

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

February 4, 2026 – 6:04 p.m.  
Central Office (First Floor)

Presiding: Comm. Joel Ramirez, President

Present:

Dr. Laurie W. Newell, Superintendent of Schools  
Dr. Rodney Henderson, Deputy Superintendent  
Albert Buglione, Esq., General Counsel

Comm. Valerie Freeman  
Comm. Della McCall, Vice President  
Comm. Alex Mendez  
Comm. Hector Nieves

Comm. Kenneth Rosado  
Comm. Kenneth Simmons  
Comm. Corey Teague

Absent:

Comm. Mohammed Rashid

Student Representative:

Ms. Kiara Sanchez

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

Comm. Mendez 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  
February 4, 2026 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 TAPinto, the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

**PRESENTATIONS AND COMMUNICATIONS**

**Muslim American Heritage Month**

Ms. Aida Rosario: Good evening, President, Board Commissioners and members of our community. Throughout January, Paterson Public Schools honored Muslim American Heritage Month. Tonight, I'm pleased to share a brief video capturing those moments. These images showcase the inclusivity and belonging that define our district. We're proud to foster an environment where every student's heritage is recognized and valued. This presentation is a small glimpse into the positive diverse learning environments our students experience every day. Before showing this video, let's listen to a message from our Superintendent Dr. Newell, in commemoration of Muslim American Heritage Month. Thank you.

## ***Video Presentation***

### **Annual Comprehensive Financial Report**

Ms. June Gray: Good evening, everyone. Tonight, we will present the audit results of the annual independent audit. Board members have received an electronic copy as well as a hard copy. While the audit does include 8 findings, none are repeats or material deficiencies in our financial records or in how transactions are reported. The findings are primarily process or compliance related. We have already started to do our corrective action based on the auditor's recommendations and that corrective action will be presented to you at next week's Board meeting. Also, we have fixed our internal controls and processes so that when we move forward we won't have any repeat findings. Steve is here from Wielkotz & Company, our independent auditor, who will further answer any questions and do a further review.

Mr. Steve Wielkotz: Thank you and good evening. I'm here to speak briefly about the June 30, 2025 audit of the school district. I want to thank June Gray and the whole Business Office staff for all the help they gave us during the course of the audit. We get in everybody's way and nobody likes us, but they do a very good job. As I said before from this dais, this Board of Education and Business Office is one of the best run offices that I've seen in my career and I've been doing this a pretty long time. I'd like to thank June and her staff again for all that they do. In terms of the audit, June stole my thunder. The management report has a number of findings. Those are all compliance. None of them are financial. As I've said before, school district audits are both financial and compliance audits. The state requires us to do new stuff every year. There are a lot of compliance things that we have to look at such as transportation and application for school aid. As June said, there are no repeat findings, which is a plus. It means the corrective action plan from last year was implemented well and none of them have any financial impact on the district. The only one I'll talk about for two seconds is the first one. On June 30, the city owed the school district over \$13 million of the school taxes. That's a compliance deficiency in your report because the statute says the district should collect all their tax money by June 30. While it's in your report, it really is a city finding. With that, I will open it up to any Board members if anybody has any questions for me.

Comm. Ramirez: Commissioners, any questions for the auditor?

Comm. Simmons: Ms. Gray talked about the findings, but I don't remember hearing exactly what they were.

Mr. Wielkotz: The first one was that we did not receive all the school tax money from the city by June 30. There was a finding about the custodial account bank reconciliations. That had to do with the treasurer of school monies who is now no longer the treasurer of school monies. You have replaced that person with a new

person who will do their job. The third finding has to do with accounting for fixed assets. This has been a conversation we've had for a couple of years. The system is a little antiquated and it might be time for the district to go out and do a completely new fixed assets inventory and report. Next had to do with payroll timesheets related to Title I and Title III federal grant monies. Next, in the transportation contracts there were some addendums and adjustments that were not available and weren't in the file. The next one had to do with student body activity accounts. There was some documentation missing and some sales tax paid. No sales tax should ever be paid because the Board is a tax exempt organization. The last two had to do with the application for state school aid in the October 15 count. The only thing I will say about that is years ago that was utilized for state aid purposes. The state did away with that 15 plus years ago. However, they didn't do away with the ASSA count on October 15. It's a compliance requirement, but isn't used by the state for anything like it used to be a long time ago. Those are the findings. As you can see, nothing has to do with the financial operations of the district. It's strictly compliance findings.

Comm. Ramirez: Thank you, Mr. Wielkotz. Are there any follow-up questions?

Comm. Teague: Can you elaborate a little bit more on the addendum with the busing contracts?

Mr. Wielkotz: There were valid contracts in the files. There were some change orders to those contracts, but they could not be located because they weren't filed correctly. We could not look at those in conjunction with examining the contract.

Comm. Simmons: In terms of our tax levy that we're supposed to receive from the city, what impact does that have in terms of budgeting? How do we ensure that we get the money on time?

Ms. Gray: We send invoices. We make phone calls. We make every effort to get paid. However, budgeting impacts us on a cash flow basis. It impacts how we pay our bills. If we don't have the cash, it slows down how we make payments.

Comm. Simmons: I'm assuming it's quarterly.

Ms. Gray: Monthly.

Comm. Simmons: Are they behind in paying us now?

Ms. Gray: Yes.

Comm. Simmons: How much?

Ms. Gray: \$13 million, two months' worth.

Comm. Simmons: What is the plan for us to make sure that we receive this money on time? Obviously, it affects us paying our bills. I'm assuming that's how we make our payroll. I'm assuming it affects us in the summer months as well. I know this is part of the reason that we have to take out loans in the summer months.

Ms. Gray: We don't receive state aid in June.

Comm. Simmons: Right. We don't receive state aid. Do we receive that payment on time?

Ms. Gray: The state aid or tax levy?

Comm. Simmons: Tax levy.

Ms. Gray: If it's paid by June 30, we can use those funds to get us through the summer along with the loan. It was received after June 30 in September.

Comm. Simmons: This might be a legal question. How far is the administration willing to go to make sure that we receive our payments on time? We have to operate. We have to pay our bills. I know people get mad when I say this, but the city's problems are not our problems. This is a different governing body. We have a district to run. We have bills to pay. Obviously, our budget is probably three times the city's. Nonetheless, we have our bills to pay. How far are we willing to go to make sure that we get our payments on time?

Dr. Newell: Thank you, Comm. Simmons. Those are excellent questions. I can tell you what we have done in the past. We do send formal letters and I copy all the Board Commissioners any time I send a letter to the municipality. We also make phone calls. Ms. Gray also reaches out to her counterpart at the city. It's not a lack of trying. We send out communications and official notifications and also make contact.

Comm. Simmons: I'm not really satisfied with that. I'm sure if it were reversed, they would do what they needed to do to make sure that we paid what we had to pay. We're talking about \$14 million. I know we're about to go into a budget season where we're facing a deficit. We can't continue this cycle of not receiving our money on time and they should be paying us with interest. If it were me, I would be trying to pursue that. I know we've been trying to have a collective meeting, which has fallen on deaf ears. It's probably time that we press to make sure that we meet with the city to make sure we are receiving our payments on time.

Comm. Ramirez: Duly noted. We will have a conversation. We will talk in fiscal and also joint government should probably have a conversation. We will take it from there.

Comm. Freeman: How often does this occur with the city not paying us on time?

Ms. Gray: Monthly.

Comm. Freeman: In previous years, was it the same situation?

Ms. Gray: It was a little delayed, but we were always paid by June 30.

### **Middle School Model Update**

Dr. Newell: I want to take a moment to talk about the long-range facilities plan, how it's been structured and how it connects to the work that we're doing today. The long-range facilities plan is a comprehensive five-year plan that was approved by the Board of Education and the New Jersey Department of Education. Initially, the plan covered the years 2015 through 2020. It was later amended in 2016 and then again in 2021 with an extension to 2026. I want to make it clear that the initial long-range facilities plan as well as each of its major amendments was approved by both the Board of Education and the New Jersey Department of Education. The key component of the long-range facilities plan is elementary school districting, which has been discussed in presentations made by cabinet members, facilities and other department leads. The redistricting work was started by my predecessor in 2015 and we're now in phase three.

One of the things we're accomplishing through the redistricting process is bringing more equity to the district. Paterson Public Schools is a diverse community made up of over 21,000 students. When the Board and district administration collaborate on initiatives and strategies, we look at the big picture and we think about the entire student population. The long-range facilities plan drafted by my predecessor, in my opinion, is excellent. As I mentioned earlier and you will see fleshed out more in the presentation to follow, this is not a new initiative. This is simply the next phase. This work began more than a decade ago and we are working towards fulfilling the plan and bringing it to completion. You may have noticed when you came in that we have provided copies of a document called "Timeline of Redistricting of Elementary Schools." That document is an excellent resource for anyone who wants a simple but detailed breakdown of how we arrived at this point. There is also a QR code at the bottom of the sheet that takes you to the new page on our website with additional resources on the long-range facilities plan. At this time, I will turn things over to Dr. Warren, Dr. Cozart and Ms. Badawy. Thank you.

Dr. Cicely Warren: Thank you, Dr. Newell. Good evening, Commissioners and community. As Dr. Newell shared, this phase of the district's middle school model plan brings our long-range facilities plan in alignment with our new strategic plan. I want to highlight two goals in particular. Goal Area #1 is advancing instructional intelligence by creating and cultivating a high-performing workforce. That is so that we ensure that there is a certified highly competent teacher in every single classroom in the district. The other goal area that I'd like to highlight is strengthening family and community partnerships, which is Goal Area #4. This part of the long-range facilities plan brings us into alignment with the current district strategic plan. As was shared, this work began many years ago going back to the long-range facilities plan that covered the years 2010-2014. At that time, the enrollment data for the district was analyzed and as a result of that work and exploration two schools were closed, Urban Leadership Academy and School No. 14. At that time, Urban Leadership Academy was a choice school. There were outstanding goals that were not met so they needed to be analyzed for their viability. The next long-range facilities plan covered the period from 2015-2020. At that time, the Department of Education approved New Roberto Clemente going from an elementary school to a middle school. At that time, Don Bosco was going to be replaced by Joseph A. Taub Middle School which opened in 2021. While New Roberto Clemente became a middle school, there needed to be additional work to develop a framework to make it a true middle school, more than just 6-8 grade students attending school in the same building. What does a fully functional middle school look like? Along with that examination the district engaged DMR Architects to establish a framework based on our facilities capacity. We were looking at the instructional framework as well as what should the facility look like and what it needs to encompass a true middle school. In the years 2021-2025, that long-range facilities plan was updated to include the middle school model extending to the entire district. In 2022, an advisory team of administrators and stakeholders was gathered to examine what were the hinderances involved in continuing to operate as a k-8 district and a high school district, as opposed to moving into a middle school cohort. Why are we at this phase now? The findings of all the work I just described regarding the long-range facilities plan and examining the framework for a true middle school model revealed these findings. Students were leaving their neighborhoods to access educational services. They were transferring multiple times in their elementary careers. There was an imbalance of enrollment across the district. Some schools had very low class sizes and some schools had classrooms that were overcrowded. Also, there was a capacity to expand based on population trends geographically around the district. We also found that there was a more focused need to support the growing multilingual and special

education populations in our district. You'll hear more now about the elementary school program design.

Dr. David Cozart: What is the elementary school program design? It's for students either in pre-k to 5 or kindergarten to 5. It's an environment that provides an opportunity to have specific designs for younger children. It also has limited grade span, and teachers and staff are specialized in early childhood elementary school programs. The middle school design is for students in grades 6-8. This program is designed specifically for operational and instructional programs unique to the development of students in 6-8. Students in this area will experience the opportunity to transition to high school education which gives them more opportunities to have more independence throughout the school day. It also simulates the high school program. Teachers and staff members are trained in specific courses as well as programs designed to meet the needs of the middle school students. The next slide asks what the benefits are for elementary and middle school cohorts. As you see on this slide, it's a child-centered approach and this approach starts with the expansion of enriched academic programs in the district. It then goes to the opportunities to streamline our staffing and recruitment opportunities for all candidates. It then creates opportunities to have unique academic and unified programming. It decreases the need for in-district transportation. It reduces class sizes to make sure we meet the acceptable levels. It also creates a balance of classes across all buildings and will also ensure better academic and behavioral outcomes for all children. Ultimately, it offers accessibility and flexibility for in-district preschool programs.

Ms. Nahed Badawy: Good evening, Commissioners and community members. Based on frequent concerns expressed by parents we found out that they're looking for smaller class sizes, consistent programs across schools, reduce school transfers and fewer transitions, access to bilingual ESL supports in their neighborhood, stability and predictability. Based on these concerns, that was the reconfiguration of schools and identifying areas. There are designated school areas. Schools are grouped into an area based on location and capacity. All areas will contain at least one middle school in addition to an elementary school, prek-5 and k-5 schools. Every school will have the following programs for their identified students – English second language and special education resource programs. Just to go through the phases that were already completed and the phase that's coming up, the initial Phase 0 was back in 2012 and it included Roberto Clemente and School No. 15 as elementary schools and the middle school was New Roberto Clemente. In Phase I, from 2015 to 2021, Area 5 was completed including School No. 5, School No. 7, School No. 19 and School No. 27. The middle school was Joseph A. Taub. Phase II was implemented in 2025-2026. Area 1 included School No. 8 and School No. 9 and Dr. Hani School is the middle school. Students from School No. 3 were redistributed to other elementary schools. The new phase, Phase III, which is being planned for next year, Area 3 includes School No. 10, School No. 18 and School No. 26 as elementary schools. School No. 1 is going to be merged with School No. 26. School No. 21 will be the middle school.

Dr. Warren: Based on the new formatting of Phase III, the following programs will be contained in the schools that displayed here. School No. 10 will be k-5 elementary. It will also include special education, self-contained and resource, and ESL. School No. 18 will also be k-5 and will contain general education, Spanish bilingual education, formerly known as Magnet, ESL, and special education resource classes. School No. 26 will be a prek-5 school. That will be the inclusion of students from School No. 1, general education, special education, self-contained and resource as well as ESL. At School No. 21 as the middle school, it will contain all of those programs contained in the feeder schools. Along with the configuration of the schools that I previously mentioned,

Phase III includes phasing out the choice programs located at School No. 1, Alexander Hamilton Academy, Norman S. Weir, and Young Men's Leadership Academy for the reasons indicated earlier regarding equity for all students, ensuring that all of our students have the same opportunities across the district, and stronger neighborhood schools. Instead of the programs being located in a few select schools, programs will be located in neighborhood schools and hubs across the city, allowing more students to enjoy them. This will also allow for the responsible use of district resources. Choice programs require additional transportation of specialized staffing in limited areas and limited numbers of students have access to them. It will also allow for the long-term financial sustainability for the district. It will also allow for consistent high-quality programs in every hub, as opposed to a limited number of schools. There are benefits for students converting to the middle school and elementary school cohorts. It allows the students to transition more favorably to high school. They won't be travelling from class to class as a homeroom as they currently do in k-8 settings. They will have their own individualized schedule to transition from class to class. They will have electives that you have at your middle school, as well as extracurricular activities, clubs and enrichment opportunities that will be dedicated to that grade band. The students will be able to build community and select courses. There will be a more developmentally appropriate approach to working with these young people. The needs of k-5 students are not the same as middle school students in grades 6-8 who are reaching young adulthood. They'll be increased independence and a wider variety of learning experiences and academic instruction that is more rigorous and preparatory for high school and college education. There are benefits for staff as well. This will afford us the opportunity for more specialized teaching. Teachers will be able to focus on the content area in the grade band and the transition to high school content. There will be tailored professional development. Teachers will have the opportunity to plan, learn and collaborate with their content area and grade level peers. Currently, we have teachers who are the one and only teacher of their content area at their k-8 school so they don't have the opportunity to engage in professional learning communities with their peers. This model would address that. Again, a greater sense of community among the faculty and a stronger sense of student relationships as the students travel as a cohort throughout that school.

Dr. Cozart: We acknowledge that any time you close a school building it represents a significant change to the students as well as the families. Some students may experience grief, anxiety, uncertainty and disruptions of belonging and identity. As a district we are committed to the social and emotional wellbeing of all our students. We are very intentional in our actions to ensure students will be able to be successful and to address their social and emotional needs. In collaboration with families and supports at home we are also going to continue to provide structured transition supports such as orientation groups, peer connections, advisory supports and listening circles. These provide students the opportunity to have a voice within their building and also form new partnerships and new family bonds with the students and their new peers. Ultimately, it also gives us the opportunity to coordinate services to ensure the continuity of all supports needed to address students in each grade band. Parents, you need to please take the opportunity to look at the QR code on the screen because this provides us an opportunity to receive feedback from you. Again, please take the time to take down or record our QR codes because this gives us an opportunity to obtain feedback from you. For staff, our HR department has provided designated specialists to address your social/emotional needs as well. If you have specific needs, please reach out to Assistant Superintendent Mr. Luis Rojas. He and his team will address you on a one-to-one basis as well. Some of our next steps – as previously stated this is not a one-shot deal. This is an ongoing process. We know that community forums are required. They are necessary and needed. Your voices will have opportunity to be heard throughout

this process. We will continue to have community forums. The reregistration of students based upon your addresses will determine where students will be going. Staffing and changes based upon that data will determine the needs of personnel in those locations. Transportation and bus routes will also be updated and we will continue to phase in the middle school model to remaining areas. Again, I want to reemphasize that community forums and other opportunities, such as the QR code, will provide us an opportunity to receive your feedback. Are there any questions?

Comm. Ramirez: Are there any questions from Board members?

Comm. Teague: One thing that I did not see in the presentation tonight is the parents from Hani Awadallah here to support this middle school model. If it was working so well, how come the folks who were affected last year aren't here to praise it and talk about how wonderful it is? I'm just asking a simple question. Where are the parents from last year that were affected? Why aren't they here cheering this on? I don't want to hear from the district. I want to hear from the parents. You guys get paid. I don't want to hear from you. I want to hear from the parents. I haven't heard one parent come forward yet and support this. That's just common sense.

Comm. Ramirez: Commissioner, I will tell you that I spoke to the PTO leadership...

Comm. Teague: No. Tonight in the presentation no parent came forward to support it.

Comm. Ramirez: This is an update.

Comm. Teague: That's not germane to this conversation. No parent came to that microphone tonight to support this situation.

Comm. Ramirez: Any other questions from the Commissioners?

Comm. Mendez: Is there any literature or data, whether it be on the local, state or federal level, that supports that there are greater outcomes with teachers in the middle school model as opposed to a k-8? I know you mentioned that sometimes there's only one teacher in a single subject. I think that would be more of a staffing issue rather than a k-8 versus middle school model issue. I just want some clarity on that.

Dr. Warren: Thank you for the question. What I was speaking to was developing professional capacity of the teachers and how if you're a solo teacher for a content area in your building when it's time for professional development, grade level meetings and data team meetings you don't really have a team. That's because the staffing is based on the enrollment that's in the school, not necessarily because of a vacancy. If there's one section of each grade in that particular school, there's no grade level peer if you're a math teacher, for example, for you to collaborate with. I can provide the research on the strength of professional learning communities, job-embedded coaching and professional development for teachers. Your question is noted. We will get you that.

Comm. Simmons: I think Comm. Teague and I are the only two Board members who were here when all of this work started. While the assistant superintendents did a good job at talking about why the work was started, the one thing that's missing in this phase is that I've never seen a comprehensive plan that includes phases and which schools were going to be affected. For me, this is about process. This is about usurping this body's authority. You cannot close schools. You can't redefine boundaries. You can't do a number of things prior to this Board approving it. There was a decision made prior to this Board doing anything. There was no discussion. When we go back to when the

work started, I'm not sure who the assistant superintendent was at the time. I think the two of you were. Our first presentation was in 2015. I think the conversation started in 2012, but there were lots of community forums prior to. There was work with PEF. I remember being in this room when the consultants came to talk about redrawing the boundaries. None of that happened this time. When we talk about neighborhoods like School No. 21, School No. 10, School No. 18 and School No. 26, these are historically neighborhoods in this city that do not get along. You have to be conscious of what happens when you bring these bodies together into one building. Literally we see it all the time. When you're connected, you understand. The kids who are coming from School No. 10 to School No. 21 may have a difficult time. What's happening in the street will come into the building. When we look at Joseph A. Taub, I'm not sure that we've done a good job at handling those discipline issues. How are we going to do that at School No. 21? Beyond that, we've never had a conversation about closing choice schools. That has never been a conversation. If we're going to close choice schools, then close choice schools. That includes Gifted and Talented. If you don't, you create an implicit bias that says if you're not smart, we don't care. We're not going to listen. We're going to close the school anyway and send you to your neighborhood school, although parents have done everything that they needed to do to make sure that their kids are in a choice school because they didn't want them in their neighborhood school. They know what they have to deal with in those schools. I know kids in those schools. I'll use my own sons for example. My sons went to Alexander Hamilton Academy. My sons aren't built to go to School No. 4. It just is what it is. Although they have family down there, I don't want to have to call my family to protect my sons. It is what it is. These are the things that you have to take into consideration. This is why the conversations are needed prior to decisions being made, so that we can get everyone's input and buy-in. Having the community forum after the decision is made is really a slap in the face to the parents. I don't want your buy-in. I'm just telling you what I'm going to do. You have to deal with it. What happens to the seventh grader who has to walk their fourth grade brother or sister to school with them and then go to class? How does that work when they're going to School No. 21? How do they get from School No. 10 to School No. 21 in time? The parents aren't walking them. The parents are at work. How do you deal with that? These are the questions that have to be answered prior to making any kind of decision like this.

Comm. Teague: In detail.

Comm. Simmons: These are major policy shifts. Only the Board can do that. The decision was made prior to the Board having a vote for this. The long-range facilities plan is a planning document. Period! It can be changed, which is why you've seen so many different iterations of it. We are required by law to submit an update every five years and that's what you see. That's what the timeline shows. I don't want people to think that the long-range facilities plan is a binding document. It is not. If it were, then everything that's listed in the first one would be done. We would have a new School No. 20. We would have a new School No. 3. We'd have Church Street. None of that stuff is done because the plan is a fluid document and you have to update it by law. I'm all for putting a pause on this because it has to be reviewed thoroughly and all of these questions need to be answered. Again, if you go back to 2015, when you look at the long-range facilities plan there's a resolution in there that the Board voted on. If any of those things were to happen, the Board had already approved it. The Board had already approved redrawing the boundaries. That's why some of that work was able to take place. In this case, the Board has not approved anything.

Comm. Ramirez: Madam Superintendent?

Dr. Newell: I would like Mr. Mapp to come to the mic please to answer some of these questions.

Mr. Neil Mapp: Specifically which question? Let me right set it for you. We did lay it out. I presented it to the Board in 2022 and it showed all eight school districts where all middle schools were going to be and the capacities of those schools. It's a bit disingenuous when you want to say you've never seen the plan.

Comm. Simmons: You've never presented it to this Board.

Comm. Teague: Ever!

Comm. Ramirez: Please allow Mr. Mapp to speak. You've asked your question, Commissioner.

Comm. Simmons: No, let me respond. This Board cannot be bound by the actions of any previous Board. I was here. Who else was here?

Mr. Mapp: I presented it to the community and the Board that was seated at the time. You were on the Board at that time.

Comm. Simmons: I said that.

Mr. Mapp: So you voted for it.

Comm. Simmons: I voted to submit the long-range facilities plan.

Mr. Mapp: I presented the demographic study before I presented the long-range facilities plan, the major update to the long-range facilities plan. I also presented the redistricting of schools, which was the middle school model. At the time it was a model. It wasn't set in stone. We gave you a framework to change elementary schools to middle schools and elementary school cohorts. That's what you voted on. That's what you agreed to when we submitted the long-range facilities plan to the New Jersey Department of Education. Within that plan it showed that we have three cohorts – elementary school, middle school and high school. We can submit the plan again to this new Board, but don't say we've never done it to the community. I've done it several times to the community. I have it on record. I have it on videotape. I find it very disingenuous if anyone saying that I wasn't clear about the plans. That's the logistics of the plan. Now we have to enact those plans and we have been enacting those plans over the last 10 years. The last two efforts were to do Joseph A. Taub and Dr. Hani Awadallah. We did those and no one said that we did not approve the redistricting of those schools and it couldn't happen. It was done successfully and we can present again to you. That's why we're coming to you in February. The Superintendent sent you a letter saying that we were doing this and I didn't see any rejection of that letter. We came in January to do this. You don't come in August to do this and you tell us you're laying this on our feet in August for a September enactment.

Comm. Ramirez: This is a public meeting. Right now, we are having a discussion between the Board and the administration. Public, please do not chime in while the Commissioners are asking questions and we're getting rebuttal. Councilman, please allow Mr. Mapp and the Commissioner to have the conversation.

Comm. Simmons: That's why I talked about the plan from 2015, which is what I ended with. I said in what was submitted is a resolution that includes all the specific work.

That didn't happen here and none of what's being done now is in that resolution. The Board did not vote on that.

Mr. Mapp: Let me correct you.

Comm. Simmons: I'm looking at it.

Mr. Mapp: The long-range facilities plan has several components to it. You mentioned School No. 3, School No. 20, additions and things like that. We do all of that and we're amending the long-range facilities plan this year also and we will be presenting it to you. Within that plan it shows capital projects that we would like to pursue if we had the funding to do so. We have not gotten the funding to do so.

Comm. Simmons: I agree with you. However, what I'm saying to you is the Board voted on a resolution to talk about what you just said. If you have the funding, these are the things we're going to do. All the locations are specific. I have not seen anything that includes choice. None of that exists.

Mr. Mapp: We don't have to submit that to... In the long-range facilities plan we got approval to move to an elementary and middle school cohort. There is nothing specific about which schools because that was the plan that was developed over the last 10 years, to move to that two-pronged cohort. I think you're construing the two things.

Comm. Simmons: No, I'm not. It's been construed because that's the message that's being sent. The message is that the Board approved the long-range facilities plan so we get to close these schools. Only the Board can close schools. That's my point.

Mr. Mapp: The messaging may have been faulty, but that's not what I said.

Comm. Simmons: I know that's not what you said, but that's my point. By saying the Board approved the long-range facilities plan we approved all the actions that the district is taking. I'm saying this Board has not received a resolution to close any schools or do any reconfiguration to the current facilities. That's what I'm saying. It's separate from the long-range facilities plan.

Mr. Mapp: In efforts number one and two, we didn't come to the Board with a resolution either.

Comm. Simmons: It's actually included.

Mr. Mapp: We did not come to the Board with a resolution.

Comm. Simmons: I'm looking at the resolution.

Mr. Mapp: Go ahead. What does the resolution say?

Comm. Simmons: It's a long-range facilities plan resolution that we ended up voting on, which includes all of those buildings. Nothing may have been done with those buildings, but...

Mr. Mapp: You approved the submission of the long-range facilities plan to the DOE. That's the only reason I came to the Board, so you can approve the long-range facilities plan as I presented to you so it can be presented to the Board. It did not approve specific redistricting of specific schools.

Comm. Simmons: Do you want to read this resolution?

Mr. Mapp: I'll read it. I could be wrong.

Comm. Simmons: I'll get it to you. My point is that it's laid out in the resolution. It even talks about redistricting and new boundaries so it's already covered. Although it's being submitted with the long-range facilities plan and we're approving its submission, the work that needs to be done or the actions that need to be taken are also included in the resolution. That's not the case now. The only thing that is being said now is the Board approved the long-range facilities plan in 2015.

Mr. Mapp: If that's the case and it approved all the redistricting, wouldn't it include all of the areas that I had presented?

Comm. Simmons: I'm not talking about the work that was done in the past. It covers the work that was done. Hani is in there. At the time, it was Hazel/Marshall, which was being worked on. It talked about School No. 16.

Mr. Mapp: Those are capital projects.

Comm. Simmons: I understand they're capital, but the resolution also talks about the redistricting. It talks about that.

Mr. Mapp: I'd like to see it. I think what you're saying is we will build Hani Awadallah and Joseph A. Taub.

Comm. Simmons: Hani Awadallah and Taub were part of the conversation because we knew they were coming online. School No. 16 was part of that conversation back then. School No. 16 got taken down in 2014.

Mr. Mapp: Two schools were built in 2016, School No. 16 and Hani Awadallah.

Comm. Simmons: Right. I want to separate the long-range facilities plan from the action that is being taken. That's how it's being construed, because they are two different things. You admitted so.

Mr. Mapp: Absolutely.

Comm. Simmons: I don't want to focus on the long-range facilities plan. We have to submit it. Like I said, it's a planning document. It's a fluid document. At no point has this Board had a conversation about closing any schools. Only the Board can approve that. That should have been done. The decision is made. You spoke about the letter. I got the letter at the same time the parents did. I realized I got it the same time. I didn't find out from the letter. I found out from the reporter that called me. There was no discussion with this Board about the current action that's being taken at all. That's my point. It has nothing to do at all with the long-range facilities plan. There are two separate things and I don't like that it's being construed...

Mr. Mapp: I believe you, but I wasn't in those rooms.

Comm. Simmons: I understand why you're being asked to do it, but the long-range facilities plan is just that. I understand the middle school model because that's a conversation that we've had. Like I said, if we're going to close choice, then close choice. Close it all and spread all the programs across the district. I think that's

something that we asked for with gifted and talented. We've asked for that in the past. Again, one thing has nothing to do with the other. I really need people to understand that part. Although you and I went back-and-forth, it actually cleared it up so people can understand that there are two different things. The long-range facilities plan is a document that we have to submit and update every five years. The work may or may not get done depending on the funding. It has nothing at all to do with closing choice schools.

Mr. Mapp: Part of the long-range facilities plan extrapolates our enrollment across a five-year period. In order to do so, you have to know where those students sit. This redistricting of elementary schools is a component of the long-range facilities plan. Within the plan it says that in 2026 across the district we may have 50 fifth grade classrooms. As the five-year period goes through, those 50 classes as they matriculate through the grades may whittle down to 45 or 43 in seventh grade, 42 in eighth grade, etc. They're not separate and apart. It's a component of the long-range facilities plan. Within the plan it speaks of how we will educate our kids and that model of educating our kids, which is the industry standard here. We're the only district in this area that doesn't have middle schools. It's an industry standard that we're trying to move to. Someone asked what the efficacy is of doing this. You can go to other districts and see the efficacy. We're the only ones who don't do it. We said that we will build middle schools and separate our cohorts so we don't have to continue to send three different types of lunches to one school. We will be sending only one type of lunch to one school and another type to the middle school. You can't separate them, although they're distinctly different. This is just how we're getting to that point, how we're moving and separating the two cohorts. We had big buildings with 1,500 students in it and classrooms with 55 students when the educational standard is 24. Yes, those choice schools that had 16 students in it, that's wonderful. But what about the other kids on the other side of the block that had 50 and 30 kids in their classroom? We're trying to equalize the classroom sizes across the district so they can all be educated at the same rate. We can all have gifted and talented schools. That's what we are also looking at. How do we spread that wealth across? If it's okay for School No. 1 and it is doing great in the small school that's educationally inadequate, it doesn't have a proper gym, lunchroom, media center, or ancillary spaces that make it a school. It was never a school in the first place. That's an addition to School No. 26. We stuffed our kids in a shoebox and called it a school. We said if it's great for School No. 1, why isn't it great for the other kids in School No. 26?

Comm. Teague: Let me just ask you this question. If the key is to make sure that these services are all across the district, you're telling me that in order to do this you have to close these schools? You have to displace these students in order to...

Mr. Mapp: We're not displacing any students.

Comm. Teague: You're closing the schools.

Mr. Mapp: They're hanging out flapping in the wind?

Comm. Teague: No. You understand what I'm saying. You guys are trying to put out this notion that we voted to close these schools and we're catching heat for something that we didn't even look at. I was here when all of that took place and none of those school closings were in there.

Mr. Mapp: When I presented it to you, the area showed Norman S. Weir and when we moved all of the students in elementary and middle schools for that area, Norman S.

Weir's enrollment came out to be 97. Only 97 students were able to go to that school. Why should I continue to keep that school for just 97 students? That's part of the data that was used for saying that we no longer need that program at that location. It's not closing the schools because we can reprogram that building for other needs that we presently have.

Comm. Teague: Those buildings are going to continue to stay open?

Mr. Mapp: We need all of our buildings and that's what the long-range facilities plan does. It says that if parochial or charter schools go out of business, we have to house them. We cannot give away our complement of schools. We cannot give it away. We have to keep it. We closed Anna Landoli Early Learning Center a couple of months ago because of a flood. We have to pick those students up and move them somewhere so we displaced classes within MLK. If we had a school that we can use as a temporary space for them, we could have placed them there in an educationally adequate space. Those are the things we think about. This is not the first time we're hearing this because we've said it to ourselves. We have your best interests at heart. You may not think so, but that's okay. That's why we did it.

Comm. Ramirez: Any other questions from any other Board members?

Comm. Simmons: Again, there was never a conversation about choice. Ever! That conversation never took place. Had it taken place in 2022, I can almost guarantee it would have been a no.

Mr. Mapp: Those are not the things I'm responsible for, but I believe you.

Comm. Simmons: When we're talking about a decision that was made to close schools prior to the Board saying you can close these schools, I think that's a slap in the face to this body. That authority lies with us. We have to have those conversations. This is a new Board. When we talk about a Board from 2015 and 2012, I can call any of those past Board members and none of them remember having a conversation about closing choice schools. It's important for this Board to understand that it is not bound by the actions of a previous Board. We can say we need to have these conversations before you make a decision. We need to have the community forums. We need to get the buy-in and feedback because doing it after the fact defeats the purpose. You've made a decision. For me to find out from a reporter, I ended up calling Cheryl and asking her if I missed something. I know I haven't missed a meeting in eight years. I don't recall these conversations. I'm pretty sure Comm. Teague doesn't because he called me. Parents started calling me. The letter was sent out on a Friday afternoon to parents; the weekend people were preparing for the snowstorm that was coming. I think over that weekend in between me shoveling snow I talked to about 60 or 70 parents. People were calling me as early as 6:00 o'clock in the morning because they were outraged that no one had talked to them prior to this. I thought we had learned our lessons from last year. You have to get the buy-in. You have to communicate prior to taking action. At that point, it's useless. You're just telling people, "You'll do whatever we tell you to do. We don't care what you think."

Comm. Freeman: I'm so glad we're having this discussion. The importance of voting no when you had every opportunity to do it makes a difference. Had it been voted no, we wouldn't even be here. I sat last year and listened to the parents from Dr. Hani, School No. 9 and School No. 3 cry their hearts out to us about them having to go to different schools. The majority of this Board was here. My question to the Board, where was that same energy that we're having tonight? I'm a fair person. Believe me, I

understand the pain that you are all going through. Guess what? I'm not exempt. I might be the only one up here who has a grandchild or child in the district. I'm in the same position that you are in. My granddaughter goes to AHA. I'm in the same position. I sat here and listened to those parents come to every single meeting. The kids came crying to us, "please don't make me go to another school." The beginning of it all was in 2012. You can't say we can't go back. You can't say we can't look and see who did what and who voted which way. It makes a difference. If you had voted no, we wouldn't be in this position. I feel your pain. Trust me. I have nieces, nephews and cousins that have to go to their neighborhood school. My granddaughter would have to go to School No. 4. When I was in school, I had to go to School No. 19 and from there to School No. 27. You had people from East 18<sup>th</sup> Street back in the 1980's going to MLK, which is now the welfare building. That's where they had to walk because that was the middle school. This is not new. We all understand that it has been going on, but you have to place the blame where it's at. If you had said no, we wouldn't even be here. To say that it can't be changed because that's what the parents from last year were told, how fair would it be for us to sit here and say we're going to stop this, we're going to stall this, or we're not going to do this if we didn't give that same opportunity to those other parents? I'm a fair person. Trust me. I'm fair across the board. I don't care what color you are. I don't care what language you speak. I am in the same position that all of you who sit here are in. I have to make a decision of what my daughter does and where my granddaughter is going to go. This right here what we're doing, I'd love to see the parents out. This is how it should be all the time. When you're involved and you follow things, then you know what's going on. The same thing happened last year. The only thing that I'm going to fault the Superintendent with is not having the community meetings beforehand. If we didn't learn anything from last year, that was the biggest thing. Nobody knew. But they came up here and they said they're moving. You have to move your children. This kid's going over here. They did it. There was no buck up right here. I voted no because I didn't understand what it was. It was never brought to us. It was never brought to me. I wasn't on the Board. When I figured it out and I asked for the paperwork that I needed to understand, the first plan was voted and approved. The second plan was amended because they needed more time to look at things to figure it out. You have more time to figure it out. Then you get an amendment from the state and you still vote yes? You voted yes to change the whole district to a middle school model, not certain schools. The whole district! Choice schools are a part of the district. I agree with you on that. If you're going to close all choice schools, close them all. To say and act like this was not in the works, that is not fair. I'm fair. I'm going to be dealing with Brooklyn because she may have to go to School No. 4, if you don't get into a charter school. Everybody is flooding to the charter schools, but it's not guaranteed that you're going to get in. Guess what? You have to go to your neighborhood school. I don't want my kid over there in School No. 26. I don't want my kid in School No. 13. You think I wanted to go to School No. 27? I did not, but I had no choice. You think my cousin wanted to walk from East 18<sup>th</sup> to MLK where welfare is? No, but she had no choice. This is not new people. It was voted and approved. If they did not want this to happen, then they should have voted no. You can't place the blame on anybody when you vote yes. If you don't understand something, if you're not sure of something, then you should always say no and nine times out of ten your no might not even count. It's still going to get passed. But the fact of the matter is that this is not new and it was voted on. It was amended. It was voted on unanimously. When you vote to say you're going to change this district to a middle school model, that's the whole district. We can't pick and choose. It's not fair that kids at School No. 6 don't have teachers in their class, but Norman S. Weir has all the best teachers. It isn't fair that children in School No. 10 don't have the best teachers, but AHA does. It's not fair. Spread them out. Let everybody be the same. It's okay. It happened with us. We all went through public school. Yes, the dynamics are different. Yes, the climate is

different. Guess what? We did it. When we went to high school right out of eighth grade, we had no clue going into a building. Nobody held my hand showing me how to get around Kennedy High School. No, they didn't. I know you probably don't want to hear what I'm saying, but I'm being fair. I'm dealing with it. I can say let me just use my position and let me get Brooklyn over here in a special school or a charter school. No. Brooklyn is no better than your child. I'm fair across the board. If they had voted no from the rip, we wouldn't be here. Now that we're here, we have to figure it out. You can't say you didn't know about it because the State of New Jersey amended the plan for this whole Paterson School District to move to a middle school model. Not certain ones, but the whole district. Let's try to figure it out, but we can't paint the picture that's being painted here. That's the facts. I'm in the same boat, but I'm also fair. I'm not trying to throw anybody under the bus and I'm not trying to let anybody get thrown under the bus. That's how fair I am. I'm going to take heat for it. I have no problem with that, but let's be fair. Let's look at these schools. You have to really pay attention. Parents, I'm glad to see you at here. Don't come when it's at your door. You have to stay involved. Community meetings were going on. They went on last year. The number of parents that were there were not many. I'm not blaming you. I'm not blaming the parents because I understand your passion and your fight. I'm the same way. But I'm fair. Let's try to fix it. Last year this place was jam-packed with more parents than it is today and we told them it cannot be changed. Now all of a sudden it can be changed? No, it can't be. That's not fair.

Comm. Ramirez: Public, please let's maintain decorum. This is a public meeting. The Commissioners are speaking. You will have your opportunity to come to the podium and we will hear all of you out. Just please bear with us.

Comm. McCall: Last year, I was one of the Board members who said no because I didn't understand everything that was happening. Every time we had to say something, I said no. I was a no for a reason. A lot of it said that it was already approved and we had to go ahead and do it. Tonight, we are here with the same situation, but now we are told that maybe we can change it or we can't. I have a question for our administration. Now that we are where we are and it's already been established, do we go back and look at scheduling? The reality of our community is that our older children help out with the younger children to get them to and from school. If they both have to be somewhere at 8:30, that's not going to make sense. I am hoping that we have forums for parents to talk about the issues that they are going to be plagued with now that this middle school model is going to be in place. How much of a change is going to continue to happen? Our community schools provided services for our community that you may look at as small, but for a lot of families they were big things, like washing clothes. I was impressed when I walked into a school and I saw parents dropping off things and kids picking them up. I'm concerned about those kinds of things. How are we going to roll that over into our schools? How will that still play a part? Those community services are needed. The other thing I'm really concerned about is the participation of our community. I have to be honest with you. I take my hat off to every one of you parents who are here tonight, but I have to be very honest and I might get beat up for saying what I'm going to say. I thought this room was going to be overflowing. Are there more people over there? Thank God. I didn't see them so I take it back. Parents, you need to be here and make us accountable. You have to hold us accountable. That is your job. Our job is to make sure that the Superintendent does her job and that we get the right policies in place, but you need to hold us accountable. I don't have a problem with the over 100 phone calls that I took when all of this happened. I didn't have a problem with it because that's what I signed up for. A lot of times, I'm finding that we are coming to the table after the fact. If you don't understand something, let us know that you don't understand it. Yesterday I was watching and

there were some things that I didn't understand so I had to find out exactly what it meant. From this point on, I can only give you my word. When something like this happens, I want it lined out. When I got all of the paperwork and everything, nothing said that it included the choice schools or excluded the choice schools. It didn't give me any way to say that the choice schools were going to be protected from this change or it was going to be included in this change. It's not on here. Nobody spoke it out. Nobody spelled it out. I promise you that whenever we have to do things that require the entire district, call me and ask me the questions because I'm going to ask the questions you tell me to ask. I looked for it. I wanted to see. After the first set of information was sent to me, I called the Superintendent and told her something wasn't right because I don't see the choice schools. Then I got the other paper that said it was the district. All I'm asking is to make sure that our community and our children all make sense. We can't have our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders being responsible for getting our K-5 to their schools and then every day they're going to be considered late. Does everyone understand what I'm saying? I really need to make sure that we have everything in place. I hope that you can go home tonight and think of some things that may be affecting you and your family in this process and get back to us on what we need to look at and how we need to sort it out. We are where we are. We have to make sure that our children are safe and that the families are in place and everything balances out. I've been a very young single parent and I know one of the things that always made me decide to choose a school for my child was his safety first. I knew I could catch education up at home, but I needed to know while I was at work that I didn't have to worry about my child. All of those things that have been said tonight, I really want our administration to take it back and sort it out. If we believe that there is going to be chaos in our middle schools, let's sort it out. At some point, they are going to still wind up at the high school. How do we intervene now so that can be a smoother transition? I get it. At some point, they all meet up. All I'm asking is that this administration takes some of the things that I said, look at it, and come back with a plan. Parents, you may have questions. You may not think about it right now. You may lay down tonight and think. Write it down and bring it back to us because you are the reason I am sitting here. I want to make sure that I serve you and I serve you well. Thank you.

Comm. Teague: Just as a point of reference, I mentioned and spoke about the NJSBA speaking with me in terms of putting a moratorium on the table to that middle school model. That was last year in March, and I didn't get any support. I haven't changed my position on the fact that we are looking at efficiency but not reality. Paterson is in a much different place than it was 10 years ago. It's in a much different place than it was a year ago, to be honest. This model was not constructed for 2026 for where we are right now. Let me mention this. In 2012 and 2013, I was having a lot of issues with my health. I was in the hospital so many times that Chris Irving, who was the President at the time, was trying to find a way to get me off the Board back then. He was trying to get the other Board members back then to vote me off because I was missing so many meetings because I was being hospitalized. There were several of those meetings that I was not at. Several of these new Board members brought that up to me and told me that I was not at that meeting. I sure wasn't. I was in the hospital. I had enough sense to know that when you take a child from one community and place them somewhere else, like what's going on in this city right now, we know what we have in this city and in this community. If people choose to put their child in a certain school, they should not be demonized for that. My daughter went to AHA. I'm not going to be embarrassed for saying that. She also went to School No. 26. I'm not going to sit here and be embarrassed because my daughter went to AHA, a choice school. She sure did. Comm. McCall said it best. I wanted to make sure that my child was placed somewhere where I know they will be safe. And she said "chose." What are we doing? Are we

saying that this middle school model is saying that parents have no choice? I'll tell you when they will have a choice, in November.

Comm. Simmons: I just want to clarify this. When we talked about the middle school model, I know what the intent was when this conversation started. Even along the way, choice schools were created. Between 2012 and 2026, there were choice schools created even though we were talking about a middle school model. We knew that when Don Bosco went offline, Don Bosco was a middle school. It was replaced by a middle school. When New Roberto Clemente became a middle school, it had a lot to do with the population in the area. The old Roberto Clemente closed for a while. It was used as part of Eastside and then we ended up having to use it for K-3 or something like that. Then students went to School No. 15. Those students fed into NRC. One thing that people overlook is that all of those schools are within a block of each other. If I had to walk my student or sibling to School No. 15, I could be at NRC in under 5 minutes because they are within a block of each other. There was never a vote to close choice. There's never been a conversation. Those two things can exist at the same time. You can have a middle school model and you can have choice schools. I work in a district that has middle schools, but they also have choice schools so they can exist together. My point is process. When there is a decision to close schools prior to the Board saying to close the school, that's a lot of what I'm talking about, process and the authority of this body. The decision cannot be made prior to having that conversation with the Board and giving the Board all the information it needs to make the decision. Then the Board can decide to close the schools. That's what happened with School No. 14. That's what happened with Urban Leadership. That's what happened with School No. 3. There was a resolution that came to the Board and the Board said to close the school, but that didn't happen in this case. You made the decision and sent out a letter saying that your school is going to close. There is no resolution approved by this Board to close those schools.

## **REPORT OF THE SUPERINTENDENT**

Dr. Newell: Thank you, Commissioners. Thank you for your insight. I have taken notes. I am going to give a very brief Superintendent's report because I do know that we have a lot of folks here who would like to speak. I just wanted to acknowledge that we showed our Muslim American Heritage Month presentation, which we observed in January. For February we will be acknowledging Black History Month. Black History is very important. It is American history. It's a story of resilience, perseverance, and achievement often in the face of significant challenges. Muslim Americans, including many who are also Black Americans, have made meaningful contributions to our country in education, science, medicine, public service and the arts. These histories remind us how much strength there is in our diversity and how important it is to know the full story of our shared past and heritage. We are here to honor and celebrate our responsibility to create schools that are inclusive, respectful and equitable. I want to thank our educators and students for the thoughtful ways that they have gone through observing both Muslim American Heritage and Black History Month. Thank you.

## **REPORT OF THE PRESIDENT**

Comm. Ramirez: In the interest of time, since there are a lot of speakers and it is getting late and we have children here, we are going right to public comments. I will not be giving a report today. For those of you who have not been here before, know that you are allotted three minutes. Please use your time wisely because we have so many speakers and we do have other business to take care of. I believe we do have a translator if we need one for Spanish language.

## PUBLIC COMMENTS

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

Mr. Salaam Ismial: Salaam Ismial, Director of the National United Youth Council, Inc. I am here initially to talk about an incident that happened not too long ago with some of your students here. I was here to talk about an incident that happened in this township not too long ago. Some of the special education students were given hot sauce by one of the teachers as a form of punishment. I was called to advocate for some of those parents. I started that process. But then when I heard the stories of what these other parents are going through, this transitional change in their lives and in their neighborhood, I had to make that priority one because they are here. One of the gentlemen talked about 2012. Then, I hear 2015. Then 10 years. Then, I don't know. Board members are all over the place with this. It sounds like a plan that needs to be scrapped and started all over again for the sake of these people here. To let it go on is unfair. Some of you have mentioned that some of these same residents here didn't even know until a couple of days ago and they come in outrage, as they should. They can't make it to all those meetings. They hired you guys. They voted you guys to represent them, their issues, their cause, their purpose and some of their problems. Don't keep calling them to come in. They come in when they can. Did you see the one that just left with the challenged young boy? There are a lot of them. One of those schools that you are talking about shutting down deals with a lot of special children. These families have a right to know what's going on before you make a vote of any of this stuff. Come on, Paterson. It wasn't too long ago that you were relieved from the state to give your rights back to represent these people. Don't go back to that again because I will be in town. I'm going to deal with this hot sauce issue. Madam Superintendent, I'd appreciate it if you call sometime when we call you. We are a very recognized organization. We gave you a full plan. I'll talk about the next meeting on the 11<sup>th</sup> and probably the meeting after that. I will be meeting with any of these parents so that we can further create a conversation about these real goals that you need to have for the people of Paterson, New Jersey. Don't treat these people like this. They're not just a piece of paper pushing with no vote and they don't know what's going on, especially my Black representatives. Most of the people that are going to be affected or impacted are people who are Brown and Black. This town has been through too much in terms of education. It's time to get it together. You guys have a part to play and so do you all because they voted you in and they can vote you out. That's my point.

Ms. Ethel Smith-Thomas: Hello, how are you today? My name is Ethel Smith-Thomas. I also work for Salaam Ismial at the National United Youth Council. Today, I am here to talk about the incident with the hot sauce. I have a child who is on the spectrum. She went to public school. She didn't come out here to Paterson. We were in Elizabeth. As Ms. McCall said earlier, when you are at work, you want to send your child to school and to be safe. You read something on Facebook saying there was an incident at the school where a child was given hot sauce. You call the school and the school tells you that it's not your child. Three weeks later, you get a phone call saying that it was your child. I am deeply concerned about the lack of timely communication with the parents. In another reference tonight, I don't see Mr. Simmons here right now. As he says, it's about communication. To take three weeks to inform the parents of an issue with their child is unacceptable. It prevents parents from providing necessary support and seeking medical attention for their children. We had a meeting a couple of weeks ago and a man's question was, what was the situation and was it investigated? They said it took three weeks for them to tell the parents because it was being investigated. As

soon as something happens to my child, I need to know as soon as possible. Someone came and said this child or more children were supposedly given hot sauce. Someone should've called me immediately. Someone should have called these parents immediately. Then you start your investigation. They said they spoke to the children. How can you speak to a non-verbal autistic child? What did they say to you? What did they say during the investigation, 'Someone gave me hot sauce?' I'm pretty sure they didn't say that. We want details. How was the investigation conducted? Were the children involved autistic? Parents need to know. Were there specialized techniques or professionals, such as speech language therapist or behavior specialist? What did they use to gather the information for the investigation? How was their non-verbal communication or behavior changes interpreted as part of the evidence? What protocols are in place to ensure the safety and rights of these children during the inquiry? Usually when you speak to a child during an inquiry you have a parent there.

Comm. Ramirez: Thank you very much, but your time is up. I'm so sorry.

Ms. Smith-Thomas: That's okay. There's one more thing I definitely want to say. We need to make sure our children are safe when they're in school, whether they're autistic or not.

Mr. Alexander Cardillo: My name is Alexander Cardillo, for those of you who do not know me. I was the librarian at Martin Luther King School who was RIF'd in 2019 with two months to tenure. I was not let go for cause and the district continues to hire librarians to positions that I am qualified for and have seniority in. The RIF was not done correctly, and this has been established. I have been again denied my rights to formally resolve this matter through the New Jersey court system as the judges that were assigned this case again chose to take the easy way out and not understand the policies that the district is required to use in the RIF'g process. I realize that I am probably one of many New Jersey citizens denied the right to due process to be heard and understood. The system is broken and many are victims of actions of judges who choose not to take the time to do the work that they have been called to do. Other districts in the state are working through the RIF process using the same policy – 3146. Yet, Paterson is not being required to apply the same protocols, and we have proof of this statement. The judges applied the wrong standard to this case and failed to meet their own standards of independence, integrity, fairness and quality service. This situation leaves us in a dilemma. I have been wronged by Paterson Public Schools, and I must continue my advocacy in resolving this matter. I have no choice. I have been wronged by the actions of Principal Monica Florez who actively lied under oath and set out to make sure that I'm unable to move forward in my career since she claimed in deposition that I was investigated by DCPD when I was not. She needs to be held responsible for her actions. I was wronged by the actions of the district leadership team after they admitted to the fact that they do not have any details as to how the RIF was completed. It was just decided by how the principal felt at that moment. Just recently, this was blatantly obvious when a candidate who was not certified was hired by the district and offered a paid-for residency package versus bringing me back to work and resolving this matter. By the district hiring a non-certified librarian over a certified applicant, a new dilemma has been created of a \$10 million lawsuit by this employee, all because the assistant superintendent of human resources continues to make a point on my issue that he knows he's wrong about. The discrimination towards me in these actions taken by the assistant superintendent and the current Superintendent has not gone unnoticed by many in the community. I am asking you to use your authority as a Board to come to the table in good faith and right the wrong that has been unjustly put upon me. Thank you.

Dr. JoAnn Cardillo: Good evening. I'm here to continue to highlight injustices that were placed upon Mr. Cardillo during the improper RIF process of 2019. This complex case was presented in the judicial system and at best is misunderstood, or even worse, understood and ignored for the implications based on the fact that protocols and policies were not followed and decisions were made outside the purpose of a reduction-in-force for budgetary reasons. In the time we have come to stand before you, none of what you have heard has been challenged by anyone because it is the truth. I now understand that this is a tactic that New Jersey judges use to ignore truths rather than explore facts. Yet the facts still stand and cannot be denied. As we have shared and closely followed, other districts in New Jersey are struggling with funding and are using the same policy, assuring that they are within the practices of seniority mattering. In Paterson, we are now in a place where the responsibility for the damage to Mr. Cardillo's career lies in your hands. He is in a situation created for him by Monica Florez, who has never been reprimanded for her actions and was able to retire without having to answer for her false depositions and fraud that include a plethora of lies. The lies include Mr. Cardillo was investigated by DCPD, which is false information. We all know what was going on. He was following a request by a parent and the child study team to mentor a student and help him get on track with his academic program needs. The student has stood here before you and said so and you are still not acting. At the time, the student was reaching out to him for support, and he agreed to help him succeed. I'm not sure that anyone in this community or on this Board would have responded any differently to this request of the parent and the student. Yet, we still find ourselves here on this day talking about this situation with no action taken on his behalf by this administration. While the principal lied under oath, just recently in the fall this district was required to complete a form called Pass the Trash and the Paterson human resources department this past fall admitted that Mr. Cardillo was never under investigation. What is the answer? Yes or no? The record needs to be corrected by the district. Of course, the Department of Human Resources had no choice but to tell the truth on the form. Yet, the lies of the principal are written in an opinion that is now on the internet. This is damaging results of her lies and deceit that you own. If it is not corrected, it will follow him forever and that is unacceptable. I'm hearing tonight that the HR department...

Comm. Ramirez: I'm sorry, Dr. Cardillo. Your time is up.

Dr. Cardillo: Thank you and we hope to hear from you.

Ms. Megan Binns: Good evening. My name is Megan Binns. I'm a mother of a nine-year-old child who goes to Norman S. Weir. My son is diagnosed with bipolar disorder, ADHD and mild autism. He's a bright capable child who thrives with structure, consistency and appropriate supports. Changes like forced school reassignment and program disruptions are not neutral for children like mine. They are destabilizing. They increase anxiety, behavioral regression and academic setbacks. I am his only parent. I manage his care, therapy, medication and educational needs. How can you possibly know what's best for my child if you're not living in his reality every day? You often tell us parents to be a voice for our children. How can we be a voice if you're going to cover our mouths and silence us? Our kids are not data. The Board needs to visit our schools and start listening to the families that are living these consequences. Thank you.

Ms. Soniya Shabazz: Hello everyone. First, I would like to thank Mr. Simmons, Mr. Mendez, Jr. and Mr. Teague for every point that you made tonight and for representing Paterson. We as parents were informed of this big change on Friday right before the snowstorm. We had no idea that any of this was going on. Yesterday the young lady who was representing the Paterson Public Schools repeatedly said, "You asked for this."

You wanted this. You chose this.” Tonight, it was mentioned that this decision was planned back in 2012. That’s 14 years ago. None of our children were in these schools then. We did not ask, want or choose any of this. For you guys to say we chose this is a bold-faced lie and is inaccurate. These are high achieving students. I mentioned last night that my son is in the top 99 percentile in the State of New Jersey. He goes to Norman S. Weir and you want to close the school? That is insane to me. I just can’t fathom it. They serve high-achieving students. Some of the schools are rated #2 and #3 in this district based on NJSLA scores. Why would you want to stop this? Why would you want to close the schools? Last night the reason behind this was transportation and equity across all schools. If you apply for a choice school, you are choosing to drive and transport across the city. This is not a burden on us. This is something we asked for. I don’t understand how you can then turn it on us like that’s a problem that we wanted our children to go to a choice school. You mentioned tonight specialized teaching, teacher PLCs, grade level meetings, tailored PDs and a sense of community. I believe, based on what I see when my son is on the phone with his friends that have been in his class since kindergarten and now he’s in 5<sup>th</sup> grade, that is a sense of community. They’re like brothers and sisters. They are very close. I don’t understand how what’s happening now is such an issue. You mean to tell me that you as a district with all the educated people in place making these grand salaries cannot provide these items without causing, as the assistant superintendent mentioned earlier tonight, grief, anxiety and identity issues on our children? You can’t implement all those things that you say the rest of the district deserves without closing choice schools? You guys are educated. You should be able to do that. I’m going to reiterate what has already been acknowledged. This decision will affect student safety. It was mentioned last night and today. There are turf wars taking place in this city, and you just want to push the kids in one school? That is insane.

Ms. Ileana Vargas: Hello. My name is Ileana Vargas, and my son goes to Alexander Hamilton Academy. Good evening, Paterson Board of Education members. I’m here today to express how extremely disappointed I am at the handling and decision to close down our school. In the talking points of the Superintendent and her colleagues, all I hear is deflection. The Superintendent said this was started by her predecessor. Please take accountability for what is occurring during your tenure. You are the ones closing the schools. By closing these schools, you have forgotten the children and the damage these decisions cause. Parents were given the choice to enroll their children in these schools, schools that have been open for many years and have proven to help students succeed. I live on the last street of Paterson bordering Haledon and I made the choice to bring my child to Alexander Hamilton Academy. You have taken that away from us parents. If you are closing schools based on statistics, then you must also acknowledge the statistics that show improvement and growth. These schools should not be reduced to budget numbers alone. I have seen that you recently were being audited and I’m a bit confused as to your audit responses. During your HYA audit, one of your key areas had a finding between family and community engagement. Your framework graphic, which you have online, shows that after collective information and feedback it would then create a strategic framework. Why is the community feedback being taken after the fact? Based on your meeting minutes of May 2025, you addressed these findings and stated, “We’re developing action plans based on review findings and recommendations. We’re going to continue to involve teachers, staff and families for improvement efforts because their voice matters.” What happened to that statement? I’m here to remind all Board members, especially the President because I voted for you and I’m extremely disappointed in you right now. You were all voted in by us. You were not appointed by a party, mayor or friend. Shout-out to Comm. Simmons and Comm. Teague! Thank you. You were the first ones that I heard from when the letter came out that you were opposed to it. Thank you for speaking out and standing

for our kids. At least one of my votes didn't go to the toilet. These closings have not been approved by the Board. You have the power to protect our children and make the right choice. Everyone else please know that your lack of standing up for our kids and deciding on going through with closing these schools is also a closure to your political future. Do not get comfortable in your seats because every parent here has the power to vote you out and we will remember the harm you are causing our children, families and especially our teachers. You have failed our teachers through lack of communication and transparency. I urge you to make a decision that does not come at the expense of our children and teachers.

Ms. Kyranisha Williams: Good evening, everybody. I'm here on behalf of my daughter, Kyla Ford. I'm coming here today to state what I have to say is minor compared to a lot of what the parents are going through today. I received a text message last Friday stating that my daughter's contract for her school bus is over. The school bus company stated to them that they are no longer going to have my daughter on a route. I had this concern ever since September. I've been going back and forth with the district pulling my daughter off certain buses. They stated to me that my daughter was left at school until 4:00 o'clock. The same incident happened this week again. I was very upset because I sent Ms. Theresa emails after emails stating to her that I've been having this problem. When I spoke to her, she stated that you have bids for bus companies to make a decision through the state to see if you're going to pick up my daughter or not to get on another school bus. Why did you take her off a bus that she was already on? I'm so confused. My daughter gets up every morning and asks what happened to her white van. Now she has a burgundy van, but she's special education. When did you start bidding on school buses? I'm confused. Now I have to wait until Friday for someone to pick up a location for her to transport her to school? She gets the ride in the morning but I have to pick her up in the afternoon. I made that decision because she's being left at school until 4:00 o'clock, but you're getting paid. I always come to these meetings. \$600 billion and this is the only district that doesn't own its own buses. I'm confused. Clifton has their own buses. Wayne has their own buses. Paterson Public Schools doesn't have any school buses? They actually told me that they cannot come into the back of my parking lot because they can't reverse. I'm confused about that. You are making decisions about making the schools middle schools. My daughter is in the fourth grade now. In September, are you going to do the same thing to her school? Is her school going to be next? She's special education. Now I'm questioning myself. If this is all-districting, that means she is going to be affected in September because she will be going to fifth grade. Are you going to cut her school now? Her school is K-8. Let me know what's going to happen now. You stood up here and talked the entire time over three minutes. You need to make a decision about parents' time to talk. Don't tell us we only have three minutes and you have four and five minutes.

Mr. Charles Ferrer: Good evening, Charles Ferrer. The plan is to move to a middle school model and everybody is supposed to be included in that. At School No. 28 kids go pre-k to first grade and second through eighth. It's choice. How's that going to work? If my child lives across the street on Presidential Boulevard, after the first grade they're being told they have to get out of that school and go around the corner to School No. 4. That's not right. Here's another concern. Stop saying that we heard what the parents said. Go back in the Board minutes. Numerous times I've stated that if you want the plan to work, the most important stakeholders in the equation, the students and parents, have to be at the table. You do it every time. You didn't hear it when the parents came last year? You're not important. That's what you're saying. Let's talk about a few things. In this plan we talked about not closing Norman S. Weir, but demolishing it and rebuilding. It's in one of the long-term plans. Demolish Alexander Hamilton Academy and rebuild it. How did we get to closing it? You're trying to

convince the people because your plan has changed since it started. In the plan it talks about redoing 33 Church Street so you can get out of this building where the water runs down the stairs and all kinds of craziness and get back down to Church Street. That's off the table. How can you say to these parents we can't change? You've done it. I'm looking at the middle school model and I agree with you, Comm. Teague. Where is the data that says that the other one was successful? Here's some data that we should be looking at. Where is the number one school in the State of New Jersey? It's right here in Paterson, pre-k to eighth grade with a tweak of a middle school. That's the model we should be making for all the other schools, not this middle school crap. I went k-8 at School No. 10 and then School No. 20. My friends at School No. 13 went down to MLK, School No. 4, School No. 12, MLK and a few other ones. We have something that works, School No. 28. The other two schools in that equation are Alexander Hamilton Academy and Norman S. Weir. Second or third, I don't know which one it is. If the wheel is not broken, why are we making a mess? You have the power to change and stop this. You've done it in every one of these since you first started. Don't do to these parents what you did last year. It was wrong last year and it's wrong now. It's that simple.

Ms. Deltietra Hopkins: Good evening. I spoke last night. After attending yesterday's middle school community forum, I felt compelled to share concerns that I believe were not fully acknowledged during the discussion. Many parents intentionally chose schools outside of their immediate neighborhoods despite the longer commute and daily traffic. We already talked about that. If Paterson Public Schools applied to the New Jersey Department of Education to become a choice district, according to the NJDOE Paterson is not an approved choice district. That application was not made and approved and these schools are not choice schools. They are district programs. That matters for us because families chose these schools intentionally for safety and student supports, especially special education. I didn't hear anything about special education tonight. These children have a hard time adapting to change. I look at their faces. One of my students today asked me, "June 30, 2026 is the last day we're going to be at AHA? Are you serious?" I don't have an answer for him. I'm a mom also with two children at a choice school because I had a choice. All my children went there. Like I said last night, my daughter is on the dean's list at Montclair State University because of AHA. You cannot bring middle school at School No. 21 with all the things going on in society today. We walk it. We live it. You guys don't. You read statistics and data about it, but you're not in the building. You're not doing it. I'm very concerned about the safety of my babies. Not just my kids, but all the kids. You have to make it make sense. We work hard and I'm very nervous that we don't have a solid answer. I can't understand it. I'm totally confused. My grandmother is 94, God bless her soul. She lives with me. She said they need to make it make sense. It's sad. I'm very emotional tonight. Last night I was very calm, but I'm uneasy because it's not settled. It's not sitting right in my stomach. You have to make it make sense because it's not.

Ms. Jeanette Lyde: I'm Jeanette Lyde and I stand before you this evening, Board members, staff from the Paterson Public School District, parents, teachers and students, as someone who is a lifelong member of this community. I am a product of Paterson Public Schools. I am a former teacher. I am now a retired assistant superintendent. I'm a parent who sent her children to our schools. Did I have a good time in doing what I did in the Paterson Public School District? Absolutely yes! I enjoyed every single second and moment that I had the opportunity to interact with my students, staff and colleagues. I enjoyed every single moment, even though some may have been unpleasant. My career in education spans from pre-k to higher education, serving as a teacher, administrator, innovator, mentor and advocate. More importantly, I stand before you tonight because two children came home from school a couple of

Fridays ago traumatized, upset and on the verge of tears because they heard at the end of their school day that their school was closing. Unfortunately, it was very frightening for them. They asked me, a grandmother of one and an aunt of another, "Why? What's happening to my teachers? Why is my school closing? Why am I going to be disconnected from my friends and all the memories that I made at Norman S. Weir?" Their question is why. They both asked me if I would come and speak to Dr. Newell and the Board Commissioners. They even had the audacity, these little young kids, to call up two Commissioners to find out answers to their questions. Unfortunately, the Commissioners that they spoke to could not give them an answer because they didn't know until all the rest of us found out, sad to say. Those little ones understood that communication was essential. They also had the audacity to call up their classmates to find out what they thought about their school closing. Their classmates are upset as well as their parents. I can only speak about Norman S. Weir and I see a couple of the students here who are shaking their heads in agreement with me. They are upset. The question, Commissioners and administrators, is the answer for the why. You need to answer their question. Why? It makes no sense to me. Much of what I was going to say has already been reiterated. I hear the sound and I am going to sit down. However, I ask you to please answer their questions. Why can we not pause this? Why can we not take another look? I know it's all in the long-range facilities plan and I've been an advocate of change. I've been involved in change as a former member of this school district. Change is inevitable. However, communication is essential. We need communication. Thank you.

Mr. Marcos Merchan: Have I not commanded you, be strong and of courage? Do not be afraid. Do not be discouraged for the Lord your god will be with you wherever you go. Good evening, ladies and gentlemen. My name is Marcos Merchan. I've been listening to the entire meeting and the only thing that has been mentioned is educational programs. None of this is new. It's already included in the education programs. The closing and opening of new locations is the same thing. The situation is that when the transitions occur, I see no administrative solution. Opportunities cannot be created by closing schools. What will be the solution to this educational conflict? Why is this only happening here in Paterson, New Jersey? Honestly, I don't see the situation in other cities. I've been fortunate enough to have my children in a very good school here in Paterson. Unfortunately, financial administration funds have been mismanaged. The system is excellent and the teachers are wonderful, except that there are some teachers who are tolerating laziness and idleness from these students, which makes the programs look bad. I don't think closing the schools will bring any solution. With god's help, I would like for us to avoid thinking about closing schools but instead continue to nurture the dreams of our little ones and young people who aspire to become the honorable individuals they have always dreamed of being. My experience with Alexander Hamilton Academy and my testimony about it has been truly the best. My son was able to finish his program there and today he's attending PCTI for high school. This is his last year there and the next year he will be attending William Paterson University. If the middle school academies are closed, we will be doing ourselves a great disservice since the future of our children depends on you. All of this is without mentioning that I and my family have witnessed students from schools who I don't want to name who have already started forming criminal gangs among the students from different high schools. Why are you going to close the best middle schools that we have in town? I know you're not our enemies. You are there because God put you there. God chose you to be in that position. Maybe I'm not qualified to be there, but God qualified you to be there. I'm humbly asking you as a parent to help us. I had a bad experience in the school system with my child seven years ago. He was struggling with some students on the internet. I took him to the hospital and he was suffering and wanted to kill himself. I'm going to ask him to translate better.

Comm. Ramirez: I'm sorry, Mr. Merchan. Your time is up. We have some other people. I'm so sorry.

Mr. Merchan: Okay. I appreciate the time. Thank you very much. Together we can make the difference. God bless you all.

Comm. Ramirez: Thank you for your message.

Councilman Michael Jackson: I normally don't write notes. I normally come straight off the cuff. Something needs to be done about this gentleman, Mr. Cardillo. Talk about dedication. He is here every meeting. I don't want to waste much of my time, but you do definitely have my support. Night in and night out I often bang my head against the table thinking I'm the only one. Outside of my brother Charles Ferrer who is definitely a power hitter, this room is full of rock stars. This young lady right here, I never met her before, but she's a rock star. Almost everybody who came to the podium tonight, you're a rock star. The answers are right here. Ms. Lyde, we already know about her. We've known about her for many years. Brother Mendez, I'm extremely proud of you. I just have one recommendation. Always do your own research. The administration is going to give you data that they want you to hear. They're going to give you data supporting their narratives. If we were all on Zoom tonight and one person kept their phone and wouldn't mute, we wouldn't have a productive meeting. If you have an environment where it's non-conducive for education for all involved, if you're bringing kids from all over the place and you have one disruptive student, it's not going to be productive. Many may not know I took my kids out of the district. I pay a great deal of money for my children to go to school now because of the things that happened. My son has been on the dean's list every single year in college. He's a graduate of Norman S. Weir. My daughter just got accepted to the most prestigious program in Rutgers. She's a product of Norman S. Weir. When my other daughter graduated from Norman S. Weir she scored a perfect score on her proficiency test. She's a graduate of Norman S. Weir. Ms. Giglio should be a part of this entire discussion. She's a rock star. Lastly, I had to take my children out because obviously they were being unfairly targeted because of the work that I do in advocating for our entire community. Where they go to school now, you have to be able to perform on a very high level. They were able to get in without any issues or problems. They're straight-A students in these schools where there are people from all over the place. They're at Montclair Kimberly Academy and they're outperforming everybody there. We're doing our community a terrible disservice. Those who serve us, Comm. McCall, you were elected to represent the people. We shouldn't have to come out here and babysit you guys to do the right thing. Do the right thing by the community. We already know. I'm watching five-year-olds walking to school by themselves. Now their siblings are going to have to go to school a lot further and they're going to have to walk alone? It just doesn't make sense. You guys have to do better. This thing needs to be shelved. There needs to be better planning. We definitely need to de-privatize our services. This building should be taken by eminent domain. There is no way we should be spending this amount of money on rent in this building. We're doing our community a disservice. Thank you very much.

Mr. McKoy: I'm the husband of Jenall McKoy and I'm representing Alexander Hamilton Academy. I feel honored to be standing here tonight. I greet you all in the precious name of Jesus Christ who will soon come again. My daughter and my son go to Alexander Hamilton Academy. My son recently graduated from there, but my daughter is still there. I strongly believe that our teachers and parents really have a strong influence on our students and community today. I want to say to all those who sit to plan and decide if they're going to close these choice schools, which I'm not quite sure

from which dictionary we get the term choice, whether it's Oxford, Webster or ChatGPT, it means it's a choice. If we decide to close choice schools, this means they're actually taking away our privilege and choices. If I'm wrong I'm going to assume that all those who make these choices to close these schools do not have any more kids going to these schools. I'm quite sure that they all make choices to go to the school they actually wanted to. Maybe that's the reason we're standing here tonight. I'm going to say strongly that if we can go back home tonight and pray on this, if it's the will of the Lord then it will happen. If it's not the will of the Lord, I pray in the name of Jesus Christ he will be the head and the leader of what's going to take place tonight. I beg you and beseech you to reconsider what we are planning to do. Remember that our kids today are the future. We are going out and they are coming in. Whatever we do, please remember that our kids are the future of today. If we disregard that, then consequences will arise. Please pray in your hearts and ask the Lord to lead and guide us because he's the way, the truth and the life. It's appointed unto man once to die. After death comes the judgment. I say tonight if God is not in the plan of this, then it's going to be a problem.

Ms. Tonya Bradley: Good evening, Board members. I want to say thank you all for just listening to us parents. Please just change the idea of even reconfiguring our schools, especially Norman S. Weir and the rest of the schools that are thriving because our children depend on this. They depend on doing good. We all came to you guys and we asked you to help us. Right now is the time to stand up for us and have your voices be a voice for us. I'm asking you to take the time out to listen to us. Yesterday we came to School No. 21 and we were told what was going to happen to us for our children. I'm asking you to save us right now. Save our school because we're thriving and we're doing well. There's no reason that we should be shut down. Something can happen to our students and our children from travelling from one place to another. I have three children – a kindergartener, a sixth grader and an eighth grader. Just by you splitting them up and not knowing what, not just my household, but what other households are going through as well. You don't know what those families would have to go through or what would happen to other families who have gang violence or anything happening in their households. I would ask you to please just listen to us. I took the time out in September when I heard about what was happening to go door-to-door to gather signatures and names from community members, parents, teachers and everybody that I could ask when I saw the newspaper articles. Nobody took the time out to ask us what we thought and how we felt. Someone just came and told us what was going to happen to our children and their placements. I'm sorry, but I'm very passionate about this because this affects my children. Your children are probably already grown and are where they're going to be already. I still have little ones in this community who this will still affect. I'm asking you right now to just change what's happening. Right now, the change that's needed to be done is the schools not closing. You closing the schools will change everything for them and the opportunity that's needed to come their way. You're changing the future of them. I'm asking you guys to be our voice because we voted for you. We voted for you thinking that you would be the people who would stand up for us. Right now, we need you to stand up for Norman S. Weir and all those schools that are closing. It's February. It's Black History Month. I don't understand why we are closing YMLA. It's a leadership academy. Everything around the world that's happening says that we need education and we need our children to be educated properly. How is that going to happen if you're closing a school that's doing so well in the community? You're going to close the top schools? Norman S. Weir is doing absolutely wonderful on all the testing. The parents are showing up. You're asking where the parents are, but we show up for everything. Any time that we're needed to be there, we're there. There's no reason why we wouldn't be there. We're here now. You're saying that our schools are going to close, we're there. You're saying that we

need funding for something, we're there. I know I only have two minutes, but we have time for our children and I need to you to have time for us. The plan was implemented by an old administration. How can you have a vision for an old administration? That was their vision. How can you make that plain and clear if it was their dream? It wasn't your dream. I also heard someone say, "I had to do it, so why can't you do it too?" If my life was hard, why should my child's life be hard as well? I want my child's life to be easier. There's no reason that my child should go through what I went through. Guys, please help me. We voted for you. This petition says that the community does not want what happened here to happen. We don't want this. It's not just teachers and parents that don't want this. The community doesn't want it. Norman S. Weir doesn't have 1,000 students or parents.

Comm. Ramirez: You can give the petition to our secretary and she will make sure that the Superintendent gets it and circulates it to the Board. Thank you so much.

Mr. William Smallwood: Good evening, Commissioners. I'm actually reading a statement from a friend of mine, a community activist, Mr. Christopher F. Muhammad. Unfortunately, he couldn't be here. His daughter is sick. "I apologize for not being able to attend in person tonight. I had a prior health appointment for my daughter. Like many families here, I care deeply about safety, stability and quality education. I'm speaking tonight because of the district's decision to close several of our highest performing choice schools in order to complete an extended plan to implement a middle school. I grew up in the Christopher Columbus Housing development, what many call projects or CCP. I'm a proud product of Paterson Public Schools and choice schools, specifically thematic magnet academy schools like Dale Avenue and Rosa Parks School of Fine & Performing Arts. Those schools changed my life. They allowed me to excel, to discover my gifts, and ultimately to return to Paterson as someone who gives back to the city. Let me be clear – the middle school model is not automatically or inherently good or bad. What is clear is that this version of it is being poorly implemented and poor implementation doesn't just fail, it magnifies the problems that already exist in our district and community. This plan ignores local realities. What works elsewhere does not automatically work here. Paterson is not a copy and paste district. What matters is that a model is implemented and what is lost is the process. Right now, this plan risks dismantling what is already working. Many of our choice schools consistently outperform district averages in academic achievement, attendance and school climate. Research across the country shows that school stability is one of the strongest predictors of student success, especially in early childhood. Studies also show that each major school transition increases the risk of academic decline, particularly for high-achieving students and students from historically underserved communities. In other words, when students are removed from stable, high-performing environments, achievement gaps tend to widen not close. I do not choose this. I have always advocated for school choice for parents, even before I became one. Many parents in this city do not mind transporting their children to receive a safer environment and a high-quality education. If the goal is to improve outcomes in Paterson, this is not the way to do it. My child currently attends a high-performing choice school, School No. 1. She is thriving academically, socially and emotionally. She has strong relationships with teachers who know her, classmates she feels safe with, and a school community where she belongs. This plan will force her to leave that environment, not because she's struggling, but because of where we live. This is difficult to explain to a child and it's difficult to accept as a parent. She has already endured more than enough change. This is not theoretical to me. It happened to me. I'm going to close on that because he has a few more things to say. Once again, this is an outstanding member of our community who is making it very clear that he's not happy with this. I said it yesterday at School No. 21. Ms. Bradley touched on it. We should never be closing schools that

provide education to Black, Latino or any male at this day and time in this country or any time. We need Young Men's Leadership Academy to stay open and we need all of you to redirect this decision about the choice you're about to make as it pertains to education and closing schools.

Ms. Luz Torres: Good evening, everyone. I hope everyone is well. I missed you guys. I hope you missed me too. I am one of the very few parents who stood here last year fighting for our children. We raised the same concerns then, warning of the serious emotional, educational and safety impacts this shift would have on our students. I encouraged you guys to look up the long-range facilities plan. It's going to get brought up a lot. Study it. They kept bringing up Dr. Hani, but when the long-range facilities plan came out Dr. Hani did not even exist. It was just being constructed. Every five years it needs to be amended. If you look on page 6 of the long-range facilities plan, it says that every time they make an amendment, they have to file the proper applications and go through the proper steps. However, we were notified last minute last year, just like you guys. We were told last minute. Once we filed the OPRA report, we found out that they actually filed the permits and applications the same time they were telling us so it was done improperly. They still went forth with it anyway and here we are today still fighting. We were promised smaller class sizes after the restructure. Instead, we're now seeing classrooms with 30 or more students. Special education staffing is a critical failure. Sixth graders have gone the entire year without a special education teacher. Seventh grade only has one special education teacher with only four months left in the school year. Students entitled to special education services, including pullout and replacement instruction, are being forced to remain in crowded classrooms with no support. We are talking about children who are already two to three years behind academically and we're now more than halfway through the school year with no appropriate services in place. This solution should be simple. We should hire teachers. However, this middle school model requires special education teachers that hold a middle school certification and there are no qualified educators who meet this requirement. This has created yet another serious gap in our already fragile foundation. It is deeply concerning that the district continues to push forward with this model while so many foundational issues remain unsolved. We were promised solutions, not excuses. We were also promised staggered start times so students who are responsible for getting their younger siblings to school could still arrive on time. That promise was never fulfilled. Families were later told it was impossible due to teacher contract limitations, once again showing a lack of realistic planning and follow-through. There was absolutely no data or statistical evidence, like Mr. Mendez asked for. Thank you for that. We asked for it a lot as you guys already know. Unfortunately, we asked for the evidence presented to us showing that the middle school model works and you won't receive it because it doesn't exist. There are a lot of questions that will continue to get no answers because there aren't any. They're just getting it as they get along. But I do want to point out one thing before I finish. On behalf of myself and the children who stood here before you guys crying last year, the teachers and everyone, stakeholders, thank you for listening tonight. I know that some of you guys are listening. Some of you guys are fighting for the change along with the parents and I hope that you guys continue to come. Fight for your kids. We marched. We begged. We cried. We tried. There are people here that are fighting with you. It can be changed. I keep saying it.

Mr. Eddie Ruiz: Good evening, everybody. I was one of those parents last year as well. Once again, we stand here today because of a continual lack of transparency and communication. When this next phase of this middle school model was brought out last year, there was no mention of schools being closed. There was no clear warning. No honest discussion. No full explanation given to parents. Yet, here we are today facing

the consequences of decisions that were not clearly communicated from the start. This is not just a plan on paper. This is about trust that the parents placed in a system, trust that they put in the Board and trust that they put in the administration. This trust has been damaged by a failure to be transparent. Taking away a parent's ability to choose a choice school over a traditional school is wrong. Choice matters. Parental involvement matters. Families deserve the right to decide what they believe is best for their children's education, not to have their options quietly removed without proper discussion. We need to ask ourselves an important question – are we stripping away parental rights? In a world already divided and unstable, education should be a place of honesty, collaboration and respect. All we continue to receive is confusion and last-minute revolutions. As parents, we are here to hold the Board accountable because the Board's responsibility is to hold the administration accountable. Transparency is not a favor. Communication is not optional. This is about fundamental responsibility. I will leave you with one of my favorite quotes from Maya Angelou: "People will forget what you said. People will forget what you did. But people will never forget how you made them feel."

Ms. Kimberley Maldonado: Good evening, everyone. I see everyone ready with a speech. Unfortunately, I don't have a speech. I see everyone advocating for Norman S. Weir, but I'm not here for that. I'm here for that school, but more specifically for YMLA. You don't see parents advocating for that school because you only see Spanish or African-American people in that school. I came here at 8:05 because I just finished homework. If you don't see parents from that school here, it's because they have to work. According to the public, I have a decent job and I finish at 8:05. Meanwhile, I have four boys. You guys are coming up with a plan to close their school. He's a fifth grader. He's only 11 years old. In middle school he's going to be a teenager. I would like you to give me advice on what to do when I'm a mother of four boys and this is my first boy. You're trying to send my son to another school where I don't really feel safe. How can I go to work thinking is my son going to be harmed? At the end of the day, my son doesn't need a teacher only. He needs a mentor, which is what he has with Mr. Medley, Ms. Clifford and every single staff at YMLA, including the people who clean. They're not only the teachers. They're family. As you can see, my son spends more time in the school than at home. You can hear my accent so that means I want something better for my son. At least I had the opportunity to go college. What about the people who are not able to be here because they have to work in order for us to provide for our kids? We even have to work overtime. There are families with single parents who are not able to come here because they cannot miss work. Otherwise, they're not going to have the sufficient amount of money to support their kids. Why would you like to destroy something that is good? What is the plan? My son is a straight-A student. You're going to tell me that now I have to send my son to another school? I'm afraid. What is going to happen to my son? Why would you like to fix something that is good instead of fixing what is wrong? That's my only question to you guys. I would like to say thank you to Mr. Medley because he's not only a director. He's a mentor to my son. He spends more time with my son than I do. I just finished at 8:00 o'clock. As a mother I would love to sit down with my kids. But do you think I have the strength right now to say, "How was your day? How are you doing"? Do you think I want to establish a conversation? My point is I have to cook and help him with his homework. They are the ones helping them. Why are you trying to close our school? Thank you for listening to me.

Mr. Maldonado: Good evening. About this situation, right over here in Paterson, the place I was born, we used to have an issue with the high schools back in the 80s. Thankfully now that has stopped. I'm thankful for what we have today. However, it's not going to be good next year because you guys are planning on closing down the

schools for new plans. What about us? In School No. 4, I was bullied by middle schoolers. As a matter of fact, one time they even grabbed me and it was ridiculous. Horrible! I'm a straight-A student. It's because I got the mentorship that I needed to exceed the expectations of a normal fifth grader. I got mentorship from the same school I am at. I not only have that, but I was shown love, respect and kindness and I showed it to them back - Mr. Medley and Ms. Clifford. Why are we trying to close down the schools? We don't want to turn out to be like the cities known as Baltimore where apparently they have so much crime because people have poor education. You can even see a news video from a few years ago of a man in his 60s struggling to basically read. Also, why do we need to end up like the poor communities when in fact we can just save the small schools or we can make a plan to make more classes for these big schools so that they would not be full of distractions? If there are literally thousands of kids who are doing bad and causing the school to do bad, then how are we going to learn how to read, write, do math and pass the SAT? How? That's my question. How?

Ms. Maldonado: You see? That's thank you to YMLA, Ms. Clifford and the small setting school. Why would you like to fix something that is good? Thank you for the opportunity and for allowing my son to speak.

Comm. Ramirez: That's the energy that we need for all the kids. We want that for all 22,000 kids in this district.

Mr. Messiah Shabazz: Why does anyone speaking up here only get three minutes? Why can't they have more, like four or five? How do you think kids feel when you tell them that the school they love and go to is going to close? What happens if they get stressed, angry or mad? They might cause crime. They might do something bad. It might mess up their learning and education, which means bad test scores and terrible college probably.

**It was moved by Comm. Simmons, seconded by Comm. Rosado 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 through February 4, 2026, beginning with check number 251675 and ending with check number 251705, along with direct deposit numbers beginning with 2709 and ending with 2723, in the amount of \$12,343,961.05, and wires in the amount of \$5,000,000.00, for a total of \$17,343,961.05; 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 February 4, 2026 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 is requested to assign a Sub PC# the following:

Student **YTM 5256857** at Dale - **PC# 10002** (female bilingual Spanish/English speaking aide requested). Student **EM 5265132** at Dale - **PC# 10012** (female bilingual Spanish/English speaking aide requested). Student **JM 5230041** at MLK - **PC# 10020**. Student **MD 5251085** at PS#20 - **PC# 10030**. Student **LLM #5268167** at PS#20-**PC#10064**.

**A2.** Action is requested to: Reassign Sub **PC#10779** to student **CJ 5270219** at Dale Ave (male aide requested). Previous student assigned to this number **NR 5252029** does not require an aide as per IEP. Reassign Sub **PC# 10075** to student **MAO 5273389** at PS#27 (female aide requested). Previous student assigned to this number **AB 5251999** is no longer SPED. Reassign Sub **PC# 10149** to student **JL 5252317** at Dale Ave (male aide requested). Previous student assigned to this number **JMA5271939** transferred out of the district. Reassign Sub **PC# 10881** to student **DC 5262507** at PS# 28 (bilingual aide requested). Previous student **TY 5255424** no longer requires an aide.

**A3.** Action is requested to assign a Sub PC# to the following Students:

**EC 5210235** at JFK - **PC# 10243**. **AW 5262198** at PS#13 - **PC# 10244**. **AO 5272226** at PS#9 - **PC# 10245**. **JFM 5256724** at MLK - **PC# 10248** (male aide requested). Assign **Evelin Aracelis Taveras Crespo PC# 2854** to Student **JSF 5236737** at PS#4. Deactivate Sub **PC# 10098**.

**A4.** Action to assign a Sub PC# to the following students:

**AR 5256320** at PS#27 - **PC# 10204**. **HB 5253323** at PS#20 - **PC #10216**. **NCM 5262151** at PS#20 - **PC# 10217**. **CR 5268663** at PS#20 - **PC# 10220**.

**LVC 5274540** at PS#9 - **PC# 10223**. **OL 5260062** at PS#27 - **PC# 10231**.  
**HL 5270237** at PS #20 - **PC# 10236**. **LRV 5273994** at PS#7 - **PC #10240** – Bilingual Aide requested. **LAB 5275294** at PS#16 - **PC #10242** – Male Bilingual Aide requested.

**A5.** Action is requested to remove **PC# 1869** from Student **MO 5204903** at IHS. **MO** has PA **Kamala Murphy PC# 3408**. Action to remove **PC# 3390** for Student **OM 5234908** at MLK. **OM** has PA **Ruben Barreto PC# 869**.

**A. POSITION CONTROL ABOLISH/CREATE (CONT.)**

**A6.** Action to assign a Sub PC# to the following students:

**JO 5242656** at PS#25 - **PC# 10163**. **LSE 5275916** at EWK - **PC# 10167**.

**JF 5264560** at PS#18 - **PC# 10169**. **OB 5250881** at AHA - **PC# 10170**.

**VB 5274638** at EHS - **PC# 10171**. **EA 5268766** at Anna landoli ELC - **PC# 10174**.

**JC 5273514** at PS#7 - **PC# 10177**. **DS 5251899** at EWK - **PC# 10179**.

**KW 5268657** at Anna landoli ELC - **PC# 10181**. **JC 5273679** at PS#9 - **PC# 10185**.

**AG 5272735** at PS#20 - **PC# 10186** (female aide requested).

**CC 5273657** at PS #20 - **PC# 10190**.

**A7.** Action is requested transfer **PC# 10964** from PS#27 to MLK following Student **JOB 5252951**. Reassign Sub **PC# 10849** to Student **LCJ 5265572** at PS#2. Previous student assigned to this # **SAT 5242574** will now have a district aide **Jefferson Arnoni PC# 6942**. Previous student assigned to **Jefferson Arnoni PC# 6942 (FVP 5231754)** left the district. Assign Sub PC# to Student **SC 5265319** at PS#2. Student was previously assigned Sub **PC# 10734** as a shared aide. However, student now requires a 1:1. **PC# 10734** is also shared with student **NN 52456132 – PC# 10735**. Reassign Sub **PC# 10124** to Student **JPJ 5251589** at Dr. Hani. Previous student assigned to this number **AM 5276392** moved to Bronx, NY.

**A8.** Action is requested to assign a Sub **PC# 10098** for 504 Student **JJ 5266311** at School #5. Effective immediately.

**A9.** Action is requested to reactivate **PC# 6565** for a Reading Specialist at PS #12 (Part-Time) to be funded under SIA for SY 2025-2026.

**Account#** 20.238.100.101.653.000.1012.001 Up to and not to exceed: \$41,000.00

**A10.** Action is requested to assign a Sub **PC# 10265** to Student **YCB 5276288** at PS#20.

**A11.** Action is requested to assign a Sub PC to the following students:

**AR 5253216** at PS#8 - **PC# 10269**. **KD 5261329** at PS#8 - **PC# 10272**.

**JG 5274751** at PS#8 - **PC# 10274**.

**A12.** Action is requested to assign a Sub **PC# 10122** for 504 Student **APD 5251355** at Dr. Hani Awadallah School. Effective immediately.

**A13.** Action is requested to transfer Sub **PC# 10881** from PS#28 to PS#8 following Student **DC 5262507**. Bilingual aide requested.

**B. SUSPENSIONS- N/A**

**C. RESIGNATION/ RETIREMENT**

**D. TERMINATIONS**

**D1.** Action to terminate **Alondra Pontier (PC# 808)** from her position as Instructional Aide Special Ed/Autism at Dale Avenue effective January 9, 2026.

**D2.** Action is requested to terminate **Nina Jones**, Instructional Aide Special Education/Resource (**PC# 1113**) effective January 5, 2026.

**E. NON-RENEWAL**

**F. LEAVES OF ABSENCE**

**G. APPOINTMENT**

	Last Name	First Name	School/Location	Title	Salary	Reason
<b>G1</b>	Bynum	Ashante	School #10	Cafeteria Monitor	\$12,736.00	filling vacancy
<b>G2</b>	Charles Jr.	Lucien	RPHS	Perm Sub - Teacher Television Production	\$27,000.00	filling vacancy
<b>G3</b>	Charles Jr.	Lucien	RPHS	Teacher Television Production	\$84,270.00	filling vacancy
<b>G4</b>	De Oliveira Rosa	Ana	Dept of Special Services	Occupational Therapist	\$75,980.00	filling vacancy
<b>G5</b>	Khattab	Einas	PS #9	Instructional Aide Preschool Sp. Ed.	\$37,296.00	filling vacancy
<b>G6</b>	Llallire	Teodoro	Newcomers HS	Teacher Math Bilingual	\$79,420.00	filling vacancy
<b>G7</b>	Llallire	Teodoro	Newcomers HS	Permanent Substitute - Teacher Math Bilingual	\$27,000.00	filling vacancy
<b>G8</b>	McFarlane	Shevene	PS #8	Teacher Special Ed. Resource	\$80,020.00	filling vacancy
<b>G9</b>	Miranda	Valerie	PS #8	Cafeteria Monitor	\$12,392.00	filling vacancy
<b>G10</b>	Morales	Kiara	Dr. Hani Awadallah School	Cafeteria Monitor	\$12,736.00	filling vacancy
<b>G11</b>	Peralta	Jonathan	International HS	Teacher Special Ed Resource	\$71,380.00	filling vacancy
<b>G12</b>	Ray	Demetrick	PS #8	Teacher Special Ed. LLD	\$71,980.00	filling vacancy
<b>G13</b>	Tait	Mark	PS #8(.6) & PS	Teacher Physical	\$68,180.00	filling

			#19 (.4)	Ed/Health	+ \$4,900.00 =\$73,080.00	vacancy
<b>G14</b>	Velasco-Rosado	Cinthy	Academic Services	Teacher Coordinator of Multilingual Services	\$84,098 + \$700 long = \$84,798	filling vacancy
<b>G15</b>	Walton	Katori	Business Services	Comptroller	\$15,000.00 stipend	Filling vacancy

### **H. TRANSFERS**

	Last Name	First Name	School/Location	Title	Salary	Reason
<b>H1</b>	Arroyo	Mariluz	School #16	Teacher Grade 4 Language Arts	no change	reclassify
<b>H2</b>	Bajramoski	Emin	Facilities	Chief Custodian A Floater	no change	transfer
<b>H3</b>	Del Arca	Cecilia	School #16	Teacher Grade 1 Bilingual	no change	reclassify
<b>H4</b>	Del Conte	Jennifer	Department of Human Resources	Human Resources Partner	no change	reclassify
<b>H5</b>	Jaquette	Shirley	STARS	Personal Aide for student AR 5214537	no change	transfer
<b>H6</b>	Kelly	Nicki	JAT	Teacher Grade 6-8 Science	no change	transfer
<b>H7</b>	Quintero	Joe	School #16	Teacher Kindergarten Bilingual	no change	reclassify
<b>H8</b>	Ricardi Viejo	Gladys	School #16	Teacher Kindergarten	no change	reclassify
<b>H9</b>	Samuels	Quashon	MLK	Personal Aide to student AN5245915	no change	student change
<b>H10</b>	Saray	Angela	School #16	Teacher Bilingual/ESL	no change	reclassify
<b>H11</b>	Tapia	Franklyn	Facilities	Chief Custodian A	no change	transfer

### **I. RECALL FROM RIF**

### **J. LEAVE REPLACEMENT**

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

**K1.** Paterson Adult High School funds to employ 1 evening part-time Guidance Counselor for 3 hrs/day 2 days/week at \$35/hr (hrs & days will vary) to replace previously hired counselor according to the guidelines and procedures of the Paterson Adult High School for 2025-2026 continuation of programs for approximately 25-30 weeks from 12/01/2025 – 6/30/2026. **Tameika Wisdom**

**Account#** 13.602.200.100.410.053.0218.0000

Not to exceed: \$17,000.00

**K2.** Paterson Adult & Continuation Education funds to employ 1 evening part-time teachers for 3 hrs/day, 2 days/week at \$35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult & Continuing Education for 2025-2026 continuation of programs for approximately 25 weeks from 12/15/2025 – 6/30/2026.

**Timothy Raimondo**

13.601.100.101.410.053.000.0000

13.602.100.101.410.053.000.0000

**Account #** See accounts above

Not to exceed: \$6,500.00

**K. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)**

**K3.** Paterson Adult & Continuing Education funds to employ 1 evening part-time Teacher for 3 hrs/day 2 days/week at \$35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult & Continuing Education for 2025-2026 continuation of programs for approximately 20 weeks from 1/05/2025 – 6/30/2026.

**Jennifer Serpe**

13.601.100.101.410.053.000.0000 = \$2,250

13.602.100.101.410.053.000.0000 = \$2,250

**Account#** See Above

Not to exceed: \$4,500.00

**K4.** Adult Education funds to employ **Mr. Michael Johnson** as a part-time evening security guard for 3-4 hours per night for 4 nights a week (hrs. & days will vary) at \$39/hr from 1/05/2026 – 6/30/2026. According to the guidelines and procedures of the Paterson Adult School for 2025-2026 continuation of programs for approximately 24 weeks. In his absence please see attached list for substitutes.

<b>NO.</b>	<b>EMPLOYEE NAME</b>	<b>LOCATION</b>	<b>HOURLY RATE</b>
1	ACEVEDO ARIAS JHANCARLOS	001 SCHOOL # 1	\$39.00
2	AFROZ RAWSHAN	683 SECURITY SERVICES	\$39.00
3	BARAHONA AILIN	027 SCHOOL # 27	\$39.00
4	BENJAMIN MATTHEW	026 SCHOOL # 26	\$39.00
5	BENJAMIN RODKEE	010 SCHOOL # 10	\$39.00
6	BEST MICHAEL	075 NORMAN S WEIR	\$39.00
7	BRIDGERS KIM	013 SCHOOL # 13	\$39.00
8	BURKE THOMAS	033 EDWARD KILPATRICK	\$39.00
9	BUTLER JOHN	006 SCHOOL # 6/APA	\$39.00
10	CAPERS STACY	077 ALONZO T MOODY ACADEMY	\$39.00
11	CAQUIAS VILMARY	051 EAST SIDE HIGH SCHOOL	\$39.00
12	CARTER SHAQUEETA	307 KENNEDY HIGH SCHOOL	\$39.00
13	CASTELLANOS JAVIER	005 SCHOOL # 5	\$39.00
14	CATOE JEANNETTE	041 DALE AVENUE SCHOOL	\$39.00
15	CONYERS THOMAS	683 SECURITY SERVICES	\$39.00

16	COOPER NATHANIEL	077 ALONZO T MOODY ACADEMY	\$39.00
17	DELEON YAHYRA	683 SECURITY SERVICES	\$39.00
18	FERNANDEZ JOSE	307 KENNEDY HIGH SCHOOL	\$39.00
19	GEE QUASHENDA	051 EAST SIDE HIGH SCHOOL	\$39.00
20	GERALD SHAVAR	683 SECURITY SERVICES	\$39.00
21	GRAYSON TERRENE	007 SCHOOL # 7	\$39.00
22	HALL CATHIE	020 SCHOOL # 20	\$39.00
23	HILBERT DWAYNE	020 SCHOOL # 20	\$39.00
24	HOWE MICHAEL	683 SECURITY SERVICES	\$39.00
25	HUNTE ARNIM	012 SCHOOL # 12	\$39.00
26	HYLAND LA SHONDA	307 KENNEDY HIGH SCHOOL	\$39.00
27	IACOBELLI GEORGE	030 MARTIN LUTHER KING	\$39.00
28	INGRAM SHONTAINE	009 SCHOOL # 9	\$39.00
29	ISAAC DONNELL	052 ROSA PARK H S OF FINE	\$39.00
30	JACKSON ROBBIN	019 SCHOOL # 19	\$39.00
31	JEFFERSON TAKEYIA	410 ADULT SCHOOL	\$39.00
32	JIMENEZ JORGE	008 SCHOOL # 8	\$39.00
33	JOHNSON MICHAEL	301 JOSEPH A TAUB SCHOOL	\$39.00
34	JONES KAREN RENEE	302 SINGLE GENDER ACADEMY	\$39.00
35	KEARNEY CARL	053 PATERSON STEAM HIGH SCHOOL	\$39.00
36	LEWIS DAWN	054 PATERSON P-TECH	\$39.00
37	LEWIS RONALD	028 SCHOOL # 28	\$39.00
38	MARTINAJ MUHARREM	301 JOSEPH A TAUB SCHOOL	\$39.00
39	MARTINEZ-VELAZQUEZ JESSICA	036 ALEXANDER HAMILTON ACADEMY	\$39.00
40	MAULTSBY MARQUIESE	307 KENNEDY HIGH SCHOOL	\$39.00
41	MCKENZIE DERRICK	030 MARTIN LUTHER KING	\$39.00
42	MCKENZIE LASHAWNA	683 SECURITY SERVICES	\$39.00
43	MELENDEZ JUAN	309 SCHOOL # 16	\$39.00
44	MESTANZA LUIS	034 ROBERTO CLEMENTE SCHOOL	\$39.00
45	MOORE ASHLEY	018 SCHOOL # 18	\$39.00
46	MOORE MELISSA	015 SCHOOL # 15	\$39.00
47	MOORE SEAN	051 EAST SIDE HIGH SCHOOL	\$39.00
48	MOREL INES	021 SCHOOL # 21	\$39.00
49	NAVARRO ANTHONY	004 DR. NAPIER SCHOOL # 4	\$39.00
50	NYENAPO WILLIAM	002 SCHOOL # 2	\$39.00
51	PENA MANUELA	024 MARIA MAGDA O KEEFE	\$39.00
52	PIERRE LOUIS JOSEPH	683 SECURITY SERVICES	\$39.00
53	RAMIREZ ERNESTO	055 INTERNATIONAL HIGH SCHOOL	\$39.00

54	REAVES JOHN	025 SCHOOL # 25	\$39.00
55	RILEY CHRISTOPHER	683 SECURITY SERVICES	\$39.00
56	ROBINSON MELVIN	053 PATERSON STEAM HIGH SCHOOL	\$39.00
57	ROBINSON RICHARD	683 SECURITY SERVICES	\$39.00
58	RODRIGUEZ JOSEPH	307 KENNEDY HIGH SCHOOL	\$39.00
59	SAMS DAWN	683 SECURITY SERVICES	\$39.00
60	SEKAJIPO JEREMIAH	683 SECURITY SERVICES	\$39.00
61	TAFT KENYETTA	013 SCHOOL # 13	\$39.00
62	THOMAS JOSEPH	051 EAST SIDE HIGH SCHOOL	\$39.00
63	WATKINS JAMES	316 NEW ROBERTO CLEMENTE	\$39.00
64	WHITE ROY	313 DR. HANI AWADALLAH SCHOOL	\$39.00
65	WINFREY BRENDA	307 KENNEDY HIGH SCHOOL	\$39.00
66	ZIMMERMAN ERIC	004 DR. NAPIER SCHOOL # 4	\$39.00

**Account#** 13.602.200.100.410.053.0266.000

Not to exceed: \$24,960.00

**L. STIPENDS**

**L1.** Action to compensate **Monica Aramayo** for sixth period coverage stipend for 2025-2026 school year covering vacancy **PC# 2566** at a rate of \$4,500 annually. Stipend to stop once position is filled. Principal is to create PTF. Not to exceed: \$4,500.00

**L2.** Action to compensate **Paul Castellano** for sixth period coverage stipend for 2025-2026 school year covering vacancy **PC# 2566** at a rate of \$4,500 annually. Stipend to stop once position is filled. Principal is to create PTF. Not to exceed: \$4,500.00

**L3.** Action to compensate **Laura Fitzgerald** for sixth period coverage stipend for 2025-2026 school year covering vacancy **PC# 7942** at a rate of \$4,500 annually. Stipend to stop once position is filled. Principal is to create PTF. Not to exceed: \$4,500.00

**L4.** Action to compensate **Roman Kharchuk** for sixth period coverage stipend for 2025-2026 school year covering vacancy **PC# 7942** at a rate of \$4,500 annually. Stipend to stop once position is filled. Principal is to create PTF. Not to exceed: \$4,500.00

**L5.** Action to provide 2 additional staff members with the ability to cover lunch supervision duties not to exceed \$2,000 per person. Effective December 2025 until June 2026. **Roman Kharchuk, William Mooney**

**Account#** 15.140.100.101.052.056.0000.000

Not to exceed: \$4,000.00

**L6.** Action to provide 3 staff members with the ability to complete before/after school additional grading support in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> MP vacancies for the 2025-2026 school year at the rate of \$35/hr x 5 hrs per marking period = \$175 per teacher.

**Paul Castellano, Laura Fitzgerald, Theresa Coleman**

**Account#** 15.140.100.100.052.053.0000.000

Not to exceed: \$1,575.00

**L7.** Action to provide 3 staff members with the ability to complete Saturday Auditions for High School Choice applicants at the rate of \$35/hr x 4 hrs = \$140 per teacher. **Monica Aramyao, Theresa Coleman, Denise Tedford**

**Account#** 15.140.100.101.052.053.0000.000                      Not to exceed: \$420.00

**L8.** Action to compensate the following staff member to provide morning and after school tutoring for students in Tier 3 Monday – Friday, 7:30-8:15 a.m., and 3:31-3:50 pm SY September 2025 – June 2026. **Nicole Emery** 82.5 hours x 25 = \$2,062.50

**Account#** 15.421.100.106.309.053.0000.000                      Not to exceed: \$2,063.00

**L9.** Action to stipend **Jason Doerr** and **Tyrese Coleman** to supervise before school and after school seat-time and detention for the 2025-2026 school year.

(2 Teachers at \$35 per hour not to exceed \$9,660 for the 2025-2026 school year)

**Account#** 15.421.100.101.054.053.000.0000                      Not to exceed: \$ 9,660.00

**L10.** Approval requested to compensate teacher who has volunteered to teach a sixth period during their supervisory or preparation period to be paid as per negotiated contract for Eastside Education Campus. Effective 9/4/2025 **Yasmin Pagan**

**Account#** 15.240.100.101.051.000.0000.000

**L. STIPENDS / CONT.**

**L11.** Action requested to stipend the following employees to train staff members on QBS Safety Care Training on: Saturday, December 6, 2025 (Virtual) and Saturday, December 13, 2025 (In-person) from 7:30 a.m. – 4:30 p.m. **Shaun Douglas**

1 Trainer x \$40.00 x 8 hours x 2 days = \$640.00 (excluding one hour for lunch)

Saturday, November 22, 2025 (In-person) from 7:39 a.m. – 4:30 p.m. only

**Emily Walsh, Caitlin Byrne, Lois Powell and Kimberly Speller**

4 trainers x \$40.00 x 8 hours x 1 day = \$1,280.00 (excluding one hour for lunch)

**Account#** 11.000.221.110.749.053                      Not to exceed: \$1,920.00

**L12.** Action is requested to appoint CTE Program Tutors at John F. Kennedy High School, Eastside High School and Rosa Parks High School. Program is scheduled for the 2025-2026 school year January 5, 2026 through June 22, 2026. Staff will work in person where the program is located at the contracted rate not to exceed 160 hours for the total program. **Nekeia Colcloughly, Mahboubeh Sabbaghi, Santiago Gamarra, Jimena Gutierrez, Carlo Estime, Jafar Abdollahi**

**Account#** 20.378.100.100.830.053.0000.001                      Not to exceed: \$5,600.00

**L13.** Stipend for morning literacy program. 4 Teachers and 1 Lead Teacher. Board Approved (Resolution I&P-7) **Marisa Vandercllock** - Teacher, **Denise Maranino**-Teacher, **Michele Scavone** - Teacher, **Debra Dimitrion** - Teacher, **Sherri Rothstein**-Sub Teacher, **Dayna Gianguercio**- Sub Teacher, **Erica Bernard**- Lead Teacher

**Account#** 15.421.100.101.036.053.0000.000                      Not to exceed: \$18,200.00

**L14.** Action to compensate for Overnight Senior Field Trip to Camp Mason on May 30-31, 2026 at the rate of \$100.00 per night as per association agreement Article 7:2-11.1 (1 night x \$100.00 per night = \$100.00 x 5 advisors/chaperones equals \$500.00)

**Suzette Serrano, Jeanette Torres, Yudelis Nunez, Julisa Batista, Nicolas Parra**  
**Account#** 15.421.100.101.084.053.0000.000

**L15.** Action requested to stipend the following IA's and PA's for QBS Safety Care Training on: Saturday, December 6, 2025 (Virtual) and Saturday, December 13, 2025 (In-person) from 8:30 a.m. – 3:30 p.m. **Sara McClam, Gloria Onwuka, Stephany Codio & Maha Bagha** 4 instructional or personal assistants x \$25.00 x 6 hours x 2 days = \$1,200.00 (excluding one hour for lunch)

Saturday, December 13, 2025 (In-person) from 8:30 a.m. – 3:30 p.m. only **Rosa Marte, Nessa Faizatun, Grace Vicioso De Lugo, Fathema Choudhury, Souhir Hashem, Cakia Davis, Heid Freeman, Abdellah Nasr, Shamsur Nahar, Charday Mason, Fatima Mghizou, Marianela Rodriguez, Shakera Syeda, Felicia Ross, Farhana Aziz, GianCarlos Ramirez** 16 instructional or personal assistants x \$25.00 x 6 hours x 1 day = \$2,400.00 (excluding one hour for lunch)

**Account#** 11.000.221.110.749.053

Not to exceed: \$3,600.00

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

**L16.** Request to hire the following John F. Kennedy Winter Sports Girls Basketball Coaches Postin 10858. To hire Assistant Coach Girls Basketball #3 **Taniesha Gilbert** stipend total \$5,516.00 November 24, 2025 – March 15, 2026 to be paid on March 15, 2026. Ms. Gilbert is currently a substitute in the PPS district and former JFK girls basketball player.

**Account#** 15.402.100.100.307.053

Not to exceed: \$5,516.00

**L17.** Action requested to stipend the following teachers for QBS Safety Care Training on: Saturday, December 6, 2026 (Virtual) and Saturday, December 13, 2025 (In-person) from 8:30 a.m. – 3:30 p.m. **Brian Olsen, Herlan Avella and Michele Nardino** 3 teachers x \$35.00 x 6 hours x 2 days = \$1,260.00 (excluding one hour per day for lunch)

Saturday, December 13, 2025 (In-person) from 8:30 a.m.-3:30 p.m. only **Amy Bell, Felicia Adams, Samantha Chaudhury, Marion Watt, Mary Kardashinetz, Jason Cornish, Verraina Freeman, Joanna Norton, Rosalyn Gonzalez, and Cecilia McGrotty** 10 teachers x \$35.00 x 6 hours x 1 day = \$2,100.00 (excluding one hour per day for lunch)

**Account#** 11.000.221.110.749.053

Not to exceed: \$3,360.00

**L18.** Action to hire FPA staff members from School 24 for additional practice and rehearsal for the upcoming Spring Performance in June 2026. Staff members will work with students during afterschool and selected Saturdays up to 3 hours only. Program will run January 2026 to June 2026. Not to exceed \$4,830.00

Staff members: **Dana Brannan (PC# 3496), Carla Brothers (PC# 1475), Jorge Salas (PC# 6526), Lisandy Gonzalez (PC# 993), Karen Lipari (PC# 3041), Laurence Wagner (PC# 3288)**

**Account#** 15.401.100.100.024.053.0000.000

Not to exceed: \$4,830.00

**L19.** Action is requested to pay an hourly stipend for staff at International High School (IHS) to participate in Professional Learning Communities (PLC's) from November 2025 – June 2026, as approved in the Full Service Community Schools FSCS Grant (FY 23) for the hours and stipend rates listed below.

Posting# 11224      4 Teachers x \$35/hr x 15 hours each = \$2,100

Posting# 11224      1 VP x \$60/hr x 15 hours each = \$900

PLCs			
	Staff Name	Position	Hourly Rate
1	Pamela Maple	VP	\$60/hour
1	Dorothy Thornton	Teacher	\$35/hour
2	Lisa Serafino	Teacher	\$35/hour
3	Julio Mora	Teacher	\$35/hour
4	Christopher Wirkmaa	Teacher	\$35/hour

**Account#** 2A.460.200.100.815.053.0000.001

Not to exceed: \$3,000.00

**L. STIPENDS / CONT.**

**L20.** Compensation for teachers to attend data leaders workshop training effective dat(s): August 18, 2025 and August 28, 2025; **Pamela Jones, Patrick McGilloway, Aderonke Mustapha, Jennifer Royster, Kareen Johnson, Caroline Gomez, Linda McCubbin.** Not to exceed \$1,400 total for the data workshop training session \$35 per hour as negotiated per contract.

**Account#** 15.130.100.101.006.053

Not to exceed: \$1,400.00

**L21.** Request is to stipend six (6) Administrators for a PLC at Eastside High School (In Person Program) for fifty-four (54) hours. Only on Wednesdays, from 4:00 p.m. to 6:00 p.m., from January 2026 through May 2026. Data Analysis PLC.

1 Principal x up to and not to exceed 54 hours = 54 hours total x \$65.00 per hour = \$3,510.00 + FICA \$268.52 = \$3,778.52

4 Vice Principals x up to and not to exceed 54 hours = 54 hours total x \$60.00 per hour = \$3,240.00 + FICA \$991.44 = \$4,231.44

1 Supervisor x up to and not to exceed 54 hours = 54 hours total x \$60.00 per hour = \$3,240.00 + FICA \$247.86 = \$3,487.86

	Date Comp	Full Name	Location	Position
<b>JobID: 11136</b>				
1	11/14/2025	Douge, Dorothy	EHS	Principal
2	11/14/2025	Geron, Elizabeth	EHS	Vice Principal
3	11/14/2025	Nieves, Kathia	EHS	Vice Principal

4	11/14/2025	Logan, Theresa	EHS	Vice Principal
5	9/5/2025	Super, John	EHS	Vice Principal
6	11/14/2025	Feliciano, Jessica	EHS	Supervisor

**Account#** 20.238.200.100.074.1051.001 Up to and not to exceed: \$21,217.82

**L22.** Request to stipend staff to work the SY 2025-2026 School No. 12 After School Program from 3:10 p.m. to 4:10 p.m., Mondays through Fridays, from January 2026 to May 2026, when students are present.

1 Lead Teacher x 1.25 hours per day (3:10 p.m. – 4:35 p.m.) x 128 days x \$40.00 per hour = \$6,400.00 + FICA \$489.60 = \$6,889.60

3 Teachers x 1 hour per day x 128 days x \$35.00 per hour = \$13,440.00 + FICA \$1,028.16 = \$14,468.16

	Full Name	Location	Position	Date Comp.
<b>JobID: 11315</b>				
1	Galitz, Bairis	12	Lead Teacher	11/13/2025
Sub	Martin-Conyers, Anissa	12	Lead Teacher	11/13/2025
<b>JobID: 11314</b>				
1	Albritton, Michelle	12	Teacher	11/13/2025
2	Franklin, Todd	12	Teacher	11/13/2025
3	Martin-Conyers, Anissa	12	Teacher	11/13/2025

**Account#** 20.238.100.101.653.83.1012.001 Up to and not to exceed: \$21,357.76

**L. STIPENDS / CONT.**

**L23.** The After School Club is scheduled to run exclusively on Mondays through Thursdays for 27 weeks, starting from October 24, 2025, through May 29, 2026 from 3:20 p.m. – 4:20 p.m. Staff will be compensated for 27 hours each at a rate of \$35.00 an hour for a total of \$945.00. The total amount will not exceed \$945.00. Request to compensate **Matthew Sudberg** as Club Advisor for students in various interest aligned with the school theme. **Account#** 15.421.100.101.053.053.0000.000 Not to exceed: \$945.00

**L24.** Request to stipend additional staff to work the SY 2025-2026 English Language Development After School Program at Joseph A. Taub School, from 3:15 p.m. – 4:15 p.m., Tuesdays through Thursdays (No Mondays or Fridays), from January 2026 through May 2026, when students are present, as follows:

**Robert Aguiar, Kristopher Beier, Gary Montilus, Sean Palen**

4 Teachers x up to and not to exceed 33 hours of instruction and 2 hours of PD = 35 hours per teacher x \$35.00 an hour = \$4,900.00 + FICA \$374.85 = \$5,274.85

**Account#** 20.241.100.101.653.083 Up to and not to exceed: \$5,274.85

**L25.** Request is to stipend staff to work the Districtwide Afterschool Program for students in grades 2-8 at New Roberto Clemente, from 3:15 p.m. to 4:30 p.m., Tuesdays through Thursdays (No Mondays or Fridays), from January 2026 through May 2026, when students are present.

1 Lead Teacher x up to and not to exceed 93 hours plus 2 hours PD = 95 hours total x \$65.00 per hour = \$6,175.00 + FICA \$472.39 = \$6,647.39

7 Teachers x up to and not to exceed 75 hours plus 2 hours PD = 77 hours total x \$35.00 per hour = \$18,865.00 + FICA \$1,443.17 = \$20,308.17

2 Instructional Assistants x up to and not to exceed 75 hours = 75 hours total x \$25.00 per hour = \$3,750.00 + FICA \$286.88 = \$4,036.88

	Date Comp	Full Name	Location	Position
<b>JobID: 11193</b>				
1	10/1/2025	Lanazca, Carlos	NRC	Teacher
2	11/12/2025	Rodwell, Kevin	NRC	Teacher
3	9/17/2025	Drakeford, Raven	NRC	Teacher
4	11/21/2025	Bello, Elizabeth	NRC	Teacher
5	9/19/2025	Reiner, Lisa	NRC	Teacher
6	9/22/2025	Rodriiguez, Sonaly	NRC	Teacher
7	9/22/2025	Leon, Washington	NRC	Teacher
<b>JobID: 11194</b>				
1	11/24/2025	Cepeda, Jenny	NRC	IA
2	12/3/2025	Tobler, Betsaida	NRC	IA
<b>JobID: 11191</b>				
1	-	Bacchus, Sham	NRC	Lead Teacher

**Account#** 20.231.100.101.653.083

**Account#** 20.231.100.106.653.083

Up to and not to exceed: \$30,992.44

**L. STIPENDS / CONT.**

**L26.** Request is to replace **Daniel Battista** and **Denise Pelosi** with staff listed below to work the Districtwide Afterschool Program for students in grades 2-8 at School No. 5, from 3:10 p.m. to 4:10 p.m., Mondays through Fridays, from January 2026 through May 2026, when students are present, as follows: **Ihonils Ferreras-Arroyo, Suzanne Scheyer**

**Account#** 20.231.100.101.653.083.0000.001

Up to and not to exceed: No Funds Needed

**L27.** To stipend 4 Teachers to work after school hours as per attached Posting JobID 11336 Afterschool program will run from February 1<sup>st</sup> – April 30, 2026.

(4 Teachers x 21 hrs x \$35/hr = \$2,940) Grand Total = \$2,940.00

**Ahmad Sharab, Robert Schiller, Jacqueline McGarrity, Joyce Waweru**

**Account#** 20.013.100.101.054.053.0000.000

Not to exceed: \$2,940.00

**L28.** Request to stipend staff to work Districtwide Afterschool Program for students in grades 2-8 at School No. 26, from 3:15 p.m. to 4:30 p.m., Mondays and Wednesdays, (No Thursdays or Fridays) from January 2026 through May 2026, when students are present.

1 Lead Teacher x up to and not to exceed 93 hours plus 2 hours PD = 95 hours total x \$60.00 per hour = \$5,700.00 + FICA \$436.05 = \$6,136.05

6 Teachers x up to and not to exceed 75 hours plus 2 hours PD = 77 hours total x \$35.00 per hour = \$16,170.00 + FICA \$1,237.01 = \$17,407.01

1 Instructional Assistant x up to and not to exceed 75 = 75 hours total x \$25.00 per hour = \$1,875.00 + FICA \$143.44 = \$2,018.44

	Date Comp.	Full Name	Location	Position
<b>JobID: 11193</b>				
1	9/23/2025	Best, William	26	Teacher
2	11/13/2025	Jones, Joselyn	26	Teacher
3	11/12/2025	Latini, Kim	26	Teacher
4	9/29/2025	Lipscomb, Cynthia	26	Teacher
5	11/25/2025	Reardon, Kimberly	26	Teacher
6	9/30/2025	Taierico, Krista	26	Teacher
<b>JobID: 11194</b>				
1	9/30/2025	Ortiz, Maria	26	IA
<b>JobID: 11191</b>				
1	9/26/2025	Kopic, Wanda	26	Lead Teacher
Sub	11/21/2025	Talerico, Krista	26	Lead Teacher

**Account#** 20.231.100.101.653.083

**Account#** 20.231.100.106.653.083 Up to and not to exceed: \$25,561.50

**L. STIPENDS / CONT.**

**L29.** Action to hire 13 new New Jersey Youth Corps students to receive an incentive stipend at \$25/day – flat fee for participating in community service learning activities according to the guidelines and procedures of funded programs FY 2025-2026. The amount is not to exceed \$32,500.00

**Account#** 20.606.200.110.410.000.0000.002 Not to exceed: \$32,500.00

**L30.** Action requested to stop 6<sup>th</sup> period stipend for **Al Haasan Iddrisu** effective 1/09/2026 due to new hire C. Farrell's start date of 1/12/2026.

**L31.** Request to stipend additional staff to work as substitutes the SY 2025-2026 Districtwide Afterschool Program for Students in Grades 2-8 at School No. 7, from 3:10 p.m. to 4:30 p.m., Mondays through Thursdays (No Fridays), from January 2026 through May 2026, when students are present, as follows:

**Sherri Banks, Chriss-Ann Forchette, Jeriann Stetson**

**Account#** 20.231.100.101.653.083.0000 Up to and not to exceed: No Funds Needed

**L32.** Request is to stipend staff to work the SY 2025-2026 School No. 12 Extended Day PLC (In Person) for up to and not to exceed six (6) hours per staff between January 2026 through May 2026.

1 Principal x 6 hours x \$65.00 per hour = \$390.00 + FICA \$29.84 = \$419.84  
 1 Vice Principal x 6 hours x \$60.00 per hour = \$360.00 + FICA \$27.54 = \$387.54  
 8 Teachers x 6 hours x \$35.00 per hour = \$1,680.00 + FICA \$128.52 = \$1,808.52  
 1 Instructional Assistant x 6 hours x \$25.00 per hour = \$150.00 + FICA \$11.48 = \$161.48

	Full Name	Location	Position	Date Comp.
<b>JobID: 11153</b>				
1	Ranger-Dobbs, Boblyn	12	Principal	-
2	Ayala, Graciella	12	Vice Principal	-
<b>JobID: 11154</b>				
	Albritton, Michelle	12	Teacher	11/13/2025
2	Bermude, Luisana	12	Teacher	9/14/2025
3	DeCroce, Nadia	12	Teacher	10/24/2025
4	Franklin, Todd	12	Teacher	11/13/2025
5	Martin-Conyers, Anissa	12	Teacher	11/13/2025
6	McLaughlin, Viveca	12	Teacher	9/14/2025
7	Osback, Laura	12	Teacher	10/24/2025
8	Roman, Yesenia	12	Teacher	10/26/2025
<b>JobID: 11155</b>				
1	Uter, Patricia	12	IA	9/12/2025

**Account#** 20.238.200.100.653.074.1012.001 Up to and not to exceed: \$2,777.38

**L. STIPENDS / CONT.**

**L33.** Request is to stipend staff to work the Districtwide Afterschool Program for students in grades 2-8 at Roberto Clemente from 3:10 p.m. to 4:10 p.m., Mondays through Thursdays (No Fridays), from January 2026 through May 2026, when students are present.

1 Lead Teacher x up to and not to exceed 93 hours plus 2 hours PD = 95 hours total x \$40.00 per hour = \$3,800.00 + FICA \$290.70 = \$4,090.70

5 Teachers x up to and not to exceed 75 hours plus 2 hours PD = 77 hours total x \$35.00 per hour = \$13,475.00 + FICA \$1,030.84 = \$14,505.84

2 Instructional Assistant x up to and not to exceed 75 hours = 75 hours total x \$25.00 per hour = \$3,750.00 + FICA \$286.88 = \$4,036.88

	Date Comp.	Full Name	Location	Position
<b>JobID: 11193</b>				
1	11/20/2025	Liguroi, Julissa	RC	Teacher
2	9/28/2025	Wrocenski, Anna	RC	Teacher
3	9/29/2025	Ortiz, Milagros	RC	Teacher

4	9/28/2025	Aviles, Loida	RC	Teacher
5	12/4/2025	Yusif, Daniella	RC	Teacher
Sub	1	Dennis, Helen	RC	Teacher
<b>JobID: 11194</b>				
1	9/28/2025	Baez, Soriz	RC	IA
2	10/10/2025	Loran, Shaina	RC	IA
<b>JobID: 11191</b>				
1	9/29/2025	Olivera, Cecilia	RC	Lead Teacher

**Account#** 20.231.100.101.653.083.0000

**Account#** 20.231.100.106.653.083.0000 Up to and not to exceed: \$22,633.42

**L34.** Request is to stipend staff to work the Districtwide Afterschool Program for students in grades 2-8 at School No. 1, from 3:15 p.m. to 4:30 p.m., Mondays through Wednesdays, (No Thursdays or Fridays) from January 2026 through May 2026, when students are present. 1 Lead Teacher x up to and not to exceed 93 hours plus 2 hours PD = 95 hours total x \$60.00 per hour = \$5,700.00 + FICA \$436.05 = \$6,136.05  
3 Teachers x up to and not to exceed 75 hours plus 2 hours PD = 77 hours total x \$35.00 per hour = \$8,085.00 + FICA \$618.50 = \$8,703.50

	<b>Date Comp.</b>	<b>Full Name</b>	<b>Location</b>	<b>Position</b>
<b>JobID: 11193</b>				
1	9/29/2025	Bauch, Lisa	1	Teacher
2	11/13/2025	Guzman, Marcie	1	Teacher
3	11/12/2025	Lovell, Nicole	1	Teacher
<b>JobID: 11191</b>				
1	12/04/2025	DuBose, Michael	1	Lead Teacher
Sub	11/25/2025	Lovell, Nicole	1	Lead Teacher

**Account#** 20.231.100.101.653.083

Up to and not to exceed: \$14,839.55

**L. STIPENDS /CONT.**

**L35.** Request to stipend staff to work the SY 2025-2026 School No. 6/SFLS Saturday PLC (In Person), from 9:00 a.m. – 12:00 p.m., for twenty (20) Saturdays, from January 2026 through May 30, 2026.

2 Vice Principals x up to and not to exceed 60 hours = 60 hours total x \$60.00 per hour = \$7,200.00 + FICA \$550.80 = \$7,750.80

2 Supervisors x up to and not to exceed 60 hours = 60 hours total x \$60.00 per hour = \$7,200 + FICA \$550.80 = \$7,750.80

11 Teachers x up to and not to exceed 60 hours = 60 hours total x \$35.00 per hour = \$23,100.00 + FICA \$1,767.15 = \$24,867.15

2 Instructional Assistants x up to and not to exceed 60 hours = 60 hours x \$25.00 per hour = \$3,000.00 + FICA \$229.50 = \$3,229.50

	Date Comp.	Full Name	Location	Position
<b>JobID: 11348</b>				
1	12/2/2025	Brackett, Sherri	06/SFLS	Vice Principal
2	12/1/2025	Rivera, Sandralis	06/SFLS	Vice Principal
3	12/1/2025	Larro, Eric	06/SFLS	Supervisor
4	12/3/2025	Watley, Janiki	06/SFLS	Supervisor
<b>JobID: 11347</b>				
1	12/5/2025	Royster, Jennifer	06/SFLS	Teacher
2	12/1/2025	Dahab, Thomas	06/SFLS	Teacher
3	12/10/2025	Thomas, Janet	06/SFLS	Teacher
4	12/2/2025	Raditch, Jonathan	06/SFLS	Teacher
5	12/10/2025	Thomas, Debbie	06/SFLS	Teacher
6	12/10/2025	Black, Maria	06/SFLS	Teacher
7	12/5/2025	Thomas-Nettles, Sharell	06/SFLS	Teacher
8	12/2/2025	Allen-Munk Graves, Tanya	06/SFLS	Teacher
9	12/3/2025	Marston, Melani	06/SFLS	Teacher
10	12/10/2025	Muatapha, Aderonke	06/SFLS	Teacher
11	12/10/2025	Ventura, Sandra	06/SFLS	Teacher
<b>JobID: 11361</b>				
1	12/10/2025	Armstrong, Oviid	06/SFLS	IA
2	12/10/2025	Scotland, Anora	06/SFLS	IA

**Account#** 20.238.200.100.653.074.1006      Up to and not to exceed: \$43,598.25

**L. STIPENDS /CONT.**

**L36.** Action is requested to stipend staff members to organize and present to parents workshops that are focused on academic topic to support student success with parental involvement and engagement workshops. This request aligns to the Parental Engagement Goal of the Annual School Plan which is to increase parental involvement strategies for student achievement through workshop topics that include, but are not limited to: Social-Level Parent and Family Engagement Policy, School-Parent Compact, Title I Annual Meeting, Parent’s Right-to-Know, homework, Math, ELA, ESL, Science, Social Studies, curriculum, student and parent portals, etc. Workshops can be presented by remote and/or in person to remove any barriers for parent and family engagement. Staff members are to be stipend as follows:

- Principals at \$65.00 an hour
- Vice Principals at \$60.00 an hour
- Supervisors at \$60.00 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 2025 through June 2026.

	<b>Full Name</b>	<b>Position</b>	<b>Location</b>	<b>Date Comp</b>
1	Black, Maria	Teacher	6/APA	12/11/2025
2	Cadet, Patricia	Teacher	EHS	12/18/2025
3	Ciocco, Jennifer	Teacher	9	12/16/2025
4	Ehrenberg, Dawn	Teacher	24/MMO'K	12/4/2025
5	Emery-Allen, Samantha	Teacher	24/MMO'K	12/10/2025
6	Fabian, Vianel	Teacher	241MMO'K	12/4/2025
7	Galloway, Jordana	Teacher	24/MMO'K	12/10/2025
8	Garcia, Anne	Teacher	24/MMO'K	12/4/2025
9	Jones, Anthony	Teacher	241MMO'K	12/5/2025
10	Medina, Valentina	IA	24/MMO'K	12/3/2025
11	Noble, Asia	Specialist	Student Attendance	12/11/2025
12	Sumter, Kenneth	Supervisor	Special Education	12/3/2025
13	Thomas, Debbie	Teacher	6/APA	12/10/2025
14	Nettles -Thomas, Sharell	Teacher	6/APA	12/5/2025
15	Tiburcio, Isabelle	Teacher	24/MMO'K	12/12/2025
16	Ventura, Sandra	Teacher	61APA	12/10/2025

**Account#** 20.231.200.100.653.080.0000.001

Up to and not to exceed: No Additional Funds Needed

**L. STIPENDS /CONT.**

**L37.** Action is requested to stipend staff members to organize and present to parents workshops that are focused on academic topic to support student success with parental involvement and engagement workshops. This requests 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 \$60.00 an hour
- Supervisors at \$60.00 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 2025 through June 2026.

	Full Name	Position	Location	Date Comp.
1	Feliciano, Jessica	Supervisor	Academic Services	11/25/2025
2	Pazant, Dawna	Teacher	P-Tech	11/25/2025
3	Saez, Nilda	Teacher	24/MMO'K	12/21/2025
4	Taylor, Christopher	Teacher	24/MMO'K	12/1/2025
5	Watson, Lisa	Teacher	24/MMO'K	11/21/2025
6	Zak, Robert	Teacher	24/MMO'K	12/3/2025

**Account#** 20.231.200.100.653.080.0000.001                      No Additional Funds Needed

**M. AMENDMENTS**

**M1.** Action to amend **PTF# 26-595** to remove **Elizabeth Hook** and **Misotis Castillo** from the listing of teachers. They will remain in their current location of 705 Early Childhood.

**M2.** Request to amend approved PTF with Action **26-750** to add **Katelyn McCann** as substitute for Big Brothers Big Sisters at Ramapo College from October 28, 2025 to May 29, 2026 for a total of 30 hours each at a rate of \$35.00 an hour. The total cost for each teacher will be \$1,050.00 not to exceed \$2,100.00. teachers will work from 3:15p.m.- 6:15p.m. **Account#** 15.120.100.101.027.053.0000.000

**M3.** Action is requested to amend Action **#26-833** to add five (5) hours for **Cintha Velasco-Rosado** for a total of 25 hours for the Spanish for Educators Program at the rate below, and to change the hourly rate for **Hassnaa Omer (PA)** from \$35/hr to \$25/hr. 1 Supervisor x 5 hours x \$40 = \$200 Posting# 11223

**Account#** 2A.460.200.100.815.053.0000.001                      Not to exceed: \$200.00

**M. AMENDMENTS (CONT.)**

**M4.** Action to amend **PTF# 26-853** to stipend additional certified teachers to work the Districtwide Afterschool Program for students in grades 2-8 School No. 10, from 3:10 p.m. to 4:10 p.m., Tuesdays through Thursdays, (no Mondays or Fridays) from January 2026 through May 2026, when students are present. 3 Teachers x up to and not to exceed 75 hours plus 2 hours PD = 77 hrs total x \$35.00 per hour = \$8,085.00 + FICA \$618.50 = \$8,703.50 **Jahmeejah Mattocks, Gina Solensky, Juan Morrobel**

**Account#** 20.231.100.101.653.083.0000.001    Up to and not to exceed: \$8,703.50

**M5.** Amend **PTF# 26-668**. Paterson Adult & Continuing Education funds to employ 1 evening part-time teacher for 3 hrs/day, 2 days/week at \$35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult & Continuing Education for 2025-2026 continuation of programs for approximately 20 weeks from 1/05/2025 – 6/30/2026.                      **Cynthia Sanchez**

13.601.100.101.410.053.000.0000

13.602.100.101.410.053.000.0000

**Account#** See accounts above    Not to exceed: \$4,500.00

**M6.** Paterson Adult High School funds to amend the hourly stipend rate for **Mr. Joseph Andriulli** from \$35/hr to \$37/hr. From previously approved **PTF# 26-287** (hrs & days will

vary) according to the guidelines and procedures of the Paterson continuation of programs for approximately 35 weeks from 9/01/2025 – 6/30/2026.

**Account#** 13.602.100.101.410.053.0000.000

**M7.** Paterson Adult High School funds to amend the hourly rate for **Mr. Francis Botti** from \$40/hr to \$42/hr. From previous approved **PTF# 26-282** (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult High School for 2025-2026 continuation of programs for approximately 35 weeks from 9/01/2025 – 6/30/2026.

**Account#** 13.601.200.100.410.053.0102.000                      Not to exceed: \$12,800.00

**M8.** Action to amend **PTF# 26-796** add **Edwin Camacho**. To appoint High School course monitor and substitute for the 2025-2026 certification course at John F. Kennedy High School and Paterson STEAM High School. Program is scheduled for the 2025-2026 school year not to exceed 400 hours for the total program. October 2025 through June 2026. **Edwin Camacho (Substitute)** \$40.00 per hour

**Account#** 11.140.100.101.830.053.0000.000                      Not to exceed: \$24,000.00

**M9.** Addendum to **PTF# 26-581** to compensate **Abdellah Nasr** as Substitute Instructional Assistant for the Saturday Reading Program at School 27. Mr. Nasr worked from 8:15 a.m. – 12:15 p.m. on December 6, 2026. The rate is \$25.00 an hour not to exceed 4 hours for a total of \$100.00.

**Account#** 15.421.100.101.027.053.0000.000

**M10.** Amended **PTF#26-003** Board Approved on August 6, 2025. Amount was originally \$7,549.00. Corrected amount as per contract is \$8,310.00. Difference of \$761.00. Amount to be disbursed in June 2026 will be \$4,535.50.

**Annette Rodriguez PC# 5178** School Treasurer - Newcomers High School

**Account#** 15.401.100.100.084.053.0000.000

### **M. AMENDMENTS (CONT.)**

**M11.** Request is to amend **PTF# 26-889** stipend **Jennfier Cassini** as substitute Lead Teacher at the rate of \$60.00 per hour to work the District wide Afterschool Program for students in grades 2-8 at Alexander Hamilton Academy, from 4:00 p.m. to 4:30 p.m., Mondays through Thursdays (No (Fridays), from January 2026 through May 2026, when students are present. 1 Lead Teacher x up to and not to exceed 93 hours plus 2 hours PD = 95 hours total x \$60.00 per hour = \$5,700.00 + FICA \$436.05 = \$6,136.05

**Account#** 20.231.100.101.653.083                      Up to and not to exceed:  
\$6,136.05

### **N. ATTENDANCE INCENTIVES**

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

**O1.** Request to process payment for five (5) employees for sick/vacation days due to resignation/retirement/termination/deceased/RIF. As per contractual agreement. Effective 12/01/2025.

**NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS  
PAYMENTS FOR ALL GROUPS**

**December 2025**

<b>Name</b>	<b>Hire date</b>	<b>Title</b>	<b>Term. Date</b>	<b>Term. reason</b>	<b>Vacation</b>	<b>Sick/ Personal</b>	<b>Salary</b>	<b>Daily Rate</b>	<b>Total</b>
Friedman, Nancy	3/4/19	Teacher	12/1/25	Retirement		13.5	\$104,933	\$524.67	\$7,082.98
Lee, Omar	7/19/99	Maintenance Worker	12/1/25	Retirement	16		\$77,432	\$322.63	\$5,162.13
Powell, Julie	9/1/00	Teacher	12/1/25	Retirement		25.75	\$107,325	\$536.63	\$13,818.09
Saleh, Mohammed	10/11/22	Associate Chief Technology	11/14/25	Resignation	24		\$190,308	\$792.95	\$19,030.80
Sumter, Deborah	9/1/92	School Secretary	12/1/25	Retirement	20		\$59,380	\$247.42	\$4,948.33
Sumter, Deborah	9/1/92	School Secretary	12/1/25	Retirement		88.25	\$59,380	\$247.42	\$21,834.52
								<b>TOTAL</b>	<b>\$71,876.86</b>

**Account# 11.000.291.299.690.058.0000.000**

**Not to exceed: \$71,876.86**

**P. WITHHOLDING OF INCREMENTS**

**Q. HEALTH BENEFITS**

**R. MISCELLANEOUS**

	<b>Last Name</b>	<b>First Name</b>	<b>School/Location</b>	<b>Title</b>	<b>Salary</b>	<b>Reason</b>
<b>R1.</b>	Joosten	Brian	School #21	Teacher Music	\$64,480.00	salary adjustment once certified

**R. MISCELLANEOUS (CONT.)**

**R2.** The New Jersey Department of Education regulations require the assignment of a mentor to all Alternate and Traditional Route Teachers. Payroll deductions should start for the attached novice teachers to fulfill payment due at the end of the mentoring process. The spreadsheet reflects the amount of deductions each provisional teacher needs. These fees are taxable. The fee will be deducted in equal installments starting as soon as possible through March 30, 2026.

<b>First Name</b>	<b>Last Name</b>	<b>Cert</b>	<b>Full Amt. Needed</b>	<b>Acct #</b>
Alexandra	Marotta	CEAS	\$550.00	11.140.100.101.690.110
Stephany	Codio	Limited CE	\$1,000.00	11.130.100.101.690.110
Lisbeth	Acosta Amezquita	Limited CE	\$1,000.00	11.130.100.101.690.110

Isis	Watson	Limited CE	\$1,000.00	11.130.100.101.690.110
Emily	Ortiz	CE	\$1,000.00	11.120.100.101.690.110
Danilo	Munoz	CE	\$1,000.00	11.120.100.101.690.110

**R3.** Action is requested to have **Rashanda Clark's** salary taken out of account# 20.218.200.102.705.000.0000.002. It is now being taken out of account# 20.218.200.173.705.000.0000.002 which is incorrect.

**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**

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Aaron Mojica	Principles of Purchasing	January 15, 22, and 29, 2026	\$944.00 (registration)
Purchasing Coordinator	Virtual	February 5, 12, 19, and 26, 2026	
		March 5, 12, and 19, 2026	
*Carlita Rodriguez	NJASA TECH'SPO	January 28-30, 2026	\$1,219.60

Interim Principal/Roberto Clemente School	Atlantic City, NJ		(registration, transportation, lodging, meals)
Alexander Mendez, Jr.	NJSBA New Board Member Orientation: GOV I Mandated Training	February 20-22, 2026	\$67.27 (transportation)
Board Member	Plainsboro Township, NJ		
Lenny Moore	Infinite Campus Interchange	March 10-11, 2026	\$909.00 (registration, transportation)
Director of MIS	New York, NY		
Tom Zemon	Montclair State University Theater Day for Teachers	March 11, 2026	\$175.00 (registration)
Theater Teacher/Rosa Parks H.S.	Montclair, NJ		
Amod Field	COABE: Coalition on Adult Basic Education	April 11-16, 2026	\$3,607.50 (registration, transportation, lodging, meals)
Principal/Paterson Adult School	Indianapolis, IN		
Susan Ronga	COABE: Coalition on Adult Basic Education	April 11-16, 2026	\$3,607.50 (registration, transportation, lodging, meals)
Program Director/Paterson Adult School	Indianapolis, IN		
Randa Saleh	Learning and the Brain: The Science of Learning	April 16-18, 2026	\$1,581.87 (transportation, lodging, meals)
Director of Student Assignment Services	Atlantic City, NJ		

\*FOR RATIFICATION

**Total Number of Conferences: 8**  
**Total Cost: \$12,111.74**

#### **Resolution No. 4**

WHEREAS, the district's Learning Today, Leading Tomorrow Strategic Plan's priority is Advanced Instructional Excellence by Cultivating a High-Performance Workforce and;

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

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

THEREFORE BE IT RESOLVED, the Paterson Board of Education accepts the addition of the attached list of approved destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2025-2026 school year.

#### **Resolution No. 5**

WHEREAS, the District is a defendant in a civil case, No. 2:23-CV-21847-BRM-JSA, pending in the United States Federal District Court for the District of New Jersey; and

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

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

NOW, THEREFORE BE IT RESOLVED that the District is authorized to settle this matter for \$100,000, with the District's maximum net liability capped at approximately \$50,000, representing the District's insurance deductible, in exchange for full and final releases by the plaintiff.

### **Resolution No. 6**

WHEREAS, the District is a defendant in a civil case, No. PAS-L-0683-25, pending in the New Jersey Superior Court, and a related administrative case, OAL Docket No.: EDU 09812-25; Agency Ref. No.: 143-5/25, pending in the Office of Administrative Law; and

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

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

NOW, THEREFORE BE IT RESOLVED that the District is authorized to settle this matter for \$60,000, in exchange for full and final releases by the plaintiff.

### **Resolution No. 7**

BE IT RESOLVED, that the Board of Education approves the revised recommendations of the Superintendent of the Paterson Public School District in the County of Passaic, for the following designations for the 2026-2027 school year in accordance with annual reorganization:

Northern Region Educational Services Commission: Dr. Laurie W. Newell

Board Secretary: June Gray

Homeless Liaison: Cheryl Coy

Affirmative Action/Equity Officer: Houry Yeganeh

American Disabilities Act Officer: Houry Yeganeh

Section 504 Compliance Officer: Tamisha McKoy

Title IX Coordinator: Boris Zaydel, Esq.

Asbestos Management Officer: Neil Mapp

Safety & Health Officer: Neil Mapp

Indoor Air Quality Officer: Neil Mapp

Integrated Pest Management Coordinator: Neil Mapp

Right to Know Officer: Neil Mapp

Chemical Hygiene Officer: Neil Mapp

Asbestos Hazard Emergency Response Act (AHERA) Coordinator: Neil Mapp

Custodian of Records: Boris Zaydel, Esq.

Investment Officers: June Gray

Public Agency Compliance Officer (P.A.C.O.): June Gray

Auditor of Record: Wielkotz & Company, LLC

Architects of Record: Becht Engineering BT, Inc.; Clarke Caton Hintz: CTS Group

Architecture/Planning PA DMR Architects; Coppa Montalbano Architects; El Associates; FKA Architects; FVHD Architects; Greenman-Pedersen, Inc.; H2M Architects & Engineers, Inc.; LAN Engineering; Mount Vernon Group; Parette Samien Architects; Paulus, Sokolowski and Sarter Engineering; Remington & Vernick Engineers; Grant Engineering & Construction Group; CHA Consulting  
Broker of Record: Alamo Insurance Group  
Substance Awareness Coordinator: Laurel Olson  
Harassment, Intimidation, and Bullying (HIB) Coordinator: Monique McKay  
Disciplinary Hearings: Dr. Kaara Lyndner  
School Safety Specialist: Dalton Price

### **Resolution No. 8**

WHEREAS, the Paterson Public Schools is committed to providing a robust support system for novice educators to ensure instructional excellence and high rates of teacher retention; and

WHEREAS, the New Jersey Department of Education (NJDOE) requires school districts to maintain and implement a comprehensive Mentoring Plan that aligns with state regulations and local collective bargaining agreements; and

WHEREAS, the Paterson Public Schools administration has identified the need to clarify specific operational guidelines, mentor selection criteria, and financial compensation protocols to strengthen the existing Professional Development Plan (PDP); and

WHEREAS, this addendum incorporates the updated Paterson Public Schools and Paterson Education Association Agreement (2022-2027) regarding mentor eligibility and the standard stipend for services rendered;

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education hereby approves and adopts the Mentoring Program Addendum to be incorporated into the District's 2025-2026 Professional Development Plan.

### **Resolution No. 9**

WHEREAS, the implementing and documenting for the second school bus evacuation drills to amend board action to include School 2 and School 3, will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, pursuant to the New Jersey Administrative Code (NJAC 6A:27-11.2) School Bus emergency evacuation drills must be conducted twice each school year,

WHEREAS, the attached list of Paterson District Schools where Paterson Resident students attend, have completed the second mandated school bus evacuation drills to amend board action to include School 2 & School 3,

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the Board of Education approving and documenting school bus evacuation drills to amend board action to include School 2 and School 3 for the 2024-2025 school year.

THEREFORE, BE IT RESOLVED, this resolution, to document, school bus evacuation drills to amend board action to include School 2 and School 3 bus evacuation for the 2024-2025 school year, pursuant to the New Jersey Administrative Code (NJAC 6A:27-

11.2) where, School Bus emergency evacuation drills must be conducted twice each school year. \* See attached list

**It was moved by Comm. McCall, seconded by Comm. Rosado that Resolution Nos. 1 through 9 be adopted.**

Comm. Simmons: I'm not sure what Resolution Nos. 5 and 6 are. Can we get an explanation?

Mr. Buglione: Good evening. With regard to No. 5, I've been debriefed on this matter. It's been discussed with Mr. Zaydel and with the appropriate committee regarding issues involving this lawsuit. This is a federal civil rights lawsuit that was advanced by a particular individual against the district for some alleged inappropriate treatment. The district has partial insurance coverage on this particular matter and the insurance company has recommended a settlement of the case. As such, the decision before your honors would be to accept or reject the recommendation of the insurance company. If we were to reject the insurance company's recommendation, we would be responsible for litigating the matter for its entirety and accept all responsibilities. The concern represented by the assigned counsel is that since this is venued in federal court there is a fee shifting aspect to the case and we would be responsible for the legal fees of the other party. Based on that recommendation and the fact that the insurance carrier is willing to settle the case we have 50% responsibility on that. That's why it's been brought from committee to your honors for tonight. As for item No. 6, Mr. Zaydel would be able to elaborate on that matter.

Mr. Zaydel: No. 6 is a settlement in an employment discrimination case based on disability. It is paired with a petition of appeal filed with the Department of Education. The decision to settle this case was made in order to spare the district the cost and expense of further litigation that could protract over years. This was an easy win at this point in the game. For any additional questions to go into detail about this matter we should convene in executive session.

**On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

#### Commissioner Valerie Freeman

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

#### Commissioner Della McCall

- Self
- City of Paterson
- Educational Staffing Solutions (ESS) -Substitute Teachers

#### Commissioner Alexander Mendez, Jr.

- Self
- Family
- Passaic County Board of Social Services

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: We will be giving it at our next meeting.

***Family & Community Engagement***

Comm. Freeman: Our meeting is on Monday coming. We will report at the regular meeting.

***Policy***

Comm. Ramirez: Policy hasn't met.

***Technology***

Comm. Simmons: Technology has not met yet.

**OTHER BUSINESS**

Comm. Teague: Mr. President, I have a motion I want to put on the floor for a resolution. I need to read it into the record.

**Resolution of the Paterson Board of Education  
Recommitment of proposed middle school model, school closures and grade  
configuration changes for further review pursuant to Board governance authority  
under New Jersey law.**

Whereas, pursuant to N.J.S.A.18A:11-1, the Paterson Board of Education is a body corporate-vested with the authority to govern and manage the public schools of the district; and

Whereas, pursuant to N.J.S.A.18A:11-9, the Board is charged with making, amending and repealing rules and policies for the government and management of the schools, and with providing for the care, custody, control and safekeeping of all school property; and

Whereas, the Board's statutory duties include the obligation to exercise independent judgment, fiscal oversight, and policy leadership in the best interest of students and the community consistent with principles of transparency and accountability; and

Whereas, references have been made to actions, discussions or votes prior boards of education in the years 2015, 2016, 2020, 2021 and 2022 concerning long-range facilities planning and grade configuration concepts, including the middle school model; and

Whereas, no vote or action of a prior board may bind a subsequently constituted board as each board derives its authority independently under Title 18A of the New Jersey statutes and must act based on circumstances and information before it at the time of decision; and

Whereas, a review of actions and records from 2015, 2016, 2020, 2021 and 2022 does not reflect the formal addition by resolution or otherwise of any specific or binding plan authorizing the closure of Alexander Hamilton Academy Elementary School, the closure of Norman S. Weir Elementary School, the closure of Renaissance One, the closure of Young Men's Leadership Academy, the conversion of School No. 21 to a middle school, or the conversion of School No. 10, School No. 18 and School No. 26 to k-5 elementary schools; and

Whereas, earlier facilities discussions were based in part on projected increases in student enrollment, assumptions that must be assessed considering current enrollment rate, demographic trends, facility utilization and educational programming needs; and

Whereas, pursuant to N.J.S.A.18A:7A-10, the board is responsible for ensuring district operations and planning are aligned with current data, effective governance practices and student outcomes; and

Whereas, decisions regarding school closures, grade reconfiguration, or the implementation of a middle school model constitutes significant policy determinations requiring informed board deliberation and public discussion in compliance with the Open Public Meetings Act, N.J.S.A10:4-6.

**It was moved by Comm. Teague, seconded by Comm. Simmons that the Resolution be adopted.**

Comm. Teague: If you want, I can also get into it further later on if you have any questions.

Comm. McCall: Will this resolution allow us to go back and undo what was done when the other schools underwent Phase I and Phase II?

Comm. Teague: Last year if you guys had supported me, it would have.

Comm. McCall: I supported it. I can say that if we're going to do this, then we have to go back and undo Phase I and Phase II. If it's not right now...

Comm. Teague: Correct.

Comm. Freeman: Excuse me, Phases 0, I and II.

Comm. McCall: Okay, let me back up. Phase 0, Phase I and Phase II, because if it's right tonight, then it was right last year. We talked about this last year. Some of us said no and we were outnumbered. I'm asking if this resolution is going to go forth that it goes forth for all that has been done from Phase 0 to now. We cannot afford for another group of folks to say that we were not... Because of this race of the different communities we have to make sure that we are fair across the board.

Comm. Teague: Absolutely.

Comm. Freeman: Are you going to put that in your resolution, Comm. Teague?

Comm. Teague: Yes.

Comm. Freeman: I need you to read it into the record.

Comm. Simmons: Just so Board members understand what a motion to recommit does, it allows the body to go back and review and have further discussion. To Comm. McCall's point, it allows for all of that to happen. It doesn't stop anything. It allows you to go back, gather new data, and have further discussion before moving forward.

Comm. Ramirez: Thank you for that clarification.

Comm. Freeman: I listened to the resolution. I hear you very clearly. You knew my stance last year. I said no and I stand on it. Now you're coming with this new resolution. I need for it to be read into the record that Phases 0 through II will be included in that and let's bring it all back to the table. If we're going to do this, we're going to be fair, even though sometimes it's the unpopular thing to do. We said no last year and we had tons of parents and children here crying out to us and it was still voted yes. I need for you to read that into the record because if we are changing this phase, then all phases need to be changed and we need to go back to the table and include the parents and the community so we won't be faced with this. When it's time for us to vote yes or no, we know exactly what we're voting for. We're not going to say yes 10 years ago and now in 2026 you're not with it because it doesn't make sense, but it made sense all that time. I'm trying to be fair and as real as possible with you guys. I'm not playing the game. I do understand the importance of those choice schools. I am affected as well. Is it fair that last year this place was packed out with students, children, parents, and teachers and it fell on deaf ears? Let's be fair. If we're going to create a resolution to bring it back to the table, everything needs to be included in that, not just this one particular piece. I know the importance of the Young Men's Leadership

Academy. I know it because we fought for these things. Please don't take what I'm saying lightly or as if I don't care. I don't care about an election. I'm going to make that real clear. You can either vote me in or vote me out. It doesn't matter for me. My passion is for what's done right for all children, not specialties and not choice, but the whole district. Read it into the record and when you do, we can vote on it.

Comm. Ramirez: This affects the strategic plan, the long-range facilities plan and the amendment to the long-range facilities plan. Resources have been allocated throughout the last 10 years for architectural firms, consultants and by Mr. Mapp and his team. There is a dollar amount of investment from the state to help us get to this point. Legally, how will this unravel if we take that step tonight and undo 10 years of planning, resources, investments and approvals?

Comm. Teague: It's not undoing that.

Comm. Ramirez: Commissioner, I have the floor.

Comm. Teague: Call the question. That's not what this is doing.

Comm. Ramirez: I have a question for General Counsel.

Mr. Buglione: Thank you and good evening again, your honors. Very good points have been made tonight. Your honors have to engage in robust discussions and debate and that is occurring. With regard to the long-range facilities plan, it has been in the planning stage for a very long time. Multiple resources have been engaged. Reliance has been made. If there is a contribution, either from the state or other parties, we could be technically back charged or penalized moving forward if we move off of that. However, for purposes of tonight, you are within your providence to reengage discussions about it, as long as we are strictly within the confines of reengaging in those discussions without making any movement. According to state law as well as our policies and procedures, this long-range facilities plan has already been approved by the Commissioner of Education and we are prohibited or constrained at this moment from making any changes. We're entitled to discuss it, we're entitled to propose amendments, but no changes can be made until approved by the Commissioner of Education. It's our bylaw 7100. It can be found on pages 5 and 6. As long as we make no action to interrupt the plan but only to focus on discussions at this point, we can research the ramifications because there could be potential ramifications. We will have to see what those are and your honors can debate them and make an informed decision on that.

Comm. Freeman: Can we just table it until the resolution is complete?

Comm. Ramirez: Table his motion? Are you making the motion to table?

Comm. Simmons: Point of order. There's already a motion on the floor. What Comm. Freeman can do is amend the motion to add the language that she wants to add.

Comm. Nieves: You're going to have to take back your second.

Comm. Simmons: No, I do not.

Ms. Williams: Motion to table supersedes any motion.

Comm. Ramirez: According to our secretary, motion to table supersedes. We have a motion and a second. Roll call to table.

**It was moved by Comm. Freeman, seconded by Comm. Nieves that the Resolution be tabled.**

Comm. Simmons: Hold on. She's trying to table it to include language.

Comm. Ramirez: To have a conversation.

Ms. Williams: She said table until the resolution is completed.

Comm. Freeman: Until the resolution is complete, we need to table it.

Comm. Simmons: My point is you can amend the motion that's on the floor.

Comm. Ramirez: She wishes to table.

Comm. Simmons: Can I finish? She can amend the motion to include in the resolution the language that she wants read into the record. Then you take the vote on her amendment prior to...

Comm. Ramirez: Roll call on motion to table.

Comm. Freeman: If he reads what I just said into the record as a part of that resolution, then we can take a vote on that. We're not voting to say it's moving forward or not. We're taking a vote to discuss it.

Comm. Teague: Exactly.

Comm. Freeman: That was my original question. Can you read into the record that Phases 0 through II will be reversed?

Comm. Ramirez: Comm. Freeman, I think we've heard from General Counsel. I'd feel more comfortable if we follow your motion to table, have the conversation and put the language in. After Counsel and the administration researches the ramifications, we can bring it back to the full Board.

Comm. Freeman: Legal, can you clear it up for me just one more time?

Mr. Buglione: Based upon some of the comments that were made in the discussion, it was my understanding that you wanted to actually read the resolution and have a better understanding of the language. That was the basis for the possibility of the table.

Comm. Freeman: He just read from his phone a resolution to halt this whole movement. In that resolution I heard all choice schools. It has to include Phases 0, I, II and III. It has to include all schools in that resolution, not just certain schools. If you read that into the record for me tonight, I'm more comfortable with that. I'm not comfortable with what you're reading right here.

Comm. Ramirez: Comm. Freeman, this entails more than just the choice schools. This is halting the conversion of School No. 21.

Comm. Freeman: I understand. It's halting...

Comm. Ramirez: The ramifications are large as I stated and I think we should move with your motion to table.

Comm. Freeman: (Comments made away from the microphone)

Comm. Ramirez: We're tabling and Comm. Teague just agreed with you.

Comm. Freeman: Are you okay with tabling it?

Comm. Teague: Yes, so we can discuss it.

**On the motion to table, all Board members voted in the affirmative, except Comm. Simmons who voted no. The motion carried.**

Comm. Ramirez: Now that we've settled the table situation, I've asked the administration to take all of the comments that the Board has made. We would like the legal research. We would like the information from Mr. Mapp, the business administrator's office and the academic team. I want the full report on what this means for Paterson Public Schools, the money that would be wasted and the ramifications from the state. This is not about money, but we have to look into whether the state is going to make us reimburse them. There are a lot of legal things. Plans were submitted, amended and approved by the Commissioner of Education. This is not a stroke of a pen or movement of a wand situation. You all know I wasn't here when this was supported and voted on, but guess what? I've met with the Superintendent and her academic team numerous times. She didn't put this plan together but she feels it's the right thing for Paterson Public Schools. We have to watch out for 22,000 kids, not just a cluster of schools that are ran like private schools. Let's keep that into consideration. Comm. Freeman, you're absolutely right. One side of town to me cannot be more important than another side of town. Let's keep that in mind as well.

Comm. Teague: Mr. President, I need to clarify something. The whole conversation about the choice schools is not about pitting one side of the city against the other. That's not what this is about. If you're going to tell parents that they can choose what school they want to send their children at the same time you know you're going to close those schools and then tell the parents whose children weren't even born yet that it was their choice to go along with this plan. That's what I was talking about with School No. 21 last night. It's not one against the other. If a parent decides to put their child in a school, who are we to tell them they're not allowed to do that and don't have a right to do that? It's not pitting one side of the city against the other. It's not what it is.

Comm. Ramirez: Well, that's how some people feel, Comm. Teague. I appreciate your sentiments.

Comm. Freeman: It is not that. Back to my original statement, the importance of voting on something that will eventually have ramifications for people who are not even in school yet. You have to think. When stuff like this comes up on the table, you have to think before you vote yes. You don't know what the ramifications are. You don't know what the amendments are going to be. You don't know what's going to be included and not included. You have to know all these things before you vote on something like this because this is big. We may not think it's big, but it's big. If you stop it now, you have to really think about it. The state is going to look at us like we're crazy and we may have to return money. We don't even know what we have to do, but I'm open to a discussion and figuring out how we can either fix it and make it work or just scrap the

whole thing. Then what? You'll look at taxes being raised and teacher layoffs. We're going to be out money. Then they're going to come again. You don't care about the kids. You don't have any teachers here. You don't have this or that. Everything makes sense if you sit and really figure it out. We don't know what's going to happen. We don't know what the state is going to tell us, but we didn't think about that 10 or 12 years ago. Let's be real about this whole situation. I wasn't on here and I'm not going to take responsibility for what anybody else did. I take responsibility for whatever I do.

Comm. Teague: That's what this resolution is about.

Comm. Freeman: We're going to table it, we're going to get this resolution right, and then we're going to talk about it.

Comm. Ramirez: Thank you, Comm. Freeman.

**It was moved by Comm. Rosado, seconded by Comm. Nieves that the meeting be adjourned. On roll call all members voted in the affirmative, except Comm. Simmons who voted no. The motion carried.**

The meeting was adjourned at 9:25 p.m.

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