

MINUTES OF THE PATERSON BOARD OF EDUCATION REGULAR MEETING

March 12, 2025 – 6:06 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
March 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

National Black History Month (Part 2)

Ms. Aida Rosario: Good evening, everyone. Today's presentation is the second part of our Black History Month video, which is a compilation of the contests submitted by some of our schools. The theme this year was "African Americans and Labor." Boris, if you can please play the video. Enjoy the presentation.

Video Presentation

Dr. Laurie Newell: Thank you, Ms. Rosario and all the students and the schools across the district who contributed and put a lot of time and thought to make sure that we stayed on the national theme. I think this video shows how exceptional and talented our students are.

Update on District Goals

- a. Credit Recovery Update (2023-2024)
- b. Reducing Chronic Absenteeism

Dr. Newell: Next, I want to do an update on the district goals. One of the things the Board has requested is to do check-ins and updates on where we are with different goals that have been set in the past. At this time, I'm going to ask Ms. Melissa Espana, Assistant Superintendent of the High Schools, to give us an update on the work that we started in school year 2023-2024.

• Credit Recovery Update (2023-2024)

Ms. Melissa Espana: Good evening, Commissioners and all those who are watching right now. Our Credit Recovery program has been going on smoothly. It's been very successful. I want to give you an update of what's happening. We're currently getting into our second semester. Just to review, the Credit Recovery program is an opportunity for students to regain lost credits so they can successfully graduate from high school within their cohort year. Cohorts are assigned as students enter into the ninth grade. Our targeted grade levels for this program is for eleventh and twelfth graders. You may have some tenth graders who have the Credit Recovery program in their overall programming. The district is utilizing the Edgenuity platform to assist us with the Credit Recovery program. It is an online platform. Students must attend in-person sessions four hours a week per course. All exams are in-person. The program runs in two semesters. We began our registration dates back on November 18. Session one was from December 6 to February 28. Now we have already entered into our second semester, which started on March 3 and will end on June 13. The timeframe is from 3:30 to 5:30, Monday through Friday. There was something called free movement where students were able to move throughout the courses. That no longer is available to students. That means the teacher controls when students are able to take quizzes throughout the course. Students are allowed to take a maximum of four courses per year. In the first semester they would take two courses and in the second semester they would take another two. I must also inform everyone that PE class along with health is another course. There may be a time when a student has three courses, but that's only if they needed to make up PE as we don't offer that through the Edgenuity program. This is where we are right now. Alonzo "Tambua" Moody Academy has 35 students enrolled and 8 students have completed their Credit Recovery program as of the end of first semester. We still have 26 students in progress. 492 students at Eastside, 42 have completed, and 450 still in progress. There are 28 students enrolled in International. At John F. Kennedy we have 324 enrolled, 333 students have completed, and 291 in progress. Please understand that while these numbers are large, they are counting all tenth through twelfth graders. Newcomers High School has 4 students enrolled, 2 have completed, and 2 in progress. Paterson P-Tech has 15 enrolled, 6 completed, and 9 in progress. Rosa Parks has 14 enrolled, 5 completed, and 9 in progress. STEAM has 45 students enrolled, 7 completed, and 38 are in progress. We continue to do the communication with our staff through robocalls, letters from the district and individual schools, and Credit Recovery meetings with students. Our director makes sure that she gets to speak to people one-

on-one. We also have our social media content. Our next step is to continue to monitor our students' performance in Credit Recovery, continue communication with parents regarding students' progress in the completion of courses, and constant communication with our building principals informing them of student progress through our Edgenuity platform. The district will receive the information and disseminate that to all the schools. We are beginning to prepare for our Credit Recovery for summer. We are posting to select the teachers and student registration. We will determine the plan of action in need of additional courses. Any questions?

Dr. Newell: Thank you, Ms. Espana and Ms. Davis, for giving the update to our Credit Recovery process. Next, we will have Ms. Natalia Frazier-Thompson. She will be speaking on chronic absenteeism, some of the issues we're having, and strategies we are using to combat against what we have been seeing in our schools.

• Reducing Chronic Absenteeism

Ms. Natalia Frazier-Thompson: Good evening, Dr. Newell, Board Commissioners, and esteemed colleagues. I thank you today for the opportunity to present this important information on student absenteeism across our district. My name is Natalia Frazier-Thompson, and I serve as the Deputy Director for the Compulsory School Attendance and Student Accounting Department. Today I will be sharing key data, challenges, and strategies related to student attendance. As we know, attendance is a fundamental factor in student success. Our district has been working very diligently to address the barriers and solutions to chronic absenteeism. I will first begin with the New Jersey Compulsory Education Law. It requires that all students ages 6 to 16 attend school every day. Attendance can be in public, private, or approved homeschooling settings. Parents of students who fall within the compulsory education age must ensure that their child is enrolled in school regularly and attend every day. Failure to comply with this can result in fines and legal action. What is student attendance? It refers to the frequent or prolonged absence of a student from school, which can negatively impact their academic performance and social development. Absenteeism is the leading cause of educational inequity. One day absent equates to six and a half hours of missed instructional time. Missing just 10% or more of school days in an 180-day school year can translate into third graders unable to master reading, sixth graders failing subjects, and ninth graders dropping out of school. I've created a graph here so you can see the signs of attendance in a traffic sign. Missing 10% or more of school, 18 days or more, for any reason excused or unexcused and suspensions, equates to a student being chronically absent. Truancy falls under the warning signs. 10-17 days in a year or more may lead to legal consequences. Under the New Jersey Compulsory Education Law mandated by the state, we can take students to court who have 10 days of absences or more. If a student is out 9 or fewer days, this is acceptable attendance, and no penalties will be imposed for the student. What is the difference between truancy and chronic absenteeism? Truancy refers to unexcused absences from school without a valid reason. It often implies that the student is skipping school deliberately and may lead to legal consequences for parents or guardians. Chronic absenteeism includes both excused and unexcused absences and suspensions. It is typically defined as missing 10% or more of the school year for any reason. This can include illness, family emergencies, suspensions, religious holidays, or other personal issues, not just a student skipping school. I want to note that when an absence is excused via a doctor's note, for example, it does not count towards truancy, but it does in fact count towards overall chronic absenteeism as an absence is an absence. Even though it may be deemed non-truant, it is deemed chronically absent. It adds to those numbers. What are excused absences? Here I have a snapshot of district excused absences and state excused absences. District would include illness documented by a physician, out-

of-school suspension, death in the family up to four days, and transportation non-arrival. If the bus company has issues and a student is not picked up, that is an absence. It is excused, but it does go towards the chronic absenteeism numbers. State excused absences are court appearances, exams for a driver's license, and college visits. Building administrators designate personnel to confirm and track daily attendance. School Messenger notifies parents and guardians of daily absences. Usually this happens twice a day, but some schools have it set up where it only goes out at 6:00 in the evening to let the parent know that their child was not in school. School personnel is responsible for generating letters and sending them out to parents. School personnel should contact DCPD for educational neglect cases and Paterson police for missing students. If a student has been absent 3-5 days in a row and we cannot make contact with the family, DCPD should be notified as well as Paterson police. When a student is missing 5-18 days, the district staff here at Central Office reaches out to the family and we urge the students and the parents that it's very important for the children to be in school. If they need any assistance, then we can help provide them with whatever they may need. The Attendance Review Committee is a panel of school staff members who meet regularly to analyze student attendance data. This analysis includes identifying student absenteeism trends and diagnosing and resolving persistent student attendance problems. The attendance review committee reviews student data, establishes trends between low-risk and high-risk students, identifies warning signs that will assist students in early intervention, develops strategies to create a relationship with the student and parent/guardian, assigns mentors that meet with assigned groups of students individually to develop individualized plans to help students maintain regular attendance, creates incentives, and assesses students by their unique tendencies.

Why are ARCs important? The schools have the primary relationship with students and their families. A significant portion of attendance problems are observed at the school level. When principals and staff know the families and they have a rapport, it's better for them to communicate with them, as opposed to us here at Central Office reaching out. They don't know who we are. Most issues in schools can be resolved without intensive out-of-school interventions. Students and parents may have improved relationships with the schools and become familiarized with the staff with whom they communicate daily. Here I have an example of a tiered intervention system. This ensures that all students receive support to maintain regular attendance, while those at risk get extra help before their absences become a crisis. Tier 1 reflects all students. The goal is to promote good attendance for all students and establish a positive school culture with clear attendance expectations for students and families. Tier 2 is a targeted intervention for at-risk students. The goal is to address early chronic absenteeism before it gets severe. Tier 2 students get one-on-one mentors, personalized outreach to students and families, as well as an action plan that addresses individual student needs. Tier 3 is for severely chronically absent students. They get Tier 2 support along with more intensified interventions such as counseling, mental health services to address root causes and instabilities, home visits, and legal interventions as the last resort. We conduct home visits, and we take students in Tier 3 to court. Tier 3 students are taken to court for truancy. That is our last resort. We don't want to take parents to court because we want to use less punitive measures. We want to work with families. We want to show them that we care and get them individualized help. If we can't help them, we also reach out to outside resources. All truancy court requests must meet a certain criteria. A student must have a minimum of five entries in the student attendance contact log in the district's Infinite Campus system. A minimum of 10 absences. A wellness check must have been conducted. A record indicating steps and actions taken by the teacher and principal to remediate the student's absences. Documentation stating what the ARC team has done to help the family. We use this documentation in municipal court when the judge asks for backup. This is why we need this information. If this information is not here, it is very hard for us to advocate as a district and to hold a

parent accountable for their child being missing. Here is a snapshot of the student attendance data by age group. We have broken down the attendance data by age group so that we can better view the overall attendance based on the compulsory age students versus non-compulsory age students. As you can see here, the green bar speaks for students ages 6-16, which by law is the only grade group we can hold happens accountable for their students not attending school. The red bar are students ages 3-5 and blue ages 17 and older who are exempt for penalties under the New Jersey state law. Due to our district's legal capacity to take the parents of students ages 6-16 to truancy court, which we are currently doing, our overall district chronic absenteeism rates for compulsory age students are significantly lower than their counterparts. This slide gives a clear snapshot of how our district's compulsory age students, 6-16 are in fact excelling in great strides in attending school daily. The average daily attendance for our districtwide compulsory age students is a little over 90% in comparison to the state's goal of 95% or better. Regarding our non-compulsory students, those ages 3-5 and 17 and above, we are not subject to any sanctions for absenteeism. The district has developed and is implementing various attendance strategies to meet the requirements in order to improve our district overall statistics so that all students achieve educational success. Preschools fall under the non-compulsory education law which prohibits the district from pursuing mandatory legal action to hold parents accountable for their child not being in school daily. Because of this, parents have the option to keep their children home, which greatly affects the district's overall attendance rates. The district does understand that young children may miss school due to illness, being that they're new to school, transportation issues, or family challenges rather deliberate truancy issues. As a part of our district initiative, we have been collaborating with the preschool department to help them develop a plan and strategies that will increase preschool attendance rates across the district. Some of the strategies include realigning their data tracking systems and processes, strictly following the standard operating procedures for preschool, continuously following up and following through with families to shift the mindset regarding the importance of daily attendance and fostering a caring relationship with families regarding attendance using less punitive methods. Moreover, we also need more in-district preschools to help meet the needs for those who live in areas with district schools who do not offer preschool programs. As previously stated, students who are 17 years of age or older are also not required to attend school. When students become persistently absent and truant, the district is legally prohibited from taking any punitive legal action. The only consequence with non-compulsory age students is, after all measures have been met and exhausted, the district has the option to drop the student from roll. This is always our last resort as we want all students to achieve academic success. Similar to preschool, students age 17 and above have an impact on our overall attendance rates because many of them deal with a variety of inequities in addition to environment and cultural barriers. Some of them place a higher value on employment rather than education. The district is working on tracking the attendance better. We noticed that if we look at the data and address the issue earlier, students are more at liberty to come to school. We're developing a student attendance improvement plan for chronic absenteeism with specific goals and regular check-ins with students and families. We are partnering with local businesses to support students balancing school and employment. We are offering personalized support plans for students, developing tailored mentorships, and counseling programs to address students' specific needs. We are offering academic support like tutoring or online resources for students struggling to keep up, as well as Credit Recovery. We also have community partnerships. This helps us to engage families in regular communication about student progress and attendance. Our Family and Community Engagement also assist us with this. They offer workshops to support parents to better assist with student attendance challenges. I have trained some of the staff from Family and Community Engagement on attendance so that they are well-

rounded. When they are meeting with parents, they can meet the true holistic needs of the parent to help the child. Here I want to speak about our districtwide attendance initiatives currently in place. We use last year's data as a baseline for this year's attendance monitoring. We compare last year's data with the latest monthly attendance report to monitor increased or reduced attendance percentages. We are currently training staff to accurately monitor the attendance data when students are missing school. We have assigned chronic absenteeism specialists to cover schools throughout the district based on the highest needs. We are partnering with families to help remove barriers and provide support. The Student Attendance Department is also collaborating with interdepartmental staff, such as McKinney-Vento. A large population of our students are unhoused. We are working hand-in-hand with Family and Community Engagement, special services, and early childhood. As a part of our mission to meet families where they are, we make in-person home visits to support underprivileged families as well as children in crisis. In addition to the municipal court, we are collaborating closely with external resources like CMO and DCPD, which support families with complex needs. The district is working closely with the schools. They develop a positive culture in their building. When students come to school, they want to be rewarded. It gives them that hope to say someone is thinking about them and cares about them. Instead of saying, "Hey Johnny, you were out five days. Why didn't you come to school today?" we can change the approach and say, "Hey Johnny, you've been out five days. What's going on? Is there anything we can help you with?" Students are more at liberty to feel like someone cares about them. When students feel that you care, they will come to you and speak to you about their personal issues or things that may be going on so you can better support them. In recognition of children's attendance to school, we encourage the schools to celebrate perfect attendance and improved attendance with certificates, assemblies, or public acknowledgments and offer rewards such as extra recess, homework pass, or even offer school merchandise so they can walk around and feel happy about the school that they attend. We encourage schools to create visual tracking systems in classrooms to showcase attendance progress to boost student morale. Schools organize classes or grade level competitions with prizes for best practice rates. I know one of my specialists at School No. 4 did an ice cream social for students who had improved attendance or perfect attendance. The students were very happy to feel a part of that and it helped boost their morale. The schools' partner with local businesses to receive gift cards, movie tickets, and discounts for students as a reward. We collaborate with community leaders to promote attendance initiatives. We are encouraging parent engagement at schools. We have things for the parents so they can come in and see what their children are doing. When parents feel engaged, they are more at liberty to send their children to school because they see that their child is in a loving caring environment. The more comfortable the parent is with the people who are caring for their children, the more they want to send them to school. We are using multimedia campaigns and social media platforms. We have a Facebook and Instagram page for student attendance. Schools create newsletters and post them at websites. They create visual posters, and they have a whole bunch of visuals that indicate positive reinforcement for the kids' attendance at school. We do personalized outreach and student-led initiatives. We notice that this one is very successful because when students lead, they are more at liberty to listen to their peers, and they show up. Student Attendance has attended the Paterson Alliance Community meeting. We spoke about the importance of student attendance. We also shared information handouts and our policy and regulations to stakeholders within the community so that they can distribute them to their customers to get the word out there, so parents know we are here and there's information. A lot of parents don't really know and understand the policy. If you have it more present, they will pick it up and read it. They will understand this is what they need to be doing for their children. We participate in several district and school events where we were marketing the importance of school

attendance. We conducted live in-person attendance check-ins so that parents can see how to log into their student portals. They can see if their kids are actually showing up to school. We participated in National Night Out. We did the welcome back to school event. I had chronic absenteeism specialists participate in back-to-school nights. They have an attendance table where we give out little incentives to parents just to make them feel welcome. In order to evaluate our success, we conduct regular attendance audits to assess the effectiveness of our strategies. We gather feedback from students, parents, and staff to identify areas for improvement. We celebrate milestones and we adjust plans based on data-driven insights. Thank you. I know that was a lot. I hope I have your attention still. That concludes the presentation on compulsory school attendance and student accounting department.

Comm. Teague: Thank you for that presentation. Do you find that there are certain schools that have an even worse problem when it comes to the absenteeism? Which are the ones that appear to have the worst in terms of attendance?

Ms. Frazier-Thompson: High schools and the areas that are more crime-driven. Those are schools that we really are working with to boost their attendance rates.

Dr. Newell: Thank you, Ms. Frazier-Thompson. That was a lot of good information, and I think it gives us a path forward. When we have pre-k-3, pre-k-4, five-year-olds, and 17 and older, even though they are considered non-compulsory by state code, those are all folded into our totals for the numbers. We have to account for that even though we have no teeth as it pertains to enforcing them coming to school. A lot of what Ms. Frazier-Thompson talked about was just making sure that we strengthen the partnerships so that parents on their own encourage the older kids to come and make sure the younger ones are brought to school as well.

Comm. Gonzalez: In reference to the last question by Comm. Teague that led to your response in reference to data-driven areas that are noted as higher crime areas, that was one of the things that we discussed when we met with the Chief of Police of the City of Paterson. We should do some follow-up on that. I think we should pull a team together to identify what those areas are, assess the schools that are in that troubled area, or hotspot as they would call it in Paterson, and evaluate the programs that we have in those respective school sites to see what is it that we current are offering the children and what we can do more for the schools that are in that geographical area that may be impacted by their surroundings. Through Family and Community Engagement we could reach out to make a stronger effort to reach out to the families in that specific area to do workshops and help them with resources and whatever they may need to help ultimately get their kids to school. Sometimes in the City of Paterson and other urban areas children face many challenges such as lack of food, domestic violence, and lack of housing. There are so many things that impact the students before they go to the first period, and they don't really focus. Sometimes they don't make it to school. We should do some forensic research on this and figure out in those particular areas what we can do more as a district to work with the parents and assist them. I'm sure they are all going to be somewhat unique, but if we're looking at data in collaboration with the police department we can also identify if children are getting involved in things that they shouldn't be. That would lead to a further discussion from us to see what we can do to make sure that we keep them in after-school programs, recreations programs, and things of that nature that will keep them away from the streets and getting in trouble. If they're getting in trouble and being suspended, that also causes problems with them attending school. We should have further discussions on this. Thank you, Comm. Teague, for asking those questions.

2025-2026 Special Education Programmatic Changes

Dr. Newell: Next, I'd like Assistant Superintendent Cheryl Coy to speak on some of the programmatic changes that are happening in special education. Regarding some of the suggestions that you made, Comm. Gonzalez, we have a team that is looking at these different things. We will come back again and talk about some of the task forces that have been formed, who the different individuals are, how we're working with the police and the courts, and making sure that we're providing supports as well.

Ms. Cheryl Coy: Good evening, everyone. This is a continuation of the presentation from the last Board meeting. I wanted to share with you what we were going to share with the parents. We continued to share with the parents so there wasn't a delay on their part. On Friday we sent out a robocall that had a video recording of the English and Spanish version of the presentation to all the parents and students of the autism program that is self-contained. As a result, we received 215 views on the email that was sent out to the parents. In the video body there was a QR code for the parents to scan, give feedback, ask questions, and a notification for them to come join us in person last night if they had any questions or concerns. We were at School No. 2 last night from 4:30 to 6:30 and we had 18 parents come out and ask some really great questions. I personally called the parent who came to the Board meeting before and had a concern and she was in attendance. We have another session going on tomorrow night for parents to come out. We asked them if they know of a parent who may have a concern, tell them to come out on Thursday night. The whole team will be there for any type of Q&A after the recording is shown. Boris, can I share my screen? What does a multiple disabilities program look like? For the 2025-2026 school year, we're going to be doing a transition from just a traditional autism program to a multiple disabilities autism program. In the MDA you're going to have a 2:1 student to staff ratio. For every child there's going to be 2 staff members. Classroom size is going to range from 8 to 12. Level I is going to be 8 students. Level II is going to be 10 students. Level III will be 12 students. Currently, we do have 3 MD classes in the district that are mainly for physical disabilities. That class will remain at a 6:1 ratio with a classroom size of 12. They will not be comingled with the MD autism program. Level I is up to 8 students with a ratio of 2 students per staff member. Curriculum is Discrete Trial Teaching based on individualized needs. Students are being introduced to independent skills such as self-help, social skills, and the prerequisite to academics with foundational skills such as eye contact, pointing, and so forth. As they progress, they will be able to move into a Level II or we will have existing Level II classes that will be up to 10 students with a ratio of 2 students per staff member. Curriculum is a mix of direct instruction and Discrete Trial Teaching based on individual needs. Students are progressing towards mastery with the help of promoting and reinforcement of more independent skills such as self-help, social skills, and the ability to complete academic lessons with minimal support. Level III is up to 12 students with a ratio of 2 students per staff member. Primary curriculum used direct instruction. Students have mastery of independent skills such as self-help, social skills, and the ability to complete activities and lessons independently. The district currently uses the ABA model in our autistic programs, COG, and SLLD programs. This is a scientific approach used to increase skills and support and child's behavior by utilizing positive reinforcement, prompting and fading, modeling, data collection, generalization skills, and functional communication. The teaching strategies utilized will help build capacity in each child to ensure they achieve independence. Our program currently used direct instruction, which is a scripted curriculum breaking down skills into smaller steps which are taught to mastery in small group lessons run by a staff member. We also Discrete Trial. Individual skills are broken into small manageable steps which are taught to mastery and individualized to a student's skill level and goals. There are a combination of direct instruction and Discrete Trial

teaching throughout some of the classrooms in the district. We currently have the program supports of special education supervisors. When it comes to the autism programs, we have it across 5 elementary schools and 1 high school. In that cluster of 5 schools, we have 4 supervisors who work with the autism program and ERI. We have a Board-Certified Behavior Analyst Coordinator who has taken on the role to recruit and hire additional staff because in a district of this size we were down to 3. We are currently up to 8 and are looking to add more as our programs continue to grow. We have 2 autism coordinators specifically for these programs. The ratio of paraprofessionals in class support is going to be increased based on the 8, 10, 12 model of the program. All district staff that are special education are being trained on the QBS (Quality Behavior Solutions) safety care training for crisis prevention, de-escalation strategies and techniques, and reinforcement of appropriate behaviors. Here are a few videos that show this is level I, level II, and level III.

Video Presentation

Ms. Coy: Boris did text me and told me the videos were a little choppy and the sound was low. In the very first video you saw a Level I student who had to work in a one-on-one environment with the teacher. The child was able to recognize her colors. She's in the beginning phases of academic exposure. She's recognizing and the teacher is giving her praise for being able to recognize. As she gets her praise and reward, she knows that she now has to put her sticker on her sheet. She does a collection to be reviewed at a later time. The teacher is taking down data to identify how fast she's able to recognize the colors or the shape of the picture. Whatever she is showing, she's documenting the response time to know if the child is capturing the instruction to be able to move on. You see it go from level I, which was on the left-hand corner. The top middle was Level II, which now shows the child no longer needs to be one-on-one with the teacher. They have moved to a Level II where they can work in a group of two. They still go through the same praise and process. When you get to Level III, it is totally the reverse. The students in Level III that were in the lower right-hand corner were able to read back to the teacher when she is identifying words. They still go through the process of keeping documentation and data individually for those students to show how they're progressing. We shared this with the parents and I'm grateful that we got 215 views. We're going to show it again tonight to remind parents to come back tomorrow if they have any questions. I hope this presented everything you needed to know about the transition for autism to MD. If you have any further questions, please don't hesitate to ask. We can definitely present as a team to show you what that instructional model looks like on a more detailed level.

Comm. Gonzalez: You mentioned there were over 200 views and some comments. What were the comments? What was some of the feedback from the parents?

Ms. Coy: The parents wanted to make sure that we did not mix the true MD physical into an MD autism. That was a guarantee to them. That's the reason I said it at the Board meeting last month, so it's on record. We stand behind what we're saying. They also wanted to make sure as the transition occurs that students are not just being randomly pulled out of classes and placed into others if they have already built a level of comfort in the class. I did explain to them that if your child is in level I and meets the requirements of Level II, you wouldn't want them to stay stagnated. The goal is to get them to the highest point of independence. Once they get to high school and transition starts, there's a lot more independence that they have to be prepared for. Every step of the way the parents will be a part of the process. I want the parents to understand don't hold your child back that can grow because you're afraid of them changing into a new environment. We explained nobody is moving this year. On July 1 we're going to start

the expansion of the classes. Because we're at 8 in every class now, they won't be moving because we're grouping them as they come in. We don't have to make any type of significant change for the upcoming school year.

Comm. Gonzalez: You answered my second question, which was the parent involvement in the process. I'm glad to hear that they're involved throughout.

Comm. Teague: Thank you for the presentation. I watched the videos you sent, and it mirrors what they're doing at North Jersey Elks. Is that about, right?

Ms. Coy: Yes, it is.

Comm. Teague: I thought so. It looked familiar. It's too early to ask about capacity, if we're able to handle that part. The parents I showed it to said it looks like the program in Clifton. I am glad to hear the students are not just going to be snatched out of the classrooms. Hopefully the parents will watch the videos. I'm still sharing it with folks. Hopefully they will continue to watch. If I have any other questions, I'll reach out.

Ms. Coy: I want to thank Comm. Teague. Friday night when we sent it out, because it was so late, I sent him an email asking him to post it. We want to make sure that parents get to it and start seeing it before Tuesday got here. I just sent to Ms. Williams what we prerecorded to have it shared with the rest of the Board. There's one in English and Spanish. We didn't send them the videos in there because that is our property as a district and I didn't want to have other people's children constantly playing on YouTube. It is on YouTube so there's no barrier that stops them from looking at it. Out of 215 views, that's a plus for us because it was sent out to 280 parents. There are a few more that we have to grab to make sure they are seeing the presentations.

Comm. Gonzalez: Thank you. I was just about to add let's not leave it at 200. Let's make sure that every single parent gets an opportunity to view it. Maybe they didn't see the email. Let's just continue to send it again until they all see it.

Ms. Coy: We are working to put it on the website. Once it's there, they will all have access to it.

Comm. Gonzalez: Thank you. Any other questions from Board members?

Dr. Newell: Thank you so much, Ms. Coy and her team, for all the work they have been doing to get this off the ground. Thank you. Much appreciated.

REPORT OF THE SUPERINTENDENT

Dr. Newell: I'm happy to say that yesterday I was witness to the Passaic County Unsung Heroes award ceremony. I was able to attend Manchester Regional High School. Our students have made a lasting impact through their unique and outstanding contributions to their school communities. This year there were 33 students from high schools across Passaic County who were selected. Among them, we honored 8 of our very own Paterson Public Schools. Their names are:

- Bahsir Gillespie of Eastside High School
- Justin Veineer of John F. Kennedy High School
- Tyzamiere Swain International High School
 - Norham Issa of STEAM High School
- Jay'den Jones of Rosa Parks High School
 - Kyla Edwards of P-Tech High School

- Darbelis Garcia of Alonzo “Tambua” Moody Academy
- Joshua Tanco from STARS/TIES

Congratulations to all of you students and thank you for helping to bring pride to Paterson. We're tremendously proud of you. Next, I wanted to speak on the School Government Association representative meeting. Yesterday, I attended a meeting with the representatives of the district's High School Student Government Association. We have 9 SGA representatives, two of whom you already know because they serve on our Board. We have Ms. Shamique Peart of International and Ms. Blanca Gonzalez of STEAM. The SGA consists of the following members:

- Ms. Jade Holmes of Alonzo “Tambua” Moody Academy
 - Ms. Adriaris Gutierrez of Eastside High School
 - Ms. Jade Parker of John F. Kennedy High School
 - Ms. Enerliz Ferreira of Newcomers High School
 - Mr. Emmanuel Avila of P-Tech High School
 - Ms. A'zariah Shabazz of Rosa Parks High School
 - Ms. Esther Ciprian of STARS Academy

I'd like to take a moment to thank each of these students for taking the time to meet with us and share their insights. The conversations and discussions were very engaging. They highlighted their strong commitment to improving their school community. Additionally, I would like to thank our Unit 4 Assistant Superintendent, Ms. Melissa Espana who oversees the high schools, for arranging the meeting, the staff members who have been advising these amazing students, as well as Comm. Gonzalez and Comm. Nieves for taking the time to join in this lively conversation. I look forward to seeing the positive initiatives that come from all of these students working together to make a meaningful impact in Paterson Public Schools. Finally, I want to briefly touch on the 2025-2026 district budget. I'd like to give an update to the Board on the work that the team has been doing as well as some of the financial challenges that we are currently facing. The team has been getting together and despite the hard work we've done to manage our finances prudently, the district is facing a budget deficit for the 2025-2026 school year. There have been several budgetary increases since the last fiscal year, as well as receiving a \$19.2 million reduction in projected growth revenue. This means our expenses have significantly increased while our income has remained the same and everybody lessened in some areas. I can give you a brief example. We have our charter school expenses increase by \$12.6 million. Out-of-district tuition expenses continue to increase by \$18 million. We also saw a \$15 million reduction in the district's excess surplus contribution and much more. The demands of running New Jersey's third largest school district continue to grow. In an effort to combat these challenges, we have implemented several cost-saving strategies across the district during the budget cycle. We have worked across the district with the different departments to restructure positions to fill vacancies. The district departments have met to review budget lines, and they have gone through line by line to identify areas where cuts can be made based on the different priorities and focuses. All reductions are being made with our students in mind. We are trying to do this without reducing any instructional programs or staff members. We're doing our best not to compromise the quality of education and the services that we provide to our students. If we say that we want high-quality education and programs, it is my opinion that we have to pay for it. It has to be sustainable, and it has to last overtime. The district staff met with the Board's fiscal committee, and it was recommended by the committee that we propose a maximum increase in the local tax levy by the statutory 2%. My feeling is due to inflation costs we have so much uncertainty now with federal funding. We don't know what's going to happen there. We've already seen the reduction in state aid. I'm

proposing that we should consider anything between 6% and 8% tax levy, which will allow us to not make further reductions. Obviously, those are my recommendations to the full Board. I am requesting feedback from the Board on the recommendations so we can have a conversation. As required, this is something that I need to bring before the Board and get further feedback as to what they feel collectively is the point that we should try to get to. Once we have that, then we can do a finalization of the budget so we can come back to you and submit to the Board and ultimately to the county for approval. I wanted to put this before the Board. Although we have talked about this in fiscal committee, I do need to come to the full Board to request more of a conversation. I want to turn it over now to Board President. That's the end of my report.

Comm. Gonzalez: We do have a meeting scheduled for the 17th to discuss the budget. We will have a dialogue between now and then to see where the Board is. We will have further discussion on that date. Before I give my report, I do see a hand up.

Comm. Freeman: I wanted to ask the Superintendent a couple of questions on what she just presented. I heard you say that the committee proposed a 2% increase. I remember the BA saying that in order not to cut staff and services our children need, we would need to raise it to 6% to 8%. If we stay with this 2% there is a likelihood that we may have to cut staff. We can't afford to cut staff. I also received an email about the potential cuts that we could face. We don't know what President Trump is going to do. I'm under the assumption that he's going to do exactly what he said, and we must take that into consideration. We can't afford to cut teachers. We already have a teacher shortage. We talk about parental involvement and the FCE Department getting parents more engaged. They only have 9 coordinators for a district this large. We need more parent coordinators. How are we going to obtain more when the levy is at 2%? I also saw that there will be some special education cuts. We definitely can't afford that. The children are already not receiving everything they're supposed to receive as far as special education. I'm concerned about how we're going to do this and where the money is going to come from if we stay with this 2%. Although we don't want to hear about the tax levy going up, it's facts. Nobody can tell me that the President is not going to do the things that he says. If somebody can tell me that, then I will be comfortable with it. Without that, we will be looking at laying off teachers. Then where do you begin? Who are the teachers who are going to be laid off when we're already short-staffed and the classroom sizes are what they are? Where do we go? What do we do? Do we further discuss this on Monday? Those are my concerns. As soon as you say teacher shortages, it's going to go crazy. We all know that. As soon as you talk about laying off teachers, we all know that. You saw what they did with the rightsizing. What do we say to the parents and students? The students are the ones who are going to be affected by this, not so much the parents. My concern are the students and the teachers who may lose their jobs because of this. We really need to think. If June Gray says that we need to be at 6% to 8%, we need to listen to her. At the end of the day, they're not going to come for me. They're coming for the Superintendent. They're going to want to know why you did this. Although we vote on it, they're going to want to know why and I don't know if you're going to be able to explain it. June was very clear. We really need to think about this and a full Board discussion.

Comm. Gonzalez: I agree. I think we should do that on the 17th or schedule something prior to. It's only a few days away. To have a full discussion on this, I don't think we're going to be able to do that right now. You make great points on all the fronts, especially with the President and what he may or may not do. We don't know. Let me do this before we continue because that wasn't on the agenda to discuss right now.

REPORT OF THE BOARD PRESIDENT

Comm. Gonzalez: I want to give my presentation because I want to be respectful of the numerous folks that we have waiting online for comments. I want to thank the staff who worked really hard on listening to the Board and making sure that when we celebrate each other's cultures and traditions that the district put their best foot forward. I thank all the participants from the various schools that had presentations. They did a fabulous job. I was pleased to see the work that the kids put into their presentations, the staff that assisted them, and the principals that supported them. Thank you so much for taking that to the next level. I look forward to continuing to see that throughout the year as we continue to celebrate each other's cultures and learn from each other and expand upon that. Thank you so much. It was a pleasure yesterday activating all the SGAs from all the various high schools, getting them together as each high school selected their representatives, and then having them meet together in-person for a full discussion. The gist of this is to create a dialogue between the School Board and the student bodies from the various high schools through the two representatives that sit on the Board. The two representatives that sit on the Board, this will be their committee to report out and move forward as they begin to meet with their peers on a monthly basis. We went over the current agenda that we're voting on today just to give them an example and a taste of what it is to be on a Board. Hopefully, this will encourage them to look at the potential of running for office one day, even serving on a Board for a non-profit or whatever. It's also building their leadership skills. I think the feedback was great. We have bright students representing these various schools. They gave a lot of good feedback as to the items on the agenda. They actually looked through it and worked with their advisors to review what we're voting on today. They were pleased to see a lot of the things that we're supporting on this agenda take effect. It will directly impact them, and they're pleased to see that. We took a lot of notes and there's a lot more to come from it. Thank you to the staff and to the Assistant Superintendent who's amazing and has done a fabulous job putting this together, Ms. Melissa Espana. Thank you to everyone who participated in that process, including Dr. Newell and Comm. Nieves.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening, Commissioners, Dr. Newell, Dr. Henderson, staff, and community. Thank you for this opportunity to speak. I want to offer my appreciation to all the students and staff for all their presentations. Our kids are wonderful and need our support and encouragement so they can thrive. I'm pleased to see that we're moving in the right direction with our goals. I'm also thankful for the attendance initiative and that we're implementing some proven best practices. There are still some practices that are contributing to pushout. We heard some of those stories at the last meeting. Even though the policies are in place, there are some schools that do not embrace them and continue to operate in a zero-tolerance mode. Until these are addressed, we will continue to push kids out and battle low attendance and chronic absenteeism. It's obvious that several parents are upset with the idea of the middle school model. Change is difficult. However, it is also very necessary in order to make progress in anything. Mr. President, at the February meeting you called for a cultural committee. I would like to encourage you to include antiracism conversations in that charge. I have come to an understanding that parents of one culture or race are apprehensive of having those students co-mingled with children of different cultures. Since this is a

public school system, it's imperative that we avoid segregation and ensure that all children are given the opportunity to thrive. Perhaps the things that are so wonderful about each of the schools can be replicated so that all children are moving into environments that are just as welcoming, healing-centered, and adequate for a thorough and efficient education. Whether the students are moving to or from School No. 3, School No. 8, School No. 9, Dr. Hani Awadallah, or others as we move forward, every child deserves a learning environment in which they are safe and can thrive. That's every one of our 25,000 students. This can only be done by redistributing resources so that they are equitable. This is what the School Board hoped to do when they proposed the middle school model in 2021. I was there and so were others who are present today. The minutes are available for anyone who wants to have a better understanding of the decision. There are comments about the lack of response from the Superintendent. I would like to remind the Board and the community that this is a School Board meeting. The Superintendent is at the meeting to provide the Board with information and answer their questions. The Board members are elected officials and they're here to receive our comments, questions, and complaints in their role as policymakers. I want to share an advocacy opportunity. In light of the budget deficit, this is really important. The New Jersey legislature has announced their budget hearing. You can go to...

Ms. Amira Abdelhadi: Good evening. Paterson Public Schools' proposed middle school model has been overwhelmingly rejected by parents and students. We are urging the Board to reconsider this poorly thought-out plan and bring it back for a vote. At yesterday's forum, the administration had no real answers to critical questions, repeatedly saying, "we don't know yet," which clearly lacks preparation. On top of that, the current plan does not allow enough time for pickup and drop-offs, especially for families where siblings are responsible for younger students. This will create major problems for working families. The district keeps saying that they're concerned about attendance and absences, but this middle school model will only make absenteeism worse. Splitting up siblings, forcing students to travel farther, and offering no clear transportation solution will lead to more students missing school, not fewer. They also talk about making students feel safe by talking to them and understanding them. How can students feel safe and supported when they are the ones being ignored and left behind? To hear Board President Eddie sit there and say that he wants to work with parents when he is not working with parents is incredibly frustrating and disheartening. You cannot claim to work with parents while pushing through a plan that parents overwhelmingly oppose. It is irresponsible to rush this plan into place by September without addressing these serious issues. We're asking the Board to pause this process, be transparent, truly engage with parents, students, and staff, and do what is right for our kids. Please bring this plan back to the table for a revote. Thank you.

Mr. Alexander Cardillo: In April 2019 I was losing weight because Monica Florez kept following me on a consistent basis. I was filled with anxiety, causing me to lose weight as I was unable to keep food down and got up every morning and threw up before I went to work. Students were coming to ask me why administration here hated me. I kept telling them that the vice principal and I had a great relationship. I still care about this wonderful vice principal. She was just following Monica Florez' orders. Unfortunately, she believed Monica Florez' nonsense about the fake investigation. At one point, I was so sick of her standing behind doors and watching me, being in my face all day every day, or constantly calling me down to her office, I had to take some time off for my mental health. On April 3, 2019, I took a personal day for my mental health. However, I promised the parent liaison that I would come to the building at night to do a program for MLK's parents. We did a cherry blossom program a story in craft. Monica Florez couldn't believe that I showed up to it after all her harassment of me. She

wanted to be nice to me and talked to me about cherry blossoms. This was the day before she finally confronted me about the elephant in the room, about student 'E.' She gave me a pre-k autism schedule that had me with one every day, sometimes twice. With no training, I had no idea how to work with this population. This was all very new for me. Dr. Newell, you came to this district in July 2023. At that point, I had high hopes for your administration and my case. I felt that with an unbiased Superintendent and a new pair of eyes you could plainly see that there was something wrong with my case and I got screwed. In some ways, I feel bad for you. You didn't create or perpetuate this case, but you inherited it. All I'm asking you to do is meet with me for settlement purposes only to see if we can come up with an agreement about my situation. I see you look at me every month and I see in your eyes that you are empathetic to this situation. Yet you have not opened the line of communication to help me. Is there someone stopping you? Communication is key for everything. Lack of communication is what led to this case in the first place and the accusation that I would ever vilify this district that I have grown up in and have loved all my life.

Dr. JoAnn Cardillo: During the Board meeting on March 5, I outlined the deception of Principal Monica Florez in her overt lies which falsely influenced Superior Court and Appeals Judges Vicki Ann Citrino, Heidi Currier, and Christine Vanek. The judges were led to believe that the DCPD investigation of Mr. Cardillo was based on a home visit that was initiated by an anonymous witness in the school. Monica Florez assisted the anonymous witness in making a phone call regarding the allegation that Mr. Cardillo was touching student 'E.' She admitted to witnessing nothing. This is a crime. She had no firsthand information, and she spoke to an agent regarding what she did not witness. She dialed the phone and after the home visits, initiated a vigilante investigation on behalf of the district. Lies on top of lies in her deposition. Student 'E' has come to the podium on this matter in previous meetings and refuted this information. Let it be on the record that Mr. Cardillo has again applied for another newly posted librarian position in this district. Will you make this an opportunity to right this wrong? The previous Superintendent stated in her deposition that he would have priority status if he showed interest in positions as they became available. Again, incorrect information stated by the Superintendent under oath. You continue to blackball him even though he acted in the best interest of special education students who had no voice in a then toxic school environment. Mr. Rojas wrote an email to Mr. Cardillo asking him to be patient. As jobs became available, he would be returned to service. You have returned other non-tenured staff to service from the RIF of 2019. Will Mr. Cardillo not be afforded the equity of your actions? There is still time for you to step up on the right side of this wrong since you know what was done by this disgrace of a principal. How will you not bring him back now that the truth has been undeniably presented to you? You are accountable for her actions while she was in your employ. Will you continue to perpetuate this travesty? Now that you know the truth and this is a detriment to the district, it will ultimately become a PR nightmare as we continue to reveal the facts of this case. Thank you and have a good evening.

Ms. Hattul Hammad: Good evening, everyone. I'm a mother of three children in Paterson Public Schools. I want to share my concerns about the new middle school model that will be implemented next year. As we know, changes in educational models can highly impact our students' learning and growth. It's important that we carefully look at how well this new model works before fully committing to such a significant shift. One of my main concerns is that we don't have enough data showing that this model is successful. I would like to see the data that supports this approach. What specific measures are we using to check if it works? I also want to know which schools are being used as examples for this new model. I have heard about some of those schools in our district that face serious issues almost every day. We need to think about

whether these schools are good examples for positive learning. Last month, you shared data showing that DHA and School No. 9 are among the safest schools in our district. Are we really making fair comparisons between the district's middle schools and our own? Another concern is about our teachers. Many teachers are leaving Paterson. I am worried that this new model will lead to even more teachers leaving School No. 9 and DHA where we have very few openings. Losing more teachers will make it harder for our kids to get the help they need. A few days ago, a deadly accident occurred on Main Street during the day. The main street our kids will be crossing twice a day is very busy and can be chaotic. This can be very dangerous for our kids, and I worry about their safety as they deal with this traffic. In conclusion, I ask that we receive clear evidence showing this model's success and while we carefully analyze the schools being used as examples. We need to revote. We need to bring this to the table again. Please. Our kids deserve a well-thought-out approach to their education. Thank you for your time.

Ms. Greta Mills: I'm concerned that we need to have some deep cleaning done at School No. 10. I'm putting together a bunch of pictures that I'm going to send on how they need to strip the floors and get the nastiness up. They need to level the floors. There are a few floors in the classrooms where the wood is lifting. I've almost tripped and a couple other people have tripped. It needs to be done in some of the classrooms. I talked about the tiles. I took pictures all the way around that building of all the stuff that needs to be done. It needs to be painted and stripped of all the dirt that's there. I'm still making a recommendation that you need to have the supervisors back into the classroom, especially since we want to talk about having so many students in one classroom and leaving the burden on just the teacher. You're talking about cuts, and we already had 14 teachers losing jobs. These classrooms are overcrowded with kids and then you have supervisors and other people sitting in a room by themselves. All they want to do is give you a piece of paper. That needs to stop. Put everybody back into the classroom so these students can get the proper education they need. You're supposed to be here for the students, not for anybody else. That means that they need small classroom sizes. You have behavior issues going on in many schools, especially at School No. 10. The only way to address these issues is to put the kids into a smaller classroom size. Until that's done, you can't tell me you care about these students. They are struggling and this district is failing. Start putting people back into the classroom and that will alleviate some of the problems that we're having. We're talking about how we have to watch how we spend and we're cutting money from the health care. If you're going to save money by changing the health care, then why are we paying for Inspire? What is the purpose of supervisors if we're paying for Inspire also? Help me to understand because no one will answer these questions. Why are you paying for Inspire to also come if you have supervisors? What's the purpose? What is the true meaning? If the goal is not teaching the students, then put somebody in the room and help the students, not somebody else's paycheck. Help make life better for the students in Paterson. Let's focus on making sure every building has art. School No. 10 does not have art. They haven't had art in years. You want to see these special projects going up...

Ms. Khoulood Abdelhadi: Good evening. Ramadan Mubarak to all observers of Ramadan. I'm the PTO president at School No. 9. I'm here tonight to speak out against the proposed middle school model and express my deepest frustration, not only with this plan but also with the way the whole process has been handled. Last year when parents packed these meetings to speak against the rightsizing and the closing of our schools, you had the opportunity to be transparent with us. You could have told us then that this middle school model was part of your long-term plan. You didn't. You let parents pour their hearts out, beg for our children's schools, and left us in the dark about

what is really coming next. That was a failure of leadership and trust. Now you want to force this middle school model on our children, uprooting them from the schools and communities where they feel safe and supported, all under the excuse of saving money. If saving money is your goal, why don't you start looking at where you're really spending unnecessarily? Why do we have assistants to the Assistant Superintendents? Why are there supervisors stacked on top of supervisors, many of whom have never taught in a proper classroom? They're collecting six-figure salaries while our classrooms sit understaffed. Instead of moving our kids around and disrupting their education, why not put those supervisors into classrooms to fill those vacancies? Why not cut from the top before you start asking families and children to sacrifice? This district is supposed to serve students, not protect layers of administration at the expense of what's best for our kids. I urge you, before you rush to push through a plan that parents, students, and teachers do not support, take a hard look at the top-heavy structure of this district. Put our children first. Please review this and do another vote. This is unfair for our kids. Thank you.

Ms. Safa Ahmad: Good evening, Board members. Tonight, I want to speak about the emotional and social consequences of adopting a middle school model. Middle school years are already some of the most difficult for children emotionally, socially, and developmentally. Adding the stress of transitioning to a completely new building with different students and staff makes this even harder. Our k-8 model allows children to grow in a familiar environment surrounded by peers and teachers who know them well. This consistency helps children feel safe and supported during some of their most vulnerable years. The middle school model would force them to leave that safe environment right when they are at a critical stage of developing self-esteem and social skills. Why would you want to add unnecessary emotional turmoil when we can keep them in a stable nurturing place? Please think about the emotional wellbeing of our children and reject the proposed model. Thank you.

Ms. Sanan Ramadan: Good evening. I want to address the practical and financial reasons why the middle school model doesn't make sense for our district. First, the cost of restructuring buildings, hiring additional staff, and purchasing new uniforms for students is enormous. At a time when budgets are already tight, why would we take on such an unnecessary financial burden? Logistically, this change would also lead to complicated scheduling and overcrowded facilities. These disruptions will not only interfere with students' education but also strain our resources and overwork our teachers. Instead of pouring money into an extensive overhaul of a system that already works, let's focus on finding programs that directly benefit students, like smaller class sizes, updated learning materials, and improved mental health supports. I urge you to think carefully about these costs, both financial and human, and reject this unnecessary middle school model. I request to bring this idea back to the drawing board for a revote, just as Comm. Teague mentioned in the last meeting. If this happened in 2019, I think you should really reconsider and work with the families. Thank you.

Ms. Omaira Martinez: Good evening. Tonight, I want to talk about what makes our schools feel like home. Our current model allows students to grow up together in a familiar environment supported by teachers and staff who know them well. This continuity fosters trust, connection, and a sense of belonging, all critical for learning and emotional development. The proposed middle school model would disrupt this, splitting students into Instead a separate school right as they are entering one of the most challenging stages of social and emotional growth. This transition can be overwhelming and impersonal, making it harder for students to feel connected and supported when they need it most. On top of this, we need to address how our district separates children by language. Language support programs are not meant to isolate students

based on where they come from. They are there to teach English and help students integrate and not segregate. Other districts like Wayne do not divide their students into separate schools or classrooms based on language or background. They work to bring children together, embracing diversity within an inclusive setting. Wayne doesn't have separate schools for Hispanic, Arabic, or Turkish. Neither should we. It's time this district stopped separating our children and start focusing on what is truly best for them, learning and growing together, supporting, and unifying communities. Moving them out of the elementary schools too soon and dividing them based on language creates instability, not progress. Let's make sure our children continue learning in an environment that prioritizes relationships, inclusion, and community. I come today to ask you to bring this back for a revote. Thank you.

Ms. Luz Torres: There's no valid reason why the Board meetings are still being held virtually. The community and parents have the opportunity to address these critical issues in person. We request that future meetings be held in person to allow greater transparency, accountability, and direct engagement between the Board and the people it serves. I would like to know if the Board has reviewed the handout that I gave them last week at the Board meeting expressing our concerns. I emailed them previously and got no response. As a parent and engaged member of this community, I attended the recent community forum yesterday about the middle school model expecting transparency, data-driven justifications, and concrete plans regarding this significant change. Instead, I left with even more unanswered questions and growing frustration over the lack of clear information and accountability. We have yet to see any official paperwork, spending budget plans, or data to support this new model. How can such a drastic change be implemented without providing stakeholders with the necessary information? We continue to hear vague reassurances and empty promises, such as the claim that the necessary construction at Dr. Hani will be completed by September. Yet, there's no clarity on how much is being spent or how these projects will be completed in such a short time frame. Yet, we are doing cuts. Additionally, we keep hearing that you feel this middle school model is better for our children. However, there has been no proper discussion or concrete plans on paper to prove or sustain these feelings. Feelings cannot and should not dictate our children's future. Decisions of this magnitude must be based on facts, research, and thorough planning, not personal sentiments or assumptions. Without clear documentation and detailed explanations, we have no reason to believe that this restructuring will benefit our students. I am positive that you yourselves have yet to see this documentation. Yet, you want to reassure us that this is best. Going back to public records in 2021 there has been no strategic plan for this model or data for it when it was passed in 2021. If this model was truly successful, where is the supporting evidence? The lack of transparency on this matter only raises more doubt and concerns. It is also unacceptable that the district has made drastic changes to the teachers' insurance without proper notice, something that directly affects their lives and the wellbeing of their families. This lack of communication and disregard for those impacted mirrors the way this middle school model is being forced upon our children and families. We were told at the last meeting at the last minute and now we're expected to accept it without questions. Just as our teachers were blindsided by these changes that affect their livelihood, we parents are being asked to blindly follow a plan that uproots our children's education, social structure, and support systems. You are attempting to hurt our children like sheep to whatever you think is best without any proof or justification. This is not leadership. This is negligence. The way School No. 3 was treated is yet another example of the administration's failure to be transparent. Families and staff repeatedly asked when the school would reopen, only to be strung along with no real answers. At the last meeting, they were blindsided with the news that their school would not reopen at all. Some of the Board members themselves were unaware. How was this acceptable? How can you justify keeping

families in the dark about decisions that drastically affect their children's education and future? We should be focusing on real budget solutions, ones that do not place the...

Ms. Victoria Oquendo: Good evening. The woman who called earlier at the beginning of the meeting saying she was in the classroom with this population, you keep her and anybody like her away from those babies. You don't need to be around children if you refer to them as 'this population.' I respect her for showing her hand. She shouldn't be around them. I also realize you don't have what I know he needs in Paterson Public Schools. He's a four-year-old pre-k student. When I was listening to your truancy presentation, I see there's no expectation for pre-k. They don't get the same care as if they were a full-time student. This is the next generation that's coming into the seats of the children who are currently there. We keep being told that there's a new policy at EWK where parents can't come into the building. That's why I'm coming here this evening to speak to the policymakers to see if this is a districtwide policy or something they created. I understand all about safety. My grandson is non-verbal and when I drop him off, he goes inside that door and when I pick him up nobody is going to take me to get him out of that classroom. He's not going to go to any third party. I already don't know if there's any more wind. I don't know who's wiping him. I don't know what's going on in those classrooms, especially with teacher shortages. How much do you want to make to hand him a ditto sheet? I don't know what the policy is. I understand boundaries. I have never gone any farther than to get my grandson and get out of that building. I'm not going to be told every day I can't come in the building. If you encourage parental involvement, welcome me in. You have a population who won't send their children to school. I know why they're not coming. My grandson's mom is not going to answer these calls. She's not going to check into him. As long as I'm alive and I am on his paperwork, the meeting you had I think you're in the right direction. You're a little behind, but I see you're on key. I'm asking to be included in whatever messages...

Ms. Asma Sheikh: Good evening, Board members. I want to take a moment to acknowledge a reality that many of our families face. Many parents in our community do not have cars and rely on walking their children to school. Right now, our schools are close enough for families to manage. If you switch to a middle school model, students will have to travel much farther. For families without reliable transportation this means long exhausting walks in extreme weather, unsafe routes, and added stress for every morning and afternoon. Just last week, a man in our community was tragically run down and killed by a speeding car. This heartbreaking incident underscores just how dangerous our streets can be. Yet, you talk about asking students to travel even farther without knowing if you can even keep them safe. We don't have enough crossing guards now. How can we possibly provide enough to cover these long riskier routes? This proposed change isn't just inconvenient. It is dangerous. It puts an unfair burden on the very families we should be supporting. It risks the safety and wellbeing of our children. We cannot in good conscience move forward with a plan that makes it harder and more dangerous for kids to get to school safely and on time. I believe that you should revote and reconsider this model. Hear our voices. Hear our children's voices. Hear the parents out there. We want our voices to be heard, and we want this model to not go through and to be rejected. Thank you.

Ms. Darlene Morris: Thank you for having me on tonight. First of all, I did like the presentations, particularly on the special education and the absenteeism. I felt they were very informative. With regards to the one for special education, the model looks great based on the paperwork. I'm sure if it's followed through like that, we can expect a lot from that department. I know they have been pretty good in the past. There were some parents who did contact me with regards to non-verbal children. If there's a

problem with too many parents coming in, you might want to put cameras in the classroom. They are very cheap. They're like \$25. Only the parents can have the password to those cameras to be able to look in and make sure they are comfortable with the way their child is helped. There was a thing on Facebook where a non-verbal child came home with a busted eye and there was no explanation. That's unacceptable. With regards to the parent coordinators, I've seen some great work from them. One I really admire is Shalimar at School No. 10. She knows every student in that school. I think she has relationships, and she can tell you the history. When you have parent coordinators that are that tenacious, concerned, look out for new programs, help the parents, and are able to direct them, you have a great resource in the school that's able to move it forward. I've always admired her work. I used to work there. She taught me so much in helping me to be successful. I think that every school needs a parent coordinator, particularly if you cannot have enough communication between the parents and the staff. It's imperative. Parents need to feel comfortable. With regards to absenteeism, you have to really consider that a lot of these children have a lot of issues at home. When you've been separated from that and that's not in our home, it sometimes is hard to see and understand the constraints these children are working with. We have to have someone who understands and is sensitive to the challenge that a lot of these children face at home and be able to address it sufficiently. I want to thank you for your time. I heard 80% of the children are not on school level. I'm hoping that changes and that you're able to get some real staff that has a love for teaching and helping children and an administration that has a love for making the difference in the lives of these people. Thank you.

Mr. Eddie Ruiz: Good evening. First, I want to take a moment to acknowledge the teachers in our district for their incredible sacrifice. They helped us save \$18 million by changing their health plan. However, they're still uncertain if these changes will result in a plan that is equal or better than what they had before. They still have to shift through 10,000 items to fully understand the new coverage. This is not only an uncertain process, but one that directly impacts their lives and families. That \$18 million we save on health insurance is exactly what the Board of Education is spending over the next 10 years to lease a building that we don't even own. I find it troubling that we're asking teachers to make sacrifices to save money. Yet, we continue to make financial decisions that don't seem to prioritize long-term sustainability. With access to properties, we already own, the Board of Education could bring those savings over the next decade. We often hear that we need to cut costs. The cuts that are made seem to mainly affect educators and students. The Board of Education remains unaffected. While we understand companies downsizing when it's necessary to stay afloat, we make difficult decisions in the interest of saving money. Why are we asking the same for our teachers and students in the transportation? There seems to be a lot of talk of this middle school model working in cities like Paterson. We're not talking about cities like Clifton, Totowa, and Woodland Park, places that don't have nearly the same amount of students that we have in ours, roughly 25,000. Schools like NRC and Roberto Clemente have been operating under this model for 10 years. Yet, their performance does not reflect expected outcomes. According to the latest NJSLA test scores from the Department of Education, these schools are still severely underperforming. NRC is 24% ELA and 4% in math. Roberto Clemente is 19% ELA and 17.2% in math. Joseph A. Taub is 39% in ELA and 15% in math. School No. 27 is 34% in ELA and 19% in math. Dr. Hani Awadallah still outperforms these schools at 38% and 25%. These are not just numbers on a sheet. This represents real students, real classrooms, and real futures at stake. If these models we've been using for years are meant to reduce class sizes and provide more personal attention, why are we still seeing these results? Why are students still underperforming in the very premise of this model that's designed to support them better? The numbers don't lie. The fact remains

that these schools are still underperforming. How can we say this model is working when it's clearly yielding the results we do not see? It's time for us to take a step back and reconsider our approach. We need to think critically about where we are investing our resources, and more importantly, how we can better serve the students and educators who are working hard every single day. We need a committee of the whole where every teacher, parent, student, parent, and Board member works together to create a real lasting change in our district. Thank you.

Ms. Aziza Hajjar: Good evening, everyone. I'm a former student of School No. 9. Today I stand before you, not just as a past student, but as a sister concerned for a younger sibling who's a third grader. If this district continues with this plan, my siblings and many other students will be forced to leave the schools. Moving students to different schools isn't just disruptive. It creates real hardships, especially with transportation. Many families rely on nearby schools so their children can walk or have a short commute. Sending kids to schools faraway will make it harder for them to get to class on time, make it more stressful for parents, and exhausting for students who have to travel longer distances. This will impact the attendance. Longer commutes means more tardiness and absences, which directly affects learning. How can we expect students to thrive if we create barriers that make it hard for them to even show up? Paterson families deserve stability, not unnecessary obstacles. That's why I urge the district to reconsider this decision and allow the community to revote on the plan. Parents, students, and teachers should have a say in the decision that will shape their futures. The first vote may not fully account for the struggles families will face. It's only fair that we let the people who are most affected to have another chance to make their voices heard. Let the students first. Let us prioritize their education, wellbeing, and their ability to attend schools without adding stress. Thank you.

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

Comm. Gonzalez: I took notes of a lot of the comments that were made. It's a lot of the similar comments in reference to the middle school model and a few other things that were addressed in the previous meeting. These things are taken seriously. There's a lot of discussions happening across the Board and from different folks in the district to make sure that we get as much information to the public and all those impacted by the middle school model. I believe just yesterday was our first community forum to discuss the middle school model. There's another one on April 3. Dr. Newell, would you care to give a quick summary on the middle school model community forum that happened yesterday? I heard a lot of parents suggest or state that there were no statistics or facts presented. Is there something that we can direct them to on the website where they can get all the presentations and facts that we have been presenting ourselves as to the success of the middle school model? I don't know if we have that online or not.

Dr. Newell: Yesterday the community forum was held. It started out with the introduction and then Assistant Superintendent Tsimpedes went through the presentation. There was a question-and-answer period after. There were families who came on during the public portion. They had questions. I know that the team is collecting all of the information to do a 'frequently asked questions' section. We're working closely with Ms. Rosario who is going to be putting all of those things on the website.

Comm. Gonzalez: The next meeting with the community is in-person. Let's just have whatever data we have presented and several copies to share for parents to get the

correct information. I heard someone talk about us segregating our students based on language. There's a lot of misinformation that I think we need to clear up. I have hopes that we can do that in that meeting. I want to make sure for anyone listening, that is not what this is. There is a misunderstanding of what a magnet school is. When you have School No. 8 as a magnet school for Spanish-speaking students and School No. 9 for individuals who speak a different language, whether it's Arabic, the understanding of folks is that only those individuals as far ethnicity is concerned are supposed to go to those schools. That's totally not the case. A magnet school is if you have a student that recently came here and only speaks that language, then they will go to that site so that we can have our teachers or instructors who speak that language assist them. That's not for the whole school. That's very specific to students that only speak that particular language and do not speak English. I see Ms. Tsimpedes there. Can you clarify that for the audience? I think there was a parent who mentioned that. I just want to make sure that parents are clear about what that is.

Ms. Joanna Tsimpedes: Yesterday at the community forum I did address the language magnet program. Our students are identified for our magnet programs by the home language surveys that they complete along with an initiative language proficiency assessment. We need to get the idea that only Spanish students are going to School No. 8 and only Arabic and Turkish are going to School No. 9. That is not the case. If students require native language instruction in either Arabic or Turkish, we have the staffing to provide that support at specific schools. Same thing for Spanish. We will have Spanish-speaking students throughout the district. There could be Arabic students, if they live within the residence area of School No. 8, that do not require native language instruction because they have built the capacity in English based on testing. They may only need ESL support. I'm not sure where the comment of segregation is coming from, but that is not what magnet schools do. They afford our students, especially our native language speakers, the opportunity to be educated within their native tongue so that they can progress in both their native language as well as the English language in the same breath. That is a confusion that is going out. Our students at School No. 9 will be mixed with a diverse population of students, such as our kids at School No. 8. This will go throughout the district as we continue with the middle school model. We do not have schools that only have one specific group set. We are a large diverse district and continue to grow. We need to ensure that we are able to provide them a viable curriculum within the language that they are native to as that is per code. That is not something that Paterson just wants to do. We are mandated by bilingual code to ensure that we provide students native language instruction for those who meet the criteria based on those two pieces I talked about, home language survey as well as the initial language proficiency assessment. We can attest to that further at the April 3 community forum if people have questions regarding that. They are more than welcome to call my office. We will answer questions regarding that because we don't want people to think that we are putting one specific group in one school and one in another. That is not the purpose of the middle school model. We do not have enough students to have magnet programs in every building. That is why we are earmarking specific buildings where we know that we have staffing in place to provide the students the education they deserve.

Comm. Gonzalez: Thank you for the explanation. If you can have that prepared for folks and reiterate that at the meeting. It's important because there are still parents who have a lot of misinformation given to them by whomever. Where they're getting the information from, I'm not sure. It's imperative that the district makes sure we do all we can to let parents know what's going on early enough. I reiterate that this is something that was previously approved. I wasn't on the Board at the time. Most of us weren't on the Board at the time. I'm not exactly sure what the process was back then as to how

they communicated this. One of the things I want to let the public know is that we're very transparent. We're also looking to speak to other parents who would be impacted in future years just so we can get rid of that argument of folks not knowing. We hear you loud and clear. We do want to make sure that parents know about this meeting so that further Q&A can be had and clarity, especially around the stats. I heard by numerous folks that they haven't seen any stats or information as it relates to the benefits of having a middle school model. If we can also have that readily available for parents and let that be part of the presentation. Any comments by any Board members or the Superintendent?

Comm. McCall: As Board members we need to be mindful that we don't give any false hope that this is going to be turned around. From my understanding, this has already been etched in stone, and it has been presented. It's not the first time, but a couple of times. I hope we're not misleading the parents saying that it's open for discussion. From my understanding, I was told it wasn't.

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Gonzalez presented the minutes of the January 28, 2025 Retreat, the January 28, 2025 Executive Session, the February 4, 2025 Retreat, the February 5, 2025 Workshop Meeting, and the February 12, 2025 Regular Meeting, and asked if there were any questions or comments on the minutes.

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

RESOLUTION ITEMS (1-36)

Resolution No. I&P-1

WHEREAS, the New Jersey Department of Labor and Workforce Development is requesting funding for employment and training services for youth to the Paterson Public School District's Paterson Adult School in the anticipated amount of \$690,910 as a provider of out-of-school youth services, and

WHEREAS, the Paterson Adult School is currently operating the New Jersey Youth Corps program with funding from the New Jersey Department of Labor and Workforce Development in order to assist young adults (ages 16-25) who have dropped out of High School in successfully transitioning to employment, college, or additional training by obtaining a state-issued high school diploma or HSE, by receiving career counseling and employability skills instruction and by engaging in meaningful community service activities, and

WHEREAS, the Paterson Adult School wishes to continue operating a New Jersey Youth Corps program, and

WHEREAS there are no matching fund requirements within this grant; and

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 sustain partnerships with community organizations, agencies and institutions is Goal 3 of Priority 3; and,

WHEREAS The Assistant Superintendent for School Administration will be responsible for the district complying with the terms and conditions of the grant and will make every effort to target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient manner; now

BE IT RESOLVED that permission is granted to the Paterson Adult School to apply for New Jersey Youth Corps funding being offered by the New Jersey Department of Labor and Workforce Development for the project period July 1, 2025, through June 30, 2026, In the anticipated amount of \$690,910.

Resolution No. I&P-2

WHEREAS, the Nita M. Lowey 21st Century Community Learning Center (CCLC) Grant supports The Paterson - A Promising Tomorrow Strategic Plan, 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, the 21st CCLC Program is a federally funded program out of NJ DOE Title IV, Part B of ESSA funds and Paterson Public Schools received the competitive grant award in 2022 for funding for five years, and is set to end August 2027. Paterson Public Schools will be applying to continue the 21st Century Community Learning Centers Grant for year 4 of 5;

WHEREAS, 21st CCLC Programs provide the opportunity for students to participate in academic remediation; academic enrichment; positive youth development; cultural and arts; and health, nutrition and physical activity along with parent engagement activities and field trips through extending the school day for participating students until 6 pm and school year for participating students by four weeks;

WHEREAS, Paterson Public Schools will submit an application for continuation for 2025-2026 for School #2 and School #16 to service approximately 150 students and receive funding up to \$475,000 per year in grant funding with an in-kind match in local funds and additional in-kind services to be determined;

BE IT RESOLVED, that the Paterson Board of Education approves the intent to apply for the Nita M. Lowey 21st Century Community Learning Centers, Competitive Grant for funding for after school program for School #2 and School #16 for up to \$475,000 with a required match.

Resolution No. I&P-3

WHEREAS, the Paterson Public Schools Strategic Plan, Goal #3 Teaching and Learning: To create a student centered learning environment to prepare students for career, college readiness and lifelong learning, and;

WHEREAS, the Esports Industry Career Exploration grant program is to establish new esports programming at the middle school level supporting career exploration activities, and;

WHEREAS, the middle school students will learn about career opportunities in the esports industry aligning with CTE programming at the secondary level, and;

WHEREAS, the middle school students involved in esports programming will have an increased attendance rate, and;

WHEREAS, the middle school students of special populations particularly multilinguistic learners (MLLs), will become more engaged in the school community and develop social and soft skills needed in many career and technical fields, and;

NOW, THEREFORE, BE IT RESOLVED that the Paterson Board of Education approves the submission of the Esports Industry Career Exploration grant application to the New Jersey Department of Education Office of Grants Management.

Resolution No. I&P-4

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 sustain partnerships with community organizations, agencies and institutions is Goal 3 of Priority 3; and,

WHEREAS, the Board of Education accepts funding from the Passaic County Workforce Development Board (WDB) to operate a New Jersey Youth Corps for the anticipated amount of \$240,000 for the 2025-2026 school year, and

WHEREAS, the Passaic County Workforce Development Board (WDB) approved the Paterson Public School District's Application for Funding for July 1, 2025 - June 30, 2026 school year, and

WHEREAS, the Paterson Adult School is currently operating the New Jersey Youth Corps program with supplemental funding from the Workforce Investment Act of 1998 and Workforce Innovation and Opportunity Act of 2014 in order to assist young adults (ages 16-25) who have dropped out of High School in successfully transitioning to employment, college, or additional training by obtaining a state-issued high school diploma, by receiving career counseling and employability skills instruction and by engaging in meaningful community service activities, and

WHEREAS, the Paterson Adult School wishes to continue operating a Program for Youth in conjunction with the New Jersey Youth Corps program, and

WHEREAS, there are no matching fund requirements within this grant, and

WHEREAS, the Assistant Superintendent for School Administration will be responsible for the district complying with the terms and conditions of the grant and will make every effort to target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient manner; now

BE IT RESOLVED, that the Paterson Public Schools accept a contract for funding from the Workforce Development Board of Passaic County to operate a WIA New Jersey Youth Corps Program at the Paterson Adult School for the project period July 1, 2025 through June 30, 2026 for the anticipated amount of \$240,000.

Resolution No. I&P-5

WHEREAS the Paterson Public School Adult School program accepts funding from the Passaic County Workforce Development Board (WID) for a grant entitled Workfirst New Jersey TANF/GA/SNAP Program and has issued a solicitation to the Paterson Public School District's Paterson Adult School as a provider to adult services in the amount of \$200,000 for the period starting July 1; 2025, and ending June 30, 2026, and

WHEREAS, the Grant Program is a competitive grant made possible under the Workforce Innovation and Opportunity Act of 2014, and is administered by Passaic County Workforce Development Board (WID), and

WHEREAS there is a matching funds requirement in the minimum amount of \$70,201 that has been identified within the Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant, and

WHEREAS, Priority 1, effective academic programs include high quality teachers extending learning opportunities to increase student achievement in the areas of mathematics, language arts, science, social studies, and technology with career and life skills attainment, and

WHEREAS the Assistant Superintendent for School Administration will be responsible for the district complying with the terms and conditions of the grant and will make every effort to target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and. efficient manner, now

BE IT RESOLVED that permission is granted to the Paterson Adult School to respond to the RFP from the Passaic County Workforce Development Board (WID), to operate a General Assistance and TANF Programs for the WorkFirst New Jersey Program under the Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Program for the project period from July 1, 2025, to June 30, 2026, in the amount of \$200,000.

Resolution No. I&P-6

WHEREAS, increasing student achievement through the effective 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 is Goal 3 of Priority 3; and,

WHEREAS, COMMUNITY FOUNDATION OF NEW JERSEY has made a grant available to Paterson P-TECH The grant intends to pay for field trip transportation service for Paterson P-TECH students.

WHEREAS, funds bestowed to Paterson P-TECH will be used to purchase transportation for a school field trip to The New Weis Center for Education, Arts & Recreation.

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the COMMUNITY FOUNDATION OF NEW JERSEY grant of \$588.00 to Paterson P-TECH for the cost of the field trip transportation.

Resolution No. I&P-7

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 sustain partnerships with community organizations, agencies and institutions is Goal 3 of Priority 3; and,

WHEREAS the Board of Education approves to accept grant funding for a grant entitled Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education for the purpose described in the application for an anticipated amount of \$1,566,426 for the consortium, and

WHEREAS the New Jersey Department of Labor and Workforce Development approved the Paterson Public School District's Application for continuation of funding for July 1, 2025 - June 30, 2026, school year, and

WHEREAS there is a matching funds requirement in the minimum amount of \$391,161 that has already been identified within the local adult account funds in FT salaries and benefits, and

WHEREAS the Assistant Superintendent for School Administration will be responsible for the district complying with the terms and conditions of the grant and will make every effort to target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient manner, now

BE IT RESOLVED that the Paterson Public Schools accept funding from the New Jersey Department of Labor and Workforce Development to operate the program entitled Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education at the Paterson Adult & Continuing Education for the project period from July 1, 2025, to June 30, 2026, in the anticipated amount of \$1,566,426.

Resolution No. I&P-8

WHEREAS, The Paterson Public School District; A Promising Tomorrow Strategic Plan Goal Area #1: Teaching & Learning, to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning and

WHEREAS, The NJDOE Comp Science High School Courses grant will support the creation and running of an Introduction to Artificial Intelligence course at Paterson STEAM HS and

WHEREAS, The Comp Science High School Courses grant will provide the opportunity to improve the learning environment, health, and quality of life for all school stakeholders;

BE IT THEREFORE RESOLVED, that the Paterson Public Schools Board of Education authorizes the acceptance of the Comp Science High School Courses grant, in the amount of \$47,121, and commits to support its ongoing implementation in Paterson Public Schools for the 2024-2025 School Year.

Resolution No. I&P-9

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 encourage learning to take place at home. Therefore, we are hosting an engaging student-led STEM event for parents and students. Dr. Frank Napier school is joining NJ STEM celebration co-hosted by the New Jersey STEM Pathways Network (NJSPN) and the Research & Development Council of New Jersey to highlight the Garden State's incredible accomplishments in science, technology, engineering, math and innovation.

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

WHEREAS, Dr. Frank Napier School 4 will receive \$500.00 by the way of a grant from the New Jersey STEM Pathways Network (NJSPN) to help pay for resources and materials required for the STEM FEST.

THEREFORE, BE IT RESOLVED that the Paterson School District approves the acceptance of this grant for \$500.00 from the NJSPN to host a STEM FEST at Dr. Frank Napier's school. This resolution complies with the Paterson School District's policies regarding the acceptance of donations.

Resolution No. I&P-10

WHEREAS, the District has the need to purchase goods/services, which exceed the bid threshold, without public advertising for bidding pursuant to 18A:18A-5; and

WHEREAS, pursuant to 18A:18A-5(5), "Library and educational goods and services" are exempt from bidding; and

WHEREAS, the District has a need to contract for Instructional supplemental workbooks and

WHEREAS, the District has determined to contract through a non-fair and open contract in accordance with N.J.S.A. 19:44A-20.4 and 20.5, and by resolution of the board of education at a public meeting, without public advertising for bids, pursuant to N.J.S.A. 18A:18A-5(5);

WHEREAS, "Perfection Learning (Measuring up)" has completed and submitted a Political Contribution Disclosure Certification which certifies that the vendor has not made any reportable contributions to a political or candidate committee in the District in the previous one year, and that the contract will prohibit the vendor from making any reportable contributions through the term of the contract.

THEREFORE, BE IT RESOLVED, the Superintendent supports the recommendation above that "Perfection Learning (Measuring up)" at 1000 North Second Ave, Logan, Iowa 515461061 be awarded a contract for the 2024-2025 and 2025-2026 school years at an annual amount not to exceed \$400,000.

Resolution No. I&P-11 was pulled.

Resolution No. I&P-12

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, Under the requirements for Federal Program funding, three (3) quotes were obtained for anti-drug prevention, sobriety and its educational services; and

WHEREAS, the Department of Student Support Services has aligned its education goals and efforts to accomplish and promote high standards of social emotional development and drug-free lifestyles for all students; and

WHEREAS, the awarding of this contract is in line with Paterson - A Promising Tomorrow The Five-Year Strategic Plan 2019- 2024, 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; now

WHEREAS, Hill Speaks, LLC/"Speak Sobriety" 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 entered into a contract with Hill Speaks, LLC/"Speak Sobriety" for the 2024- 2025 fiscal year to provide student keynote/assemblies at 13 school locations (listed below) with SAC presence, not to exceed \$32,500.00:

School Locations:
Eastside HS, JFK HS, ATMA, International HS, STEAM HS, Joseph A Taub School, NRC, PS#4, PS#6, PS#13, PS#21, MLK

Resolution No. I&P-13

WHEREAS, the District's priority is effective academic programs under the 2019-2024 Strategic Plan. The Department of Student Support Services has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her treatment plan goals; and

WHEREAS, the Department of Student Support Services has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students while out of district; and

WHEREAS, the District is required under N.J.A.C. 6A:16-10 to ensure that the services and placement for students under state guardianship receive a free, appropriate public education are based on the student's unique needs; and

WHEREAS, NJ state guidelines in N.J.A.C. 6A: 16-10 determine that students in need of out of district placement in a residential treatment center due to mental health and/or addictive disorders, or placement by the Division of Child Protection and Permanency (DCP&P); and

WHEREAS, Winslow Township School District BOE 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 entered into a contract with Winslow Township School District BOE for the 2024-2025 fiscal year to provide bedside instruction for a Paterson student placed in a foster care home setting for a total cost not to exceed \$21,485.00.

September 3, 2024 - June 30, 2025

R.O. 5251475 (Tuition: 180 days x \$119.36 = \$21,485.00)

Resolution No. I&P-14

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-15

WHEREAS, it is the mission of the District, as per the 2024-2029 Strategic Plan, A Promising Tomorrow, 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; and

WHEREAS, building capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services is Goal # 4: Social - Emotional Learning of the Strategic Plan; and

WHEREAS; the District will contract with QBS - Quality Behavioral Solutions; whom are fully licensed and qualified to provide professional development services of Safety-Care, to train and recertify district personnel to become trainers who will train district personnel. The training will recertify district personnel to train stakeholders on Incident prevention, Incident minimization, and Incident management.

NOW, THEREFORE, BE IT RESOLVED, that the District approves an agreement to provide payment to QBS for providing professional development to recertify 10 District staff members to become trainers/instructors whom will train district stakeholders on Safety-Care processes and procedures. Staff will participate in a 1-day training onsite at Paterson Public School District.

March 5-6, 2025

QBS - \$3,196 (\$799 each) to train and recertify 4 stakeholders.

Resolution No. O-16

WHEREAS, the District has the need to purchase goods/services and Bids have been advertised pursuant to N.J.S.A. 18A:18A-4 on two occasions and (1) no bids have been received on both occasions in response to the advertisement, and any such contract may then be negotiated and may be awarded upon adoption of a resolution by a two-thirds affirmative vote of the authorized membership of the board of education authorizing such a contract; and

WHEREAS, the District has a need to contract for Professional development consultant(s) (Professor(s) in Residence); and

WHEREAS, the District has determined to contract through a non-fair and open contract in accordance with N.J.S.A. 19:44A-20.4 and 20.5, and by resolution of the board of education at a public meeting, without public advertising for bids, pursuant to N.J.S.A. 18A:18A-5(5); and

WHEREAS, Montclair State University and William Paterson University have completed and submitted a Political Contribution Disclosure Certification which certifies that the vendor has not made any reportable contributions to a political or candidate committee in the District in the previous one year, and that the contract will prohibit the vendor from making any reportable contributions through the term of the contract; and

THEREFORE, BE IT RESOLVED, the Superintendent supports the recommendation above that Montclair State University, 1 Normal Avenue, Upper Montclair, NJ 07043, and William Paterson University, 300 Pompton Road, Wayne, NJ 07470 be awarded a contract for the 2024-2025 and 2025-2026 school years at an annual amount not to exceed \$240,000.00 annually, which includes both Montclair State University and William Paterson University programs.

Resolution No. O-17

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 Student Safety Data System (Harassment, Intimidation and Bullying Report), for the months of September 2024- December 2024 in which there were a total of 137 incidents reported, 67 founded, 70 unfounded.

Resolution No. O-18

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 January 2025 in which there was a total of 80 incidents reported, 26 founded, 54 unfounded.

Resolution No. F-19

BE IT RESOLVED, that the list of bills and claims dated through March 12, 2025, beginning with check number 246942 and ending with check number 247436, along with direct deposit numbers 2389 through 2399, in the amount of \$29,097,332.40, and wires in the amount of \$7,000,000.00, for a total of \$36,097,332.40; 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-20

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 January 2025, 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 January 2025, 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-21

WHEREAS, the School Business Administrator, pursuant to 18A:17-9, has prepared and presented the Board Secretary Report, A-148, for the month of January 2025, 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 January 2025 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 January 2025, 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-22

WHEREAS, the Board Secretary, pursuant to 18A:17-9, has prepared and presented the monthly reconciliation of bank account statements, for the month of January 2025, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Reconciliation Report for January 2025 and acknowledges agreement with the January 2025 Board Secretary's Report, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Reconciliation Report for the fiscal period ending January 2025, 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-23

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 2/14/25 in the grand sum of \$13,676,312.36 beginning with check number 1021237 and ending with check number 1021400 and direct deposit number D003687301 and ending with D003691905.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 2/28/25 in the grand sum of \$13,759,595.47 beginning with check number 1021401 and ending with check number 1021593 and direct deposit number D003691906 and ending with D003697052.

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-24

WHEREAS, The Paterson Public Schools District conducts an annual audit of the district's accounts and financial transactions pursuant to NJSA18A:23 by a public school accountant for the 2023-2024 fiscal year; and

WHEREAS, a presentation of the audit with discussion of the district's fiscal status, audit findings and recommendations was made to the Board and public by members of the audit firm of Wielkocz & Co., P.A., at the board meeting of February 5, 2025; and

WHEREAS, the presentation included a public discussion of the audit results including the district's overall financial position, reserved, unreserved and excess surplus fund balances, funding of worker's compensation and compensated absences, food services' operations and the six (6) audit findings and six (6) recommendations, that are addressed in the Corrective Action Plan; and

WHEREAS, that the annual audit and CAP for the year ended 2024 be accepted and placed on file. The audit report is included in the financial section of the Annual Comprehensive Financial Report, and that the following Corrective Action Plan be implemented:

A	B	C	D	E	F
ACFR/AMR Error! Reference source not found. Finding #	Finding (Condition) Error! Reference source not found.	Recommendation Error! Reference source not found.	Method of Implementation Error! Reference source not found.	Person Responsible for Implementation	Implemen tation Date
2024-001	There were instances where the district did not accurately account for various fixed	The district's Fixed Asset accounting and reporting system be updated to reflect all additions, deletions, and depreciation	Review acquisition report to include function 720 (buildings) as well as (730) Equipment for general fund and special revenue when determining fixed assets.	Kennia Fulgencio Lance Gaines	2/1/2025

	assets purchased with grant funds during the year.	expenses on an annual basis.	This will ensure all expenses are included when inputting tag information into accounting software.		
2024-002	There were instances in which information entered into the student applications for NTE Homeless Reimbursement Aid did not agree to the supporting documentation used to prepare the NTE Homeless Reimbursement workpapers.	The district should review the individual student on-line forms prior to the final submission of the NTE Homeless Reimbursement application to ensure the forms are complete and the information agrees to the supporting documentation.	Teams will continue to review the Student Information System (SIS) data on the date of report submission to ensure its accuracy. The system will flag any changes made to enrollment status or attendance dates, particularly those affecting students identified under the McKinney-Vento Act. When such changes occur, the McKinney-Vento team will be alerted to ensure proper data management. Additional communication will be exchanged with school personnel to refrain from making any changes to the enrollment or attendance records of students identified as McKinney-Vento without prior coordination with the McKinney-Vento team. This helps maintain the integrity and accuracy of the data submitted.	Cheryl Coy Tanya Cain Tiffany Jacobs Brenda Sanchez	2/1/2025
2024-003	There were instances in which invoices/ supporting documentation for items purchased were not provided for review at the time of audit and in some instances, sales tax was paid	The district should ensure that all invoices/supporting documentation are available at the time of the audit and that sales tax exemptions are enforced.	Principals/Treasurers/Assistant Superintendents will be notified of such requirements at the beginning of the school year and reinforced during quarterly reconciliations done by the accounting department.	Principals, Asst. Superintendents, Accounting Office	2/1/2025
2024-004	There were instances in which valid New Jersey Household Information Survey Forms required to support the number of	The district should maintain the completed valid New Jersey Household Information Survey Forms	Send reminders to schools to verify that all surveys have been accounted for at their location and sent to the MIS Department. Work with schools to verify that the lunch status for those students qualifying through the Household survey form	Lenny Moore – Director MIS	2/1/2025

	students reported as low income were not available for audit.		that are entered into the student information system matches the count of the forms being sent to MIS department. Reinforce during training that schools should enter a lunch status only for students who qualify through the Household Survey process, otherwise, status should be blank. · Review the current 24-25 household surveys for inconsistencies so that any correctable errors can be resolved prior to the audit for 24-25 school year. Provide the auditors with an early test sample of surveys prior to the final submission to the State (usually the first Friday in December) for review.		
2024-005	There were instances in which errors were revealed on the 2024-2025 Application for State School Aid in the following: On-Roll (37), On-Roll Special Education (34), Resident Low Income (27), Resident LEP Low Income (36), Resident LEP not Low Income (18).	The district should update workpapers to reflect corrections made during the review process prior to entering the counts into the ASSA Data Listing to ensure the workpapers agree to what is reported.	-The MIS Department will work with school secretaries and registrar to ensure adjustments to school registers done after the snapshot date are reported to the department, so that they can be reflected when entering the counts into the ASSA Data Listing. -Reinforce during training that schools should enter a lunch status only for students who qualify through the Household Survey process, otherwise, status should be blank. -Review the current 24-25 household surveys for inconsistencies so that any correctable errors can be resolved prior to the audit for 24-25 school year. Provide the auditors with an early test sample of surveys before the final submission to the State (usually the first Friday in December) for review.	Lenny Moore – Director MIS	2/1/2025

2024-006 (a)	There were (42) students included in the 2023-24 DRTRS Summary Lines #A4-A5 who were not listed on the Charter School Application for Transportation or B8T	The district should ensure that documentation is accurately maintained and up to date prior to entering the counts for DRTRS	The district's responsibility is to prepare the "Nonpublic School Transportation Summary" (B8T) and submit it to the nonpublic schools for January and May certifications. The DRTRS is processed in November. Due to the timing of the DRTRS not aligning with the procedures outlined by the State, we will implement an additional certification check in late October to ensure no student is input into the DRTRS. Designated staff on the transportation team will make calls/emails to get confirmation of students' enrollment prior to entering them in the DRTRS.	Lisa Vainieri & Teresa Afonso	2/1/2025
2024-006 (b)	There was (1) student included in the 2023-24 DRTRS Summary #A4 whose information was incorrectly reported on the Charter School Application for Transportation or B8T	The district should ensure that documentation is accurately maintained and up to date prior to entering the counts for DRTRS	The district's responsibility is to prepare the "Nonpublic School Transportation Summary" (B8T) and submit it to the nonpublic schools for January and May certifications. The DRTRS is processed in November. Due to the timing of the DRTRS not aligning with the procedures outlined by the State, we will implement an additional certification check in late October to ensure no student is input into the DRTRS. Designated staff on the transportation team will make calls/emails to get confirmation of students' enrollment prior to entering them in the DRTRS.	Lisa Vainieri & Teresa Afonso	2/1/2025
2024-006 (c)	There was (1) student included in the 2023-24 DRTRS Summary Lince #A7 who was deemed ineligible per the B6T application	The district should ensure that documentation is accurately maintained and up to date prior to entering the counts for DRTRS	The district's responsibility is to prepare the "Nonpublic School Transportation Summary" (B8T) and submit it to the nonpublic schools for January and May certifications. The DRTRS is processed in November. Due to the timing of the DRTRS	Lisa Vainieri & Teresa Afonso	2/1/2025

			not aligning with the procedures outlined by the State, we will implement an additional certification check in late October to ensure no student is input into the DRTRS. Designated staff on the transportation team will make calls/emails to get confirmation of students' enrollment prior to entering them in the DRTRS.		
2024-006 (d)	There were (7) students included in the 2023-24 DRTRS Summary Line #A7 who was not listed on the Out-of-District's B8T report for one or both semesters	The district should ensure that documentation is accurately maintained and up to date prior to entering the counts for DRTRS	The district's responsibility is to prepare the "Nonpublic School Transportation Summary" (B8T) and submit it to the nonpublic schools for January and May certifications. The DRTRS is processed in November. Due to the timing of the DRTRS not aligning with the procedures outlined by the State, we will implement an additional certification check in late October to ensure no student is input into the DRTRS. Designated staff on the transportation team will make calls/emails to get confirmation of students' enrollment prior to entering them in the DRTRS	Lisa Vainieri & Teresa Afonso	2/1/2025
2024-006 (e)	There were (85) students included in the 2023-24 DRTRS Summary Line #A7 whose B6T application was not signed nor dated by the authorized officials, resulting in the inability to determine eligibility as of 10/13/24	The district should ensure that documentation is accurately maintained and up to date prior to entering the counts for DRTRS	Designated staff will sign and date all B6Ts upon receipt. Before entering students into the DRTRS, all B6Ts will be checked once again to ensure accuracy and completion.	Lisa Vainieri & Teresa Afonso	2/1/2025

NOW, THEREFORE, BE IT RESOLVED, that the Interim School Business Administrator be directed to forward to the County Superintendent the minutes together

with two copies of the ACFR Synopsis, two copies of the Corrective Action Plan and certified board minutes adopting the above items; and,

BE IT FURTHER RESOLVED, that the Paterson Public Schools Board of Education accepts and approves the Annual Comprehensive Financial Report and Corrective Action Plan for the fiscal year ended June 30, 2024.

Resolution No. F-25 was pulled.

Resolution No. F-26

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, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

WHEREAS, the Paterson Public School District desires to contract for a Food Service Management Company administer the School Food Authority's meal program as defined by the New Jersey Department of Agriculture; and

WHEREAS, The Paterson Public School District encourages free and open public competition for goods and services; and

WHEREAS, The Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; now

THEREFORE, BE IT RESOLVED by the School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for a Food Service Management Company for the District.

Resolution No. F-27

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, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

WHEREAS, the Paterson Public School District desires to contract for Related Services (Occupational Therapy & Physical Therapy) to supply daily and ongoing support for the Special Services Departments to work throughout various District locations, funded by the District general account; and

WHEREAS, The Paterson Public School District encourages free and open public competition for goods and services; and

WHEREAS, The Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; now

THEREFORE, BE IT RESOLVED by the School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for Related Services for the District, funded by the District general account.

Resolution No. F-28

WHEREAS, The Paterson Public School District encourages open public bidding for goods and services; however

WHEREAS, the Department of Food Services did not competitively bid for this commodity and requires immediate delivery of large kitchen equipment for fall operations and-school opening in January/June 2025; and

WHEREAS, large kitchen equipment are required at various schools; and

WHEREAS, pursuant to the provisions of N.J.S. 40A:11-11(5) the School District of the City of Paterson is hereby authorized to utilize Cooperative Pricing Agreement with the Lead Agency for the purchase of time & materials contracts, as needed; and

WHEREAS, the awarding of this contract is in line with the Five-Year Strategic Plan 2019-2024, Goal Area # 3, Communication & Connections; and

WHEREAS, the Lead Agency entering into contracts on behalf of the School District of the City of Paterson shall be responsible for complying with the provision of the Local Public Contracts Law (N.J.S. 40A:11-1 et seq.) and all other provisions of the revised statutes of the State of New Jersey, now

THEREFORE, BE IT RESOLVED that the Department of Food Services of the School District of the City of Paterson, County of Passaic and State of New Jersey is hereby authorized to utilize a cooperative pricing agreement with Sam Tell under the ESCNJ Co-op **Contract # 24125-18**) for the purchase of large kitchen equipment for the 2024-2025 school year, not to exceed \$200,000.00 annually.

Resolution No. F-29

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

WHEREAS, the JDL Horizon, LLC, has provided a Video on Demand Management System to Paterson Public Schools for consecutive school years since the 2019-2020 school year, and

WHEREAS, as per recommendation of the Department of Communications that the JDL Horizon, LLC, continue to provide the Eduvision Video Management Platform with CC and editor services, enabling Paterson Public Schools to distribute Board of Education meetings and other recorded district events via high quality digital media that's optimized for viewing on the Web; and

WHEREAS, the JDL Horizon, LLC, contract is in line with the Paterson's "A Promising Tomorrow" 2019- 2024: The Five-Year Strategic Plan, Priority IV: Efficient and Responsive Operations, Goal Area #1: Improve Internal and External Communications; and

NOW THEREFORE, BE IT RESOLVED, that the Board of Education approves and renews the above mentioned agreement that JDL Horizons LLC, 8200 Kingslee Road, Bloomington, MN 55438., be recommended for Eduvision Video Management Platform with CC and Editor Services, in the amount of, not to exceed **\$10,488.00**, during the 2025-2026 school year term.

Resolution No. F-30

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

WHEREAS, under Title 18A:18A-5a(19) proprietary software is exempt from public advertising and bidding; however notwithstanding:

WHEREAS, per the attached summary, the Department of Communications recommend that the RFQ- 907-19 for an Automated Notification System, continued as follows:

WHEREAS, the Power School (SchoolMessenger), also known as the Intrado Interactive Services Corp. (SchoolMessenger), contract is in line with the Paterson A Promising Tomorrow 2019-2024: The Five Year Strategic Plan, Goal Area #3: Communications & Connections; Continue to Improve Internal and External Communications; and

NOW THEREFORE, BE IT RESOLVED, that the Board of Education approves and renews the above-mentioned contract that Power School, be recommended for Automated Notification System, RFQ-907- 19 in the amount of, not to exceed \$40,275.82, during the 2025-2026 contract period.

Resolution No. F-31

WHEREAS, professional service contracts fall under 18A:18A-5: exceptions to the requirement for advertising and shall be awarded by resolution for a period not to exceed 12 consecutive months; and

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

WHEREAS, under the Authorization of the Business Administrator formal public Request for Qualifications were solicited for, John F. Kennedy H.S. Banking Services, RFQ-903-25RB for a twelve (12) month period beginning March 1, 2025; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on December 23, 2024 and was posted on the District website. Proposals were received on January 30, 2025, at 11:00 am by the Purchasing Department, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503; and

WHEREAS, one (1) vendor responded and the Business Office recommends that the request for qualifications for John F. Kennedy H.S. Banking Services, RFQ-903-25RB, be awarded as follows:

North Jersey Federal Credit Union 711 Union Blvd. Totowa, NJ 07512
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NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above-mentioned recommendation to award a contract for John F. Kennedy H.S. Banking Services, RFO-903-25RB, from March 1, 2025 - February 28, 2026.

Resolution No. F-32

WHEREAS, The Paterson Public School District encourages open public bidding for goods and services; however

WHEREAS, justification for cooperative purchase; and

WHEREAS, description of good/materials; and

WHEREAS, pursuant to the provisions of N.J.S. 40A:11-11(5) the School District of the City of Paterson is hereby authorized to utilize Cooperative Pricing Agreement with the Lead Agency for the purchase of time & materials contracts, as needed; and

WHEREAS, the awarding of this contract is in line with the Five-Year Strategic Plan 2019-2024, Goal Area # 3, Communication & Connections; and

WHEREAS, the Lead Agency entering into contracts on behalf of the School District of the City of Paterson shall be responsible for complying with the provision of the Local Public Contracts Law (N.J.S. 40A:11-1 et seq.) and all other provisions of the revised statutes of the State of New Jersey, now

THEREFORE, BE IT RESOLVED that the Department of Federal Programs of the School District of the City of Paterson, County of Passaic and State of New Jersey is hereby authorized to utilize a cooperative pricing agreement with Bluum USA inc. under the Educational Data Services for the utilization of time & material contracts for the 2024-2025 and 2025-2026 school year, not to exceed \$100,000 annually.

Resolution No. F-33

PURPOSE: is to have Verizon CABS Service provide the Paterson Public Schools with emergency, burglar, and elevator lines needed throughout the district

WHEREAS, approving the Verizon CABS agreement/purchase will allow services for Paterson Public Schools' and,

WHEREAS, the District Administration has deemed the services from the vendor to be "effective and efficient" as required for extension under 18A:18A-42 and that it has also been considered necessary to continue the contracted services by the vendor; and

WHEREAS, the maintenance and services will be provided for a term of 12 months during the year 2024-2025.

WHEREAS, the awarding of these contracts is in line with the Five-Year Strategic Plan 2019-2024, Goal Area# 3: Communications & Connections; now

THEREFORE, BE IT RESOLVED, that the Paterson Public School District approves of the contract to Verizon for the 2024-2025 school year, for the not-to-exceed amount of \$60,000.00 annually & pending budget approval.

Resolution No. P-34

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

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

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

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the March 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 to transfer **PC# 3048**, Teacher Grade 5 Math at School #12 to 690 Department of Human Resources.

A2. Action to transfer **PC# 3225**, Teacher Kindergarten at School #20 to 690 Department of Human Resources.

A3. Action to reclassify **PC# 2650** from IA Pre-K Sped. to IA Sped. MD.

A4. Action to transfer Teacher Special Ed. Resource PC# 1994 from School #26 to 655 Special Services Dept.

A5. Action to transfer **PC# 1514** to 655 Special Education as a Teacher Sped. Resource.

A6. Action requested to assign **PC# 10904** as shared aide for Student **XPS 5264215** and Student **DAA 526756**.

A7. Action to reclass **PC# 6953** from a Personal Aide to an Instructional Assistant at Central Office to support Autism Program, Behavior Analyst as RBT support.

A8. Action to assign a PA Sub PC# to the following students:

JC 5230171 at JAT (Male aide req) – **PC# 10058**
EM 5237723 at PS#13 – **PC# 10059**. **NI 5248436** at PS#6 – **PC# 10075**
LC 5250283 at PS #25 – **PC# 10076**. **ERR 5272705** at EWK – **PC# 10077**.
ID 5202375 at JFK – **PC# 10081**. **KCP 5268847** at Dale Ave – **PC# 10082**.
HMH 5266363 at PS#16 – **PC# 10083**. **ML 5249650** at PS #19 – **PC# 10084**.
SR 5254981 at NSW(female aide req) – **PC# 10085**. **JRV 5234675** at PS#16- **PC# 10088**. **JG 5245368** at AHA – **PC# 10091**. **AM 5263838** at PS #15 – **PC# 10094**.
JS 5271513 & DDG 5269300 at ELC (same class shared aide) – **PC# 10095**.

A9. Action to assign a PA Sub **PC#10056** to the following student:

NW 5241532 at PS #20. Transfer Sub **PC# 10861** from PS#21 to PS#20 following Student **GN 5236094**.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A10. Action is requested to deactivate the following Sub PC# effective immediately. Sub **PC# 10127** at School 12 for Student **HB 5253323**. Student identified a Special Education. Required by code: Section 504 of the Rehabilitation Act of 1973.

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

C1. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Resignation/Retirement/Terminated/Deceased**, with the respective effective dates for the 2024-2025 school year. **(37) employees**

Non Certificated Retirements/Resignations/Deceased

Name	ID #	Title	Location	Reason	Term. Date
Abuhamdeh, Zahiah	107847	Food Service Employee	311	Resignation	11/12/2024
Adames Martinez, Beira	123076	Food Service employee	311	Resignation	10/19/2024
Addison, Alicia	105437	Personal Aide	055	Retirement	1/1/2025
Ali, Julfa	122019	Cafeteria Monitor	007	Abandon/Position	10/28/2024
Apaza-Chunga, Almy	102593	Personal Aide	024	Retirement	1/1/2025
Arrowsmith, Yanet	122788	School Secretary	052	Terminated	11/1/2024
Brennan, Terry	120606	Custodial	313	Retirement	1/1/2025

Brown, Lenora	119328	Cafeteria Monitor	301	Retirement	1/1/2025
Cleveland, Monique	103860	I.A.	301	Retirement	11/1/2024
Delima, Patricia	123425	Part-Time Teacher	655	Resignation	10/26/2024
Diaz Almonte, Mercedes	123150	Cafeteria Monitor	013	Resignation	11/28/2024
Diaz Moscoso, Alfonsina	123637	Food Service Substitute	312	Resignation	11/20/2023
Dunmore, Viola	111335	Security Officer	030	Retirement	1/1/2025
Fiorillo, Michele	102435	Supervisor of Position Control	690	Retirement	1/1/2025
Franco Rubio, Delia	123335	Food Service Substitute	312	Resignation	10/16/2024
Harris, Stephen	110697	Field Manager	310	Retirement	12/1/2024
Holmes, Lanette	123358	Café Attendant	311	Resignation	10/8/2024
Inoa, Lourdes	102055	Personal Aide	033	Retirement	1/1/2025
James, Jayon	123087	I.A.	051	Abandon/Position	11/12/2024
Lopez, Julio	122275	Custodial	010	Terminated	12/2/2024
Martinez, Antonio	107218	Truck Driver	327	Retirement	1/1/2025
Meqdadi, Nagham	121808	I.A.	033	Abandon/Position	10/30/2024
Merino, Alvaro	111065	Personal Aide	060	Retirement	1/1/2025
Miller, Joyce	103363	School Secretary	051	Retirement	1/1/2025
Moretti, Maria	110989	Food Service Employee	311	Retirement	11/1/2024
Peralta, Katherine	122785	Food Serv. Employee	311	Resignation	11/18/2024
Phillips, Lorian P	105895	Personal Aide	027	Retirement	1/1/2025
Rahman, Murshida	123279	Cafeteria Substitute	312	Resignation	10/19/2024
Samuels, Na'Jier	123176	Cafeteria Monitor	012	Resignation	9/1/2024
Santana, Wallington	123210	Mail Carrier	627	Resignation	12/2/2024
Santiago, Ana	123476	Food Service Substitute	312	Resignation	10/10/2024
Stamps, Monique	113611	School Secretary	020	Retirement	11/1/2024
Thomas, Bonnie	123185	Bus Inspector	685	Resignation	10/26/2024
Valenzuela De Grullon, Lady	123368	Food Service Substitute	312	Abandon/Position	11/13/2024
Van Rensalier, Darien	120513	Personal Aide	075	Resignation	10/15/2024
Veliz Teran De Navarro, Yolanda	123289	Food Service Substitute	312	Abandon/Position	11/12/2024
Zacheus, Jose	115602	Custodial	005	Retirement	1/1/2025

C. RESIGNATION/ RETIREMENT (CONT.)

C2. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Resignation/Retirement/Terminated/Deceased**, with the respective effective dates for the 2024-2025 school year. **(57) employees**

Certificated Retirements/Resignations/Deceased/Terminated					
Name	ID#	Title	Location	Reason	Term. Date
Anyinefa, Anoumou	120837	Teacher	030	Resignation	10/7/2024
Arias, Angel	123179	Teacher	006	Resignation	10/7/2024

Azzam, Reem	121012	Teacher	313	Resignation	11/2/2024
Boines, Wanda	100683	Teacher	004	Retirement	12/1/2024
Bristow, Burnice	108794	Vice Principal	007	Retirement	3/1/2025
Caiazza, Luisa	121203	Teacher	316	Resignation	10/25/2024
Castro, Jeimy	123443	Teacher	010	Resignation	11/30/2024
Cifelli, Christine	117906	Teacher	007	Resignation	12/17/2024
Colella, Daniella	121226	Teacher	033	Resignation	10/7/2024
Crawford, Wendell	117345	Teacher	051	Resignation	11/9/2024
Crocker, Jennifer	108455	Teacher	313	Resignation	10/12/2024
Desai, Setal	117615	Teacher	030	Resignation	12/31/2024
Dimarco, Daniella	118568	Teacher	307	Resignation	12/31/2024
Dunham, Celeste	105975	Teacher	005	Retirement	1/1/2025
Falso, Julianna	123605	Teacher	008	Resignation	11/5/2024
Fulmore, Anita	105589	Teacher	033	Retirement	1/1/2025
Garcia, Isis	122949	Teacher	075	Resignation	12/14/2024
Gerges, Diana	121656	Teacher	301	Resignation	10/16/2024
Grindell, Rhonda	122954	Teacher	033	Resignation	12/17/2024
Gruppuso, Susan	111444	Teacher	010	Retirement	11/1/2024
Guzman, Raul	102429	Vice Principal	301	Retirement	1/1/2025
Hertz, Ismael	123481	Teacher	024	Resignation	11/18/2024
Holloway, Pamela	104463	Supervisor- Guidance	650	Retirement	1/1/2025
Islam, Mohammad	113849	Teacher	010	Resignation	12/6/2024
Jackson, Terri	122432	Teacher	020	Resignation	10/9/2024
James, Melissa	117544	Teacher	009	Resignation	10/22/2024
Jerman, Erin	112145	Teacher	055	Resignation	10/22/2024
Krieger, Katherine	122565	Teacher	006	Resignation	12/31/2024
Latunde, Cristiana	120317	Teacher	026	Resignation	10/12/2024
Lebron, Sherika	102976	Teacher	015	Terminated	11/22/2024
Lombardi, melissa	123385	Teacher	013	Resignation	10/19/2024
Madsen, Kaitlin	121214	Teacher	018	Resignation	10/8/2024
Marte, Jane	117065	Teacher	018	Resignation	10/29/2024
Mazzarella, Gina	122309	Teacher	010	Resignation	10/29/2024
Mccollum, Andre	111956	Principal of Instruction	051	Retirement	11/1/2024
Mcfarlane, Shevene	106175	Teacher	313	Resignation	10/29/2024
Mcmillan, Desarie	105925	Teacher	012	Resignation	11/1/2024
Mickens, Lonnie	11976	Teacher	051	Retirement	1/1/2025
Nadeau, Sandra	110659	Teacher	025	Retirement	1/1/2025
Nelson Tracyann	118281	Teacher	077	Resignation	10/15/2024
Perez Galan, Ashley	123147	Teacher	055	Resignation	12/29/2024
Picinic, Margaret	121796	Teacher	025	Resignation	11/2/2024

Prevosti, Helene	100977	Teacher	313	Retirement	1/1/2025
Punjabi, Pooja	121957	Teacher	005	Resignation	10/22/2024
Regal, Mai	118646	Teacher	060	Resignation	12/7/2024
Rivera, Justin	123630	Teacher	051	Declined Position	12/2/2024
Rodriguez, Cristobal	123642	Teacher	313	Declined Position	12/5/2024
Rojas, Kelly	118993	Teacher	034	Resignation	10/19/2024
Russomanno, Danielle	108476	Teacher	018	Resignation	10/29/2024
Salam, Reeem	123415	Teacher	307	Resignation	11/28/2024
Satchwell, Metesha	116503	Teacher	030	Resignation	10/22/2024
Schweighardt, Lynn	113122	Teacher	084	Retirement	1/1/2025
Smith, Jacqueline	104739	Teacher	307	Deceased	11/17/2024
Vaughan, Lolita	111491	Principal	010	Retirement	9/1/2025
Wessells, Amber	122503	Teacher	013	Resignation	10/28/2024
Zeidia, Amal	117186	Teacher	307	Resignation	12/31/2024
Ziobro, Alyssa	123446	Teacher	075	Resignation	10/19/2024

D. TERMINATIONS

D1. Action to terminate **Jeniffer Tejada Castillo**, food service employee **PC#6257** effective February 21, 2025.

D2. Action is requested to terminate **Zizy Katat**, World Language Teacher, **PC# 1691** effective March 3, 2025.

D3. Action to terminate **Tammara Shoulars PC# 6402** from her position as Chronic Absenteeism Specialist effective February 28, 2025.

D4. Action to terminate **Shannea Holmes**, School Secretary in **PC#1214** effective February 28, 2025.

D5. Action to terminate **Natasha Santana**, Administrative Liaison for Transportation in **PC# 1441** effective February 28, 2025.

E. NON-RENEWAL

F. LEAVES OF ABSENCE

F1. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Paid Leave** with the respective effective dates for the 2024-2025 school year. **(23) employees**

Certificated Paid Leave				
EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE & DATE
Agudelo, Luz	110093	Teacher	051	Ext. Med. Using Days 1/2/25-2/28/25
Albert, Deanna	105132	Teacher	705	Med. Using Days 1/30/25-2/20/25
Alcalde Guardia, Grace	100076	Teacher	026	Med. Using Days 12/13/24-1/15/25
Byrnes, Karissa	120277	Teacher	024	Mat. Using Days 2/11/25-4/30/25
Cayo, Claudia	122665	Teacher	008	Med. Using Days 1/17/25-3/19/25
Doktor, Malgorzata	118703	Teacher	051	Ext. Med. Using Days 2/3/25-2/19/25
Dransfield-Horn, Frances	102870	Vice Principal	704	Ext. Med. Using Days 1/6/25-6/3/25
Fatiregun, Falilat	106582	Teacher	025	Med. Using Days 12/13/24-1/31/25
Fiedel, Judith	120388	Teacher	033	Med. Using Days 1/2/25-1/31/25
Herbert, Jannelle	118107	Teacher	018	Med. Using Days 12/2/24-1/15/25
Heyaime, Carmen	101046	Teacher	005	Ext. Med. Using Days 1/6/25-2/10/25
Hill, Chantanette	106818	Teacher	021	Med. Using Days 12/5/24-1/3/25
Javier, Geraldine	122657	Teacher	033	Mat. Using Days 1/2/25-1/17/25
Kwiecinski, Leigh Ann	113069	Teacher	013	Med. Using Days 12/12/24-1/23/25
Lee, Charity	116879	Teacher	054	Med. Using Days 12/20/24-1/24/25
Lian Lasaracina, Sue Ellen	119308	Teacher	055	Mat. Using Days 12/20/24-2/20/25
Lopez, Justine	122987	Teacher	309	Mat. Using Days 1/3/24-2/18/25
Mahmudi, Artim	116884	Teacher	027	Med. Using Days 12/20/25-1/31/25
Marchena, Ivette	116399	Teacher	066	Med. Using Days 1/6/25-1/20/25
Musa, Nurcan	105154	Teacher	019	Unauthorized Med. Using Days 2/3/25-2/28/25
Pilavas, Nickie	100247	Teacher	025	Med. Using Days 1/30/25-2/28/25
Salah, Asmaa	119917	Teacher	309	Mat. Using Days 12/16/24-1/14/25
Tatis-Geiger, Jhilda	119294	Teacher	015	Med. Using Days 1/8/25-2/21/25

F. LEAVES OF ABSENCE (CONT.)

F2. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Paid Leave** with the respective effective dates for the 2024-2025 school year. **(25) employees**

Noncertificated Paid Leave				
EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE & DATE
Abreu, Ana	100056	I.A	309	Med. Using Days 1/21/25-2/18/25
Afonso, Teresa	106447	Deputy Director	685	Paid caregiver 11/18/24-3/28/25
Arslanbeck, Mayada	106183	I.A	033	Unauthorized Med. Using Days 2/5/25-2/14/25
Baez, Laris	100448	Personal Aide	024	Med. Using Days 1/23/25-3/7/25
Chavez, Susette	109517	Director of Staffing	690	Mat. Using Days 1/27/25-3/7/25
Durkin, Priscilla	110226	School Secretary	055	Ext. Med. Using Days 1/7/25-2/24/25
Iacobelli, George	105348	Security Office	030	Med. Using Days 1/2/25-1/14/25

Kalyoussef, Julia	110490	I.A	027	Med. Using Days 1/6/25-1/30/25
Mcpherson, Nadine	107269	Cafeteria Worker	311	Med. Using Days 1/8/25-2/21/25
Morales, Sandra	105020	I.A	307	Med. Using Days 1/2/25-1/15/25
Ortiz, Josefina	107010	Food Service Employee	311	Med. Using Days 12/17/24-1/27/25
Pagan, Edwin	121084	Help Desk Coordinator	643	Med. Using Days 1/10/25-4/10/25
Perez, Idalia	115426	Food Service Employee	311	Med. Using Days 1/22/25-4/22/25
Perez-Matos, Rosmeris	100388	Food Service Employee	311	Ext. Med. Using Days 1/24/25-3/1/25
Reyes De Urena, Olga	118922	Food Serv. Employee	311	Unauthorized Med. Using Days 2/7/25-On
Reynoso Nunez, Jose	122180	Food Service Employee	311	Med. Using Days 1/7/25-2/4/25
Rodriguez Rojas, Emmanuel	121878	Custodial	036	Med. Using Days 1/27/25-3/15/25
Rojas, Rosa	102551	I.A	033	Med. Using Days 1/15/25-2/28/25
Rosa, Carlos	104938	Personal Aide	055	Unauthorized Med. Using Days 1/2/25-1/17/25
Sanchez, Rosario	109961	Secretary	410	Med. Using Days 11/20/25-6/30/25
Simmons, Joann	106245	Food Service Employee	311	Unauthorized Med. Using Days 12/4/24-12/15/24
Sykes, Shirley	111290	Food Service Employee	311	Unauthorized Med. Using Days 1/7/25-1/31/25
Tejada Castillo, Jeniffer	122799	Food Service Employee	311	Unauthorized Med. Using Days 12/20/24-2/21/25
Tyler, Kashima	118992	I.A	077	Unauthorized ed. Using Days 1/6/25-1/31/25
Ynoa, Telma	101224	Cafeteria Monitor	015	Unauthorized Med. Using Days 1/2/25-1/10/25

F. LEAVES OF ABSENCE (CONT.)

F3. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Unpaid Leave** with the respective effective dates for the 2024-2025 school year. **(22) employees**

Non Certificated Unpaid Leave				
EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE
Arrick, Bridget	118485	Community Outreach Coord.	765	Unpaid FMLA/Caregiver 1/3/25-1/20/25
Atieh, Adam	123132	Pc Technician	643	Unpaid FMLA/Childcare 1/1/25-3/27/25
Castillo, Vanessa	119134	I.A	004	Unpaid FMLA/Medical 1/7/25-1/21/25
Conyers, Thomas	119149	Security Officer	683	Unpaid FMLA/Medical 12/13/24-2/19/25

Cordova, Shavelle	109842	I.A	028	Unpaid FMLA/Medical 12/16/24-3/19/25
Esparza, Angelica	122069	Bilingual Serv. Coordinator	650	Unpaid FMLA/Childcare 1/1/25-3/26/25
Fashah, Gassan	102439	Maintenance Worker Carpenter	680	Unpaid FMLA/Medical 1/23/25-4/25/25
Foxworth, Michelle	104020	Food Service Employee	311	Unpaid FMLA/Medical 1/8/25-1/24/25
Gomez De Cruz, Rosa	122550	I.A	041	Unpaid FMLA/Childcare 1/27/25-4/18/25
James, Wilfred	122928	Maintenance Worker	680	Ext. Unpaid FMLA/Medical 12/11/24- 1/14/25
Lobue, Raymond	120981	Maintenance Worker	680	Unpaid FMLA/Medical 12/4/24-2/28/25
Mapp, Neal	117938	Chief Officer of Facilities	680	Unpaid FMLA/Caregiver 12/17/24- 12/31/24
Mapp, Neal	117938	Chief Officer of Facilities	680	Unauthorized Unpaid Loa 1/1/25-1/23/25
McLeod, Cory	108980	Secretary	013	Unpaid FMLA/Medical 12/16/24-2/28/25
Morales, Sandra	105020	I.A	307	Unpaid FMLA/Medical 1/16/25-3/7/25
Morris, Durauin	121993	Maintenance	680	Unpaid FMLA/Medical 10/8/24-2/18/25
Pauldo Jr., Donell	112522	I.A	026	Unpaid FMLA/Medical 1/2/25-3/3/25
Pavone, Ashley	122002	I.A	002	Unpaid FMLA/Maternity 2/3/25-6/30/25
Preciose, Cassandra	122798	I.A	002	Unauthorized Unpaid Loa 12/16/24-On
Ramos, Edgar	103898	Security Officer	316	Unauthorized Unpaid Loa 1/1/25-On
Rasuk, Alberto	122720	Maintenance Worker	680	Unpaid FMLA/Caregiver 1/20/25-4/18/25
Rosa, Carlos	104938	Personal Aide	055	Unauthorized Unpaid 1/21/25-1/24/25
Womack, Peggy	119559	Cafeteria Monitor	020	Unpaid FMLA/Caregiver 12/11/24- 12/20/24

F. LEAVES OF ABSENCE (CONT.)

F4. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Unpaid Leave** with the respective effective dates for the 2024- 2025 school year. **(40) employees**

Certificated Unpaid Leave				
EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE
Ahn-Murphy, Grace	120962	Teacher	025	Denied Unpaid Loa 1/8/25-4/30/25
Alcalde Guardia, Grace	100076	Teacher	026	Unpaid FMLA/Medical 1/16/25-2/18/25
Aleman, Victor	117779	Teacher	316	Unpaid FMLA/Caregiver 1/2/25-2/7/25
Amato, Cosmo	119908	Teacher	051	Unpaid FMLA/Childcare 2/3/25-4/4/25
Bristow, Burnice	108794	Vice Principal	033	Ext. Unpaid FMLA/Medical 1/13/25-2/28/25
Brown, Patricia	105594	Teacher	055	Unpaid FMLA/Caregiver 12/9/24-12/18/24
Bueno, Stephanie	123184	Teacher	027	Unpaid FMLA/Medical 1/9/25-1/20/25
Bullaro, Dorinda	107212	Teacher	060	Ext. Unpaid FMLA/Medical 1/2/25-1/10/25
Bullaro, Dorinda	107212	Teacher	060	Denied Unpaid Loa 1/13/25-3/3/25

Campos, Jenny	113870	Teacher	027	Unpaid FMLA/Medical 2/3/25-2/28/25
Capers, Lourdes	123099	Teacher	030	Unauthorized Unpaid Loa1/14/25-2/2/25
Chernavsky, Nataliya	115994	Teacher	027	Unpaid FMLA/Caregiver 2/3/25-4/25/25
Cruz, Melany	119916	Teacher	001	Ext. Unpaid FMLA/Maternity 12/19/24-3/13/25
Dailey, Kelly	118816	Teacher	009	Unpaid FMLA/Medical 1/16/25-2/28/25
Davis, Donald	109194	Teacher	307	Unpaid Workers Compensation 1/9/25
De Leon, Sandy	118254	Teacher	001	Unpaid FMLA/Caregiver 1/16/25-2/18/25
Fatiregun, Falilat	106582	Teacher	025	Unpaid FMLA/Medical 2/3/25-3/13/25
Fiedel, Judith	120388	Teacher	033	Unpaid FMLA/Medical 2/3/25-3/21/25
Fusaro, Antoinette	111661	Teacher	018	Unpaid FMLA/Medical 12/6/24-2/13/24
Gurecki, Sharon	105556	Teacher	316	Unpaid FMLA/Medical 1/1/25-2/10/25
Haney, Tanya	101956	Teacher	301	Ext. Unpaid FMLA/Medical 1/2/25-1/27/25
Haney, Tanya	101956	Teacher	301	Unauthorized Unpaid Leave 1/27/25-On
Harris, Kelly	118824	Teacher	001	Unpaid FMLA/Childcare 1/1/25-3/27/25
Hernandez, Nicolette	120096	Teacher	020	Ext. Unpaid FMLA/Mat/Childcare 1/24/25-6/30/25
Javier, Geraldine	122657	Teacher	033	Unpaid FMLA/Maternity 1/20/25-3/31/25
Katat, Zizy	101650	Teacher	313	Denied Unpaid Loa 12/22/24-2/14/25
Marchena, Ivette	116399	Teacher	066	Unpaid FMLA/Medical 1/21/25-4/22/25
McDougall, Catriona	122278	Teacher	309	Ext. Unpaid FMLA/Medical Loa 12/12/24-2/28/25
Mooney, William	103091	Teacher	052	Unpaid FMLA/Medical 1/3/25-2/12/25
Ogunmakinwa, Kareen	113293	Teacher	019	Unpaid FMLA/Childcare 1/1/25-4/18/25
Reardon, Kimberly	116273	Teacher	026	Unpaid FMLA/Medical 1/2/25-3/27/25
Riccobono, Kamila	120121	Teacher	006	Unpaid FMLA/Caregiver 12/5/24-5/21/25
Salah, Asmaa	119917	Teacher	309	Unpaid FMLA/Maternity 1/15/25-6/30/25
Saparito, Jennifer	118833	Teacher	020	Unpaid FMLA/Childcare 1/2/25-3/21/25
Sherwood, Allison	123101	Teacher	052	Unpaid FMLA/Medical 2/1/25-2/7/25
Sinclair, Ann-Marie	116937	Teacher	052	Ext. Unpaid FMLA/Childcare 2/3/25-3/4/25
Snyder, Allison	122058	Teacher	028	Unpaid FMLA/Maternity 2/3/25-5/2/25
Surette-Daniello, Dorothy	122673	Supervisor	650	Unpaid FMLA/Medical 1/7/25-2/18/25
Turrentine, Shanrique	122869	Teacher	013	Unpaid FMLA/Maternity 1/9/25-4/3/25
Velock, Janine	105484	Teacher	027	Unpaid FMLA/Medical 1/13/25-3/14/25
Williams, Alice	111900	Teacher	036	Unpaid FMLA/Medical 1/10/25-1/31/25

F. LEAVES OF ABSENCE (CONT.)

F5. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below Certificated employee listing of **Return to Active Status** with the respective effective dates for the 2024-2025 school year. **(39) employees**

Certificate Return to Active Status

EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE	RETURN DATE
Acosta, Karina	116870	Teacher	410	Unpaid FMLA/Medical 12/2/24-12/11/24	12/12/2024
Albanese-Benevento, Katherine	109733	Teacher	021	Unpaid Intermittent Loa 1/2/25-1/6/25	1/7/2025
Aleman, Victor	117779	Teacher	316	Unpaid FMLA/Caregiver 1/2/25-2/7/25	2/10/2025
Anthony, Patricia	122114	Teacher	051	Med. Using Days 1/21/25-1/29/25	1/30/2025
Bogatch, Noa	122763	Teacher	013	Unpaid FMLA/Medical 11/18/24-1/20/25	1/21/2025
Brown, Patricia	105594	Teacher	055	Unpaid FMLA/Caregiver 12/9/24-12/18/24	12/19/2024
Bryant, Chivonne	105977	Teacher	020	Unpaid FMLA/Medical 1/6/25-1/12/25	1/14/2025
Bueno, Stephanie	123184	Teacher	027	Unpaid FMLA/Medical 1/9/25-1/20/25	1/22/2025
Capers, Lourdes	123099	Teacher	030	Unauthorized Unpaid 1/14/25-2/3/25	2/3/2025
Copello, Diana	122573	Teacher	015	Med. Using Days 11/13/24-1/1/25	1/2/2025
Cruz Santa, Natalia	119298	Teacher	033	Unpaid FMLA/Childcare 9/1/24-12/31/24	1/2/2025
Fairfax, Shakeira	109916	Teacher	021	Unpaid FMLA/Medical 10/30/24-1/14/25	1/15/2025
Faradin, Amirah	116567	Teacher	309	Med. Using Days 11/12/24-12/20/24	1/6/2025
Fitzgerald, Laura	122286	Teacher	052	Unpaid FMLA/Medical 12/13/24-1/3/25	1/6/2025
Giglio, Grace	109212	Principal	075	Med. Using Days 7/1/24-12/31/24	1/2/2025
Goldenberg, Tayana	121105	Teacher	030	Med. Using Days 11/19/24-1/10/25	1/13/2025
Gurecki, Sharon	105556	Teacher	316	Unpaid FMLA/Medical 1/1/25-2/10/25	2/10/2025
Guthrie, Michael	122548	Teacher	002	Med. Using Days 1/2/25-1/19/25	1/21/2025
Herbert, Jannelle	118107	Teacher	018	Med. Using Days 12/2/24-12/13/24	12/16/2024
Hill, Chantanelle	106818	Teacher	021	Med. Using Days 12/5/24-1/2/25	1/3/2025
Kindler, Filiz	122646	Teacher	027	Unpaid FMLA/Caregiver 10/17/24-1/3/25	1/6/2025
Kwiecinski, Leigh Ann	113069	Teacher	013	Med. Using Days 12/12/24-1/20/25	1/21/2025
Liss, Matthew	118573	Teacher	025	Unpaid FMLA/Childcare 11/11/24-2/7/25	2/10/2025
Ludena, Magna	109553	Teacher	307	Med. Using Days 1/6/25-1/20/25	1/21/2025
Mahmudi, Artim	116884	Teacher	027	Med. Using Days 12/20/25-1/31/25	2/3/2025
Meza, Katharine	123416	Teacher	307	Unauthorized Med. Using Days 1/2/25-1/10/25	1/13/2025
Morillo, Cristina	111908	Teacher	009	Unauthorized Med. Using Days 1/13/25-1/22/25	1/23/2025
Morris-Robert, Stephanie	107410	Teacher	051	Unauthorized Med. Using Days 1/6/25-1/13/25	1/14/2025
Olivera, Cecilia	120264	Teacher	034	Unauthorized Med. Using Days 12/2/24-12/20/24	1/2/2025
Ronga, Susan	110665	Director	410	Unauthorized Med. Using Days 1/3/25-1/13/25	1/14/2025

Schiavone, Mary	123090	Teacher	024	Unauthorized Med. Using Days 12/17/24-1/3/25	1/6/2025
Setton, Celine	122268	Teacher	009	Unpaid FMLA/Maternity 10/16/24-1/8/25	1/13/2025
Sherwood, Allison	123101	Teacher	052	Unpaid FMLA 2/1/25-2/7/25	2/10/2025
Tshikuya, Latoya	117476	Supervisor of Math.	650	Unpaid FMLA/Childcare 9/16/24-12/13/24	12/16/2024
Turner, Sharonda	116071	Teacher	006	Unauthorized Med. Using Days 1/6/25-1/13/25	1/14/2025
Valcalcer, Sharon	122955	Teacher	026	Unpaid FMLA/Medical 10/30/24-12/9/24	12/10/2024
Weah, Kevin	036	Teacher	036	Unauthorized Med. Using Days 1/23/25-1/31/25	2/1/2025
Yar, Megan	118915	Teacher	027	Unpaid FMLA/ Caregiver 10/1/24-1/1/2025	1/2/2025
Yparraguirre, Cynthia	121616	Teacher	313	Unauthorized Med. Using Days 12/6/24-12/13/24	12/16/2024

F. LEAVES OF ABSENCE (CONT.)

F6. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Return to Active Status** with the respective effective dates for the 2024-2025 school year. **(39) employees**

Noncertificate Return to Active Status					
EMPLOYEE NAME	ID #	TITLE	LOCATION	LEAVE TYPE DATE	RETURN DATE
Arrick, Bridget	118485	Community Outreach Coord.	765	Unpaid FMLA/Caregiver 1/3/25-1/20/25	1/21/2025
Balmer, Latoya	112688	Personal Aide	307	Unpaid FMLA/Medical 12/2/24-12/31/24	1/6/2025
Biswas, Lopamudra	123375	Performance Coordinator	723	Ext. Paid Caregiver 11/12/24-12/6/24	12/9/2024
Boland, Lakeisha	120521	Food Service Employee	311	Med. Using Days 12/10/24-12/22/24	1/2/2025
Byndloss, Robert	117209	Custodial	680	Med. Using Days 11/5/24-12/16/24	12/17/2024
Cain, Tanya	117921	Coordinator of McKinney Vento	655	Unauthorized Med. Using Days 1/2/25-1/10/25	1/13/2025
Castillo, Vanessa	119134	I.A	004	Unpaid FMLA/Medical 1/7/25-1/21/25	1/23/2025
Class, Janet	115577	Food Serv. Employee	311	Med. Using Days 1/13/25-1/24/25	1/27/2025
Dailey, Cecelia	113164	Budget Manager	610	Ex. Med. Using Days 11/18/24-12/13/24	12/16/2024
Florentino, Agripina	111725	Food Service Manager	311	Ext. Med. Using days 10/15/24-12/6/24	12/9/2024
Foxworth,	104020	Food Service	311	Unpaid FMLA/Medical 1/8/25-	1/27/2025

Michelle		Employee		1/24/25-Overpaid 1/15/25	
Guere Oscanoa, Norma	122340	Food Service Employee	311	Unpaid FMLA/Medical 1/31/25-2/6/25	2/7/2025
Iacobelli, George	105348	Security Office	030	Ext. Med. Using Days 1/6/25-1/14/25	1/15/2025
Irizarry, Jenette	101425	Food Service Manager	311	Unpaid FMLA/Medical 11/19/24-12/6/24	12/9/2024
James, Wilfred	122928	Maintenance Worker	680	Ext. Unpaid FMLA/Medical 12/11/24-1/14/25	1/15/2025
Lewis, Dawn	121800	Security	054	Med. Using Days 12/5/24-1/20/25	1/21/2025
Mapp, Neil	117938	Chief Officer of Facilities	680	Unauthorized Unpaid Loa 1/1/25-1/23/25	1/24/2024
Matute-Cordero, Jessica	120051	Food Service Employee	311	Unauthorized Caregiver 12/1/24-1/6/25	1/7/2025
Miller, Sarah	122834	SEL Data Strategist	650	Unpaid FMLA/Childcare 8/26/24-1/24/25	1/27/2025
Miranda, Maria	115339	Food Service Employee	311	Unauthorized Med. Using Days 1/8/25-1/20/25	1/21/2025
Muckle, Andrew	117336	Security Supervisor	006	Unauthorized Med. Using Days 12/4/24-12/13/24	12/16/2024
Nieves De Castillo, Irsi	117620	Food Service Employee	311	Med. Using Days 1/9/25-1/21/25	1/22/2025
Ortiz, Josefina	107010	Food Service Employee	311	Ext. Med. Using Days 1/13/25-1/27/25	1/27/2025
Ortiz, Ruby	121670	School Secretary	027	Out Unauthorized RTW 12/16/24	12/16/2024
Reynoso Nunez, Jose	122180	Food Service Employee	311	Med. Using Days 1/7/25-2/4/25	2/5/2025
Rodriguez, Ruth	122348	Operations Business Asst.	680	Med. Using Days 12/9/24-12/19/24	12/20/2024
Rogers, Lovey	105997	Administrative Secretary	760	Unauthorized Med. Using Days 1/2/25-1/13/25	1/14/2025
Rosa, Carlos	104938	Personal Aide	055	Unauthorized Unpaid 1/21/25-1/24/25-	1/27/2025
Selfo, Alma	119774	I.A	021	Med. Using Days 1/9/25-1/20/25	1/21/2025
Simmons, Joann	106245	Food Service Employee	311	Med. Using Days 12/4/24-12/13/24	12/16/2024
Sykes, Shirley	111290	Food Service Employee	311	Unauthorized Med. Using Days 1/7/25-2/6/25	2/7/2025
Tapia, Altagracia	104043	Personal Aide	051	Med. Using Days 1/2/25-1/19/25	1/21/2025
Velasquez, Irlanda	120712	I.A	041	Ext. Unpaid FMLA/Medical 10/7/24-12/8/24	12/9/2024
Vilsant, Charite	118081	Food Service Employee	311	Ext. Med. Using Days 12/4/24-12/19/24	12/1/2024

Webber, Mary	111890	Personal Aide	051	Unauthorized Unpaid 12/3/24-12/6/24	12/9/2024
Webber, Mary	111890	Personal Aide	060	Unauthorized Unpaid 1/2/25-1/17/25	1/21/2025
Whitaker, Tancy	017828	Food Service Employee	311	Unpaid FMLA/Medical 11/26/24-1/7/24	1/8/2025
Womack, Peggy	119559	Cafeteria Monitor	020	Unpaid FMLA/Caregiver 12/11/24-12/20/24	1/2/2025
Ynoa, Telma	101224	Cafeteria Monitor	015	Paid Caregiver Loa 1/2/25-1/10/25	1/13/2025
Zapata, Beatriz	115808	I.A	008	Unauthorized Med. Using Days 1/2/25-1/15/25	1/16/2025

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Ahmed	Mansoor	Rosa Parks HS	Teacher Math	\$70,035.00	filling vacancy
G2	Allen	Junea	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G3	Anderson	Patricia	Napier	Cafeteria Monitor	\$12,392.00	filling vacancy
G4	Bavilonia	Leslie	School #2	Personal Aide to Student CO 5247677	\$37,636.00	filling vacancy
G5	Cascavita	Yury	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G6	Diaz	Glendalys	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G7	Dominguez	Jenny	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G8	Done	Indiana	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G9	Estevez-Morel	Miriam	PS 8	Teacher Bilingual	\$62,170.00	filling vacancy
G10	Feis	Caitlin	School #6	Teacher Guidance Counselor	\$62,570.00	filling vacancy
G11	Feliz-Feliz	Yohanna	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G12	Fennell Jr.	Clarence	PS 13	Instructional Aide	\$34,411.00	filling vacancy
G13	Fernandez	Rosigna	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G14	Ferreras	Simona	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy

G15	Garcia	Higinia	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G16	Gomez	Jonathan	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G17	Gomez De Cruz	Rosa	School #21	Teacher Grade 3 Bilingual	\$67,585.00	filling vacancy
G18	Jamhour	Wajdi	JFK	Teacher World Language	\$63,120.00	filling vacancy
G19	Jorahua	Brian	School #2	Personal Aide to Student YF 5264962	\$35,036.00	filling vacancy
G20	Maldonado	Ana	Newcomers HS	Teacher Science Bilingual	\$86,975.00	filling vacancy
G21	McGuire	Ebony	MLK	Teacher Kindergarten	\$64,090.00	filling vacancy
G22	Morris	Phanie	JFK	Teacher ESL	\$66,685.00	filling vacancy
G23	Mossad	Teresa	Dale Ave	Teacher Special Ed Autism	\$67,585.00	filling vacancy
G24	Ortiz	Norbania	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G25	Ortiz	Luis	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G26	Pena	Estelina	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G27	Pincay	Consuelo	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy
G28	Sarker	Tina	PS 27	Personal Aide	\$34,836.00	filling vacancy
G29	Tavarez	Patricia	Department of Food Services	Food Service Employee 3.75	\$11,618.00	filling vacancy

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Arslanbeck	Mayada	EWK	IA Sped. MD	no change	transfer
H2	Auletta	Sandra	School # 21	Teacher Grade 4	no change	transfer
H3	Choudhury	Gilman	Office of Assistant Superintendent (.6) JFK (.4)	Supervisor of Engineering & Robotics	no change	location change
H4	Choudhury	Nasima	EWK	IA Pre-K Sped.	no change	transfer
H5	Malaney	Carlos	School # 21	Teacher Grade 2	no change	transfer
H6	Mendieta	Betty	Rosa Parks HS	Teacher Phys Ed/ Health	no change	transfer
H7	Ogunade	Adebimpe	International HS (.51), STEAM HS	Teacher SAC	no change	transfer

			(.49)			
H8	Perez	Mariana	IA Special Ed/SLD	School #2	no change	transfer
H9	Rodriguez	Ruth	PS 10	6.5 Food Service Worker	\$24,061.13+ \$750.00 longevity= \$24,811.13	transfer/ position change
H10	Rosa	Kim	School #1	Teacher Special Ed Resource	no change	transfer
H11	Stein	Jaymie	STEAM HS	Teacher Art	no change	transfer
H12	Tedford	Denise	Rosa Parks HS	Teacher Art	no change	transfer
H13	Vega	Joseph	School # 19	Teacher Sped. LLD	no change	transfer
H14	Velazquez	Ann	School # 21	Teacher Grade 3	no change	restructuring

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

K1. Action to hire and pay the following staff members to work the Afterschool Tutoring Program at JFK beginning January 2025 through April 2025 not to exceed 70 hours at \$35.00 per hour. Staff includes two Math Teachers: **Joshy Mangalathi, Dalad Abuassi** and two Literacy Teachers: **Gillan Leigh** and **Micah Desiante**. Afterschool Tutoring Program will run Monday – Thursday one hour per day.

Account# 15.000.221.102.307.000.000.000 Not to exceed: \$9,800.00 in total

L. STIPENDS

L1. Action requested to stipend the following employees to train staff members on QBS Safety Care Training on: Saturday March 1, 2025 (Virtual) and Saturday, March 8, 2025 (In-person) from 7:30am–4:30pm **Caitlyn Byrne, Emily Walsh & Shaun Douglas**
3 Trainers x \$40.00 x 8 hours x 2 days = \$1,920.00 (Excluding one hour per day for lunch)

Account# 11.000.221.100.749.053

L2. Action is requested to pay an hourly stipend for three (3) Art Program Substitutes at School 16 to provide a Community Art Program as approved in the Full Service Community Schools Grant (2022) as part of the local grant match to work with students in the after school program to create and paint community murals for up to and not to exceed one-hundred seventy hours (170) at \$35/hr from February – June 2025.

Posting # 10351. 170 total hours x \$35/hour = \$5,950

Substitutes: **Lisette Sagain, Angela Saray** and **Nancy Sanchez**

Account# 11.421.100.101.815.053.0000.000 No additional funds needed

L3. To compensate one (1) High School Teacher **Paul Castellano** for services provided for 6th period Freshman Biology-2051.

Account# 15.140.100.101.052.000.000.000 Not to exceed: \$4,500.00

L4. Posting Request 10748 Head Coach Golf. Request to hire the following staff for the JFK Spring Sports 2025.

Head Coach – **Jason Brandt** – Head Coach Spring Sports Golf - \$6,618.00
 Spring Sports to begin March 17, 2025 – June 15, 2025 to be paid on 6/15/2025.
Account# 15.402.100.100.307.053.0000.000 Not to exceed: \$6,618.00

L5. Request to compensate **Ms. Wanda Medina** as a Teacher for the Afterschool STEAM Program at School No. 27. The teacher will work from March 2025 through May 29, 2025. The teacher will be compensated at a rate of \$35.00 an hour from 3:10 p.m. – 5:10 p.m. A total of sixty-five (65) days not to exceed one hundred and thirty (130) hours. 1 Teacher x \$35.00 an hour x 65 days x 2 hours per day = \$4,550.00

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$4,550.00

L. STIPENDS / CONT.

L6. Action is requested to pay an hourly stipend for School 2 Autism Afterschool Program (Focus 21) for Teachers and Instructional Assistants from February – June 2025. For the hours and stipend rates listed below.

4 Teachers x \$35/hr x 125 hours=\$17,500
 20.474.100.101.815.053.0000.001 Posting#10746

6 IAs/Pas x \$25/hr x 100 hours = \$15,000
 20.474.100.106.815.053.0000.001 Posting # 10747

Teachers			
	Staff Name	Position	Hourly Rate
1	Mary Jo Bancroft	School 2 Autistic ASP Teacher	\$35/hr
2	Kathleen Weissman	School 2 Autistic ASP Teacher	\$35/hr
3	Lisa Marie Toscano	School 2 Autistic ASP Teacher	\$35/hr
4	Aaryn Groves	School 2 Autistic ASP Teacher	\$35/hr

IAs/PAs			
	Staff Name	Position	Hourly Rate
1	Rosio Antigua	School 2 Autistic ASP WPA	\$25/hr
2	Jefferson Arnoni	School 2 Autistic ASP IA/PA	\$25/hr
3	Ana Albino	School 2 Autistic ASP IA/PA	\$25/hr
4	Fathema Begum	School 2 Autistic ASP WPA	\$25/hr
5	Elma Coronet	School 2 Autistic ASP INPA	\$25/hr
6	Daisy Munoz	School 2 Autistic ASP WPA	\$25/hr

Account# As Listed Above Not to exceed: \$32,500.00

L7. Acton requested to pay an hourly stipend for two (2) Supervisor Instructors, one (1) Principal, three (3) VP/Supervisors, thirty-six (36) teachers and three (3) staff members for the Spanish for Educators Program at Schools 10, JAT and EHS from February – June 2025 for up to and not to exceed the hours and rates listed below. Posting # 10731 (Teachers/Staff) and # 10735 (Supervisors)

1 Supervisor Instructor x 30 hours x \$40 = \$1,200 **Cinthy Velasco-Rosado**

1 Supervisor Instructor x 45 hours x \$40 = \$1,800 **Kayla Khaled**

1 Principal x 2 hours x \$65 = \$130 **Lolita Vaughn**

4 Vice Principals/Supervisors x 15 x \$40/hour = \$2,400

37 Teachers x 15 hours x \$35 = \$19,425

4 Staff Members x 15 hours x \$25/hour = \$1,500

Supervisor Instructors

	Staff Name		Position	Hourly Rate
1	Cinthy Velasco-Rosado	@ JAT 30 hours	Spanish for Educators Supervisor	\$40/hour
2	Kayla Khaled	@ EHS and @ 10 45 hours	Spanish for Educators Supervisor	\$40/hour

STAFF

	Staff Name	Location	Position	Hourly Rate
1	Vaughn, Lolita	School 10	Spanish for Educators Administrator	\$65/hour
1	Edwards, Asha	School 10	Spanish for Educators Administrator	\$40/hour
2	DeFreese, Ayanna	EHS	Spanish for Educators Supervisor	\$40/hour
3	Logan, Theresa	EHS	Spanish for Educators Administrator	\$40/hour
4	Super, John	EHS	Spanish for Educators Administrator	\$40/hour

	Staff Name	Location	Position	Hourly Rate
1	Cadet, Patricia	Eastside High School	Spanish for Educators Teacher	\$35/hour
2	De Marco, William	Eastside High School	Spanish for Educators Teacher	\$35/hour
3	Ileiwat, Amal	Eastside High School	Spanish for Educators Teacher	\$35/hour
4	Reed, Alexandra	Eastside High School	Spanish for Educators Teacher	\$35/hour
5	Rich, Corey	Eastside High School	Spanish for Educators Teacher	\$35/hour
6	Young, Andrea	Eastside High School	Spanish for Educators Teacher	\$35/hour
7	Gupta, Nupur	Eastside High School	Spanish for Educators Teacher	\$35/hour
8	Cole-Williams, Sydonne	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
9	Dixon, Bobbie	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
10	Gaines, Marla	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
11	Hammond, Marcus	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
12	Hoogmoed, Jaclyn	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
13	Kaminski, Patricia	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
14	Kelly, Ryan	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
15	Malc, Alexandra	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
16	Mangani, Daniel	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
	Migliori, Christine	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
18	Paez, Andres	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
19	Palen, Sean	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
20	Romano, Samantha	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
21	Schnorr, Kathleen	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
22	Speizer, Elizabeth	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
23	Torraco, Justin	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour
24	Youssef, Gehan	Joseph A. Taub	Spanish for Educators Teacher	\$35/hour

25	Baldwin, Sharon	School 10	Spanish for Educators Teacher	\$35/hour
26	Bland, Jodi	School 10	Spanish for Educators Teacher	\$35/hour
27	Castellitto, Dana Lynn	School 10	Spanish for Educators Teacher	\$35/hour
28	Ferrito, Diana	School 10	Spanish for Educators Teacher	\$35/hour
29	Hearns, Kenya	School 10	Spanish for Educators Teacher	\$35/hour
30	Humghok, Mariana	School 10	Spanish for Educators Teacher	\$35/hour
31	Mills, Greta	School 10	Spanish for Educators Teacher	\$35/hour
32	Pearson , Nashonda	School 10	Spanish for Educators Teacher	\$35/hour
33	Perez, Iris	School 10	Spanish for Educators Teacher	\$35/hour
34	Scott, Latoria	School 10	Spanish for Educators Teacher	\$35/hour
35	Wilson, Audrey	School 10	Spanish for Educators Teacher	\$35/hour
36	Cheski, Irene	School 2	Spanish for Educators Teacher	\$35/hour
37	Kearney, Cassandra	School 3	Spanish for Educators Teacher	\$35/hour

	Staff Name	Location	Position	Hourly Rate
1	Johnson, Theresa	School 10	Spanish for Educators IA	\$25/hour
2	Omer, Hassnaa	Eastside High School	Spanish for Educators PA	\$25/hour
3	Williams, Denise	Eastside High School	Spanish for Educators Staff	\$25/hour
4	Alford, Brenda	Eastside High School	Spanish for Educators Staff	\$25/hour

Account# 2A.460.200.100.815.053.0000.001 Not to exceed: \$26,275.00

M. AMENDMENTS

M1. Action requested to amend **PTF# 25-1214** to hire the following as Part-Time Nurse Assistant in Central Registration at the rate of \$21.43 per hour. Not to exceed \$25,000 per year/30 hours per week. **Elizabeth Conforme**

Account# 11.000.213.100.871.053.0000.000 Not to exceed: \$25,000.00

M2. Action requested to amend **PTF# 25-772** to hire the following as Part-Time Nurse Assistant in Central Registration at the rate of \$21.43 per hour. Not to exceed \$25,000 per year/30 hours per week. **Ima Begum**

Account# 11.000.213.100.871.053.0000.000 Not to exceed: \$25,000.00

M3. Action to amend **PTF# 25-1092** to compensate IHS Teacher **Juliana Schlichting** 80 hours PLTW training after hours/weekends from 1/22/24 to 3/27/24 x 80 hours = \$2,800. The virtual training was 80 hours over the course of 10 weeks. (training only offered after hours & weekends)

Account# 15.000.218.104.055.053.0000.000 Not to exceed: \$2,800.00

M4. Action to amend **PTF# 25-1074**, to reclassify the title from Teacher Grade 5 Bilingual in **PC# 6530** to Teacher Bilingual/ESL at School No. 24. **Roberto Ramirez**

M5. Action is requested to amend **PTF# 25-726** to change account number from 20.238.200.100.653.074.1016.001 to 20.238.200.100.653.074.1018.001

M6. Action to amend **PTF# 25-1277** to remove **Evelyn Orbe PC# 349** effective 2/07/25.
 Add **Idalia Sanchez PC# 385** effective 2/20/25.
Account# 15.140.100.101.051.053.000.0000

- N. ATTENDANCE INCENTIVES**
- O. SICK/VACATION DAY PAY OUT**
- P. WITHHOLDING OF INCREMENTS**
- Q. HEALTH BENEFITS**

R. MISCELLANEOUS

	Last Name	First Name	School/Location	Title	Salary	Reason
R1	Witherspoon	Leroy	Napier	Teacher Phys.Ed/Health	\$77,325.00	salary adjustment

R2. Action to restore **Dinorah Wel** compensation that was erroneously withheld.
 Compensate Dinorah Wel the equivalent of \$409.15 amount minus all appropriate deductions.
Account# 60.910.310.110.310.000.0000.000

R3. Action is requested to compensate the following staff for providing mentoring services to provisional teachers.

First Name	Last Name	Mentor to be Paid	Amount to be Paid	Acc #
Carl	Contino	Lauren Schwerin	\$550.00	11.140.100.101.690.110
Israel	Mejia	Aiat Oraby	\$867.00	11.130.100.101.690.110
Shahinur	Kurury	Patricia Gomez-Korac	\$1,000.00	11.140.100.101.690.110
Alhassan	Iddrisu	Alexandra Ortega	\$1,000.00	11.130.100.101.690.110
Wafae	Rafi	Ineam Hammam	\$550.00	11.140.100.101.690.110
Syeda	Nuri	Suzanne Scheyer	\$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

Resolution No. P-35

David Cozart: *Perceptions Of Secondary Teachers of Co-Teaching To Enhance Instruction For Students With Disabilities*

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 Saint Elizabeth University David Cozart: *Perceptions Of Secondary Teachers of Co-Teaching To Enhance Instruction For Students With Disabilities* during the 2024-2025 school year.

Resolution No. G-36

WHEREAS, the Board of Education recognizes that the preparation of a school calendar is essential to orderly educational planning and to the efficient operations of the district, and

WHEREAS, the Superintendent of Schools shall annually prepare the school calendar for Board of Education consideration in collaboration with union associations, and

WHEREAS, the 2025-2026 School Calendar satisfies the 184 days requirement for staff employed on a ten month basis, and a minimum 180 days for student contact, and in the event the district is closed due to inclement weather or other emergencies, days may be added extending the school year beyond the last day of school noted on this calendar, and

WHEREAS, the district will implement a delayed opening schedule when either weather or other emergent conditions are imminent, which will allow for the timely and safe arrival of students and staff and provide additional time to reconsider full closure based on developing weather conditions, and

WHEREAS, the school calendar was developed in consideration of the New Jersey Department of Education's released state assessment calendar, and

NOW THEREFORE BE IT RESOLVED that the Board of Education approves implementation of the 2025-2026 School Calendar.

It was moved by Comm. Ramirez, seconded by Comm. McCall that Resolution Nos. 1 through 36 be adopted.

Comm. Ramirez: Can I make a motion to move Resolution F-25 back to committee for further discussion? I looked through the committee reports and I really didn't see a discussion occurred. I know I spoke to you and other members who were present. They don't recall that item being discussed in depth. It's a conversation that we must have. Unfortunately, I could not attend the fiscal committee meeting where this should have been discussed thoroughly. I would like that back into committee so that we can discuss it.

Ms. Williams: You can just pull it.

On roll call all members voted in the affirmative, except Comm. Freeman and 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

Facilities

Comm. Rosado: We met on the 27th. Comm. Gonzalez, Dr. Newell, and administration was present. We addressed three agenda items. We spoke about a lease extension for 90 Delaware Avenue, vacant district buildings, and capital project reviews. We had extensive conversations about that. At our next facilities meeting we're going to speak more about those vacant district buildings.

Comm. Gonzalez: That was one of the points of one of the members who spoke. We are having those discussions about our vacant buildings and properties and how to best utilize them.

Technology

Comm. Rashid: The IT Department needs to check their equipment half an hour or forty-five minutes before the meeting starts so they can prepare themselves for any technical problems.

Dr. Newell: The staff member assigned to that committee is responsible for taking care of those IT issues. Apologies for what happened. It is not the IT Department, even though they do where help is needed. It is the staff member who is assigned to the committee. It's their responsibility to make sure that everything is up and running. We will definitely make sure we tighten up. Thank you, Comm. Rashid.

Comm. Gonzalez: For all those participating in these various committees, there is a process. We asked as Board members who should be on the various committee meetings, and we should be notified if any other individuals are being added on and what they're going to add to the agenda. We don't want to have too many people on committee meetings who are not on the agenda. We want to make sure that we have the right people on the agendas when we discuss them. Just pass that on to the staff. To Comm. Rashid's point, we were waiting for some time. I understand technical difficulties do happen, but we do have to respect each other's time, especially during time of fasting. I want to reiterate how important it is that we get our folks who are in charge of the various committees to make sure that they're prepared, have their agenda, and people who need to be on are on minutes prior to the various committee start times. We just want to be respectful of everyone's time.

OTHER BUSINESS

Comm. Freeman: I want to give a big shoutout to Solaris Paul. She's a wrestler at Kennedy High School. She became Paterson's first male or female state wrestling champion. I want to give her a shoutout and let her know that we're proud of her and we appreciate her hard work and putting Paterson on the map. Kudos to you Solaris. To the coaching staff and wrestling team at Kennedy, thank you so much for representing Paterson very well.

Comm. Gonzalez: Thank you for that, Comm. Freeman. That is an amazing achievement. That's just further evidence that Paterson has great students who can do so much if we we're able to have them showcased. They have the opportunity to reach these levels, not only because of their coaching, but because of exposure. We need to work harder to expose these folks to outside tournaments and things of that nature so the world can see that Paterson is on the rise. Dr. Newell, can we do something for the students at our next in-person meeting?

Comm. Ramirez: I believe Comm. Nieves did submit a request to the Superintendent. We were copied on it.

Comm. Gonzalez: I'm sorry. I didn't see that.

Dr. Newell: It was a whole plan.

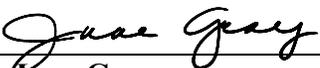
Comm. Nieves: I look forward to that meeting where we can celebrate. I'm looking forward to a surprise the Superintendent is going to work on with her staff.

Comm. Gonzalez: I want to thank the Superintendent and staff, Cheryl Williams especially, for all your hard work. I get calls on a daily basis on so many different matters. I'm just so impressed with how you all function. I know you don't get enough kudos for the hard work you do. I'm really proud of all of you for really handling the workload that you have before you.

ADJOURNMENT

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

The meeting was adjourned at 8:55 p.m.



Ms. June Gray
Business Administrator