685.00	appointment
G14	Pareja	Gladys	School #18	Cafeteria Monitor	\$12,392.00	filling vacancy
G15	Pichardo	Rosanny	School #2	Personal Aide to Student AI 5251796	\$34,411.00	filling vacancy
G16	Raheem	Zarifa	Dept of Special Services @ Central Office	Teacher Intervention Referral Specialist	\$64,090.00	filling vacancy
G17	Ramirez Diaz	Arlene	NRC	Teacher ESL	\$62,170.00	filling vacancy
G18	Reyes Ovalles	Elaine	School #2	Teacher Special Ed	\$74,185.00	appointment

				Autism		
G19	Sanchez Garcia	Yocauris	EWK	IA Preschool Special Ed	\$35,036.00	filling vacancy
G20	Sterzel	Valerie	School 5 (.51) & School .27 (.49)	Teacher Guidance Counselor - Leave Replacement	\$68,035.00	filling vacancy
G21	Taoufiki	Abdellah	EWK	Teacher Preschool Special Ed	\$66,685.00	appointment
G22	Thompson	Tyrone	Special Education Services	Office Assistant	\$31,630.00	appointment
G23	Vazquez	Frances	JFK	Instructional Aide	\$31,236.00	filling vacancy
G24	Von Faust	Boris	NRC	Teacher Grade 6-8 Social Studies	\$64,090.00	filling vacancy
G25	Wolfe	Virginia	School #7	Teacher Grade 3	\$75,085.00	filling vacancy

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Brito	Jose	STARS Academy	Personal Aide to Student AMT 5252137 & MC 5216418	no change	transfer/ student correction
H2	Fiumara	Nicholas	STARS Academy	Personal Aide to Student AD 2061460	no change	transfer/ student correction
H3	Johnson	Thurston	STARS Academy	Personal Aide to Student JP 5207275	no change	transfer/ student correction
H4	Lugo	Elizabeth	PS 24	Personal Aide to Student V.R. 5236142	no change	transfer of PC #/student
H5	Merino	Alvaro	STARS TIES	Personal Aide to Student JOG 5208292	no change	transfer/ student correction
H6	Pilaha	Marsela	PS 24	Personal Aide to Student G.R. 5227998	no change	transfer of PC #/student
H7	Wright	Damon	MLK	IA Special Ed Autism	no change	transfer
H8	Zeneli	Zenel	STARS TIES	Personal Aide to Student JL 2057605	no change	transfer/ student correction

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

K1. Action is requested to appoint **Shanta Jones** as the CTE Post-Secondary Placement Monitor. Program is scheduled for the 2024-2025 school year January 2025 through June 2025. Staff member will work in person before or after regularly scheduled work hours up to 12 hours a month as per the hourly rate \$39.88/hr not to exceed 72 hours for the total program.

Account# 20.378.200.100.830.053.0000.001 Up to and not to exceed: \$2,871.36

K2. Action is requested to appoint CTSO Club Advisors for the FBLA, DECA, Skills USA and FCCLA Programs at John F. Kennedy High School, Eastside High School, Rosa

Parks High School, and P-Tech. Program is scheduled for the 2024-2024 school year December 2024 through June 2025. Staff will work in person where the program is located. 47 hours per pathway at the contracted rate not to exceed 376 hours for the total program.

1. **Mariano, Emilio**
2. **Rodrigues Pires, Diane**
3. **Kane-Malone, Mary**
4. **Zemon, Tom**
5. **Capouet, Nicole**
6. **Amato, Cosmo**
7. **Colcloughly, Nekeia**

Account# 20.378.100.101.830.053.0000.001 Up to and not to exceed: \$13,160.00

K3. Action is requested to appoint CTE Program Tutors at John F. Kennedy High School, Eastside High School, Rosa Parks High School, and P-Tech. Program is scheduled for the 2024-2025 school year December 2024 through June 2025. Staff will work in person where the program is located. 20 hours per pathway at the contracted rate not to exceed 160 hours for the total program.

1. **Veronica Mower**
2. **Carlo Estime**
3. **Santiago Gamarra**
4. **Lisa Serafina**
5. **Mahboubah Sabbaghi**

Account# 20.378.100.101.830.053.0000.001 Up to and not to exceed: \$5,600.00

L. STIPENDS

L1. Action is requested for **Ryan Martin** to receive as per contract for DECA Advisor's stipend of \$1,656 for the 2024-2025 school year at John F. Kennedy High School.

Account# 15.000.221.102.307.0530 Not to exceed: \$1,656.00

L2. Staff members who fulfill the PEA Article 22:5-2 and volunteer to teach in the designated at risk area shall be provided with a Superintendent's Educational Grant Program honorarium for instruction in a Math classroom. Stipends for 4 months of Math Instruction by **Ms. Helene Prevosti** from September 2024 to December 2024.

Ms. Prevosti retired on January 1, 2025. **Helene Prevosti** (From DHA School)

Annual stipend is \$2,500 prorated for 4 months at \$250 per mon. Total \$1,000.00.

Account# 11.000.223.280.690.000.0000.000 Not to exceed \$1,000

L. STIPENDS / CONT.

L3. Action is requested to stipend staff member to organize and present to parents workshop 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
- 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	Bauch, Lisa	Teacher	1	12/17/2024
2	Camacho-Diaz, Yessenia	IA	Dale	12/11/2024
3	Cash, Kristin	Teacher	19	12/9/2024
4	Chromey, Rosemarie	Supervisor	Academic Services	1/3/2025
5	DiLauri, Stefanie	Teacher	1	12/17/2024
6	Garcia, Rafael	Teacher	EHS	12/6/2024
7	Gary, Ana	Secretary	EHS	12/6/2024
8	Goodreau, Jenna	Director	Funded Projects	1/9/2025
9	Joseph, Julie	Supervisor	Academic Services	1/9/2025
10	Khaled, Kayla	Supervisor	Academic Services	1/9/2025
11	Lovell, Nicole	Teacher	1	1/7/2025
12	Obando, Diana	Teacher	JFK	1/2/2025
13	Pagan, Orlando	Teacher	EHS	12/7/2024
14	Patby, Mishaun	Teacher	EHS	12/17/2024
15	Petty, Brynisha	Teacher	JFK	1/2/2025
16	Sosa, Jeannette	Teacher	EHS	12/6/2024
17	Watson, Derrick	IA	Dale	12/19/2024

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

M. AMENDMENTS

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

R1. The New Jersey Department of Education regulations require the assignment of a mentor to all Alternate and Traditional Route Teachers. Payroll Deductions should start for the following novice teachers to fulfill payments due at the end of the mentoring process. The spreadsheet reflect the amount of deductions each provisional teacher needs. These fees are taxable. The fee will be deducted in equal installments starting as soon as possible through June 30, 2025.

First Name	Last Name	Cert	Full Amt. Needed	Acct #
Charles	Uetz	CE	\$1,000.00	11.140.100.101.690.110
Mariam	Elmonayery	Limited CE	\$1,000.00	11.130.100.101.690.110
Bella	Bonilla	CE	\$1,000.00	11.140.100.101.690.110
Andrya	Mccaw	CE	\$1,000.00	11.140.100.101.690.110
Dannay	Pena	Limited CE	\$1,000.00	11.130.100.101.690.110
Paul	Anagnostakos	CEAS	\$550.00	11.120.100.101.690.110
Ruth	Castro	Limited CE	\$1,000.00	11.130.100.101.690.110
Starmecca	Grier	Limited CE	\$1,000.00	11.130.100.101.690.110
Justin	Rivera	Limited CE	\$1,000.00	11.130.100.101.690.110

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Y1. Action to compensate **Vernon Kline** the total sum of \$2,432.03 minus all appropriate deductions in full and final settlement of grievance 23-46. The Association agrees to remove it from the next Level II monthly agenda.

Account# 11.000.230.820.604.000.0000.000 Not to exceed: \$2,432.03

Resolution No. P-51

The Paterson Public Schools District evaluation system is governed by TEACHNJ, regulated through AchieveNJ and New Jersey Quality Single Accountability Continuum (NJQSAC). The Board of Education is responsible for establishing teacher, principal and superintendent guidelines including performance standards and evaluation criteria to assist in implementing educator evaluation system.

WHEREAS, the Paterson Public School District (the "District") is required to annually submit to the Commissioner of Education, for review and approval, the performance evaluation that will be used to assess the effectiveness of teachers, principals, assistant principals, and vice principals and all other certificated staff members pursuant to N.J.S.A. 18A:6-122, the District is seeking permission to research, examine and implement a new performance evaluation within NJDoE guidelines.

WHEREAS, the Focal Point Teaching Practice Model was created by Focal Point LLC and approved by the New Jersey Department of Education for meeting the minimum standards established by the State Board of Education (September 7, 2012); through the District Evaluation Advisory Committee (DEAC) review and discussions, members are seeking to explore new models to accommodate the District's evolving needs; and

NOW, THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves permission for the District to research, examine and implement a new performance evaluation within New Jersey Department of Education guidelines for certificated staff members and recommends its submission to the Commissioner of Education for review and approval in accordance with N.J.S.A. 18A:6-122 at such time.

Resolution No. P-52

In accordance with Paterson Public School District policy 9550, all educational research by persons other than district employees must be approved in advance by the Superintendent and Board. Paterson Public School District policy 3245, any research project involving pupils must be approved by the Board; all other research projects involving district personnel, facilities, and/or resources may be approved by the Superintendent.

WHEREAS, A written application for approval must state the purpose of the research, the specific ways in which pupils will be involved, the estimated duration of the project, the persons who will conduct the research project and their relevant affiliations, and any possible benefits to pupils or to the school district.

WHEREAS, Approval will be granted only to those projects that will serve the interests of pupils and the educational program; approval will not be granted to projects that will impede or significantly disrupt the instructional program approved by the Board;

WHEREAS, the sponsoring graduate school and/or organization along with graduate candidate complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure these requirements are followed in the conduct of this research in accordance with the Institutional Review Board (IRB); and

NOW, THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves the research studies request through Capella University Melissa Espana: *Clearing the Path to Graduation: Attendance Review Committee Training for At-Risk Students* during the 2024-2025 school year.

Resolution No. P-53

In accordance with Paterson Public School District policy 9550, all educational research by persons other than district employees must be approved in advance by the Superintendent and Board. Paterson Public School District policy 3245, any research project involving pupils must be approved by the Board; all other research projects

involving district personnel, facilities, and/or resources may be approved by the Superintendent.

WHEREAS, A written application for approval must state the purpose of the research, the specific ways in which pupils will be involved, the estimated duration of the project, the persons who will conduct the research project and their relevant affiliations, and any possible benefits to pupils or to the school district.

WHEREAS, Approval will be granted only to those projects that will serve the interests of pupils and the educational program; approval will not be granted to projects that will impede or significantly disrupt the instructional program approved by the Board;

WHEREAS, the sponsoring graduate school and/or organization along with graduate candidate complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure these requirements are followed in the conduct of this research in accordance with the Institutional Review Board (IRB); and

NOW, THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves the research studies request through Spalding University Devon A. Horton: *Dismantling Anti-Misandry by Promoting Wellness for Black Men in Early Childhood* during the 2024-2025 school year.

Resolution No. P-54

In accordance with Paterson Public School District policy 9550, all educational research by persons other than district employees must be approved in advance by the Superintendent and Board. Paterson Public School District policy 3245, any research project involving pupils must be approved by the Board; all other research projects involving district personnel, facilities, and/or resources may be approved by the Superintendent.

WHEREAS, A written application for approval must slate the purpose of the research, the specific ways in which pupils will be involved, the estimated duration of the project, the persons who will conduct the research project and their relevant affiliations, and any possible benefits to pupils or to the school district.

WHEREAS, Approval will be granted only to those projects that will serve the interests of pupils and the educational program; approval will not be granted to projects that will impede or significantly disrupt the instructional program approved by the Board;

WHEREAS, the sponsoring graduate school and/or organization along with graduate candidate complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure these requirements are followed in the conduct of this research in accordance with the Institutional Review Board (IRB); and

NOW, THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves the research studies request through University of Phoenix Tracyann Williams: *Addressing Support Staff Shortage: Exploring Implementation of An Internal Apprenticeship Program Qualitative Exploratory Case Study* during the 2024-2025 school year.

Resolution No. P-55

WHEREAS, this resolution is to comply with school district policies in the processing and obtaining approval to advertise recruitment materials and employment opportunities for the School District of Paterson, New Jersey.

WHEREAS, the Paterson Public School District recognizes that the goal of filling teacher vacancies by recruiting effective certificated Teachers, and

WHEREAS, the Paterson Public School District recognizes that the goal of increasing student achievement requires hiring high-quality teachers before the position becomes vacant to optimize classroom instructional time and promote continuity in the classroom, and

WHEREAS, the Paterson Public School District Superintendent supports hiring highly qualified teachers to work in Paterson Public School District, and

NOW THEREFORE BE IT RESOLVED that the Board of Education approves iHeartRadio, Univision, and/or La Mega to promote various recruiting functions for the Paterson Public School District. To provide continuity and exceptional Teachers to our students throughout the 2024-2025 School Year. Not to exceed a total of \$44,000.00 for the 2024-2025 school year. To be approved at the February 12, 2025 Board Meeting.

Resolution No. G-56

PURPOSE, Resolution is to comply with the School District and the City of Paterson annually are required to enter into an agreement regarding the cooperation between education officials and law enforcement agencies and

WHEREAS, the form of the agreement is mandated by the State of New Jersey and

WHEREAS, the Uniform Memorandum of Agreement must be executed by the Superintendent and by the President of Board of Education.

NOW, THEREFORE, BE RESOLVED, by the Board of Education of the City of Paterson that the execution of the Uniform State Memorandum of Agreement between the Paterson Public Schools and the Paterson Police Department for the 2024-2025 & 2025-2026 school year revision is hereby approved.

Resolution No. G-57

WHEREAS, the Board previously adopted Resolution G-30 at its January 2, 2025 meeting, approving a settlement in a civil case, No. PAS-L-3667-21;

WHEREAS, the previously adopted resolution authorized the District to pay \$115,000, representing the remaining amount of its insurance policy's self-insured retention, as a portion of the total settlement of \$125,000;

WHEREAS, the settlement agreement actually requires the District to issue a payment of \$125,000 check, after which the insurer will reimburse the District for insured portion of the settlement;

NOW, THEREFORE BE IT RESOLVED that the previously adopted resolution is hereby amended, and the District is authorized to issue payment in the amount of \$125,000 to settle this matter in return for full releases by the plaintiffs.

Resolution No. G-58

WHEREAS, the District is a defendant in a civil case, No. PAS-L-2732-21, pending in the New Jersey Superior Court; and

WHEREAS, settlement discussions indicate that the matter may be resolved with the execution of full releases by the plaintiff and plaintiff's counsel; and

WHEREAS, the District's General Counsel has reviewed the proposed settlement terms and has determined that resolving this matter at this stage would be in the District's best interest for reasons of cost efficiency and to avoid the uncertainties and expenses of continued litigation;

NOW, THEREFORE BE IT RESOLVED that the District is authorized to settle the matter for a maximum contribution of \$337,500, in exchange for full releases by the plaintiffs.

Resolution No. G-59

WHEREAS, the District is a defendant in a civil case, No. PAS-L-3635-21, pending in the New Jersey Superior Court; and

WHEREAS, settlement discussions indicate that the matter may be resolved with the execution of full releases by the plaintiff and plaintiff's counsel; and

WHEREAS, the District's General Counsel has reviewed the proposed settlement terms and has determined that resolving this matter at this stage would be in the District's best interest for reasons of cost efficiency and to avoid the uncertainties and expenses of continued litigation;

NOW, THEREFORE BE IT RESOLVED that the District is authorized to settle this matter for a maximum contribution of \$108,000, representing the approximate remaining balance of its insurance deductible, in exchange for full and final releases by the plaintiff.

Resolution No. I&P-60

WHEREAS, the District's priority is effective teaching and learning under Goal Area #1 the 2019-2024 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of these students will achieve this priority through implementation of their IEPs; and;

WHEREAS, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

WHEREAS, the District is required under NJAC 6A:26, Educational Facilities, to ensure that educational facilities are educationally adequate to support the delivery of thorough and efficient education to which all students are entitled; and

NOW, THEREFORE, BE IT RESOLVED, that the District ELIMINATE; two (2) 6-8th grade and one (1) 3-5th grade Autism classes at School 2, and ESTABLISH two (2) 6-8th grade and one (1) kindergarten-2nd grade Multiple Disabilities classes at School 2.

Resolution No. I&P-61

WHEREAS, the District's priority is effective teaching and learning under Goal Area #1 the 2019-2024 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and;

WHEREAS, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

WHEREAS, the District is required under NJAC 6A:26, Educational Facilities, to ensure that educational facilities are educationally adequate to support the delivery of thorough and efficient education to which all students are entitled; and

NOW, THEREFORE, BE IT RESOLVED, that the District ELIMINATE; one (1) kindergarten-second grade Autism class at Dale Ave., and ESTABLISH one (1) kindergarten-second grade Multiple Disabilities class at Dale Ave.

Resolution No. F-62

WHEREAS, the Paterson Public School District formulated a needs-based Long-Range Facility Plan, which included much-needed renovation, alterations, additions, and new school buildings; and,

WHEREAS, the Paterson Public Schools Board of Education (Board) authorizes the School Business Administrator/ Board Secretary and CTS Group Architecture/Planning P.A. to apply for A Minor Amendment to the Long-Range Facility Plan for the following project

1. Dale Avenue School Elevator Replacement - The replacement of the elevator includes the removal and replacement of the existing elevator system, including but not limited to a new elevator cab, new motor, and new controls. A new ductless split system for the elevator machine room is also included. The condensing unit will be located on a low roof adjacent to the existing shaft, and refrigerant piping will be run vertically along the exterior of the shaft. At the existing elevator machine room access stairs, galvanized steel reinforcement is to be provided and anchored to the existing masonry wall on the fourth floor. The stairs are also to be provided with expanded wire mesh protection and will be scraped, prepared, and painted with rust-inhibitive paint. State Project #- 31-4010, 21 Dale Avenue, Paterson, New Jersey, 07505.

WHEREAS, these alterations are in line with Paterson Public School's "A Promising Tomorrow Strategic Plan 2019-2024", Goal area #2 Facilities- Objective 4 - "Develop a comprehensive preventative maintenance program that is geared towards the long term upkeep of all Paterson Public School Facilities." And

THEREFORE, BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, and CTS Group

Architecture/Planning P.A. and other appropriate representatives of the Board (the "Board Representatives") are hereby authorized to submit an application for A Minor Amendment of the approved Long Range Facility Plan to the NJ Department of Education, for the replacement of the elevator at the Dale Avenue School located 21 Dale Avenue, Paterson, New Jersey, 07505.

Resolution No. F-63

WHEREAS, the Paterson Public School District formulated a needs-based Long-Range Facility Plan, which included much needed renovation, alterations, additions, and new school buildings; and,

WHEREAS, the Paterson Public Schools Board of Education (Board) authorizes the School Business Administrator/ Board Secretary and CTS Group Architecture/Planning P.A. to prepare and apply for an Other Capital Project DOE Project application number and submit the document to the NJ Department of Education, Office of Facilities, for required approval of the following project

1. Dale Avenue School Elevator Replacement- The replacement of the elevator includes the removal and replacement of the existing elevator system, including but not limited to a new elevator cab, new motor, and new controls. A new ductless split system for the elevator machine room is also included. The condensing unit will be located on a tow roof adjacent to the existing shaft, and refrigerant piping will be run vertically along the exterior of the shaft. At the existing elevator machine room access stairs, galvanized steel reinforcement is to be provided and anchored to the existing masonry wall on the fourth floor. The stairs are also to be provided with expanded wire mesh protection and will be scraped, prepared, and painted with rust-inhibitive paint. State Project # - 31-4010, 21 Dale Avenue, Paterson, New Jersey, 07505

WHEREAS, these alterations are in line with Paterson Public School's "A Promising Tomorrow Strategic Plan 2019-2024", Goal area #2 Facilities- Objective 4 - "Develop a comprehensive preventative maintenance program that is geared towards the long term upkeep of all Paterson Public School Facilities." And

THEREFORE; BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey, as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, and CTS Group Architecture/Planning PA and other appropriate representatives of the Board (the "Board Representatives") are hereby authorized to prepare and submit a capital project application to the NJ Department of Education, Office of facilities for Replacement of the elevator at the Dale Avenue School, located 21 Dale Avenue, Paterson.

Resolution No. F-64

WHEREAS, the Paterson Public School District formulated a needs-based Long-Range Facility Plan, which included much needed renovations, alterations, additions to existing buildings, and new school buildings; and,

WHEREAS, the Paterson Public School District's approved Long Range Facility Plan includes the construction of a new STEAM High School (Existing STEAM HS Replacement); and

WHEREAS, the New Jersey Schools Development Authority's 2022 Capital Program identified a new High School project for advancement; and

WHEREAS, these alterations are in line with Paterson Public School's "A Promising Tomorrow Strategic Plan 2019-2024", Goal area #2 Facilities- Objective 4 - "Develop a comprehensive preventative maintenance program that is geared towards the long-term upkeep of all Paterson Public School Facilities." And

WHEREAS, Schematic Design documents for the new High School have been prepared by RSC Architects, the assigned Bridging Design Consultant for the New Jersey Schools Development Authority; and

1. THEREFORE, BE IT RESOLVED that, in accordance with, NJAC 6A:26-3.2(b)13, the Paterson Board of Education authorizes the Superintendent of Schools and Board of Education President to approve the submission of Schematic Design documents to the New Jersey Department of Education for their review and approval in accordance with N.J.A.C. 6A:26-5.3.
2. BE IT FURTHER RESOLVED that a copy of this resolution is forwarded to the New Jersey Schools Development Authority for inclusion in the Schematic Design Submission to the New Jersey Department of Education.

It was moved by Comm. Teague, seconded by Comm. Rashid that Resolution Nos. 1 through 64 be adopted.

Comm. Simmons: I have a question on Item G-56. I know you guys talked about changes that were made. As I reviewed it, there's a major change and I'm trying to understand. It's in the MOA. I wanted to find out how we came to the consensus on the added language in terms of the surveillance.

Comm. Gonzalez: This MOA between the Paterson School District and the local police department is a template of what has been used in prior years. From my understanding since I've been on and what we have discussed, it has not been changed. Any changes that you may see weren't anything that we imposed. This was approved and signed off by the prior President and yourself as Vice President when you guys had reviewed this in the past. There were no changes from whatever you all did prior to. It has the previous President's signature on it. It's just moving through the motions now. There were no changes on our part and no discussion of changes. In the last meeting on February 4 during our retreat, I mentioned that we had an emergency meeting with the OIC in reference to some issues that came up in our community that we wanted to address, and we brought up the MOA, but no changes were made. We clarified who were the point people to have communication between the various agencies. It was just clarifying points, but no changes per se were made. If you see a change, that would have come from prior years. There were no changes on our part. I don't know if you see something specific because I don't have it in front of me. Mr. Price is online and he can answer any of those questions.

Comm. Simmons: Can I have an explanation about the Memorandum of Understanding portion of it? There is a change with regards to surveillance. I don't want people to think that we don't want to work with the police, but the agreement talks about a separate MOU in terms of what surveillance looks like and when access to surveillance happens. It's not specified. It says that they can access and then they just have to let us know that they accessed our surveillance system. We want our students to be safe, but I don't want them to be surveilled.

Comm. Gonzalez: Understood. Mr. Price, can you elaborate on that?

Mr. Price: Sure. The MOU that we have is ordered by the attorney general's office. It gives the police access to the cameras in case of an emergency. We have to follow this. We started operating last year. It means that in case of a major event, let's say an active shooter or a lockdown at the school, the police can access the cameras at a certain school. In order to do so, each person who has access has a unique password. You are not supposed to just go on the system and surveil a school. You have your own password, and you have to answer to someone – the police department, the prosecutor's office and the AG's office – for why you accessed the system when it was not at emergency. Once they access the system, they can only watch a live stream. They can't record, go back, or delete. All that stuff is done through my office. That is in the MOU. It's a separate MOU that's included in the one that we presently have.

Comm. Simmons: Who decides what constitutes an emergency? The way that I read it, it says that they can have access as long as they let us know. I've done them in other districts where we spell out what the emergency is. Even if it's us calling them, then we waive that. We constitute the emergency. There's no way for us to make sure that they aren't in the system. I've actually kicked the police department out of a camera system because they were just constantly logged into it.

Mr. Price: That is something they should not be doing, according to the AG's office, and that's what gets reported to the police department, the prosecutor's office, and the AG's office, to ask why you were in this system. We all know what an emergency should be. If it's not spelled out in the MOU, that's possible. For our schools, we're looking at an active shooter, a lockdown, or anything like that. You just can't log onto the system just because.

Comm. Simmons: Here is my concern in this current climate. If the DOJ sends out mandates outside of us determining what an emergency is, then the local police department is going to follow those mandates.

Mr. Price: Yes.

Comm. Simmons: That's my concern. Without us specifying what an emergency is and leaving it in the space where they can access it, it's my concern. We need to tighten that language up and spell out what the emergencies are.

Comm. Gonzalez: Commissioner, I hear you and I agree. I think we would be all be in agreement to some amendments. I have just a simple question. Mr. Price, you mentioned that this is coming from the attorney general's office and is a template that they use. Is there room for that? Maybe that's a legal question. If there is room for that discussion, I think you should implement some protocols as mentioned by Comm. Simmons to make sure that folks are not entering willy-nilly and there are checks and balances. If something is going on, someone is giving the approval from our end to do so. I don't know if you can answer that or legal knows a bit about this. We may have to table this and come back. That is a concern.

Mr. Price: There are checks and balances. First of all, we installed the VPN on one laptop computer. Next week we're going to install it on one desktop located in the operations center and it's only for an emergency situation. Everyone that would log on has their own unique username and password, which gives us checks and balances. Do I want the police to have to wait for me to call and say to log on to this school? I

don't want to have to do that because there are times emergencies take place, and the police find out at the same time that I do. I'm in the middle of addressing an emergency and they're waiting for me to call them and say turn on the camera. We could lose valuable time. I understand there needs to be some checks and balances. As far as deciding what type of emergency, can we add language to say specifically if there is a call of an active shooter and/or a lockdown? Understand we get these kinds of calls. They go out and it's not an actual lockdown. The police will be looking at a school when something actually did not happen because they're waiting for a phone call. I understand the checks and balances. Just understand we're talking about law enforcement officers who we expect to uphold the law in a process that if you violate, it can every easily be found out.

Comm. Freeman: My concern was close to Comm. Simmons'. Can you add language to it to be specific about what we want? I do agree with it because it's needed, especially with the climate in the city. Can we add specific language?

Mr. Price: I believe we can. We have to be careful because we don't want to say just active shooter. We would need legal to write out what those specifics would be. I'm pretty sure it could be pretty broad. The problem is when you write it broad, it gives them more rather than less access.

Comm. Freeman: I understand that. I'm not saying broad because there are other things other than an active shooter. It could be an unknown intruder or somebody who should not be in the building. This is common. I don't know if anybody else has experienced this. When you go on your wi-fi you will see the FBI is close by or they pop up on your phone. I'm not understanding why the FBI wants to pop up on my phone unless they're surveilling me. I'm not a criminal or anything like that, but I see it often and a lot of people talk about it. I'm not saying all police officers, but you have some cops who don't follow the rules. They do it and they don't care what consequences they face. We all know that there are some who will just not follow the rules. I'm talking about the language that would give them the access, like active shooter, trespasser, or person with a weapon. We don't have to be real broad with it, but we should put some specifics in there so that they won't have access whenever they want. It can be tracked, but you have some who just don't care about the consequences, and we all know this to be true, especially here in Paterson.

Mr. Price: I'm not sure what that last part meant, but I will say that just for a little more transparency the folks who have access are lieutenants, captains, and deputy chiefs. There are only three police officers because they run the operational center, two police officers and a sergeant. That doesn't change the fact that we can go back and add some specific information.

Comm. Freeman: Thank you.

Comm. McCall: I agree with the language piece and understanding that we want to have more inclusiveness on what it is. Is this the only thing that changed in this MOU?

Mr. Price: From my understanding, yes. If something is changed, it's normally highlighted in the front that these were the changes made. The MOU, for the most part, is standard. We haven't changed anything in a long time. This was just added to it.

Comm. McCall: I know Comm. Gonzalez was saying that he was under the impression it was the same one that had passed. I wanted to see if there were any other changes that may have passed us that we're all not sure about. When we talk about them having

access, we have to rely a little bit more on you because that's your expertise in law enforcement on what could be an emergency. Is there any way you can spell that out for us? Not right now, but as we go through this process of making this very clear what we need. Like Comm. Freeman said, shootings or missing person, I don't know what would be considered an emergency because it may not feel like an emergency to me. For you, being in that field, you would constitute it to be an emergency. I'm relying on you to give us a little clarity on the language that might need to go into this because it's going to be important. We want to make sure we protect our students from this surveillance if it's not necessary. We also want to protect them if the surveillance is needed for safety. I'm just relying on your department to help us in that phase as we go forward.

Mr. Price: I fought against this from the AG's office until I got a call from the prosecutor's office telling me we had to do this. I did not want to give surveillance up to anyone. I don't want to get too crazy with the language. As far as I'm concerned, the language would be limited to a proven active shooter, not just a call of an active shooter because we get that all the time. We will talk to Boris and see how we're going to word it. Outside of an active shooter, the police should not have access. You don't get access just because there's a lockdown or a shelter-in-place. None of that gives access. Outside an active shooter, I can't see this happening, unless the AG's office is going to order me differently, which they're not going to get too specific on this. They put the order out and they're going to step back and we have to do the rest.

Comm. Ramirez: Thank you, Mr. Price, for answering the questions. My colleagues' reasons for worry are very valid, but in reading the memo and the document, it seems like we didn't have an option or choice. The revision was sent from the AG's office and it's an agreement between the AG and the DOE. Then there's a memo with that from our County Executive Superintendent telling Dr. Newell this must be ratified by the Board. Legal would have to look into the language, but I really doubt that we will be able to change that because it is a mandate from the state. It says in the memo that the County Executive Superintendent sent. I just wanted to provide that little bit of clarify on this.

Comm. Freeman: I need to ask two questions. Who reviewed this legally before it came to us? Can it be pulled for further discussion?

Comm. Gonzalez: Is legal on? Did legal review the MOA between the Paterson Public School District and the Paterson Police Department?

Ms. Shabazz-Charles: I reviewed it as part of resolutions, but I wasn't involved in the negotiation of it. I believe that Boris or someone from the administration side dealt with that meeting that led up to it. I wasn't involved in that. I did review it, but the issues that are being raised are new to me that I'm hearing now.

Comm. Gonzalez: Does this have to be approved tonight? Do we have time to look at this a little further and see if there is a possibility of adding language that would support what the Board's concerns are, maybe in the form of an addendum or appendix of a list of items that we might want to clarify? To Mr. Price's point, he was pretty specific in saying that it's for active shooters. I don't want to get into the legalities of all the details, but is this something that we can table? Is there a time-sensitive nature to this?

Mr. Price: It should have been signed and turned in already. However, the police department has held this up because they were waiting to get access. Because they were holding this up we can get the document back. It's actually being delivered to the

office tomorrow with the chief's signature. They wouldn't give it back to us signed until we gave them access to the desktop. They still don't have access to the desktop, but it's their issue and not ours. They have agreed to sign it and give it back to us. Once they give it back, we can look it over. The language doesn't change anything for the police department. They have access. That's what they were asking for. Then we have to see if we can add into that that active shooter, is the only thing. To me, saying emergency is very broad and we can have another case outside of an active shooter that they can actually log on, a scenario we can't even imagine right now. We can get it back and have Boris and/or Khalifah look at it and decide what we want to do. But we have to be very careful when you word this. Sometimes when you're broad, you give too much access. When you're too specific, you narrow down your assistance.

Ms. Shabazz-Charles: I do have some ideas that we can talk about. I know we have an executive session, and I think we're starting to get a little into the legalities of it. I understand from our public discussion what some of the concerns are and they are absolutely valid. But I do think that we can talk in executive session and maybe tighten this up and within a few days come with an agreement that may address everyone's concerns. Mr. Price raises a great point. If you make it too broad or too specific, that could work against us. In reverse, if we don't make it specific enough, potentially it could be utilized in ways that we didn't anticipate. I think that this is something we can fix within a few days.

Mr. Price: It really doesn't matter what we add to the MOU. If someone has access that's going to violate the policy, they're going to violate the policy. We can add active shooter and be very specific, but if you have a person, police officer or not, who has access and decides they want to go on to look at MLK in the middle of the day, they have access to do that. That writing does not eliminate that.

Comm. Gonzalez: Point made on that. The only thing is that we would have something to hang over their head if they did so without authorization.

Comm. Simmons: The MOA itself is mandated, but the language in the MOU can be spelled out. I'm only saying that from experience because I've done it twice.

Comm. Gonzalez: Okay, point taken. Legal, is it safe to say that we can table this for a future meeting so that we can have that discussion? We're currently actually in roll call so we have to approve these items. Is it okay to do so?

Ms. Shabazz-Charles: I was not involved in the entire process. Relying on what I've heard, it sounds like if we turn this around in a short timeframe, we should be able to address the concerns that were outlined by the Board. This is like any other resolution. If it's the pleasure of the Board to pull this item, you can still make a motion to amend. I think we're in the middle of discussion. After discussion you can now put a motion forward to approve the resolutions that everyone agrees on and pulling the resolution we're discussing and move forward with the roll call vote.

Comm. Gonzalez: So, you're suggesting pulling this from the agenda, not tabling it.

Ms. Shabazz-Charles: Based on what I'm hearing, I'm not making any suggestions. If you're not inclined to vote on this today, there is a legal mechanism for you to not do that, which is to either table it until the next meeting which is equivalent to pulling it. If you don't want to vote on it today and you want to address it after we deal with these discussions, you can remove this from the agenda.

Comm. Gonzalez: I want to be respectful to the timeline. I don't know that I got the answer because I heard that it was supposed to be already done. I understand that we can do this pretty quickly. I'm just going to suggest that we approve it with a recommendation to add an addendum to this or appendix a list of forthcoming language. That can be discussed in executive session and added at a later point if the Board is comfortable with moving this forward. We're going to approve it with the amended list of items, but the list of items we will determine in a day or two based on discussions that we have now at executive session. Is that doable?

Ms. Shabazz-Charles: All of those are legally doable as long as it is the pleasure of the Board. We've had a similar discussion. The Board does have the right to approve items with the caveat that gives legal the opportunity to address some small outstanding issues that may arise. If the Board wants to see what they're approving before they make a vote on it, then we would have to pull it and come back to the Board with the new document.

Comm. Gonzalez: So let me put that on the table. By a show of hands, is everyone comfortable with approving this with the language that allows us to let legal add language to the amendment so we can get this approved before the next meeting? If there are any objections, I will hear them now. What language would you prefer we use to give you that opportunity to add language at some later point while approving this now?

Ms. Shabazz-Charles: Similar to a prior resolution with the MOU, it's just language that says pending legal review of the contract. We approve the concept of what we're doing pending legal review. I can give you exact language. I don't have it in front of me, but I do understand what the charge is.

Comm. Gonzalez: I would propose we go back to roll call and whoever is making the motion just say on this item that it's pending further legal review as part of your motion. It will be seconded and then roll call. If that's okay with everyone, let's do the roll call for this approval of all the items on the agenda with the amendment to that item for legal review.

Comm. Freeman: I will vote for everything but G-56 because we need to discuss it a little bit more. Although it's mandated, we still can discuss it amongst ourselves before approving it. I'm not going to vote for G-56 to approve it. I'm just not going to vote for it. Once the attorney reads it and we discuss it further, then we can come back and vote for it. Right now, I'm not going to vote for G-56. Everything else is yes for me but G-56.

Comm. Gonzalez: Just to clarify, the motion on the floor is to approve everything with the added language that legal review would be added to that item. Then we can have that discussion and suggest whatever those suggestions are to legal so she can include it into the approval. We will still have an opportunity to have that discussion. We're in roll call.

Ms. Shabazz-Charles: I just want to be sure we're clear. We've talked about something similar. This vote does approve it. Let's say that the Board as a whole feels that a certain language is appropriate and for whatever reason the police department doesn't, voting to approve it sets a tone that it's approved versus if we pull it, it's not approved so it's not in effect until we actually vote on it again. If we vote on it today, it is...

Comm. Gonzalez: That was my previous statement. Do we want to do this? I didn't see any objections to it. Let's just make it simple. Let's pull G-56 under Governance for

later discussion and it will be put on at a later date just to keep everything nice and clean. Otherwise, let's approve everything else through roll call.

On roll call all members voted in the affirmative to approve Items 1-64, with G-56 being pulled for further discussion, except Comm. Teague who voted no. 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

Committee Reports

Family and Community Engagement

Comm. Gonzalez: We had a Family and Community Engagement meeting two days ago and discussed the department's budget and staffing. We talked about the different robust programming happening at the different sites with the PTOs and partnerships with non-profits assisting us in contributing towards the food and clothing that they have at the center. They're going to get us future dates for upcoming events and activities. I would ask that once the calendar of events is developed that it be shared so Board members have an opportunity to participate and engage if possible.

Technology

Comm. Gonzalez: Technology met yesterday. The minutes will be on the drive. There were only a few items to discuss, which were on the agenda today. When the minutes come out we can have further discussion on those matters. Are there any questions?

OTHER BUSINESS

Comm. Freeman: Can someone tell me about the 45 recommendations that were pulled on the reorganization meeting? When will they reappear?

Comm. Gonzalez: That hasn't been discussed yet since it's been pulled. We're going to talk about those items. I believe we have until June to get those approved so there's no immediate rush to approve any of them. When the discussion does happen, everyone will be made aware of that. That wasn't something discussed in any of the committees.

EXECUTIVE SESSION

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

The Board went into executive session at 8:01 p.m.

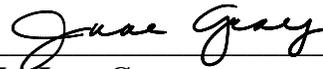
It was moved by Comm. Ramirez, seconded by Comm. Nieves that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

The Board reconvened the meeting at 10:48 p.m.

ADJOURNMENT

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

The meeting was adjourned at 10:50 p.m.

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

**Ms. June Gray
Business Administrator**