

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

May 7, 2025 – 6:03 p.m.
Central Office (First Floor)

Presiding: Comm. Joel Ramirez, Vice President

Present:

Dr. Laurie W. Newell, Superintendent of Schools
Dr. Rodney Henderson, Deputy Superintendent
Bryant Horsley, Esq., Shabazz & Woolridge Law Group

Comm. Valerie Freeman	Comm. Mohammed Rashid (Remote)
Comm. Eddie Gonzalez, President (Remote)	Comm. Kenneth Rosado
Comm. Della McCall	Comm. Kenneth Simmons
Comm. Hector Nieves (Remote)	Comm. Corey Teague (Remote)

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

Comm. Ramirez read the Open Public Meetings Act:

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

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

**Workshop Meeting
May 7, 2025 at 6:00 p.m.
90 Delaware Avenue
Paterson, New Jersey**

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

Drumline Performance by Senator Frank Lautenberg School/6 PMP Musicians

Comm. Ramirez: Thank you, School 6.

Ms. Shanna Lin: Good evening, everyone. My name is Shanna Lin. I'm the Director of the Paterson Music Project and we've been partners with the Paterson Public Schools for about 10 years now. The drumline you saw just now is actually run by Ms. Marsden who is the in-school music teacher there. The second group you're about to see is our jazz band that runs after school. We have a team of teachers who come after school and do programming there. Ten years ago, we started with 30 students at the Community Charter School of Paterson. Thanks to the partnership with Paterson Public

Schools, we now have over 300 students playing instruments after school and on Saturdays at three different sites – School No. 6, NRC and School No. 16, which is a hub site. We have students who come from all over the city to School No. 16, including high school and college students who have graduated from our program. They still return and play with us there. I just wanted to say how grateful we are for this partnership, to the principals of all the different schools that we're in, and for the support of the district. Ms. Tsimpedes has been instrumental in helping us throughout the years and supporting our program. Thank you so much for having us here today.

Jazz Performance by Senator Frank Lautenberg School/6 PMP Musicians

PRESENTATIONS AND COMMUNICATIONS

STEAM Project Presentation

Dr. Newell: Good evening, everyone. At this point, at this point we will have the STEAM Project Presentation by Dr. Nellista Bess.

Dr. Nellista Bess: Good evening, everyone. My name is Dr. Bess and I'm the proud principal of Paterson STEAM High School. I am excited to introduce to you two groups of amazing young people. As an extension of their clinical research class that they have been taking over the last year or so under the direction of another fine educator, Mr. Luis Sayad, these young people worked very hard in putting together this study and carrying out the research. They presented their project at the 2025 STEAM Symposium at William Paterson University on April 30. As I mentioned, they planned and conducted their study, and they examined the impact of everyday academic stress on cardiovascular activity. These students are Jayson Lopez, Katherin Campos, Jackelyn Java, and Samanta Ramirez. Come on up guys. We're super excited about their project and so proud of the work they've done this year.

Ms. Katherin Campos: Good evening. My name is Katherin Campos.

Ms. Jackelyn Java: My name is Jackelyn Java.

Ms. Samanta Ramirez: My name is Samanta Ramirez.

Mr. Jayson Lopez: My name is Jayson Lopez.

Ms. Campos: We are seniors at Paterson STEAM High School, and we are taking a clinical research class with Rutgers. We conducted the cross-sectional study on how academic stress affects cardiovascular reactivity. This is just our research question.

Ms. Java: We would like to thank everybody that was in our research class, the staff and students of Paterson STEAM High School, which include Professor Sayad, Professor Todhe, Nurse Patby, Principal Bess and Rutgers, for giving us this opportunity to take the class.

Ms. Ramirez: It is observed that high school students are sustained with long-term stress because they are under the pressure of taking tests, quizzes and presentations just like right now. Technically, we put that to the test, and we induced more stress by giving them a 40-question quiz over the course of 12 minutes. It varied from geometry, history, English and some science questions. We took their blood pressure, heart rates and EKG during those 12 minutes.

Ms. Campos: This slide discusses the anatomy and physiology of the stress response and this happens when an environment stressor acts as the stimulus for a hormonal cascade of events to happen. This is caused and sustained by the HPA axis which provides the resources of the stress stimulus needs. This cascade is regulated by the negative feedback loop of cortisol and ACTH interacting with the hypothalamus and the anterior pituitary gland to shut down the cascade's activity. Long-term exposure to a stress stimulus can lead to fluctuating and/or consistent failure of the negative feedback loop. Keeping this cascade active can lead to daily mental health effects such as anxiety, depression, irritability and long-term stress. This can result in weight gain, type-2 diabetes, hypertension leading to heart disease, stroke, and suppressed immune system. This leads us back to our study question – does stress cause an increase in cardiovascular reactivity among high school students at Paterson STEAM High School?

Mr. Lopez: This is the hypothesis for our study. Our study raises the question of whether or not every day academic stress causes an increase in cardiovascular reactivity among high school students. Our hypothesis predicts that stressful activities will cause an increase in cardiovascular reactivity, calculated from data collected from heart rate, systolic and diastolic blood pressure and the mean arterial pressure.

Ms. Java: This brings us back to our statistical hypothesis. The no hypothesis is the hypothesis of no difference, meaning that the subject's baseline cardiovascular activity would not be different from when they were taking the test. The alternate hypothesis means that there will be an increase in the subject's cardiovascular reactivity from their baseline. You always say that you reject or accept a no hypothesis. You never say that you accept the alternate hypothesis.

Ms. Ramirez: With everything in mind, our study design, question and the understanding of the anatomy and physiology of stress in the body, we had to establish our method for our design and what the intervention would look like. We went around classroom to classroom in all four grade levels asking for volunteers who were willing and would fill out the appropriate paperwork, consent forms and a following survey. This survey would ask them about their daily activities academically and also outside of school. Were they working? Did they have sports? Did they have extra-curriculars? It helped us understand how they perceived stress, and we could take that into account when we got to the actual analysis of our data. There were some subjects that would have to be excluded either because they didn't fill out the survey or because when we got to the actual testing, we wouldn't be able to gather the appropriate data. We would have to remove them from our study population. Our study design is cross-sectional and an experimental study because we had the intervention to look at the subject's cardiovascular reactivity throughout the test at three-minute intervals. We would record the heart rate and blood pressure so we could take the different points between each interval and compare any spikes in their activity or blood pressure. Just elaborating more on what the actual test looks like, we would hand them a 40-question test increasing in difficulty throughout. With the timer in mind and distractions in the classroom we were able to amplify the stress that students already experience in an academic environment. We added on to the pressure by pushing them to put their best effort even if they didn't know. We mentioned that 'I don't know' wasn't an acceptable answer throughout the test and we wanted it finished in its completion and to the best of their ability even if they hadn't learned the subject yet.

Ms. Campos: This is just an example of how we collected the data. Each student had an ID that we made, and it had no correlation to their regular ID so they couldn't identify each other. We took the time they started and their baseline heart rate and blood pressure. After collecting the raw data, we had the heart rate, systolic and diastolic

blood pressure and their EKG. We still needed to calculate the pulse pressure, mean arterial pressure and EKG. We didn't get to dissect them fully, but it did help us back up our hypothesis. We noticed spikes at each interval.

Ms. Java: This is just a summary of our data. You can see the standard deviation is just the difference from the mean, which is a plus or minus. Those numbers there are just signifying how far away that data was from the mean. Our sample size decreased just because some of the machines were malfunctioning so we couldn't get some of the data at each interval from some of the subjects. This is just showing the subject's average cardiovascular reactivity at each interval. Those little silver bars are the error bars. Since they're so little compared to the red bars it means that there's good as there wasn't too much error. This is just showing a clear upward trend of the data showing that the subject's cardiovascular reactivity is going up as they take the test.

Ms. Campos: This is just another bar graph showing the average. We could only take one just because we didn't have enough time. It is important to know that the test got increasingly harder as they went. With all the data gathered, we were able to analyze the data and get our value of 0.08. This is the probability and the percentage that our data doesn't correlate to our hypothesis and that our no hypothesis would be correct. Since our no hypothesis was 0.08 and it was smaller than a 0.05, we are able to reject our no hypothesis because throughout the test and with our data there is apparent evidence that there is an increase in the cardiovascular reactivity in students when they're put in academic stressful situations.

Ms. Java: This leads us to our discussion, and this is just showing that there was a clear increase in the subjects' cardiovascular reactivity. We concluded that there was a 4% increase from their baseline.

Ms. Ramirez: Since we had a smaller size population, we were able to control a lot of the factors in our study design. It made it a lot easier to analyze the data later on. However, our population size did also negatively affect us and it does hold us back in the bigger scheme of clinical research. Since we were working on a deadline for the symposium, we weren't able to analyze the EKG and individual data the way that we would have liked to. With a smaller population of less than 40 we weren't able to group and get demographics in a way that was appropriate or fair because there wasn't an equal amount of athletes and students who were taking regular classes.

Ms. Java: This will lead us to future implications and studies. Now that we have done this research, we can now develop a class that will help students relate to our age group learn how to handle their mental stress. Academic stress is just overlooked. People think that students should be under stress all the time, but it's not like that. They should know how to manage their stress once they get to college so that it's easier for them. Future studies and questions that we might have are whether honor students react differently to athletes. If we had better machines and could see the subject's heart rate and blood pressure during the test and not just the intervals it would make it easier for us to look at how they started getting stress and see how their EKG spiked when they got to a geometry question. This is our literature that helped us with our research. Thank you for attending our presentation. Do you have any questions?

Dr. Newell: Thank you so much for your presentation. What was your sample size again?

Ms. Campos: Our sample size was about 40 students.

Dr. Newell: Next time I guess you'll be able to differentiate between your athletes, honors and AP courses and see the differences? Did you factor in time of day when you did your testing as well?

Ms. Campos: We didn't factor in the time of day. It was mostly the same time because we did it during our clinical research class. If we could, we would do it during sixth and seventh periods, which was our anatomy class.

Dr. Newell: Thank you. Very well done!

Comm. Ramirez: Commissioners, any questions or comments? On behalf of the Board, thank you very much. Your preparation was awesome.

International Baccalaureate (IB) Presentation

Dr. Catherine Forfia: Good evening. I'm here with five of my students and my Vice Principal, Matthew Caruso. We're going to give you a little bit of background about IB in Paterson. Our students are going to give their experiences in the IB program. What exactly is International Baccalaureate? International Baccalaureate, or IB, is part of an organization that's a nonprofit in Switzerland that's been in existence since 1968. They have expanded in that time to over 4,000 public and private schools all over the world. It is considered the most rigorous college prep program in the world. At International we accept our students, and we prepare them for IB over the course of ninth and tenth grades. They can earn college credits in ninth and tenth grades and our goal is for every student to take at least one IB class. In 2017 we were authorized as an IB Diploma Program and our first group of students tested in 2019. Those students are now in graduate school or have graduated from graduate school and are attending medical school. In 2023 we became authorized in our IB Career Related Program. As of now, we are the only IB World School in Passaic County. We still are, I checked today. We are only one of three schools in the State of New Jersey that have both the IB Career Related Program and the IB Diploma Program. The other schools are West Morris Central and West Morris Mendham. We are among very nice company, and it makes the school and the program very special here in Passaic County. This gives you an idea of the curriculum offered. When students take the full diploma, they take for all subjects junior and senior year from language arts to world language. We have three world language options, which are French, Mandarin Chinese and Spanish. We have History of Africa and the Middle East, environmental systems and societies, physics, math applications and theory of knowledge, which is a philosophy course. They complete the extended essay and what's called creativity activity service. Our students can also be courses students and take one or more of these courses. The career related program is slightly different. With our career related program, our students take our Project Lead the Way three-course sequence of engineering. They take a two-year course called personal and professional skills where they have a reflective project and examine an ethical dilemma within engineering. They also take at least three diploma courses, one of them being a world language. These are our IB statistics, from 2019 to the present. Students have earned 16 IB diplomas. The first group of IB career diplomas was last year in 2024 and we earned four diplomas. Students have earned 396 course certificates for college credit since 2019. I'm going to have Mr. Caruso talk a little bit about IB in the news.

Mr. Matthew Caruso: Good evening, everyone. Alumni attending Ivy League and competitive universities, we have several of our graduates that are at Harvard and several other schools such as George Washington. We also have Johns Hopkins, as well as numerous state schools around New Jersey and throughout the wider United

States. We also have Gates Foundation and scholarship recipients, Questbridge scholarship recipients and Seeds-Access Changes Everything Program. We actually have a student who will be going to Bucknell University this summer and will be spending three weeks there to understand what college and campus life is like. I encourage you guys to go on our website for International High School where we have more of the articles that are written about our students and their successes. We have student editorials there, as well as from TAPinto Paterson and several different videos that outline and explain where our students are going to different schools around the United States and some of the more prestigious schools.

Dr. Forfia: One of the most important things that our IB students have earned is a scholarship to college in some shape or form. Any of the students that are getting Questbridge or Gates Foundation Scholarships or going to an Ivy League school are getting a full scholarship where they pay for absolutely nothing. They are getting computers and dorms paid for, and even travel back-and-forth to home. I would like to introduce first Shamique Peart, who you all know.

Ms. Shamique Peart: Good afternoon, everyone. My name is Shamique Peart. I currently attend International High School as a full IB diploma student. In the fall, I will be attending Kean University as a nursing major. I am happy to say that I obtained a full tuition and fee scholarship to that university, so I'm very grateful. Thank you. My favorite course in the program is IB language and literature. I do enjoy reading on my free time and through this course I was able to learn to think outside the box and also dig deeper. My teacher always tells us to go beyond the surface level. The IB program has been rigorous, but it has been rewarding as it prepared me with important critical thinking skills and how to manage academic challenges I will encounter in the future. Thank you so much and enjoy the rest of your night.

Mr. Giovanni Orengo: Good evening. My name is Giovanni Orengo. I'm a career pathway student at International High School. I'll be attending Drew University in the fall with a major of theater arts. I will also be minoring in media arts, business and Chinese studies. For my ethical paper, I focused on geoengineering. Geoengineering is also known as climate engineering, which refers to the deliberate and extensive modification of environment processes that impact the earth's climate. The reflective process of this paper allowed me to look back on the writing and the complex relationship between industry and the environment. I learned about geoengineering as a potential way to fight climate change and examine the significant environment impact of fast fashion. My two favorite courses are IB language and literature and Mandarin. IB language and literature has allowed me to go beyond the surface level, while also delving deep in analyzing novels, plays, photographs and much more, which is a skill that I'll be using in college. I really appreciate my professor for teaching me those skills. Moving on to Mandarin, this course gave me the opportunity to develop a more comprehensive way of thinking. It challenged me to see the connections between language, culture and communication, broadening my perspective and deepening my understanding of how language shapes our view of the world. These courses were challenging at times, but these past four years have taught me to keep finding ways to improve myself and to ask questions to fully comprehend the courses, which is a lifelong skill that I will be taking. (Spoke in Mandarin Chinese). Essentially, I said, "Thank you for inviting me and I hope you have a good day." Thank you.

Dr. Forfia: In fairness, he is our top Mandarin student.

Ms. Fabiha Ibrahim: Hello, everyone. My name is Fabiha Ibrahim. I am a senior at International High School who is part of the IB Diploma Program. I will be attending

Montclair State University. I'll be majoring in biology and I'm sure that the IB program will help me throughout college. Talking about the IB program, I actually took two IB exams today. History is my favorite IB course. Another one of my favorite IB courses is environmental science, which I did an internal assessment about the effectiveness of organic and synthetic fertilizers. I essentially compared them. I grew 30 plants out of black bean seeds. 10 were compost, 10 were synthetic and 10 were controlled. Every day, I would water them with 40 milliliters of water. For the compost I would use distilled water and for controlled I would also use distilled water. For my synthetic batch, I would use 40 milliliters of water, but I would get one half teaspoon of Miracle Grow powder, mix it in a gallon of water, and shake it well and water all my plants. I'd measure them by the end of the day. Each day I'd get the height. I did a bar graph and got the average. I made a hypothesis that compost would come in first, synthetic would come in second, and controlled would come in third. I was wrong. Compost did come in first, but controlled actually came in second.

Ms. Widlene Plaisimond: Hello, everyone. My name is Widlene Plaisimond and I am a full IB diploma student at International High School. I will be attending Montclair State University in the fall, and I will be majoring in computer science and minoring in Chinese and mathematics. My favorite course throughout the IB Diploma Program was IB Mandarin. Taking this course made me realize that having a challenge is a good thing. I don't know anything about Mandarin, so being in this course really prepared me to anticipate the hardships that will come when I enter college. Especially in the computer science industry, there are a lot of Chinese competitors, so I wanted to be somebody of that qualification for me to be able to compete with them. Taking the IB course made me fall in love with the language, so I wanted to continue it into my college career. As a full IB diploma student I was required to write an extended essay. I wrote about how motivation affects our academic achievements. I did a lot of research for that and I came to the conclusion that motivation does have an impact. Motivate your children and students and they'll come out on top. That is all. Thank you for having me.

Ms. Esmeralda Angel: Good afternoon, everyone. My name is Esmeralda Angel. I'm an eleventh grader currently in International High School. I take the IB related program. I take the principles of engineering currently. I also have three IB courses – IB Spanish, IB biology and IB world history. I'm also involved in IB personal and professional skills, which is a class that really helps you develop these skills for professional life in college, but also in high school. My favorite class is IB biology because it is related with what I want to study. I want to be a psychiatrist and being in this class really made me think more. The teacher made us understand not only to know the answer to any of the questions, but know the why to that answer. You can know the answer for something, but you will not really know the process and how someone got it and how it works like that. I think that is something that most students should really implement, not just studying to know the answer, but also having that curiosity to know further. Next year, I'll be implementing IB art into my courses. Art is one of my passions, despite me being a really academic student. I'm glad that I had the opportunity to add it for next year. As Mr. Caruso said, I'm involved in the Seeds College Scholars programs. This is a rigorous program that prepares high-achieving, low-income students for getting to selective universities. But also, I will say, it's not just that. They prepared us really well for a college life and for life in general. Especially me, being a first generation student, there are a lot of questions that you really have and that no one ever tells you about. I think that they prepare you mentally and also emotionally. They encourage us to have communication with them, since it's something really important at the time of being, not just in school, but also outside of it in your professional life and everything. As Mr. Caruso said, I'll be going to Bucknell University this summer for three weeks to a college scholar program. This is a crucial part of the program because it's mandatory. I'm

really excited because they will put us into an academic environment of a college, us being high school students. I'm really excited for it. I'll be looking forward to engaging more with the program and to be better. All these things and taking IB courses are really meaningful to me. I was an ESL student. I moved to the country less than four years ago and having all these opportunities is amazing. That really motivates me to be better in the future. Motivation does impact the way that you engage with your college life or your high school life. All this motivation has helped me get where I am right now and I hope to be better in the future. My dream school is Dartmouth College. I really hope to go there for my undergraduate. However, my dream school is Johns Hopkins University for med school, since I'm planning on attending med school. Thank you so much, Dr. Forfia, for inviting me.

Dr. Forfia: Thank you for having us. We went a little bit over the 10 minutes. I apologize but thank you for having us. I want to thank my wonderful students and my staff who came to support.

Comm. Ramirez: Thank you for coming and thank you to all the students for coming and expressing themselves. Do we have any questions from the Board members?

Comm. Teague: I just want to say that this was a very impressive presentation. Just congratulations to the students, parents, staff and Dr. Forfia. This is a prime example of it takes a village.

Dr. Forfia: Thank you, Comm. Teague.

Comm. McCall: These are the things that need to be highlighted about our students. We need to tell the stories of how our children are achieving, but we don't tell the story. I don't know how we do it, but we've got to do it. I have to tell you right now, if I was a parent that had a child in a charter school, after tonight's presentation I would think twice about having my children there. This program is offering things that no other school that I know of is offering. These are the things that we need to highlight to get our children back, to get our programs more invaded. This program should be going on in International, Rosa Parks and all of our high schools. This is what we need for Paterson. Round of applause to you, Miss Principal, students and parents! We have to stand up and demand these kinds of things for all of our schools. Thank you.

Comm. Ramirez: Thank you, Comm. McCall.

Update on District Goals:

a. Instructional Program Review and Gifted & Talented

Ms. Joanna Tsimpedes: Good evening. This evening we're going to revisit the HYA programmatic recommendations that were made for both gifted and talented and academic services, which is instructional program under my purview. I'm going to start first with gifted and talented. We have three major findings – limited opportunities for our students to have advanced learning opportunities for grades 2-8. Currently, we only have that available to us at the Paterson Academy of Gifted and Talented. Another concern was inequitable access. We found that the referral process as well as program access were not all widely known by all stakeholders. When I say all stakeholders, it is inclusive of parents, teachers and community members. The last key finding was the lack of alternatives, limiting opportunities for advanced learners outside of Paterson Academy of Gifted and Talented. We needed to spread that across all our schools. In the event that students who are eligible to go to the academy but choose not to, for various reasons, they would have those opportunities within their own home school.

The short-term recommendation that were made by HYA was to increase the number of students screened by the CogAT. The CogAT is the standardized test that measures a student's cognitive development and problem-solving skills. That is what's currently being used in the district for the students at the Paterson Academy of Gifted and Talented. We want to be able to identify additional students based on multiple measures to be screened by the CogAT, rather than parents or teachers being the ones to make the recommendations. The district wants to review the data for our students and notify those parents that their students are eligible to participate in the CogAT to see if they will place in the gifted and talented academy. We also need to ensure that teacher referrals are inclusive if the student was not identified by the district to test for the CogAT, as well as parent referrals if the student was not recommended. For our programming we need to provide learning extension opportunities for grade two students across the entire district, not just in certain schools. We need to ensure that we professionally develop our teachers so that they are empowered with the skill set to identify what is a gifted and talented student, focusing on differentiation, critical thinking, mindsets, non-traditional characteristics that we normally don't assume with our learners. I'm proud to say the last piece is in our current budget that was approved last night, to fund for additional teachers to participate in coursework for gifted and talented. The first thing is to ensure our teachers are trained before we open up additional classrooms in the district. What are our long-term recommendations for the foreseeable future? We'd like to expand two additional locations within the district for our advanced learning opportunities. We were told not to focus it to say gifted into learning but focused on saying advanced learning opportunities and to focus on grades 3-8 rather 2-8. The reason being, we want to be able to develop our students in k-2 to be giving them the opportunities and enriched pathways and resources so that we can increase the number of students who could possibly attend the advanced learning opportunities. Lastly, we want to include in our new middle schools the advanced courses, not only in your core subjects, but we need to advance them in the arts. As you saw this evening tonight with our presentations from Paterson Music Project, we look to grow that across the district so that more students have the ability to participate and learn within the arts. Moving on to instructional program, the key finding strengths within the audit, and I believe there was about 158 teachers that were included in the audit that participated, we found that curriculum implementation was strong. Systems were in place to ensure compliance with districtwide expectations. Technology Integration - 81% of teachers agreed technology is effectively used in the classroom. Since COVID, we have adopted more of a blended learning model, where we have both devices. We don't depend solely on the devices, but the devices are there as an instructional resource for our students and our teachers. Student growth analysis was done and we found that students grew at the expected rates in ELA and math across most grade levels for students that were in the same bucket. Personalized instructions, the teachers appreciate the efforts to tailor strategies to individual learning needs. As we know, we have a diverse district of different subgroups, inclusive of multilingual learners and special education. We also had challenges that were found within the audit, such as resource limitations. Based on the last comment I just made, we do have a growing number of multilingual learners and SPED students within the district. We know that teachers would like additional resources to support the growing population and needs of the students. We've seen inconsistent practices in grading policies at different schools. We've seen inconsistent classroom management strategies across schools, which hinders the learning of students in the classrooms. Employee morale - teachers expressed frustration with lack of voice and felt undervalued as professionals, low compensation and limited recognition for the work that they do. As for parental involvement, we found that language barriers and work schedules identified as obstacles to families participating in activities at the school levels. Teacher input - what we did a few years back, and we continue to do so, is when we are adopting core

resources for our curriculum, it consists of a survey of teachers who are interested to participate. They are the final decision makers regarding an adoption. We just recently adopted a new k-5 ELA series. About 20 teachers in the district participated. As for curriculum, on the district website we do have surveys available for teacher input. We look at those surveys as it comes to pacing and resources that they would like to see, as well as the selection of novels. We find that our teachers have sometimes better input on what they would like for their students to read. Where are the students' interest levels as well as them being culturally relevant to our population of students? Where are our strengths and priorities? We found within our district strengths that we had technology integration, engagement with diverse groups, personalized instruction and employee accountability. What are our future priorities? Obviously, the most important is hiring and retaining quality staff for our classrooms, continued professional development to meet the growing needs, both for student and teacher, maintain focus on social emotional needs, as we know that is a growing and continuous factor in ensuring students are educated as the whole, and acquiring additional resources for multilingual learners in different languages and for our special education students. This school year, there was a heavy focus on data literacy that was done both at the administrative level and at the teacher level. We created modules for all school admin and central office administrators to ensure that we were able to make data informed decisions driving classroom instruction, as well as looking at efficiency and growth across the district in the standards. We maximize our utilization of the Link-It platform, which allows us to report and analyze data. We continue to refine our data collection to ensure that school administrators and teachers can drill down to the student level to get to the needs of the student. We're continuing to align all our interventions more effectively with regards to student needs so that we can accelerate their academic growth and ensure they get what they need and close our achievement gaps. Next steps – we're developing action plans based on review findings and recommendations. We're going to continuously monitor, and progress strategies as needed. As we know, this is fluid. We're going to continue to involve teachers, staff and families within improvement efforts because their voice matters. We're going to prioritize funding and resources to address and identify challenges and deficiencies. Are there any questions?

b. Human Resources

Mr. Luis Rojas: Good evening, Commissioners. Tonight, I'm going to be presenting the recommendations from HYA versus human resources. My partner in the process was Jeremy Skinner. He's an experienced HR individual from New Jersey. He's had a lot of experience in the area, so it was nice to bounce stuff off of him. The first recommendation from him was to revise our onboarding process to standardize the checklist. We collect a lot of documents from our employees as they come on board, sometimes more than we need to so we modified the checklist to not require so many documents. Not necessarily stop the process of hiring, but we require the paperwork because there are documents that we know we're going to need later so we require it in the beginning. Some of the things have been modified to ease the checklist and to ease some of the items on the employee as they come on board. He also wanted us to clarify the distinction between a Board approval of a hire and the execution of a hire. The Board approval is when you actually vote to hire someone, and the execution of a hire is when the individual is ready to go. They have all the paperwork ready to go. It's just contingent upon you hiring them. We're just waiting on the hire. That's the difference. We make that distinction now with the staff member coming on board just to let them know how long it's going to take. It takes a couple of months sometimes to come on board, only because of the timeline for Board meetings and also for an individual who has to wait 60 days to come on board. Typically, it's a 60-day

requirement from where they're coming from, so they have 60 days to complete all the tasks. Define the roles of the personnel transaction form. We do have a PTF, personnel transaction form. It's an internal document that we use internally to hire and promote employees. We use it for everything in the district from hiring, to paying individuals for overtime, for leave of absences or anything that has to do with personnel in the district. It is a paper format. It is antiquated. A lot of people have to sign the form and it does go from desk to desk sometimes. Documents seem to sit sometimes a couple days. Working with technology we have discovered that we can do an electronic PTF system. We're exploring that now. We have a company that Mohammed is looking into in partnership with HR. We're looking to streamline that PTF form, almost like our requisitions are now where everything is online. You can just go on the computer, click and move on to the next one. That's the process we're moving onto next. He also wanted us to consolidate our hiring-related SOP, standard operating procedures. That's what SOP stands for. We do have a lot of SOPs in the district. We do have a lot of them in HR, about two inches thick if I put them paper by paper. It's a lot of processes and procedures. We have condensed most of them. We've looked at them and we'll continue to look at our processes and modify as we go along. He also wanted us to end the practice of allowing staff members to apply for and accept positions in the same district. What we see is a trend in the district where folks are not happy in their building for whatever reason and they want to transfer to another building within the district. That sometimes handicaps some of our buildings, especially with some of the schools that are in category and some of the staff want to leave, which makes a bigger hole in the school for the students. Just recently, with help from the Superintendent and her cabinet, we came up with a new SOP that restricts those lateral moves and holds them to 60 days at the current location. Just like if they were going to leave the district, we would hold them to 60 days. We also retain the right to not allow the transfer to go through on a lateral move. By January 2025, he wanted us to create a comprehensive annual teacher recruitment plan. We've had one since 2017. I've updated it every year. We currently have one now. I think I presented it to the Board quite a few times in the past, but we do have one. It's up and ready to go for our 2025 school year. He also wanted us to develop a document compelling employee value proposition to attract and retain teachers. We do have our website. I will tell you; it is antiquated. It is old and it's kind of hard to follow. We are working with Ada Garcia and her new staff now so we should be developing a new website for human resources and the district. We want to make it a little user-friendly, easier to follow, easier to apply for positions and gain information. That should be shortcoming. He also wanted us to explore the possibility of J-1 visas. We've done those in the past. We don't think it is necessary right now. We're going to keep an eye on it and if we do need to look that way to get individuals with visas to come on board and help us out, we'll do that. Right now, our vacancies are roughly around 60 and most of them are in the bilingual career field. Some are special education, but mostly bilingual. It's not a category that we're really looking for right now to invest money in individuals with J-1 visas. He also wanted us to personalize interactive notifications from human resources to folks when they transfer in the district. We do give them letters. We bona fide the way we do our letters so for every individual transferring to a new building we've created a flyer and it's each individual school. If you're transferring to School No. 28, it gives you the demographics, the location, the school, the population and some of the information that somebody may not know going into a new building. We kind of give them a head start, just so they can get familiarized with a new environment before walking into the building. We also wanted to implement a process in which employees notify the district of their intent to resign and retire. We do have a teacher exit survey. We use it. We've had it quite a few years. We take a lot of data from it. It helps us move forward, with our trends and our retention. We look at why people are leaving and try to modify things. When we see a big number of people leaving the school, we kind of address the target and really

peel back the onion to see why people are leaving. They'll be honest with you. They'll call me and sometimes I'll have conversations when I get one of these exit surveys that are pretty tough. If an employee is really slamming the district on their way out, I have a conversation with that individual. It's really a useful tool. He also wanted us to create a teacher retention plan owned by the human resource department. We do have a retention plan. We believe that our district is a great place to work. We have a lot of benefits. We have employees that leave, and we have employees that look to return within 60 days. I have teachers that leave and teachers that want to come right back because the grass isn't greener on the other side. This is a place that people want to work in. It's a place that people do want to come to. Our teachers are proud, and they do want to come back if they do leave. He also wanted us to create a plan to prioritize recruitment and retention. This is all we do upstairs, recruitment. I have two recruiters. Their full-time job is to recruit. They go out. They hit it hard. They target. They outreach schools. They have partnerships with our local colleges. We build a support team around our teachers in order to get them on board. He also wanted us to create an SOP for new hire salary determinations. We do have a lot of bargaining units in the district which have salary guides so that's taken care of. I think what he was talking more about is non-bargaining. In non-bargaining, we have roughly around 170 positions. You're probably going to have 100 different titles. He and I had a conversation. It was tough to create a salary guide for non-bargaining employees. Sometimes in human resources you need a little bit of flexibility to negotiate salaries. For non-bargaining, specifically, I pushed back a little bit and I said I need a little more flexibility in that area. This is something that we're still looking into and if we need to change it, we will change it. Right now, we compare salaries. When we negotiate salaries, we see what the trends are out there. We see what the trend is in the district, what people are making in the same category, and we develop a salary guide based on current salaries in the district and the individual skills. He also wanted us to create regular opportunities for senior officials to engage with and hear input and feedback from our teachers and employees. The Superintendent and Deputy Superintendent are in our schools every day. So are the four assistant superintendents over schools. We engage in multiple avenues of engagement. We have town hall meetings. We have focus groups. We have union advisory boards. John McEntee, the President of the PTA, him and I probably talk about 20 times a day at the very least. He gets things in his ear. He reaches out to me. I hear things on my end. I reach out to him for help sometimes. It's an open-door policy between both of us and it's essentially working where there are good labor relations between the district and the associations. He also wanted us to create additional opportunities for, recognize and celebrate employees. It's interesting because just recently we celebrated just one of our employees, a staff member. We spotlighted him through communications. Tyrone Thompson. He's one of our students. He came through the special education program, graduated from the TIES program and he's here working for the district now. We've actually highlighted him. If someone's doing a good job, we highlight them. We inform the communications department, they do what they do, and they get out the information. Finally, support new teachers' request for exemption from the state resident requirements. If you move into the State of New Jersey, you have a year to live here. If you're from Pennsylvania and you find a job in New Jersey, you have to move into New Jersey within a year. There are some waivers and an individual can waive. We do help individuals, staff members, with the application. It's pretty tedious sometimes and we provide all the information they need to get them either on board here in the district and stay here in New Jersey, or fill out the waiver forms and they can stay in New Jersey, teach in New Jersey, and don't need to meet the requirement to live in New Jersey. That's it.

Comm. Ramirez: Thank you, Mr. Rojas. Are there any questions from the Board?

REPORT OF THE SUPERINTENDENT

Dr. Newell: Good evening, everyone. First, I would like to thank all of the performers this evening and for the presentations that we have witnessed. As you can see, we have brilliant youngsters in Paterson Public Schools. I wanted to just briefly talk about Earth Day.

Comm. Ramirez: One second. I'm sorry. Could we keep it down out there? I'm sitting next to Superintendent, and I can't hear her.

Dr. Newell: The City of Paterson invited students and staff of School No. 2, School No. 28 and Norman S. Weir to City Hall for its Earth Day flag raising ceremony and fair on Tuesday, April 22. This event provided a special opportunity for students to engage in environment awareness activities to celebrate sustainability efforts and to contribute to a very meaningful community gathering. Both Paterson Public Schools and the City of Paterson are committed to cultivating a sense of appreciation for the environment in our schools and to building a greener and healthier future for Paterson. Special thanks to Comm. McCall, who spearheaded this work and invited us to the event. We also had Preschool Awareness Day on April 24. The district's Department of Early Childhood Education hosted a special event for preschool awareness. Families had the opportunity to learn about what we offer for the preschool program, which is free. They were able to meet the local preschool providers and receive important information on registration. Paterson's free preschool program is among the very best and that is why we aim to ensure that our parents are aware of all that we offer for our youngsters. The event was a tremendous success. I would also like to thank the City of Paterson for allowing us to host it at City Hall because that was a central location where we could see a lot of our parents. Autism Awareness Month celebration, as you know, was in April. Throughout the month of April we celebrated Autism Awareness Month. We had events at Bauerle Field. We had events here at our building. I want to say a special thank you to Assistant Superintendent of Special Education, Ms. Cheryl Coy. Ms. Coy and her team worked incredibly hard, not only during the month of April, but throughout the year, to ensure that we are providing what we need for our autism student population, that they're well represented and that they receive the support they need to be successful. To all of you parents out there, I'm excited to announce that the New Jersey Student Learning Assessments will begin next week on Monday. For those who don't know, this is a statewide assessment that measures student progress in English language arts, mathematics and science. This past Tuesday, yesterday, was Teacher Appreciation Day. I'd like to take a moment to again express my appreciation for our hard-working teachers. On behalf of the families of our district, thank you for ensuring our students are prepared for testing next week. Thank you for all that you do year-round to educate our children. I'd also like to wish our students the very best of luck with testing next week, which starts on Monday. Rest is very important. You have been provided with all the tools. All we need for you now is to go and activate. We know that you are brilliant, and we know that you will do your best. Finally, I've been asked to let you all know that we will be having our June 4 workshop meeting at John F. Kennedy High School. The reason for this movement in location is because we will be having more planned student performances, recognitions and other presentations that are better suited to a much larger venue, which will be the auditorium at Kennedy. We will be updating you about the change so that you will be aware of the move to John F. Kennedy. That ends my report. Thank you, Commissioner.

REPORT OF THE PRESIDENT

Comm. Ramirez: Before we go into public comments, because I do see a lot of new faces here, I just want to remind everyone of Board Policy #0167. All statements, questions or inquiries shall be directed to me as the Presiding Officer, not to the Superintendent or to any of the Commissioners sitting up on the dais. Also, please be reminded as per this policy that no statement, question or inquiry shall be abusive, obscene or defamatory to anyone up here on the dais. Please observe reasonable decorum. This is a public meeting. Thank you very much.

PUBLIC COMMENTS

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

Mr. Alexander Cardillo: What you're missing by not having me as a librarian is this. I have research skills and kept NJSLA standards for that. I have a skill set in knowing how to do citations for papers that our students in Paterson need to know so they can complete if they choose to go to college. I have a vast knowledge of children's literature that I imparted on many students at MLK. I always told people you need to find what your book is. There is something special about picking your book and not have a book being forced upon you. There is something extra special about going to the library and picking your book to take home. I had excellent book clubs and book discussion groups. I was great at Readers Advisory. I also had a theme on the National Park Service, as I have a social studies background. We have a great national park in Paterson, and I would book a field trip to that so the children could appreciate their national park. I also made sure that students were exposed to other national parks. I had a trip to the FDR library. I brought in guest speakers for students. My collection at MLK, which has now been destroyed because of the placing of School No. 3 students there, was the best collection. I made sure that all of the non-fiction books were updated with relevant information through the help of one of the teachers who got me discarded books from her public library that were recent. I made sure we have Manga comics in the collection. These were things that students wanted to read. I had such demand for students to come to the library that I couldn't keep up with it. I could have used an aide to help me with it. We fundraised for the library through Scholastic book fairs. I would scrounge through any donation pile from anywhere I could find so Paterson students could get the best reading material they could possibly get. The students deserved nothing less. I did this and much more. I cannot elaborate it in three minutes. Mr. Rojas, you did not speak with me when I exited, and I have been requesting an interview with you. Please try and speak with me. Thank you.

Dr. JoAnn Cardillo: My statements continue regarding the lawsuit of Alexander Cardillo versus the Paterson Public Schools. On April 9, lawyer Kyle Trent was mentioned in the Board action you took to remove Ms. Shabazz as an attorney. He is the attorney who is handling this case for you. At one point, Mr. Trent worked on this case with Judge Eliza Testa and Alexander Cardillo. Judge Testa wanted Mr. Cardillo's attorney to rewrite Mr. Cardillo's complaint as Mr. Cardillo wrote the original complaint on a recall pro se. In the matter of the recall process, Trent asked Mr. Cardillo's attorney to make a deal with him to start this case to start from 2023 instead of 2022 when the recall process complaint wasn't originally written. This way Mr. Cardillo would lose one year's worth of back pay. He knows something is not right because the complaint was moved to the State Board of Education, who moved it forward to the administrative law judges for a discovery period. Judge Testa was outraged at Mr. Trent trying to make a deal

against Mr. Cardillo's interests while it was being heard and without Mr. Cardillo present. Mr. Trent suggested that it would be a hardship to fire someone else to take Mr. Cardillo back, which is ridiculous because at least four librarians have been hired here during the life of this case. You currently have one librarian available, so there is no hardship. The Human Resources Department is ignoring your requirement to go back to the RIF list to offer a position to staff in seniority order, regardless of non-tenured status. Trent knows the district is not in compliance with the law and policy #3146. Yet, we go on without human resources coming to the table. I am wondering why Mr. Rojas will not seek to end this lawsuit now that we have all the facts and see that Monica Florez duped everyone, including the Superintendent. He knows I am a credible source of information as we worked together for many years as colleagues in central office. So does the current Superintendent. Mr. Cardillo was denied a Donaldson hearing by making him a RIF. He could have told the story of Martin Luther King School in 2019. An investigation would have needed to be done. This jig would have been up for the principal at that time. All would have been revealed, except for the DCPD travesty, which would have never been revealed and would have remained Monica Florez' little secret. Judge Testa was assigned to another court before the formal hearing occurred, and Justice Thomas Betancourt was assigned the case. He dismissed it without any oral argument, hearing or phone calls with any attorneys. He did not take the time to understand what was at play. This was a win for Trent but is playing out in the court system today.

Mr. Sasha Wolf: Mr. President and members of the Board of Education, my name is Sasha Wolf. I'm from the New Jersey Education Association. I'm here to speak to you about two matters today. Firstly, I am proud to represent the over 150 members of the Paterson Food Service Association who, without fail, serve meals daily to the students of this school district and have done that for countless years without any outside involvement. Approximately two years ago, this district decided to bring in Sodexo as an outside contractor to "assist" the food service program in the delivery of meals. I think we can all agree that has this benefited the district is simply a fiction. I think the association feels it's time to reassess this program. When the district is looking at a budget shortfall, does it make sense to add an extra layer of management to this Food Service Program? Not only does it cause confusion, food going to waste, but the managers of Sodexo Magic heckle and harass my members on a daily basis. Who does that benefit? Does that benefit the students trying to receive meals? Does it benefit the staff, my members trying to work in conditions that are conducive to a happy and healthy environment? It doesn't. Let's end this now. Let us go back to the system where our cafeteria workers serve meals free from outside influence. The only party that's benefited from this arrangement is Sodexo Magic. I may add it just so happens on tonight's agenda under fiscal management, item 57, Sodexo Magic is conveniently making a donation in kind of approximately \$7,000 to the district. I sincerely hope that's not to curry favor to renew their contract for next year. I urge you to examine that closely. Second, I'd like to speak to you about the ongoing saga of the roof at the Dr. Hani School. This was a building built by the Schools Development Authority. It's not yet 10 years old, but the roof continues to leak and leak and leak. This has caused health problems with staff and students. In your home if the roof continued to leak, what would you do? You would fix it, right? My challenge is, why hasn't Neil Mapp adequately addressed the problem? The Paterson Education Association has brought to his attention the issues regarding mold tests and the fact that we had a dry spell for at least a week, but no remedial actions have been taken to repair the roof. Why do we gamble with the health of our staff and students? Please direct Mr. Mapp to fix that roof. Thank you very much.

Ms. Rosie Grant: Good evening, Commissioners, Dr. Newell, Dr. Henderson, staff and community. My name is Rosie Grant, and I speak on behalf of Paterson Education Fund. First, thanks and congratulations to the students who performed and presented and to the adults who helped them to get here and to get there, for the ones who are going on to various universities. That was really good to hear and witness and it gives me joy. We should all be in pursuit of joy. I brought today, again, our Paterson Education Fund Guide to Understanding the School Budget, which is quite complex. We've taken what we think are the most important things from the 800 pages and brought it down to four. Yesterday, when I promised to have the middle section done, the school-by-school budget, Linda Reid was giving me daggers in my side because I said in two days. But you know what? She did it in one. Thank you, Linda. The things I wanted to point out, some of which I mentioned yesterday, I encourage people to take this and look at what's changed and ask some questions about what's changed. I see that we have an increase of \$35 million from state sources. We have a decrease of \$20 million from federal sources. The blue number has the details in blue, the green and green and so on, on the front page. That's all our revenue sources for our total budget of \$848.3 million. On the back are the expenditures. Again, look for the things that stand out. Total regular program instruction is down by \$4 million. Tuition is down by \$3 million. Lots of others are by \$4 million, \$3 million and \$1 million. Facilities acquisition is up by \$4 million, which we need, and funds to charter schools, transferred out, is up by \$17 million. The general fund contribution is up by \$18 million. Again, the federal projects are down by \$20 million. This is where our money goes. It's important for people to understand where it comes from, where it goes and what's behind it. In the middle across each row is the school-based budget. Find your school and look at your school-based budget. See if there are some questions you want to ask. There are zeros there. There are four school-based budgets going down. However, overall, the district is giving more this year to be spent at the building level than they did last year. School-based budget represents 36% of the entire budget. Please call us if you want more information or a workshop. Thank you.

Mr. Ernest Rucker: Good evening. Since you decided, Acting President, to read that performance, let me explain something to you. Your rules, your regulations, your words mean nothing when it comes to the First Amendment. Anyone in this audience that wants to speak, and speak as they choose to speak, will speak. You don't have that right...where you voted on removal of corporation counsel from this Board. You did it in a closed meeting incorrectly, violating the ethics codes. I've already filed one ethics complaint against your Board President, and you will be the second one coming up. I am tired of coming out to these meetings to correct you guys when you're doing the wrong thing. The President of this Board made a statement about Puerto Rican dominance, like no other race lives in this city. Well, I'm here to tell you something. I don't believe in dominance. I believe a kid is a kid. If he's Latino, Arab, Black, whatever he is, he's a child and deserves the same education. The way you are running this Board now is a dictatorship. You're taking new Board members into the meetings, not explaining to them about what they might be caught up in later on as far as complaints being filed against them. You should be ashamed of yourself. You should be ashamed of yourself. We've had these conversations, and I know how slimy you can be. I know how slimy you can be. I've watched you. I've watched you. I've watched you as you worked very hard to remove African Americans from this Board because you wanted dominance and have been sneaky in the way you did it. But guess what? I'm here to ride you, son. I'm here. I'm back. I was trained by Frank Napier, Superintendent of Schools. I know more about this Board than you do, my man. You're not going to take the kids' lives, security and education and play political games. I've had conversations with John Currie. He knew I disliked the fact a non-partisan Board has been affected with the Democratic Party. That's how we have now a new corporation counsel. I'm

doing my research, but I know just talking to you means nothing. The only thing that you care about is what's on paper and lawsuits. Well, I got a crew together now pro bono and we're going to flood this Board with lawsuits. Continue doing what you're doing. I noticed when I walked in here you got real nervous. You have every right to be nervous when I walk in this room because there's a lot of stuff I got for you, sir. In my closing remarks, congratulations to the new Board members and thank you public for finally coming out and taking care of your children. I support these people in the back row with those signs. Have a good night, Mr. President.

Ms. Sanan Ramadan: Good evening, Board members and Superintendent Newell. We've been coming here for months. We've spoken from the heart. We've raised valid concerns and every time we are met with silence. No outreach. No follow up. No answers. We went to your forums and asked the hard questions. You still didn't address us. Now we're at the end of the school year and we're still in the dark. That's unacceptable. What's going to happen to these kids who won't be provided with busing? Just last week, a kid got hit by a car. Are you prepared for more of that? Are you willing to take responsibility for the danger you're creating? You haven't once addressed our concerns about bullying. Middle schools are known for it and the middle schools you've created have some of the highest bullying rates in the district. On top of that, their test scores are lower than before. We're doing just fine the way we are. Our schools are working. Why change it? Why break us apart? Most importantly, what are you going to do when this doesn't work? All signs point to failure. Are you going to abandon it then? Are you going to leave our children stuck in a broken system you created? We are not experiments. Our children are not data points. We demand real answers, and we demand them now. I'm just intrigued by how when there's a presentation all the Board members have everyone's undivided attention. We just want to be heard. We're here over and over. We want your undivided attention. Thank you.

Ms. Asma Sheikh: Good evening, Board members. This entire middle school model rollout has been handled without transparency, without proper communication and without respect for the people most affected, us, the families of Paterson. You claim this model is in the best interest of our children. Yet you never asked us. We were not included in the planning. We were not given a vote. We were only told, not consulted. You made decisions behind closed doors and tried to convince us this was best after the fact. That's not partnership. That's not how you build trust and community. If this was truly about our kids' wellbeing, why are you ignoring the parents, teachers and students who are telling you this won't work? You want to break up our school community that have grown together for years without a single guarantee the change will bring positive results. This is our model. It's a gamble and you're betting on our kids' future without even bringing us to the table. Thank you.

Ms. Leylah: Good evening, Superintendent, Board members and everyone present. My name is Leylah, and I stand before you tonight, not with anger, but with something far heavier, deep disappointment, sadness and a profound sense of betrayal. This isn't my first time speaking before you. Meeting after meeting I've stood here, not just as a student, but as someone who truly believed this district existed to support us, protect us and listen to us. I believed that if we raised our voices, we would be heard. If something was unjust, you would be the ones to fix it. We were told schools are safe spaces where every voice matters, but your silence has spoken louder than all of our pleas combined. We've asked you to listen. We've asked for you to stand with us. We've shown up with open hearts, hoping and praying that maybe this time you'd look up from your phone and truly hear us. Instead, we've been met with silence. In that silence, you've shown us exactly where your priorities lie. You've taught us a devastating lesson that in this room it is not students that matter most. It's money. We

were raised to believe that our education mattered to you. But during this unnecessary and hurtful ordeal, you've made it painfully clear that what matters here is not the people, not the students, not the community, but numbers in a budget. So I ask you, when did students stop being your priority? When did it become acceptable to make decisions behind our backs, without transparency, without care, and leave us feeling invisible, disposable and powerless? Again and again, we've seen the same pattern. We are moved, replaced, ignored and treated not as individuals, but as pieces in a game. What message do you send when students come to you with courage and vulnerability and you turn your backs? I'm heartbroken, not just for myself, but for every student who believed their words could make a difference, for every teacher who stood beside us, for the secretaries who welcomed us each day with kindness, for the janitors and lunch staff who've watched us grow up, for the security guards who have opened doors with a smile and a good morning, for the administrators who made us feel seen, valued and safe since the first day of kindergarten. I'm heartbroken for the students like my brother who now have to walk away from a team that has given its all to him and his education since kindergarten. Did their wellbeing not matter? Did their voices not count? I'm heartbroken for every family who trusted this district to do what's right because we weren't even considered. Somehow, asking to be seen and to be fought for was too much because our voices couldn't compete with the sound of money. You don't see the heartbreak in our eyes. You don't feel the weight of walking away from a place that shaped who we are. You don't carry the burden of knowing that people who are supposed to protect us chose not to. You had the chance to lead with courage, to act with empathy and to do the right thing. You had the opportunity to stand with us, not above us, and you chose not to. We expected guidance and integrity. We expected better. Although there is still time to make this right, we know you won't. Please hear us, not as a rebellion, but as the truth we will remember. Thank you.

Ms. Safa Ahmad: Good evening, Board members. Let's talk about safety, the most basic responsibility you have when making decisions for our children. You're forcing kids to walk across town through dangerous intersections and unpredictable weather, all without providing buses. Last week, a child was hit by a car. What more do you need to understand that this model puts children in harm's way? We understand that state guidelines don't require busing for students living under two miles from school, but Paterson is not the suburbs. These streets are busy, dangerous and filled with traffic, especially in the morning. You're asking kids starting age of three years old to walk through them. Are you ready to take responsibility when something happens? Your silence after these concerns were raised says you're not. Thank you.

Ms. Yolanda Rosa: Good evening. My name is Yolanda Rosa. I work for the Food Service Department. I am the President of the Union. We have complained about Paterson Public Schools wanting to hire another private company to work with Food Services. The salary they pay us is very low. We don't even reach \$31,000 to work with two companies. We want to work directly with the Food Service Department. Working with another company causes us a lot of stress with so many demands. They want us to take responsibility for them with a low salary.

Ms. Luz: I'm going to be really quick. I'll be honest. I don't have anything planned. How are you, Mr. Horsley? I still haven't gotten my questions from the last time that I asked.

Comm. Ramirez: Please address the question to me.

Ms. Luz: I heard what you said, but this was previously, so I'm just following up.

Comm. Ramirez: This is Board policy.

Ms. Luz: Do you want to pause my time and this way you can talk?

Comm. Ramirez: I expect you to follow Board policy.

Ms. Luz: If you can ask me more respectfully, absolutely. I'm happy to. Since you want me to address the questions to you, we'll direct it to him. It was you that stated that the middle school model was implemented in 2021. You can say correct because you were just answering.

Comm. Ramirez: Just make out your whole statement.

Ms. Luz: No problem. I called the State Department of Education, and they confirmed that this was not implemented. No applications. Nothing was put in. Parents, in case you don't know, there were no applications put in until just February when you found out about it. When are you going to address the parents and the public and let them know that this was not implemented in 2021 and this was just implemented in February? You have nothing to say? Address the parents. The parents have questions. They have concerns. They keep coming out. They keep asking you. You keep ignoring them. Most of them don't know that this was just done in February 2021. You and Eddie Gonzalez very clearly said this was in 2021. Why lie? Why did you lie? Why weren't you upfront and honest with the parents, teachers and kids that keep coming out to this podium? Why lie? This is what happens every time. That's why this amazing little girl, future woman, just came up here. Another question that she asked, which I appreciate, and everybody has to know too, when did students stop being your top priority? I'm addressing you. You wanted to be addressed. You just corrected me for addressing him. You interrupted me very rudely, which is something that we don't want these kids to see. You wanted us to address you respectively. Why did you lie and not tell us that this happened in February 2021? That's why you were implementing so many community forums. Guess what? All that stuff has to be put in with these applications that were just put in. When are you going to tell them?

Comm. Ramirez: Finish your statement.

Ms. Luz: No, you can pause my time.

Comm. Ramirez: No, finish your statement. You have three minutes.

Ms. Luz: No, I want an answer.

Comm. Ramirez: This is not a question and answer.

Ms. Luz: I asked a question from Mr. Horsley, and he didn't answer it.

Comm. Ramirez: As per Board policy you are to address me and not him.

Ms. Luz: I'm waiting for your answer. I addressed you.

Comm. Nieves: Point of order. We shouldn't have a Q&A.

Ms. Luz: Nothing? Does anybody here want to know why they lied to us? I thought they did.

Ms. Greta Mills: Hello, everyone. My name is Greta Mills. The students did a wonderful job, as usual. They always come down here and they perform and do an awesome job. I will start with the negative. We still have the mice. Today we come to school and on top of the desk is nothing but mice droppings. It sat there all day in the teacher's room, right next to the microwave. Of course, maintenance cleaned it right. They must have because they signed the paper that says they cleaned inside the room. Meanwhile, those mouse droppings stayed there all day long. Trash was running over. I'm trying to understand this whole policy of signing these papers and checking the rooms when it's not being cleaned. It smells like a dead rat in the building. We're putting peppermint down to try to kill the smell of the dead rat. On top of that, I still keep coming down here about that fifth-grade group. If you don't break that group up, somebody is going to seriously get hurt. There have been people that have gotten hurt. They said that parents have complained about certain things. You need smaller groups. It's a hard group to deal with. I had them. I came down here and I complained. I told you I did my police report myself. It's a difficult group. They need to be broken up. I know you heard what happened yesterday. If you didn't, you need to. I am not going to say anything right now, but you need to know it was not good. Everybody wants to be in a hush-hush, but it's not good. Break that fifth grade group up. It's only going to get worse. Please get rid of the mice. Break that group up. For the NJSLA, I just want to make sure everybody understands. Don't give two assessments in one day. That's not fair to the students. I know some people are planning to give two assessments in one day and it's unfair. On a good note, one of the good things we had at School No. 10 is the parent night. We had activities for parents and gave away different things for them. I was glad to see some parents came out. I wish way more did come and hopefully you could fund it and do it again. Other than that, I just wish that some of you would be more respectful and not come up here in your demanding ways about that policy. These kids are coming in here and they are speaking very well. They're speaking awesomely. Just from that alone, you should leave them alone because they got it going on. Just for that alone. Have a good night.

Ms. Cameo Black: Good evening. Let me clarify something. This bullshit law, it was revised today. Nobody is going to tell me what I can say and what I can't say. You want me to address you? I'll address you, but she can hear everything that I'm saying. I came for her, but I'm addressing to you. She hears me. She's always going to look crazy anyway. Since October up until today, I've been sending emails about the bullying and the harassment. I'm still waiting for calls back. As of today, I pulled my son out of school. He will not be returning back to school. He's going on bed rest. Somebody is going to do something about it before I end up in jail. They don't fucking cook the food that I like. Like I told you before, I'm mad. I'm pissed off. That's my kid. I don't play about my kids and nobody else's kids. Nobody is going to tell me to come up here and be quiet. Ms. Badawy, I'm coming for you too. You can sit behind that thing, but you can hear me too. Just know when that lawsuit hits, you will be paying out another one. I'm done with you all. I want my son to go on bed rest. I'm requesting it. I emailed you today. You got him to call me back. He shouldn't have called me back. I want you. Dr. Henderson, I reached out to you too. I want you too. All games are over with. When it's with my son, I'm done talking. Today I planned to leave in fucking handcuffs, but I'm going to change my mind because my kids need me. Put my son on bed rest. I want him out of that school. The same way these kids can go out of the country for months at a time and they can come back and pass, my son better pass too. That's all I got to say. I'm done with this Board of Education. Tomorrow somebody better be calling me with my request. If not, you all know what time it is. I'm standing on business, and I mean that shit from the bottom of my heart. Like I said, I can say what I want, Joel. I can. I'm grown. My three minutes are not up yet.

Comm. Ramirez: But you're being disrespectful.

Ms. Black: And you're being disrespectful too. The same way you're talking and bobbing your head like a woman at me; I'm doing the same thing. If you want respect, give it. Ms. Black's time isn't up. I haven't heard the bell yet. You can sit here and talk for her, but she knows what I'm talking about. You get paid. You're a volunteer. You have multiple positions that you play. You're the Director of the Board of Health, the Commissioner, and the BA. We are tired of all of this shit. All of you run in the same circle. Like I keep telling you, I'm here for it. These council people that are in here looking stupid too. I'm going to stand here and nobody else is going to talk until my three minutes are up. I'm sick of this fucking circus that you are running.

Comm. Ramirez: Mr. Price, she will be removed.

Ms. Ashley Figueroa: Hello, everyone. Thank you for being here and for letting me speak. My name is Ashley Figueroa. I'm a sophomore French horn player at Rosa L. Parks School of Fine and Performing Arts. I'm here today because the instrumental majors, along with the vocal majors, had a field trip on Friday that was canceled. We were really looking forward to the field trip that we worked hard for and that meant a lot to us. To some people it might just be another missed field trip, but to us it's a big deal. It's more than getting on a bus and going somewhere. It's a reward. It's a celebration of everything that we put to our creation, the hours, the practice, the teamwork and the passion for music. For many of us, music is one thing that keeps us going. We feel proud of who we are. It's where we feel safe. Losing this trip feels like being told all of us don't matter and that what we care for isn't important. The time that we have to shine and show the world who we are is all gone. I'm not here to complain. I just want to know why we can't get the supplies that we need. We need new music stands. We need equipment, but no one's listening to us. I just want you to understand that other majors in our school are getting field trips and experiences to the outside world, but we're forgotten. I'm here to ask you to see us, to understand how much this has meant to us and to remember that music matters and so do we. Thank you for listening.

Mr. Akeem Dunham: Good afternoon to our Board and Madam Superintendent. Once more, I am hard of hearing. I had a stroke on my left side. I only hear from my right. To the Board member who attempted to silence me during the meeting, you have a microphone, a platform and a title. Yet you paused your remarks just to single me out as a member of the audience. It wasn't about order. That was about control. It was unnecessary and, frankly, a waste of time. I came tonight specifically for the resolution for review. The pilot agreements and fiscal impact, I don't see any information regarding that. I don't know why not. It's just that for me the agreements and their physical impact on Paterson Public Schools play a vital role. I want to express my concern that the supporting information, specifically the details of the agreements and their financial breakdown, are not included in this Board packet. For me, that's a lack of transparency, Madam Superintendent. It makes it difficult for the public and even the Board members, if there are any, to fully access the implications of these agreements or these deals. If we are reviewing the fiscal impact, then we should be provided with all the relevant data, including what the city is collecting. For me, most importantly, what's being denied to our schools for the sake of accountability? I respectfully request that this information be made available before any vote is taken. You shook your head at me to say that the information is not provided. At the next meeting can you push that that information be put in the packet? Thank you. Lastly, I would like to say that I do understand that most pilot programs do not include school districts in their revenue. In New Jersey, school districts typically get nothing, if I'm not mistaken, unless the city voluntarily shared. That's why I came here tonight. I saw that. I knew that was on

there. Next meeting if we can have that information so that we can know the city is getting 'x' the amount of dollars and this is what they aren't sharing with us. I believe that information is important. Thank you.

Ms. Ana Fallas: Hello. My name is Ana Fallas. I am a tenth grader in Rosa L. Parks School of Fine & Performing Arts. I'm here to talk about the missing school trip funds. I stand here today not to cause conflict, but to raise concern about something many of us have quietly shared for some time now. I remember the excitement on my friends' faces when the school announced the trip. We fundraised, saved and handed our money with trust that it would go towards experiencing what we were looking for today. We were told today that the trip was canceled. Why tell us two days late? What's more concerning is the silence surrounding it. No clear explanation has been given about where the money went or why we haven't been refunded or rescheduled. We understand that plans can change, and things come up. But when it involves our time, our trust, and our families' hard-earned money, we deserve transparency. This isn't about blame. It is about accountability. We're here asking respectfully, what happened to the trip money? Was it used for something else? Is there a plan to refund us or make alternate agreements? We're not just students. We're young people learning about how the world works and this situation is teaching us the importance to speak up when something doesn't feel right. We're not here to accuse. We're asking for clarity. Again, we're not here to accuse anybody. We're just here for clarity. Thank you. That's all.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

WHEREAS, the Paterson Public School District approves payment for the list of bills and claims dated May 7, 2025, beginning with check number 247892 and ending with check number 247905, along with direct deposit numbers beginning with 2435 and ending with 2458, in the amount of \$9,397,582.06, and wires in the amount of \$479,786.06, for a total of \$9,835,025.62; and

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

Resolution No. 2

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

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

WHEREAS, The Board of the Paterson Board of Education communicated expectations that such recommendations are made on a timely basis and include the proposed

appointment, transfer, personnel in compliance with the contractual and/or statutory requirements.

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the May 7, 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 reclassify **PC# 2360** from Teacher Bilingual to Teacher Bilingual ESL.

A2. Action requested to reclass **PC# 6998** from a Personal Aide at Central Office to an Instructional Assistant position at Central Office.

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 **Certificated** employee listing of Resignation/Retirement/Terminated/Deceased, with the respective effective dates for the 2024-2025 school year. **(34) employees**

Name	ID#	Title	Location	Reason	Term. Date
Abada, Megdouda	121992	Teacher	026	Resignation	2/8/2025
Ahn-Murphy, Grace	120962	Teacher	025	Resignation	3/18/2025
Alessio, Salvatore	121608	Teacher	301	Resignation	2/15/2025
Barca, Jo Ann	110658	Principal	001	Retirement	8/1/2025
Carrington, Erica	123187	Teacher	006	Resignation	4/30/2025
Carter, Thinsha	103597	Teacher	018	Resignation	4/26/2025
Cayo, Claudia	122665	Teacher	008	Retirement	4/1/2025
Coleman, Tiffanie	122723	Teacher	313	Resignation	4/29/2025
Daly, Victoria	122163	Teacher	027	Resignation	3/8/2025
Draheim, Mary Ellen	107870	Teacher	024	Retirement	4/1/2025
Farnese, Alexa	122446	Teacher	301	Resignation	2/15/2025
Joseph, Frantz	123423	Teacher	006	Resignation	3/1/2025
Katat, Zizy	101650	Teacher	313	Abandon/Position	3/3/2025
Maignan, Joanna	123462	Teacher	052	Resignation	3/16/2025

Mc Cauley, Morgan	122944	Teacher	013	Resignation	3/29/2025
Mccombs, Tonya	113564	Teacher	002	Resignation	5/24/2025
Mohamed Khan, Hanaa	122492	Teacher	313	Resignation	3/8/2025
Pavone, Alicia	116990	Director of Special Education	655	Resignation	4/26/2025
Radoian, Michael	104965	Teacher	034	Retirement	3/1/2025
Reder, Michele	123015	Teacher	655	Resignation	4/26/2025
Regan, Alexa	123526	Teacher	028	Resignation	2/15/2025
Robinson-Johnson, Ashley	121549	Teacher	055	Resignation	3/4/2025
Rodriguez, Steven	123561	Teacher	005	Resignation	2/8/2025
Rosmarin, Carrie	123655	Teacher	060	Resignation	3/22/2025
Schnorr, Kathleen	103383	Teacher	301	Retirement	3/1/2025
Scott, Anisha	117887	Teacher	655	Resignation	3/21/2025
Sheikh, Walla	119016	Teacher	307	Resignation	2/15/2025
Sykes, Kenneth	123497	Teacher	054	Resignation	4/4/2025
Travers, Tina	123013	Teacher	041	Resignation	3/15/2025
Vander Wende, Paul	116747	Vice Principal	055	Resignation	3/23/2025
Vaughan, Lolita	111491	Principal	010	Retirement	9/1/2025
Weah, Kevin	123418	Teacher	036	Resignation	3/1/2025
Williams, Traona	123635	Teacher	005	Resignation	5/3/2025
Yar, Megan	118915	Teacher	027	Resignation	5/16/2025

D. TERMINATIONS

E. NON-RENEWAL

E1. Action to Non-Renew the attached list of staff members for the 2025-2026 school year. Effective July 1, 2025.

PC#	Employee#	Location	Title
3280	123184	School #27	Teacher ESL
5233	123099	Martin Luther King #30	Teacher Preschool
1661	123166	Rosa Parks HS of Fine Performing Arts	Teacher Dance
2728	122981	New Roberto Clemente	Teacher Phys Ed/Health
580	123301	New Roberto Clemente	Teacher Bilingual
7942	123025	Rosa Parks HS of Fine Performing Arts	Teacher Television Production
3275	123023	School #26	Teacher Kindergarten
2579	122548	School #2	Teacher Grade 3
2053	117511	New Roberto Clemente	Teacher Special Ed LLD
929	123044	P-Tech	Teacher Technology
1475	123396	School #24	Teacher Drama
231	122790	School # 5	Teacher Grade 2
3053	122557	School #6	Teacher Grade 1
2694	122223	New Roberto Clemente	Teacher Special Ed LLD

2912	123097	School #12	Teacher Phys Ed/Health
3161	123532	Roberto Clemente	Teacher Library Media Specialist
2100	121670	School #27	Secretary School
383	122220	New Roberto Clemente	Teacher Grade 6-8 Social Studies
3341	123682	International High School	Teacher Phys Ed/Health
1722	123048	School # 28	Teacher Preschool Special Education
5196	123139	School #27	Teacher Preschool
1123	122673	Academic Services and Special Programs	Supervisor of School Based Science
2172	123213	School# 20	Teacher Special Ed Autism
449	122840	Dr. Napier School #4	Teacher Special Ed LLD
2165	122884	Eastside High School	Teacher English
2804	122890	Department of Transportation	Transportation Liaison

F. LEAVES OF ABSENCE

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Finnesury	Caleb	Joseph A. Taub	Teacher Grade 6-8 Social Studies	\$67,585.00	filling vacancy
G2	Hernandez	Arody	Department of Food Services	Food Service Manager	no change	filling vacancy
G3	Howe	Michelle	Academic Services	Interim Supervisor of Guidance	\$750/month stipend	appointment
G4	Hussain	Shammi	Department of Food Services	Food Service Manager	no change	filling vacancy
G5	Martinez-Castro	Zuleika	Department of Food Services	Substitute Cafeteria Worker	\$15.49 per hour	filling vacancy
G6	Merkerson	Tinnika	Department of Human Resources	Substitute Secretary	\$150.00 daily	filling vacancy
G7	Pavlova	Ana	Dept of Special Services at Central Office	Instructional Assistant	\$36,036.00	filling vacancy
G8	Perez de Galan	Paola	Department of Food Services	Food Service Manager	no change	filling vacancy
G9	Saha	Arpita	PS 26	Teacher Grade 6-8 Science	\$67,380.00	filling vacancy
G10	Vasquez	Deyanara	Department of Food Services	Food Service Manager	no change	filling vacancy
G11	White	Morvick	Department of Food Services	Substitute Cafeteria Worker	\$15.49 per hour	filling vacancy
G12	Yusif	Daniella	Roberto Clemente School	Teacher Grade 1 Bilingual	\$74,185.00	filling vacancy

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Eatman	Kenneth	PS 24	Teacher Grade 8 Math	no change	transfer
H2	Keppler	Patricia	School #21	Teacher Reading Specialist	no change	transfer
H3	Propersi	Carla	Joseph A. Taub	Teacher Reading Specialist	no change	transfer
H4	Ramirez	Roberto	New Roberto Clemente	Teacher Bilingual/ESL	no change	transfer
H5	Somoza	Peter	Rosa Parks HS (.6) & P-Tech (.4)	Vice Principal	no change	transfer
H6	Sterzel	Valerie	Joseph A. Taub	Leave Replacement Teacher Guidance Counselor	no change	transfer
H7	Weinstein	Elaine	School #6	Teacher Math Intervention	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

L1. Action to provide contractual stipend of \$7,293.00 to Vocal Coach **Lauren Sander-Wells** for the 2024-2025 School Year effective October 7, 2024 until June 30, 2025. Not to exceed: \$7,293.00

L2. Action is requested to stipend the K-8 Before School Math Program Teachers (In Person) to provide math instruction to our students before school on days when the program is running from Mondays through Fridays, from 7:15 a.m. – 8:15 a.m. Program will commence September 2024 through May 2025 at various schools, up to and not to exceed sixty (60) hours per Teacher at a rate of \$35.00 per hour. **Mayra Alicea**

1 Teacher x \$35.00 an hour x 60 hours = \$2,100.00

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$2,100.00

L3. Action is requested to stipend the K-8 Afterschool STEAM Program Teachers (In Person) to provide academic instruction to our students after school on days when the program is running from Mondays through Fridays, from 3:10 p.m. – 4:10 p.m. Program will commence September 2024 through May 2025, at various schools, up to and not to exceed sixty (60) hours per Teacher at a rate of \$35.00 per hour.

2 Teachers x \$35.00 an hour x 60 hours = \$4,200.00

Sandy DeLeon, Jorge Ramos

Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: \$4,200.00

L4. Action to compensate **Sheena Matos**, Cafeteria Monitor at School #2 in **PC# 1625**, \$501.15 per pay period to cover the duties of Lead Monitor while **Djennae West** is on LOA. Effective April 1, 2025 to May 27, 2025

L5. Action is requested to stipend (11) teachers for an in person afterschool PLC “The Multilingual Classroom” by Fernando Naiditch, at Eastside High School, up to and not to exceed thirty (30) hours for each teacher from April 21st through May 30th 2025, as follows:

11 Teachers x \$35.00 an hour x up to and not to exceed 230 hours = \$11,550.00

1. **Avala, Herlan**
2. **Cadet, Patricia**
3. **Campo, Karin**
4. **Flores Randazzo, Lizaida**
5. **Gonzalez, Carlos**
6. **Hobbs, Carolyn**
7. **Ileiwat, Amal**
8. **Little, Susan**
9. **Nesa, Fatema**
10. **Reed, Alexandra**
11. **Sanabria, Susan**

SIA Funds Account# 20.238.200.100.653.074.1051.001

Up to and not to exceed: \$11,550.00

L. STIPENDS / CONT.

L6. Action is requested to stipend staff members to organize and present workshops that are focused on academic topic to support student success with parental involvement and engagement workshops. This request aligns to the Parental Engagement Goal of the Annual School Plan which is to increase parental involvement strategies for student achievement through workshop topics that include, but are not limited to: Social-Level Parent and Family Engagement Policy, School-Parent Compact, Title I Annual Meeting, Parent’s Right-to-Know, homework, Math, ELA, ESL, Science, Social Studies, curriculum, student and parent portals, etc. Workshops can be presented by remote and/or in person to remove any barriers for parent and family engagement.

Staff members are to be stipend as follows:

- Principals at \$65.00 an hour
- Vice Principals at \$40.00 an hour
- Supervisors at \$40.00 an hour
- Teachers at \$35.00 an hour
- Instructional Assistants at \$25.00 an hour
- SCPC at \$19.00 an hour
- Secretary at \$17.50 an hour
- Guidance Counselors at \$35.00 an hour

-Non-Bargaining – Rate To Be Determined

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

	Full Name	Position	Location	Date Comp.
1	Colcloughly, Nekeia	Teacher	EHS	3/17/2025
2	Cordova, Evelyn	Teacher	24	3/23/2025
3	Cornish, Lee	Teacher	EHS	3/19/2025
4	Coronado Guzman, Eulogia	Teacher	EHS	3/21/2025
5	Cortavarria, Christian	Teacher	EHS	3/19/2025
6	Freeman, Heidi	IA	EHS	3/19/2025
7	Freeman, Verraina	Teacher	EHS	3/19/2025
8	Gerald, Rashaun	IA	24	3/21/2025
9	Littlejohn, Tranace	IA	EHS	3/17/2025
10	Ndukwe, James	Teacher	EHS	3/20/2025
11	Ramirez, Marta	Teacher	JFK	3/21/2025
12	Rivera, Nanci	Teacher	24	3/21/2025
13	Rosa Benway, Kim	Teacher	1	3/20/2025
14	Thompson, Jarius	Interim VP	JFK	3/21/2025
15	Vizcaino, Kathryn	Teacher	24	3/21/2025
16	Williams, Denise	Secretary	EHS	3/20/2025
17	Williams, Jasmine	Teacher	JFK	3/21/2025

Account# 20.231.200.100.653.080.0000.001

Up to and not to exceed: No Additional Funds Required.

L. STIPENDS /CONT.

L7. Action is requested to stipend five (5) administrators to participate in a PLC book study by Dr. Seda up to and not to exceed five (5) hours each staff listed below:

1 Principal – **Dr. Dorothy P. Douge**, \$65.00 an hour x 5 hours = \$325.00

4 Vice Principals at \$40.00 an hour x 5 hours = \$800.00

1. **Ayers, Egly**
2. **Geron, Elizabeth**
3. **Logan, Theresa**
4. **Super, John III**

SIA Funds Account# 20.238.200.100.653.074.1051.001

Up to and not to exceed: \$1,125.00

L8. Action to compensate Teachers for the DECA Competition on March 4th & 5th at the rate of \$100.00 per night as per Association Agreement – Article 7:2-11.1

(2 nights x \$100 per night = \$200 x 2 Advisors/Chaperone = \$400.000)

Dr. Reggie Hall & Ms. Laura Fitzgerald

Account# 15.401.100.100.052.053.0600.000

Not to exceed: \$400.00

M. AMENDMENTS

M1. Action to amend **PTF# 25-1079** for approval 2/05/2025, to hire **Sheyla Mejia** as part-time grant secretary at \$24.00 per hour for up 28 hours a week according to guidelines and procedure of the State funded grant programs. In **PC# 4341**. Increasing Hours. **Account#** 20.621.200.105.410.053.0000.000 Not to exceed: \$17,160.00

M2. Action to revise **PTF# 25-274** to adjust the salary for **Joseph Andriulli** at \$37 per hour from \$35/hour as stipulated. He is a PT employee outside the district and as such is paid at a non-negotiated rate. (Same rate as 2023-2024 school year)
Account# 13.602.100.101.410.053 Not to exceed: \$16,800.00

M3. Action is requested to amend 21st CCLC After School Programming at School 2 and 16 to add an additional substitute Supervisor, Teacher and Instructional Assistant from April – June 2025. For the hours and stipend rates listed below.

Smith, Laurie – 1 Site Supervisor x \$40/hr x 502.5 hours
20.474.200.100.815.053.0000.001 – Posting # 10387

Williams, Kimberly – 1 Teacher x \$35/hr x 450 hours
20.474.100.101.815.053.0000.001 – Posting# 10389

Carhuallanqui, Rosa – 1 IAs x \$25/hr x 450 hours
20.474.100.106.815.053.0000.001 – Posting #10390

Account# As Listed Above Not to exceed: No additional funds needed

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Resolution No. 3

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

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

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

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

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

**CONFERENCE/WORKSHOP REQUESTS
May 7, 2025 Workshop Meeting**

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Dr. Cicely Warren Assistant Superintendent	AVID Summer Institute 2025 San Diego, CA	June 16-18, 2025 (traveling June 15, 2025)	\$4,000.00 (registration, transportation, lodging, meals)
Dr. David Scala Pathway Associate Supervisor/STEAM & International H.S.	ISTE Live 2025 San Antonio, TX	June 29 – July 2, 2025	\$3,809.02 (registration, transportation, lodging, meals) (grant funded)
Dr. Rodney Henderson Melissa Espana Dr. Cicely Warren Various	Leaders Developing Leaders 2025 (MCEL) Charlotte, NC	July 15-17, 2025	\$1,197.00 (registration only for 3 attendees, as specified)
Dr. Rodney Henderson Deputy Superintendent	Leaders Developing Leaders 2025 (MCEL) Charlotte, NC	July 15-17, 2025	\$1,765.00 (transportation, lodging, meals)
Dr. Cicely Warren Assistant Superintendent	Leaders Developing Leaders 2025 (MCEL) Charlotte, NC	July 15-17, 2025	\$1,634.37 (registration, transportation, lodging, meals)
Eddie Gonzalez Board President	NALEO 42 nd Annual Conference 2025 Atlanta, GA	July 21-24, 2025	\$2,605.26 (registration, transportation, lodging, meals)
Joel D. Ramirz Board Vice President	NALEO 42 nd Annual Conference 2025 Atlanta, GA	July 21-24, 2025	\$2,615.26 (registration, transportation, lodging, meals)
Mohammed H. Rashid	NALEO 42 nd Annual	July 21-24, 2025	\$2,803.26 (registration,

	Conference 2025		transportation, lodging, meals)
Board Member	Atlanta, GA		
Kenneth Rosado	NALEO 42 nd Annual Conference 2025	July 21-24, 2025	\$2,597.26 (registration, transportation, lodging, meals)
Board Member	Atlanta, GA		
Sham Bacchus	Innovative Schools Summit	July 6-11, 2025	\$4,334.00 (registration, transportation, lodging, meals)
Principal/New Roberto Clemente	Las Vegas, NV		
Board Members & Administrative Staff	NJSBA Annual Workshop 2025	October 20-23, 2025	\$2,200.00 (registration only for group of 25)
Various	Atlantic City, VA		

*FOR RATIFICATION

Total Number of Conferences: 34
Total Cost: \$29,560.43

It was moved by Comm. Nieves, seconded by Comm. Rashid that Resolution Nos. 1 through 3 be adopted. On roll call all members voted in the affirmative, except Comm. Freeman who voted no and Comm. Gonzalez who abstained on Resolution No. 3. 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
- State of New Jersey

Commissioner Mohammed H. Rashid

- Self

- City of Paterson

Commissioner Kenneth Rosado

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

Commissioner Kenneth L. Simmons

- Self
- Family

Commissioner Corey L. Teague

- Self
- Paterson Police Department
- Paterson Policing

GENERAL BUSINESS

Items Requiring a Vote

Facilities

Comm. Nieves: My apologies. I'm unable to give those committee reports for Facilities and Operations, as I am in transit to my lodging. I'm away for a workshop.

Comm. Ramirez: I can give the basic notes. I have the minutes in front of me. The minutes have been updated into the drive. The facilities committee met on May 1 at 6:30 presided by Comm. Nieves. They discussed a number of topics, including the 33-35 Church Street property, capital projects, new STEAM High School design, Phase II of Cosmetology classroom, Sage building and RB Paterson LLC. As I mentioned, the minutes are already up in the drive. If any Commissioners would like to review them and have any questions, please feel free to reach out to the chair and the Superintendent.

Comm. Nieves: If I can make a quick recommendation to the Superintendent? Can we reach out to the Director of Economic Development? We have several projects that have been on hold for quite some time, even some for a couple of years. Maybe we can schedule a meeting to find out what goals are and how we can rectify all this.

Comm. Ramirez: Commissioner, you're recommending that the administration reach out to the City of Paterson's Director of Economic Development to discuss the holdup of permits and other issues with projects?

Comm. Nieves: Correct?

Comm. Ramirez: Okay. Dr. Henderson has noted it.

Operations

Comm. Ramirez: I have the minutes from May 1 at 5:35, presided by Comm. Nieves. The minutes have been updated. We discussed O-38 through O-51. The minutes have been uploaded to the drive and the meeting concluded at 7:12 p.m. on May 1.

Fiscal Management

Comm. Ramirez: The meeting was presided over by Comm. Gonzalez. Comm. Rosado, myself and Comm. Rashid were present. We discussed the budget updates with Ms. Gray, the public hearing on the budget, which occurred yesterday, SDA building policy and what happens when we sell property. Comm. Gonzalez brought up that he would like to see how the district and recreation can work together to provide some type of funding to the Old Timers League, which I think it's called something else now.

Ms. Williams: Youth Basketball League.

Comm. Ramirez: Yes. That was brought up and discussed. I believe the Superintendent was going to have a discussion or conversation with Director Wimberly to discuss how we can support the Old Timers Youth Basketball League. We discussed the consent agenda, which has been available to all Commissioners, and the minutes have been uploaded to the shared drive.

Governance

Comm. Ramirez: Governance also met. I just want to put on the record that I am reading these and reporting for the President as he is home very sick. He has been sick for about a week, but I thank him for actually joining the meeting virtually to participate. Governance met on April 29 at 6:30. The minutes have been uploaded to the drive. There were various topics discussed, including all of the reorganization appointments from the January 2 meeting, which are on our agenda for a vote.

Family & Community Engagement

Comm. Rosado: We are going to be meeting next week.

Policy

Comm. Rosado: We met on the 28th. I was present and so was President Gonzalez and Comm. Nieves. We went over various items, including grading system, school facilities and everything you see on this list. There are a couple more we have to go over so we are meeting tomorrow again and probably later on this month.

Comm. Simmons: Can the rest of the Board be provided with the changes that are being recommended? For some of the policies, there are some recommended changes. Can the rest of the Board be provided with those changes?

Comm. Ramirez: Absolutely. That information should have been uploaded, right? Cheryl's working on that. I'm sorry. The intent was to upload it, but Cheryl's been very busy. She will provide that to everybody. Thank you, Cheryl.

Technology

Comm. Rashid: Technology is scheduled for May 13.

School Naming

Comm. Ramirez: The school naming committee meeting happened on April 30 at 5:30 with Comm. Gonzalez, Comm. Ramirez, Comm. Rosado, Dr. Newell and Cheryl. This

is in regards to policy #7250, naming of schools and facilities. We have made a decision to move forward and entrust the Superintendent to follow the policy on school naming. A name that has been brought up in the past has been selected to be recommended to the entire Board. That is to rename School No. 24 Maria Magda O'Keefe. Again, this is School No. 24. This is the recommendation of the committee. The Superintendent will then do her part as per policy. The minutes should have been uploaded onto the drive with copies of the current policy and the meeting minutes.

OTHER BUSINESS

Comm. Simmons: Thank you, Mr. Vice President. One of the speakers spoke about the resolution for a comprehensive audit of pilot programs that the city has approved over the last 10 years. I really wish this was on last night's agenda when we did the vote for the budget because I think it would have had more of an impact. I want to introduce it as a motion for a vote for tonight. I'll make the motion to approve the comprehensive audit and review of the city's pilot programs that have been approved for the last 10 years. I will read the resolution so that it's on the record. Once it's read, hopefully I can get a second and then we can have a vote.

Comm. Ramirez: I just want to remind some of us on this Board that this may be a conflict for us as we are employees of the municipal government. If I can ask you to wait until the next meeting so that legal counsel can review this.

Comm. Simmons: It absolutely is a conflict. Those that are employed by the city can just recuse themselves.

Comm. Ramirez: Bryant, I just want you to put that on the record and then we'll move forward. Since this pertains to the municipal government and there are a number of us on this Board who are employees of the municipal government, I just would like you to opine on do we recuse ourselves now. I would have to get up and designate someone to continue with the meeting.

Mr. Horsley: I just got this resolution 30 seconds ago. I haven't been able to read it, but if there is a conflict then you would recuse yourself and not comment on it or participate in any motion or discussions. I haven't reviewed this having just gotten it now.

Comm. Ramirez: If I have to recuse myself, I would have to designate someone else to take over the meeting.

Mr. Horsley: No. If there's a motion, you would not participate in the motion. There will be no participation in the discussion if there's a need to recuse. The only persons that would participate would be those that are not conflicted. Does everybody have a copy of this resolution?

Comm. Ramirez: We just got it at the same time as you.

Mr. Horsley: If there's more time needed to review it, to make a determination, then I would recommend giving it more time to look at it.

Comm. Ramirez: I would ask Comm. Simmons to consider that. I'm conflicted to opine on this.

Comm. Simmons: We're just asking the administration to conduct an audit of pilot programs that have been approved for the last 10 years and their effects on the school

district. If at some point we decide we're going to take this information, whatever information that we get back, and we decide to go and ask the city that maybe with these pilots we should be getting a percentage of whatever it is you're collecting. The reason I really wanted to do this yesterday was because when we talk about tax increases, this body does not have the authority to raise property taxes. We increase taxes, but we're only increasing the percentage that we ask the city to give us from what they are already collecting. When we look at the expansion of charter schools, the approval of pilots for which we don't receive any money, I think the district has a responsibility to look into how much money we're losing. That's all we're asking the administration to do. On its face, I believe that it is a conflict for those that work for the city.

Mr. Horsley: I would just recommend, if this is not urgent where it has to be dealt with tonight, considering that other Board members may or may not have a conflict, I think they should be able to read it and make that determination without being put on the spot. We do have a Board meeting coming up and I would recommend that the Board members be able to make that determination without being put on the spot right now. Unless you're telling me this is something urgent that must be passed tonight, I would ask that you put it on for next week.

Comm. Freeman: If you work for the city and we're discussing city business and we're trying to vote on an audit on what the city would be paying back to the district, you know that you are conflicted. You know that you cannot vote on city business if you work for the city sitting at this Board. I don't know what the confusion is or the misunderstanding or what you don't understand. I understand it very clearly that if I work for the City of Paterson, I cannot vote on anything that comes across this Board that has to deal with the City of Paterson. I do know that and I'm sure you all know that as well. I don't see the problem or the misunderstanding. If you vote on it and you should not have and it gets approved, what happens? It's going to come back, and it needs to not be approved because you should never have voted on it. We understand things very clearly here, but we pick and choose what we want to understand or make the public believe what we don't understand. It's very clear to me if you work for the city and we're voting on something for the city that we need answers for, and if they're paying it back to the district, you know you cannot vote on anything dealing with the city and you work for the city.

Comm. Ramirez: Any other comments? We've heard the opinion of legal counsel.

Comm. Simmons: I'm with Comm. Freeman. We know what we can and cannot vote on. We know we work for the city. We know there are things that we cannot do. This isn't the first time. City employees have recused themselves before.

Comm. Ramirez: Understood. That's not what the base of the situation is.

Comm. Gonzalez: About this resolution, I think the request is to get the Board of Education to audit the City of Paterson's pilot program. We're looking for the pilot program for the past 10 years. As a government entity requesting this document and auditing, as you put it, another agency, another government body, which they can do right back to us, which we have to be careful in what we're asking for, although I understand your intent, what is the cost to this? Auditing the city and getting 10 years' worth of documents, I don't know what the end outcome is going to be. They're not going to give us anything per se. We may get some information, and it may be valuable information. I'm just curious. We just did a budget approval, and we did a lot of budget cuts. In my opinion, this is going to be an extremely high cost to get an auditing firm to

audit the city's accounting for what you're requesting for the past 10 years. I don't know if you have that information. Maybe you do. Maybe you don't. I don't know. I'm just wary about that, especially coming out of a budget where we're asking people to pay 4% increase. We reduced the budget by so much to then ask our own administration to pay for an audit of the City of Paterson.

Comm. Simmons: Comm. Gonzalez, I just want to correct you. We're not auditing the City of Paterson. We are auditing pilot programs that have been approved. That's public information. Those are public documents.

Comm. Gonzalez: Do you have the cost for that?

Comm. Simmons: If I pulled that information myself, I could do my own audit. It is no different. We're putting too much thought into this, particularly when we don't receive anything from pilot programs. The city receives 95%. The county receives 5%. The school district does not receive a dime. I think we have an obligation to look at what the impacts are.

Comm. Rosado: I'm going to follow the advice of legal. We have to look at this more. If we can push it, I'm fine with that.

Comm. Simmons: I already have a motion on the floor.

Comm. Ramirez: Is there a second?

Comm. Freeman: Second.

Mr. Horsley: I don't think the resolution was properly read into the record.

Comm. Simmons: Right. I wanted to read the resolution into the record.

Mr. Horsley: You have to be specific on what the motion is. If you're going to make the motion, read it into the record. If you have 'whereas' clauses, you have to read the whole motion into the record. That's what I would recommend now that the motion has been moved.

Paterson Board of Education Request for a Comprehensive Audit and Review of City of Paterson PILOT Agreements and Their Impact on Paterson Public Schools

WHEREAS the Paterson Board of Education recognizes the critical importance of financial transparency and accountability in all revenue streams that impact the District's ability to provide a thorough and efficient education to its students; and

WHEREAS the Board is aware that numerous Payment in Lieu of Taxes ("PILOT") agreements have been approved by the City of Paterson, often resulting in reduced or foregone tax revenues that would otherwise have supported the Paterson Public School District; and

WHEREAS the Board seeks to ensure that all PILOT agreements executed by the City of Paterson are in compliance with applicable laws and regulations and are administered in a manner that does not unduly disadvantage the financial health of the Paterson Public School District; and

WHEREAS the Board deems it necessary and appropriate to conduct a thorough and independent review of PILOT agreements approved over the past ten (10) years, along with an analysis of enrollment trends, charter school expansion, and the potential loss of revenue to the District;

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education hereby authorizes the District's auditor or a qualified third-party consultant to conduct a comprehensive ten-year audit and analysis of PILOT programs administered by the City of Paterson from 2015 through 2025, to include:

1. A complete review of all PILOT agreements entered into or maintained by the City of Paterson that may have a potential or realized fiscal impact on the Paterson Public School District;
2. A detailed financial analysis of the implications of these agreements on the District's funding, including but not limited to revenue lost or uncollected as a result of PILOT arrangements;
3. A study of enrollment trends, especially regarding charter school growth, and how these trends have influenced the District's funding and expenditures;
4. Recommendations for potential recovery of lost revenue, policy revisions, and actions necessary to ensure future compliance with statutory fiscal obligations;
5. Collaboration with the City of Paterson, the Office of the Mayor, the City Council, Corporation counsel, and any other appropriate agencies or officials to access and analyze relevant data and documentation.

BE IT FURTHER RESOLVED that the Superintendent and School Business Administrator are hereby authorized and directed to provide all necessary information and resources to support the successful execution of this audit and to report the findings back to the Board of Education upon completion.

It was moved by Comm. Simmons, seconded by Comm. Freeman that the above resolution be adopted. On roll call all members voted as follows:

Comm. Freeman: Yes.

Comm. McCall: I recuse myself.

Comm. Nieves: Recuse.

Comm. Rashid: Recuse.

Comm. Rosado: No.

Comm. Simmons: Yes.

Comm. Teague: Yes.

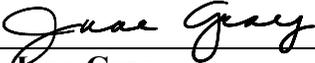
Comm. Gonzalez: (Dropped from the meeting)

Comm. Ramirez: I recuse myself.

There was no quorum. The motion did not carry.

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

The meeting was adjourned at 8:37 p.m.



Ms. June Gray
Business Administrator