

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 9, 2026 – 6:05 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. Alex Mendez
Comm. Hector Nieves
Comm. Mohammed Rashid

Comm. Kenneth Rosado
*Comm. Kenneth Simmons
*Comm. Della Wilder, Vice President
(Remote)

Absent:

Comm. Corey Teague

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

Comm. Rashid 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
September 9, 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.

Comm. Ramirez: I would like for us to pause and take a moment of silence in remembrance and commemoration of the 25 years since that terrible tragedy, September 11.

Moment of Silence

Comm. Ramirez: Thank you and may all those who perished rest in peace.

PRESENTATIONS AND COMMUNICATIONS

ACCESS and New Jersey Graduation Proficiency Assessment and Graduation Report

Dr. Newell: Good everyone and Board Commissioners. At this point, I would like to ask Assistant Superintendent of Academic Services, Ms. Joanna Tsimpedes, to present on our ACCESS, NJGPA and Graduation Report.

Ms. Joanna Tsimpedes: Good evening, Commissioners. This evening I have two presentations for you. The first one will be the scores for the NJGPA, ACCESS and DLM. We're going to start with our ACCESS for English language learners 2.0 results. This is for our multilingual learners within the district. They all have to be assessed in order to determine their readiness for academic language. The ACCESS for ELL is a norm test from the NJDOE. It measures our students' ability to understand and produce English within the school setting. They are tested on four sections – listening, speaking, reading and writing. This assessment provides teachers a starting point of where their academic language is when referring to English. There are six levels that students are assessed on. In order for students to exit our bilingual program, they have to attain a 4.5 or higher on their ACCESS and then be monitored for two years to ensure the continuity of building their academic English language. This is a three-year comparison of our ACCESS average scores. Within the last three years we have seen a minor increase within the number of students who are able to exit our program. In 2026 we had 6,736 students that had valid scores. These are k-12 students. Our preschool students are not assessed on ACCESS. Out of those students, 223 scored 4.5 and above. Therefore, our proficiency rate for passing was 3.3%. It is a small gain from the previous year, but you have to understand we have students coming in to us sometimes with no English language at all. Getting them to build to 4.5 takes time and that is what we have been doing over the last several years to ensure that our students have continuity and teachers who are bilingual in ESL in the classroom so they can build their academics. Moving on to NJGPA-A, in the past we referred to it as NJGPA. This past school year the NJDOE changed the test to make it adaptive. It is a new test and a new blueprint, so we're using this as our baseline year. What is the NJGPA-A? It is a test that was released computer adaptive this past school year for all our students in grade 11. It is part of a graduation assessment requirement for the State of New Jersey. This tests our students' proficiency in English and math. It pertains to prior skill sets to ensure that our students are ready for graduation. We have a comparison, so you understand what the difference is between NJGPA and NJGPA-A. They're both computer tests. However, NJGPA-A allows the test to be adapted to how the students answer the questions. They don't lower the level. They're still assessed on the same grade level, but they change the formatting of the question based on the students' ability to answer. That allows for students to have less frustration as they're taking the test. We know when students take standardized tests the level of frustration when they're not able to answer something causes them at points to shut down. The goal is to measure our graduation readiness with higher precision and less testing anxiety. As we know, students do have anxiety, as do adults, when they take tests. NJGPA measures the ability of our students to understand ELA and math. ELA is aligned to the grade 10 standards and our math is aligned to algebra I and geometry standards, which they've had prior to eleventh grade. If a student comes into our district as a senior and has not been assessed with NJGPA, they must sit for the test. They can't move on to another pathway for graduation without having sat for the test. We are actually in October administering the test again to twelfth graders who did not pass as eleventh graders and any new students who have come into the district after the administration in March of 2026. This is a state and district comparison. Again, I want you to keep in mind 2026 is

a baseline year. We really should not be comparing it to prior years because it is a different type of assessment that the students were administered, but we wanted you to see where we were up to three years ago. Looking on the left at our state results, this past school year the state went down 5% in proficiency for ELA and in math they increased by 3%. The district went from 45% to 42%. We have a decrease of 3%. In math we increased 10%. We exceeded the state average when it comes to math proficiency. We will talk more about where we stand as it relates to our individual schools. In ELA we did see a dip across our schools. The test is brand new in terms of blueprint and accessibility, so we want to ensure that we're not sitting here comparing apples to apples. It is a different norm test. Our state average was 5% decrease. The district went down 3%, but certain schools in green made gains. International went up 9%. Rosa Parks went up 4%. If you paid attention to Paterson P-Tech and STEAM, they were at a high level last year of 81% and they decreased to 65% this year. They had our largest decrease of 16%. Sometimes when you're so high, there's nowhere to go but down. Based on the reports we've been receiving from the state as it compares to the previous test, we know the point of entry that we need to work on with our teachers for professional development as well as for our students to ensure that we make the gains for this coming school year. With math it's a different story. In math we're usually in the red when it comes to the high school, but I'm proud to see these scores show an increase. As I said, the state average was a 3% increase. Paterson Public Schools has a 10% increase. We've seen our largest increase happen at Eastside with 15%. We went from 10% to 25%. Even though we shouldn't be comparing them apples to apples, I do want you all to see the efforts of the school administration, teachers and students have gotten positive results for us. International went up 19%. P-Tech went up 14%. Rosa Parks astonishingly went up from 26% to 62%, showing an increase of 36%. We did have some declines with John F. Kennedy at -2%. Paterson STEAM was -2%. Newcomers was -3%. As we look at our subgroup performance in ELA, all of our subgroups decreased. The only exception in white went up 2%. Keep in mind when you look at your numbers, when you have a 3% decrease across the district you will see that your subgroups will be showing the same. In our Asian population we did have a decrease of 25% in ELA. In math, our Asians went down 11%. For math, our subgroups showed an increase in all areas. Our males, females, Hispanics, African Americans and Whites all increased. Our bilingual, multilingual learners and special education students also saw an increase as it relates to mathematics. Moving on to DLM, for those of you who are unaware, it is the alternative assessment that our special education students take in lieu of taking our state assessments. It is prescribed in their IEP and they take it in specific content levels of ELA, math and science. Same as NJGPA, it measures overall performance levels. They focus on element skills that are essential for teachers and students in the classroom. For grades 3-8, for the last three-year comparison it is a very small number of students that take the DLM when you look at the district. In third grade, we had 80 students test and only eight of them were working on target level. In grade four, we had an increase of proficiency from 22% to 29%. Grade five stayed flat. Grade six stayed flat. In grade seven, we had a decrease of 4%. In the eighth grade, we had a decrease of 4%. In eleventh grade, we saw an increase to 29%. When we look at these scores, we look at what the report shows us. You have to provide the training to the teachers to understand where we're falling short as a district when it comes to the skill sets that students need. In mathematics, grades 3-8 and 11 tested with the DLM. You will see that the number of students may be different from ELA because it depends on how their IEP is scripted. Some of them may take DLM and some may take NJGPA as it pertains to specific content areas. In math we saw an increase in grades 4, 7 and 11. In grade 11, because we saw such a big gain in math, we're looking to see what are the strategies being used in the classroom and how they can be applied in other classes so that we can see the increase in performance. In science, grades 5, 8 and 11 for DLM

we had an increase in grades 5 and 11 as it pertains to students' test-taking strategies. We saw an increase in grade five across grade levels. These are things we're looking at to see what's going on, what's working and what's not working so that we can continue to make strides in the right direction. What are we doing to ensure that we continue to have growth towards proficiency? That is the overarching goal here for all of our students. For ACCESS for our multilingual learners, which is our largest subgroup in the district, if you include our preschool numbers we are over 8,000. We need to ensure that we provide the supports to address the students that are in front of us. We have certain intervention programs available in various languages for our students, such as SuccessMaker, Amira, ALEKS and Beable. This year we're trying a new program called Language Launch that should help our lower grade level students attain the English language based on their level of entry. Benchmark Express is also a new piece we added that aligns to our ELA reading program in k-5. Being that this is a new test this year for NJGPA, and you'll see the same thing when I come back next month with NJSLA scores, we're continuing the work that the Superintendent and Deputy have done with the Five Levers with accelerating achievement and ensuring that we are moving in the right direction. We're going to continue to look at data because it does tell a story. Especially with having a new formatted test, it's important that we look at what the data is telling us, where our deficiencies are, and if there are pieces of our curriculum that need to be updated to reflect the requirements from the State. Usually we have these in June, but we just received the reports at the end of August after the State Board of Education approved the cut cores. We started now sharing the information with the schools. We're obviously going to present the information also at the principal's meeting so that everyone understands that we are all moving towards the same beat and making sure that our students are prepared for excellence. We're going to continue to provide PD through job-embedded coaching because we find that's where we get the most bang for our buck when it comes to working with teachers hands-on in the classroom. At the district level we're going to continue doing learning walks and visiting classrooms to see the successes happening every day in our schools. How will we use our intervention platforms? One of the things that we constantly bring to the Board is talking about our programs in the building and how they are aligned to what we do in the classroom. Everything is centered around student achievement. We're going to target individual skill gaps. We know not all students work in the same manner and their deficiencies may be different from student to student and grade to grade. We're going to provide immediate and targeted feedback. We know that's what is pertinent and important when we're looking to move students forward, especially when we're working in small group instruction. We're going to allow for accelerated achievement. We also have to remember that we're not always needing to intervene. There are students who are continuously excelling, and we need to make sure that we keep moving our students forward rather than keeping them at a holding pattern so that we see the greatness that we have here. We're going to increase instructional opportunities so that our students have focused learning opportunities in the classroom. We're going to ensure that we're providing timely progress monitoring data as it pertains to the elements that the students need in the classroom with our universal screeners and our initial data placements when it comes to our intervention platforms. We're going to continue professional development. It's always a key piece of our academic services program. We want to ensure that the teachers have what they need to be successful in the classroom. We're going to continue administration of our district benchmarks LinkIt, which gives us a predetermining factor of where students would be when they actually take the NJGPA. As I mentioned, we're having learning walks, classroom visitations, data meetings held with principals, vice principals and supervisors so that we can review the data as a whole and ensure that we are understanding what the charge is in front of us and continuation of job-embedded coaching. Any questions before I move on to the next presentation?

Comm. Mendez: I know we're not comparing apples to apples. Obviously, our math went up. ELA somewhat concerns me because the intended effect of the NJGPA-A was to make it more adaptive. If a student were to get a question wrong, perhaps the next question would be clearer, so to speak. Although we are not comparing to previous years, I think the drop has been indicative that this could use some tweaks. Is this the final thing? Is this going to be patched?

Ms. Tsimpedes: In terms of the assessment from the state?

Comm. Mendez: Yes.

Ms. Tsimpedes: This is the first year that the assessment was provided. Today at the State Board meeting they approved the cut scores for the next set of assessments and one of the common themes was we can't compare it to prior tests because it's a different form. The students are still being assessed on the same grade level. People think adaptive means it takes them to whatever grade level they're on. It doesn't take a fifth grade test and bring it down to a third-grade level. Do I believe there will be tweaks? I think there will. We also have to look at the blueprints to see what exactly is being assessed to ensure that we have a good understanding of all the elements in our curriculum. Are they aligned to the new blueprint? That's the work that we're doing now. The testing department, myself and my supervisors in ELA and math have been looking at that data to tell us where we're falling short. Because the State did go down as a whole, I'm sure there's going to be remediation from even the State level as it comes to resources and supports in place for especially ELA. There's a lot of work that this new Commissioner of Education is doing with early literacy. The point is to get these students from early literacy to the high school reading on grade level and being successful so that these scores are not what they are. It is a work in progress and we're continuously looking to see what the State provides in terms of guidance as it comes to the assessments.

Comm. Mendez: Thank you.

Comm. Rashid: What's the main reason for the NJGPA decrease? Is it teacher shortage?

Ms. Tsimpedes: There are various levels. Teacher shortage could have been for 2023-2024, but I think it's also getting to the students with their gaps and building those gaps to ensure that they are proficient. Providing in-class supports and working with small groups are all things that we're remediating within our curriculum and instructional practices. I can't pinpoint one thing, but you also have to keep in mind if our bilingual students and multilingual learners came into the country a day or a year ago with no language, they're still being assessed. Especially in math, the expectation is that they're to be assessed. In ELA they can wait one year from the time they come, but we have to remember everything is inclusive of reading. When our students take an assessment, especially in math, it's not just multiplication and saying three times five. It's word problems and comprehension. These are all skill sets that students need to attain and it starts from the lower grades. That's why it's so important starting from as early as preschool to enforce the different programs to ensure that students are reading on grade level by grade three. That is the main goal. Once you start seeing that students are not reading on grade level, the deficiencies get larger and larger and by the time they get to high school you have gaps now of five years. These students give up on themselves, and we need to be equipped to provide that remediation for the students. I'm hoping as time goes on and teachers are becoming more familiar with these tests that we will see a difference next year when we're reporting these scores.

Comm. Rashid: Thank you.

Ms. Tsimpedes: The next presentation is the 2025-2026 graduation rate report. These are preliminary numbers. Our final numbers come in by October 31, but we wanted to make everyone aware of where we are with our 2026 graduation rate. This is our three-year graduation rate. We started off in 2023-2024 with 75.2%. Last year in 2024-2025 we increased to 76.7%. This year our preliminary graduation rate is 77.5%. It's not a large increase, but we're seeing a steady increase. Our goal is to ensure that we provide a thorough education so that our numbers continue to climb in an upward manner versus seeing even a minute dip. This is where we are for this school year. When we have our final numbers in October we will come back to you with them, but we wanted to give you where we are. It is trending in the right direction. We see increases across the board at International and Rosa Parks, and some decreases in some of the schools. This takes into account all students who have left. With all of the things that have been happening in the community, one of the things we have seen is families up and leaving because of self-deportation. Kids in their senior year had no choice but to leave and this affects our numbers. There are kids we were looking to find and they up and left. I'm not saying every child, but there are instances where we tried to call family members and they told us they went back to their country for various reasons. These students count against us because we don't have a way of ensuring that when they go back to their country that they enrolled in a school. It's important that we understand that we as a district have a legal responsibility to ensure the whereabouts of all our students. Unfortunately, in the climate we're in today, we are relying on others to tell us where these kids are when you go to the house and there's no one opening the door. We do house visits. We call. We ask the students and their friends. Do you know where they went? Some leave and some have to drop out because they have to support their families. We've had families tell us that the child has to work. What do you say to a parent when they have to provide food and shelter? We try to work alternate ways and say they can go for their GED or to adult school. We're working with the families, but a lot of them depend on the income to support their families. This school year we had 1,638 students in our cohort. Out of those students, 1,271 graduated. They are on the books at the state level as graduates. We had 367 denied graduation, which means we had students that dropped out and we can't find them. They went to work. They left and never told anyone. It happens a lot in the summer. You have families that leave and then come September they're not in a class and we're trying to find where they are because we are responsible to account for them. Then you have students who choose that school is not for them. There are three ways that students graduate. One is NJGPA, which I just reported out. Then we have alternative forms such as taking PSAT, SAT and ASVAB. Out of this graduating class, these are the numbers of students who graduated via a competency test – 726 for ELA and 504 for math. If they cannot pass one of those, there's a portfolio where they have to show their ability in math and ELA. We had 533 students complete an ELA portfolio and 755 completed a math portfolio. Then we had alternative IEP requirements where there were additional forms for graduating and those were 12 students. This is our preliminary data for 2026. These 367 we have to report as non-graduates. We had 0 students that did not graduate because they did not pass an assessment. One of those three forms they did pass. Are there any questions regarding the graduation rate?

Comm. Mendez: What do you attribute to the incremental year-over-year increases in graduation rates?

Ms. Tsimpedes: Our Superintendent has made it a point to ensure that all students are getting what they need at the high schools and graduating. We hold meetings consistently. This past year with the MIS department coming under my supervision, one

of the things we've been doing is literally calling families. It doesn't matter what time of year it is, whether it's April or May, parents need to know that we care about their well-being. Where are these students? Are there ways that we can help them? When we see that they need help, we put them in communication with people that can help them, whether it's assistance. That's one of the main things, calling the families and showing them that you're there for them and supporting them. That's one of the things as a district that we've been doing more of. Starting off even just now in September, we are kicking off with finding out where these kids are. If they didn't show up the first 10 days of school, it's not simply they're not coming in. We call. We have a team ready to commit to doing house visits so that every child is accounted for. It is our legal responsibility to ensure that. I'm hoping because we're so diligent in doing this that next year when I'm sitting here again presenting these graduation rates that our numbers are going to increase and not just by one percent or two. That is the overall thing, ensuring that our students are successful. We want to make sure that when our students graduate from here that they go into the community and are citizens producing generational wealth within the City of Paterson.

Comm. Wilder: For those kids who are leaving and not graduating because they become the financial support for their families, what is our intervention? Will we be working on something more effectively to give them the resources that may be available to them through our community partners?

Ms. Tsimpedes: When we hear of families where the child has to stay home, we meet with the families. We have conversations. We put them in touch with the social workers within the district and they provide them supports for housing and where they can get food supplements. If the child really has to work, we try to work with them so that they go into the adult school so they can continue to graduate with their GED or high school diploma. It's unfortunate that we have to have situations like this where families depend on the students to work, but it's the environment we live in and the cost of everything being so high. Everyone wants to be a contributing factor to supporting their families. We're trying to keep students in school and getting to know which families need that level of support so we can then put them in the right pathway to staying in school, if it really is an option. For families that it's not, we need to ensure that the students at some point finish their education. Unfortunately, we have families with students who come back 15 years later looking for a high school diploma or GED because their employer will not hire them without it. That's one of the things that we're doing this year more so than in the past, putting families in touch with community resources that are available so that they wouldn't have to find that as their final pathway not to graduate.

*Comm. Simmons enters the meeting at 6:35 p.m.

Comm. Wilder: I really would like to see some type of program put together for those children. You don't have to give it to me today, but I would like to know what the percentage is of our kids who are caught up in that situation. If we see that this number is increasing, then maybe we need to do some intervention before it gets that far where children have to become the breadwinners of their families.

Ms. Tsimpedes: Absolutely. We're going to start our cohort meetings and identify where our kids are, especially those at the high school level. We need to have a network of support for them, and we can share that with you.

Comm. Wilder: Great. I would definitely like that, but I still want the numbers of how many kids from last year had that situation so that we can start monitoring where the

increases and decreases are coming from. I would hope that number can decrease as time goes by, as opposed to increasing because of the economy we live in right now.

Student Code of Conduct

Dr. Newell: Thank you, Ms. Tsimpedes. Next, we will have Dr. David Cozart who will be giving us an update on the Student Code of Conduct.

Dr. David Cozart: Good evening. Tonight, I have been charged with giving you an overview of our Student Code of Conduct. The Code of Conduct is a document that outlines expected student behaviors based upon Board-approved policies and regulations. The components are embedded into our district and school student handbooks and these documents are shared annually with school stakeholders. The student handbooks are unique to the school. They have the district's core mission and vision, core values and allow the school principals opportunity to insert their mission and vision. What's unique about the handbook is that it's another version of the Student Code of Conduct. These two documents combined exceed our requirements for NJQSAC in terms of reporting. It's reported annually and we make sure that every student and family has an opportunity to review Board policies as well as our expectations and procedures. What's unique about this handbook is that this year we put the emphasis on four areas. We brought out all the literature to the forefront so everyone can see the four areas we are emphasizing. They are student use of artificial intelligence, student demonstrations, personal use of internet-enabled devices, and chart of student discipline. Artificial intelligence technology is embedded in many parts of our daily lives. Strauss Esmay, our legal partners, have asked us not to penalize the students for using AI as a part of our current Code of Conduct in terms of academic integrity. However, they have encouraged all New Jersey schools they write policy for to use it as a resource to support teacher practices and enhance student improvements. It's used as a resource and it's up to each district to guide how they're going to use it in terms of allowing students to use it to turn in work. However, they encourage us to use it only as a means of improving teacher pedagogy, which would then improve student outcomes. We at Paterson Public Schools encourage students' rights and support students' voices. For more than five years we have created opportunities to empower and encourage them to facilitate change within the community. The Code of Conduct and handbook provide specific guidelines on how these demonstrations can be handled and their rights to make sure they are completed within a safe and orderly environment. We are required and obligated to provide both sides of the arguments and equal opportunities to discuss their points of view, but we want to make sure that we provide them in a safe and orderly manner. The Code of Conduct, as well as the handbook, outlines the specific steps required. The third section is the use of devices, more specifically cell phone policy 5516 and regulation, which is about Bell to Bell. On January 8, 2026, Governor Murphy signed legislation that regulates the use of personal internet-enabled devices within New Jersey schools. Students are not permitted to use them from bell to bell. If there's an emergency, we are encouraging and expecting parents to contact your child's main office to ensure that communication is done correctly through the main office through the building administrator and they will act accordingly. To ensure all stakeholders were aware of the policy change and regulation, parent messages were sent out via Robo-calls since July. In addition, Dr. Newell has created a video that explains our expectations and overall guidance regarding this law. This is not something that was optional. This is actual law that we have to comply with. The Code of Conduct as well as the handbook goes into more detail regarding our policy and regulation 5516. The last component is the chart of student discipline. It provides behavior consequences for inappropriate behaviors. The new chart includes the use of personal devices. Mind you, today we are discussing the

cell phones. As technology continues to evolve, it can expand. We know that glasses are already involved in some cases. How do we know for sure that they're not corrective lenses? It's hard to regulate that component, but right now we are able to regulate the use of cell phones. It's a Category I offense for use of student enabled devices, which is also specifically outlined in regulation 5516. This is the district homepage. The first thing you see is the message from Dr. Newell regarding the bell-to-bell policy update. This is another way we want you to understand what it is. When you go to the parent section, you see the Code of Conduct and protocols. The first document you see is the Code of Conduct. It's roughly 49 pages of information. That's a lot. It represents the current Board Commissioners. Every year it's updated and you have different people involved in the process. Each school has the exact handbook, and it allows principals an opportunity to insert their mission and vision. The handbook is required to show specific links to Board policies. Those links will direct you right back to the Board policy. It fulfills the mandate of QSAC in terms of providing parents and stakeholders with opportunities to review Board policies in a quick manner. In this particular case, we also have 5516, which is a quick reference to the enabled devices. This is our mission, vision and core values. This is who we say we are. This is Paterson Public Schools. Every school's mission and vision should represent what we say and who we are. The principals have the opportunity to insert this information. Principals cannot delete anything from the handbook. They can only insert a couple of sections. Each caption refers back to Board policy. I want you to pay attention to the bell-to-bell on page 7. This section gives everyone an opportunity to understand where the policy came from. It gives you detailed information of what the policy is as well as areas of exemption. Scroll down and you have regulation 5516. Next to the title you see 'm', which means it's mandated. You're not able to change anything there that's mandated. You'll see all the infractions and the specific data that you will find in every single school district in New Jersey because it's a mandated requirement. Even though I'm giving you a brief overview, you have opportunities to go to this website and view it for yourself. More importantly, every school principal reviews their handbook, which is another addendum that we created to make sure our policies and regulations are referred to each year. In most of the schools, students are required to sign off on them and it's also given to the students and parents and reviewed with them on back-to-school nights. Everyone has an opportunity to refer to this because this is the way we actually operate our business. In terms of discipline, it's clearly stated here how we address certain situations. It addresses attendance, our academic process and protocols. It's there. If you don't have time to sit there and read a 30-page document, I used Notebook LM, an AI generated program that took the entire Code of Conduct and made it into a parent-friendly document. It gives detailed information regarding everything we're saying about this handbook. It gives you an opportunity to see everything that's here in a tutorial version. For the committee, I was trying to figure out how else we could do it. We also created a video that allows people to interact with the Code of Conduct. We tried to use AI responsibly to see how we could incorporate all this data into a usable product that students and parents can actually review and understand. This is how it's been presented. We encourage the use of AI responsibly, the dos and don'ts in terms of classroom presentations and expectations. Comm. Mendez mentioned the performance rates. We realize that AI can be used as a tool. We worked with our principals to help create lesson plans and action plans to gather their thoughts and see how we can make our instruction better. We have that tool to also analyze what was our pedagogy, some of the things that we're doing in-house and how can we strengthen it. AI has provided us some strategies that we have implemented in our current school year for our annual schoolwide planning. It's allowing us opportunities to really create targeted interventions, lessons and strategies that will support student learning. These are ways that we can use AI responsibly. That's here as well. Student demonstrations are a new concept. That was a big concept we

discussed this year at the Strauss Esmay conference. Because of everything that's happening in society, we want to make sure people are safe. As you know, there are times when people are talking about having protests outside school property. What's the school's responsibility? The reality is students have a right to demonstrate. We have an obligation to make sure that they do it in a safe and orderly manner. At the same time, this gives specific instructions on how to do it, place, manner and time. There are certain parameters because the goal is not disrupting the instructional environment. There are certain things that have to be put in place. Security has this in their safety plan. They are part of the planning process. We're telling kids if they want to sit down and discuss their feelings about a certain situation, this is how to do it. Instead of saying no, we sit down and talk about how they want to do it. We have to provide them opportunities. Like I said earlier, we are required to provide the opposing voice as well. You may be for something, but we have to give equal attention to the individuals who have an opposing view. This is something that was really stressed this year at Strauss Esmay's law seminar. One person doesn't dominate the room. We want to make sure everyone has the opportunity to protest in a safe and orderly manner. Our key component is that we want to make sure all of our students are safe and we're doing this within our school grounds. Board Commissioners are not really participants in this process. We don't have to let you on the school grounds. We don't have to let outside individuals who are parents and community members come into this. It's student-centered. There are certain parameters legally that prevent outsiders from coming into school property. This is something that we want the kids to know. Our YES program is phenomenal and students from middle and high school have an opportunity to demonstrate their voice and become leaders in their school community to facilitate change. This is another method in which we're saying to our students we support and recognize their voice. We want to make sure that we cultivate their voice because they are the leaders of tomorrow. This is what the policy says regarding regulation 5516. The top line tells you the four exemptions to those individuals who can use their personal enabled devices during school time. It also talks about the offenses when you willfully disregard the requirement of not using their devices. Our goal is not to just suspend everybody. It's to provide appropriate and progressive discipline. It's a Category I offense, which is mandated to us. The Category I offense the state gives us are detentions. The child voluntarily surrenders it and we give it back to them. If it happens again, the child voluntarily gives it to us, and we give it back to them or their parent. It continues in that fashion. How this can escalate is when the child is not willing to surrender the device and they start other actions which now will lead to other infractions on the Code of Conduct. At the end of the day, they may be disciplined for something else when all it was them handing over their phone. It goes from them giving over the phone and getting it back at the end of the day to other disciplinary actions. It's all communication and we are making sure that we are providing information about all of this. I was informed that Mr. McDowell is also having community forums to let parents know more about the cell phone policy. I will be there with him as he phases out this information to the community because we want to make sure everyone is safe and on one accord. This is something that we're working on. I thank you for my time. If you have any questions, refer to your child's handbook and go online to our district website. These documents will be there for the entire year and will be updated annually. It's a lot to read. The new companion gives you a pictorial view of the handbook and the Code of Conduct. Are there any questions?

Dr. Newell: Thank you so much, Dr. Cozart. The flyer that Dr. Cozart referenced we have copies of and also on our website for more information for families.

Public Separate Update

Dr. Newell: At this point, our Assistant Superintendent for Special Education will give us an update on the Public Separate.

Ms. Cheryl Coy: Good evening. This is a recap of the in-district Public Separate model at Dale Avenue and Norman S. Weir Schools. It is a district-operated specialized educational setting for students with disabilities whose IEPs require that level of support. It's under NJAC code and it provides special classes, separate schooling or other removal of a student with disabilities from a general education class when the nature of severity of their disability requires it. It is on an individualized basis. It offers a full continuum of alternative placement according to code and is available to meet the needs of students with disabilities for special education and related services. Public Separate programming provides specialized educational settings designed to meet the unique and intensive needs of students with disabilities whose IEPs require a more restrictive level of support. The expansion reflects the district's ongoing commitment to aligning programs with the evolving needs of student populations. We have 194 self-contained classrooms. We are still pending approval of 16 additional classrooms, 154 in elementary and 40 at the high school level. We increased expansion of our MD autism program and slowly our ERI program. 14 MD classrooms place existing students who are moving up in grade and a return of potentially 18 students who are currently out-of-district. This demand for specialized in-district programming continues to grow at a rapid pace. Approximately 130 students are pending placements as LLD and MD programs. 18 students that we are looking to bring back to district are costing \$2.5 million and that's for normal related services in the students' IEP. This is simply for student tuition as well as an aide. Every student in this program was required to have an aide in order to participate. Out-of-district tuition can range from \$35,000 to \$125,000, depending on the program and placement. Transportation and related services will represent additional costs. Expanding in-district capacity can reduce reliance on higher costs of out-of-district placements, build appropriate in-district capacity supports, both individualized student programming while promoting responsible use of district resources. The regulatory alignment – Public Separate programming is part of the district's curriculum of special education placements. Placement decisions remain individualized through the IEP process. The model shows and allows students to receive specialized programming within the district when appropriate, expands district capacity and can reduce reliance on out-of-district placements. For us, it's a compliant individualized and sustainable approach to meeting students' needs. The benefit at the end of the day is it helps keep our students within their community to be educated. I'd like to share with you the students at Norman S. Weir who arrived on their first day of school yesterday.

Video Presentation

Ms. Coy: I have to give a huge thank you to facilities, Neil Mapp, Mr. Gaines, June Gray and Tracy Acosta. If it wasn't for Tracy Acosta, half of the students that we have in-district would not still be here. She has saved the lives of a lot of students by building capacity and staff here to keep our autism population here. Along with Emily Walsh, there's a whole team of them, but the two of them, when it comes to anything with our autism program, she's my go-to person. If it can happen, she can make it happen. I stole her from out-of-district. Thank you all for giving me this time to present.

Dr. Newell: Thank you, Ms. Coy.

*Comm. Wilder leaves the meeting.

REPORT OF THE SUPERINTENDENT

Dr. Newell: Good evening again, everyone. I wanted to start with the new teacher orientation. I'd like to recognize the success of our new teacher orientation which took place over two days on Tuesday, August 25 and Wednesday, August 26. The orientation gave our new educators an opportunity to learn more about the district, connect with colleagues, and prepare for their first days in our schools. I want to welcome everyone to Paterson Public Schools. I want to thank everyone who did all the planning and supported the program so we could have a warm welcome to the new teachers who joined the Paterson Public Schools team. At this point, I would ask Jeani to load up a quick one-minute video for the new teacher orientation.

Video Presentation

Dr. Newell: Thank you, Jeani and David. Next, I would like to talk about school visits on opening day, which we had yesterday on September 8. I had the opportunity to visit several schools across the district and see firsthand the excitement of opening day. We just saw the video of Norman S. Weir. I can tell you the visits that I took, as well as everybody on cabinet and Dr. Henderson, were a success. Every building that we went to, our schools looked outstanding. I'd like to thank again Mr. Neil Mapp and the facilities team, Ms. June Gray, who released some of the funding to clean up some of our buildings, as well as Mr. Lance Gaines. Yesterday the preparation that we have been working on all summer was very visible throughout the district. Principals and school leaders were present, engaged and excited. Our teachers and support staff helped our students settle into the new routines. Our custodial, facilities, transportation, food service, security, technology and central office teams were all distributed across the district, and they contributed to having a very smooth opening. More importantly, our students returned to schools that were ready to receive them and ready for learning as we have been working on this all summer. I just wanted to thank everyone who helped make our 2026-2027 school year opening day a success. We look forward to a wonderful school year, and I really want to thank all of our families for their patience, preparation and partnership. We know that sometimes we can have hitches, but we're also grateful for your patience as we work through any issues that may come up. The first day really sets the tone for the rest of the year and what I saw across Paterson gives us a strong foundation on which to build. I just want to give the community a very quick glimpse of the first day and Jeani will show a very quick video.

Video Presentation

Dr. Newell: Thank you. Next, I would like to talk about some gifts that our students have received. On Saturday, August 22, Walk-In Closet hosted a clothing giveaway at Hinchliffe Stadium. The event provided families with clothing and other needed items as they prepared for the start of the school year. On behalf of the Paterson Public Schools, I'd like to thank Walk-In Closet, Mr. Jang and everyone who helped make the giveaway possible. Their generosity provided meaningful support to Paterson families and demonstrated the difference community partners can make in the lives of our students. I would also like to thank Comm. Wilder who assisted and was the bridge between Walk-In Closet and helping our Paterson students. Additionally, I want to recognize another special act of generosity that took place at School No. 18 before the start of the school year. On Tuesday, September 1, Ms. Denise Peeples, a former School No. 18 student who is now working with the New Jersey Sharing Network, returned to her former school to greet staff and host a large book bag giveaway. Ms. Peeples wanted to give back to the school that she once attended, and her visit was a

meaningful reminder of the lasting connection our graduates have to Paterson Public Schools. On behalf of the district, I want to thank Ms. Peebles, Comm. Wilder and the New Jersey Sharing Network for their generosity, partnership and commitment to the School No. 18 community. As I close, I would like to speak on something that has been brought to my attention regarding the privatization of aides. I can tell you that is not happening. We are not privatizing aides here in Paterson Public Schools. I know that there has been some concern and it has been brought to my level, but that is not happening. We are not privatizing aides. With that, I close. Thank you.

REPORT OF THE PRESIDENT

Comm. Ramirez: Thank you, Madam Superintendent. I will have a President's report at our regular meeting. I would just limit my comments to say thank you to Dr. Newell, Dr. Henderson, the entire cabinet, principals and teachers who have the most important job at Paterson Public Schools for making opening day a success. I got very few calls yesterday and they were very rapidly handled by Dr. Newell and her team. I want to say thank you on behalf of the Board for a successful first day of school yesterday.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Comm. Ramirez: Let the record reflect that Comm. Wilder had to sign off. Her husband just came out of surgery. Please say a prayer for him for a speedy recovery. When you approach the microphone, you will have three minutes to speak. Please state your name and address for the record as per policy.

Mr. Alexander Cardillo: Here I am back for another school year. Another first day of school was robbed of me as there has not been a solution to my problem. The situation was created for you by a principal who didn't have the leadership skills to lead her building through a crisis. After the tragedy at MLK, Monica Florez needed to knock someone down to lift herself up instead of bringing everyone together and creating a positive school environment. I believe the district administration has an expectation of my going away. How is that working for everyone? We are beginning year three of my coming to this podium and year seven of this case. Every time I've gotten knocked down, I got right back up. This is more important than just a job. It is about right and wrong, good versus evil and about my actions to support a student in the district. I have applied for seven positions in the district. It seems Mr. Rojas and his human resources team is blackballing me for whistleblowing on his illegal 2019 reduction-in-force. That is discrimination. If you want proof that the reduction-in-force of 2019 was done illegally, look no further than the reduction-in-force that Mr. Rojas did under the direction of Dr. Newell in 2026. As I read the Board packets and minutes, it looks to me that people are getting called back according to policy 3146 and the reduction-in-force was done by seniority. It took me standing here and telling everyone that 2019 was done wrong for 2026 to be done right. I am paying the price for this as he is willfully ignoring my applications and discriminating against me. It is up to you as a Board and Dr. Newell to right this wrong. Dr. Newell was not here in 2019. She has little to no attachment to this case other than the applications I recently put in. But I would hope that she could see right from wrong and do the right thing for me with this issue. Open up an investigation as to what happened with DCPD and if someone is criminally liable, then report it to the proper authorities. That helps you as a district. Also, bring me back to

work. I'm the victim here. Remember, in 2024 I tried to call DCPD to get my paperwork for this. They can't give me any paperwork because they have none. Student E has tried to call DCPD to get his paperwork on his very own case. At 18 years old, a full adult, they told him he could not have his paperwork on his own house visit. I think this is ridiculous and these laws need to be changed to make paperwork available to all parties. The point here is only the district can take appropriate actions and confirm with DCPD what I know to be true but for now can only verbally report. Thank you.

Dr. JoAnn Cardillo: Good evening. In the 2019 initial lawsuit Cardillo vs. Board of Education and Eileen Shafer, the district hired a law firm that understood early on that there were credibility gaps with the principal. Yet the district continued to pay for their services instead of confronting the reality of what could evolve because her deposition matched no one else's from the district. It amazes me how we can continue down a rabbit hole of disaster when the money to do so is not coming out of our own pockets. Early on, you received an 18-page packet of information that your former Board attorney deliberately tried to conceal from you. I was witness to her collecting the packet you received. We then sent it to you by email and came to the podium for two years to assure that you were not denied the explanation of information. You are the entity that governs this district and holds everyone accountable through the Superintendent. I'm confident that she knows the process to confront damaging situations. My thoughts return to the following as we know the ball is in your court. Or is it not? Who is holding up the inevitable? Who is choosing not to take action to assure damage to the district remains minimal? What assurance do you have that this situation is under control? Have you been given instructions by someone else not to act? If so, who is authorizing your inaction? Right now, you too are a victim. But now you know the facts and the truth, which makes you accountable unless you take action. If you do not act, then we know you are covering for Monica Florez and all that she did as an unethical employee. If that is what is okay with you, then that's something interesting. As stewards of this district, this should matter to you. Believe it or not, it matters to me. It matters to me for you. This is not an affront to Mr. Cardillo. It's an affront to every teacher in this district that we ask every day to be ethical and make a difference in students' lives. It is an affront to DCPD and DCF, the guardians of a system developed to protect children, which was bastardized by a certified principal who was required to act within the law. If you continue the practice of discrimination and denying us a meeting to resolve this matter, I will begin to address the situation myself, starting with DCPD and DCF. While DCPD cannot reveal information directly to me, I will make sure that they receive information beginning with a copy of the deposition of Monica Florez representing official misconduct under your watch. I will then move forward with the depositions of Ms. Shafer and Mr. Rojas to provide inconsistencies in their responses. Thank you.

Ms. Rosie Grant: Good evening, Your Honors. Good evening staff, community and members of the public. First, thank you for all the presentations. The test scores and graduation rates are trending in the right direction despite the many societal barriers so that gives me hope. I will pore over them and give you my comments at the next meeting. Today, I want to say congrats on a successful school opening this week. There's something special about the beginning of a new school year. New classrooms, new teachers, new friends and new possibilities remind us that education is always an act of hope. At PEF we began the school year with even more reason for hope. Throughout the summer Paterson children were reading, creating, exploring and discovering. We awarded \$90,000 to nine community-based literacy programs, each finding their own creative way to infuse joy into summer literacy while school was out. The Boys and Girls Club of Paterson did Under the Sea using interactive read-aloud and diverse books. Calvary Baptist Church's Freedom School celebrated reading, representation and joy with Harambe Community Readers, Reading Champs, Cheers,

etc. Camp YDP had a birthday theme as the backdrop for literacy and creative friendship. Dawn Treader Christian School had an impact summer camp that helped children discover the joy of reading, recovering 1,260 hours of learning through reading, arts, games and field trips. Youth Education Academy invited children to unearth the story and brought children daily to Felician University, opening up other opportunities to learn. Our youngest readers were busy too. Gilmore Memorial Preschool and Roberto Clemente School strengthened language comprehension and early literacy skills through interactive reading, phonics, sensory activities, art, writing and play. St. Luke's Freedom School had 55 kids featuring black and brown authors and enjoying music and robotics. San Kofa combined literacy with circles, gardening, hands-on learning and field experiences. It was a wonderful summer for these children that participated. As they return to their classrooms, it is with that spirit that we want to carry the 2026-2027 school year. We saw children excited about books, reading and learning. Thank you so much.

Ms. Cristina Concepcion: Good evening to all. I'm now at School No. 20. I have some of my staff here. I'm here today because I'm deeply concerned about what is going on with the staff members in the district, particularly at School No. 20. Staff members with degrees, experience and specialized training are being moved out of positions they are qualified and passionate about. At the same time, instructional assistants are reportedly being replaced by ESS staff while other IAs are being moved into personal aide positions. I believe the School Board needs to seriously examine how these decisions are being made and whether the needs of our students are truly first. This district is losing good people. Experienced employees are being discouraged and qualified staff is leaving our students. I ask the School Board to investigate these concerns, including staff decisions, reassignments, and qualified employees to use ESS staff as instructional aides as teachers. Parents and staff deserve transparency, accountability and the ability to speak up without fear of retaliation. Most importantly, our staff deserves quality support, dedication and professionalism to do the jobs they were trained to do. Please listen to our concerns. Our staff and parents need to know what our staff at School No. 20 is going through. Dr. Newell, you said this is not happening, but it came from our supervisors that we are now PAs in the building. Each IA has a student with them. If you don't know, somebody has to tell us the truth. It's happening at School No. 20. We no longer have IAs. We have ESS workers working with the teachers that are not trained with these kids. We have BD kids. This is my staff up here and I just started at School No. 20. I came from STARS. I just got my masters to work with autism kids. I was telling one of my parent liaisons I'm leaving the district. I'm looking to leave because being transferred and what the staff at School No. 20 is going through is unacceptable. We need to look into this because they literally sat us in the auditorium and told us we are now all PAs. They gave every single one of us individual students. Somebody is not telling us the truth and we need answers. Thank you.

Mr. Doc Davis: Good evening, Commissioners. I'm here to piggyback on what she is saying. You have some garbage people working for you. I'm going to be blunt. The reason I can be blunt is because one of your vice principals disrespected me. That's the only reason I'm down here. Let me let you know who I am. You have a problem with your school system. This woman stood up here earlier talking about numbers and everything else. I'm about to change your transportation system. This is where I signed my first \$10 million contract. I own trademarks and everything. I'm not here to talk about transportation. I'm here to talk about how you treat parents going into these schools by threatening people and everything else. I want this person fired. I'll explain who that person is as soon as we finish this meeting. Education is education. The woman was saying that the parents have problems and children have problems with jobs. She's talking about child labor laws. You can't afford to do anything. That's why

you're hiring these cheap people. You have no money. You need people like me that do inventions and innovations. I'm an inventor. I just spoke to somebody here – I'm not going to mention any names – about opening up a whole new program. The Board of Education can be part of it. When these kids graduate, they will own companies and not be working for somebody. I guarantee you this is going to happen. I own clothing lines and a few other things. We can work things out because your numbers are always going to lie. They have been lying for decades. My daughter graduated from Kennedy High School and went to Bergen Community College on ninth grade level. I had to send her to Huntington Learning Center. My son, Alvin Davis, you can look it. He's on the National Honor Roll from Florida A&M. They came to my house asking why he was so quiet. I told him one thing only - you go to school to get an education. That's it. He superseded the numbers. I've been working with kids for a long time. I've been an orphan. I ended signing a \$10 million contract and put three kids through college. I don't have any degree. I dropped out. Hard work put me where I'm at. Out of disrespect, you call yourselves Commissioners. This man is sitting here talking to this man and wasn't listening to what the gentleman was saying about school security. That's disrespect. That's what you have going on throughout your school system. Unfortunately, I know the reason why, because you don't have the money to hire the right people. That doesn't mean you have to replace people with bad people. You need to do an overhaul on some of these people. You will see me again. Trust me. I promise you have not heard the last of me. I want this person fired that I mentioned.

Mr. Ameer Washington: Thank you, Commissioners and Superintendent. Thank you for your service. I'm here tonight representing the Boys and Girls Club of Paterson. The district and the Boys and Girls Club of Paterson have had a relationship for a long time. We provide programming in six schools. Three of them are 21st Century sites – School No. 13, School No. 10 and School No. 4. The other schools are School No. 18, School No. 26 and School No. 27. We recently received our partnership agreement or vendor agreement that included language in the contract that we are not providing services for or on behalf of the district. However, we've never been charged for custodial or janitorial services. Based on the way the language is detailed, it will be exorbitant fees and will make it very difficult for us to provide services to the community. We serve about 500 kids daily in the programs. We already provide busing to our site locations here in Paterson. We spend nearly half a million dollars charging families very little for transportation to get to the club. We want to have a conversation further. Our programs are slated to start on Monday. I don't want to detail all the things that are in the contract or the total cost that we would be facing to provide these programs. The way the language is laid out will make it very difficult for us to do that. Judith Stoddard is here. She will also speak and provide some information. We'd love to talk with district leaders or whoever we need to speak to, to negotiate what those costs are looking like. It's very clear that it may cause us to have to pull out. Thank you for your time.

Ms. Joy Spinelli: Good evening, Dr. Newell, Dr. Henderson, President Ramirez and all the Commissioners. My name is Joy Spinelli. I'm a third-grade teacher at School No. 8. I'm here to share two districtwide concerns that I do not think you are aware how much of an impact they have on our students' learning. Number one is shades. There are many classrooms throughout the district that are missing shades. In my classroom the sun shines so brightly it is incredibly uncomfortable. It causes a severe glare off the whiteboard and desks, and I'm moving my students throughout the room throughout the morning. I know I'm not the only classroom in this situation. For me, it gets worse when we turn back our clocks and I have an extra hour of having to move the students around. I don't think you understand without seeing what I'm talking about. I'm inviting you to my classroom to experience this. You're welcome to come any sunny morning to

School No. 8, Room 111. My second concern is GoGuardian. I can stand here at this podium and read a laundry list of reasons why teachers need this, but I'm going to focus on one. When we are in our small groups, it is so difficult to make sure the students in the technology center are on task on what they're supposed to be doing. There's not a single day that I do not lament the loss of GoGuardian. It is a constant struggle making sure the students are doing what they're doing. We know as adults how easy it is to get distracted on our technology. My students aren't going on sites that they're not supposed to be on. Last time we had GoGuardian, I couldn't keep them off top 10 best Christian Ronaldo sports moves and things like that. They were constantly distracted by YouTube. Last year was a struggle without it. I tried Google Tools with an open mind, but it wasn't even close to meeting our needs in the classroom. Please find a way to provide teachers with GoGuardian this year. This is a huge hardship on many of us. One more thing, I also will thank Mr. Mapp. The new lights in the hallway at School No. 8 are a huge improvement and I thank him. Thank you.

Ms. Judith Stoddard: Good evening. Hello, Dr. Newell, President and Commissioners. I'm here on behalf of the Boys and Girls Club of Paterson and Passaic. I serve as the Chief Programs Officer and I'm also coming to you about the newly proposed custodial and security charges. These charges would have a significant financial impact on us and our ability to actually operate programming in any of your schools. We have partnered with you for over 20 years, and we genuinely value the relationship we have with you, the students, the teachers, the families, the administrators as well as all staff and faculty. We serve close to 500 students throughout the district at Dr. Frank Napier School No. 4, School No. 10, School No. 13, School No. 26, School No. 27 and School No. 18. We work to provide a safe and supportive space for all your students and members. We provide them with homework assistance. They participate in enrichment activities. We take them on trips. They have developed very caring relationships with all of the adults in the school. We also obtained the Nita M. Lowery 21st Century Community Learning Centers Grant which supports those three schools. It is essential for us to be in those schools in order to meet the requirements of that grant. Unfortunately, we cannot absorb the cost of that magnitude without impacting our ability to provide the services. I'm concerned about the parents because they're depending on us. We have their children until 6:00 p.m. It concerns me because they may not have any place for their children to go. We're just asking for you to reconsider. We're not trying to create any conflict. We just want to maintain our partnership that we've had with you for over 25 years. Thank you.

It was moved by Comm. Rosado, seconded by Comm. Mendez that the Public Comments portion of the meeting be closed.

Comm. Freeman: Mr. President, would I be able to ask one question from the Boys and Girls Club?

Comm. Ramirez: Let's go through roll call first and then we will entertain your question. Dr. Henderson, if the staff can hang around, Comm. Freeman will have a question for them once we do roll call.

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

Comm. Freeman: Can you provide me with how many children are enrolled in the program? Is there a cost per child?

Ms. Stoddard: We have the 21st Century grant at three schools. Children in grades 3-8 are not charged. The k-2 students are charged. We're currently enrolling, but we do

expect about 500 students. The parents that are charged pay \$65 per week for the after-school program. They receive snacks, juice, games and we bring in speakers. Sometimes we take them on trips.

Comm. Freeman: You said the 21st Century program grant takes care of grades 3-8.

Ms. Stoddard: Yes, at School No. 4, School No. 10 and School No. 13.

Comm. Freeman: The k-2?

Ms. Stoddard: Either the parents will pay out of pocket, or they will apply for C-CAP.

Comm. Freeman: Okay. And you said it's about 500 students?

Ms. Stoddard: Yes.

Comm. Freeman: Thank you.

Comm. Ramirez: Do 500 students pay the \$65?

Ms. Stoddard: No. 500 students are served.

Comm. Ramirez: How many pay the \$65 per week?

Ms. Stoddard: Maybe less than 10%.

Comm. Ramirez: What does the 21st Century grant cover?

Ms. Stoddard: That covers the \$65 fee as well as personnel costs, some fringe benefits for our staff, supplies and busing if necessary. The grant only covers grades 3-8. They don't cover k-2.

Comm. Ramirez: Does the program leave a profit to the organization at all?

Ms. Stoddard: Very little.

Comm. Ramirez: It does, but very little.

Ms. Stoddard: Very little profit. It's almost net zero.

Comm. Ramirez: Any other questions? The Superintendent and her cabinet will reach out to you.

Ms. Stoddard: I appreciate it. Thank you.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

WHEREAS, the Paterson Public School District approves the payment of bills dated September 9, 2026, totaling \$14,383,440.54, including checks numbered 254554 through 254579 and direct deposits numbered 2903 through 2927; and

WHEREAS, the District also approves the wire transfer payments totaling \$10,549,128.04 and acknowledging voided transactions totaling (\$136,654.76), resulting in a net total disbursement of \$24,795,913.82; and

WHEREAS, a separate list of claims approved by the Superintendent will be presented to the Board at its next regularly scheduled meeting for ratification; and

WHEREAS, all claims and payments have been reviewed, verified, and audited in accordance with the requirements of N.J.S.A. 18A:19-2;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the payment of the bills, wire transfer payments, and related transactions as presented.

It was moved by Comm. Mendez, seconded by Comm. Rosado that Resolution No. 1 be adopted. 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 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

Commissioner Della Wilder

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

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 September 9, 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 requested to transfer Sub **PC# 10893** assigned to student **MAT 5265123** from School #16 to Dale Ave.

A2. Action requested to reassign Sub **PC# 10904** for **XPS 5264215, DAA 526768** at STARS to an Instructional Aide at PTECH in LLD self-contained class due to exceeding class size limit.

A3. Action to reclassify and transfer **PC# 1943** from NSW as a Teacher Grade 4 to School #10. Action to transfer **PC# 2272** to Department of Human Resources.

A4. Action requested to remove Sub **PC# 10109** assigned to **EW 5266539** and reassign to Sub **PC# 10109 ACL 5263832** at PS #20.

A5. Action requested for a Sub PC# for Student **SG 5253595** to PS# 2. Reassign Sub **PC# 10777** from School #5 vacant to Student **SG 5253595** at School #2.

A6. Action to reassign Sub **PC# 10897** from School #5 to Student **CM 5273727** at School #15.

A7. Action is requested to deactivate Sub **PC# 10000** assigned to student **DM 5259176** at School 12. Student transferred out of District. Effective: immediately.

A8. Action is requested to activate **PC# 6678** Teacher Preschool and reclassify to Preschool Registration Coordinator.

Account# 20.218.200.105.705.000.0000.002

A9. Request is for Title I SIA funded position control numbers for SY 2026 -2027.

LOCATION	NAME	PC	TITLE	FUNDING
School 10	Jennifer LoBrutto	6831	Reading Specialist Teacher	SIA
School 18	Jennfier Ellerman	6500	Reading Specialist Teacher	SIA
Joseph A. Taub	Carla Propersi-Potts	6835	Reading Specialist Teacher	SIA
New Roberto Clemente	Silvia Cruz-Gallagher	6834	Reading Specialist Teacher	SIA

Account# 20.238.100.101 Up to not to exceed: As per negotiated contract

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A10. Action to transfer and reclassify **PC# 1805** from Teacher Sped. MD at #21 to Teacher Phys.Ed/Health at Dale Ave (.51) and NSW (.49).

A11. Action to transfer Sub **PC#10174** from Student **EA 5268466** to Student **BP 5277486** at NSW.

A12. Action to transfer Sub **PC# 10270** from PS #15 to PS #4 with Student **ILE 5244734**.

A13. Action to assign Sub **PC# 10686** to Student **KL #5272029** at School #26.

A14. Action to reclassify **PC# 64** from Supervisor of Central Registration to Coordinator of Central Registration effective January 1, 2027. Change needed due to retirement.

A15. Action to transfer Sub PC# 10848 from student **ZT 5268423** to Student AA 5261688 at Dale Ave. ZT left the district.

A16. Action is requested to reclassify **PC# 803** from Teacher Phys. Ed./Health at School #8 (.51) and School#19 (.49) to Teacher SAC at School #24 (.51) and School #2 (.49).

A17. Action is requested to reclassify **PC# 3350** from Teacher ESL at School #5 to Bilingual/ESL Teacher Grade 2 at School #5.

A18. Action to reclassify **PC# 2253** from Nursing Services to Teacher Nurse assignment at Norman S. Weir School. Reclassification to be utilized for the purpose of hiring a Certified School Nurse.

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

D. TERMINATIONS

D1. Action to terminate the following Food Services Cafeteria Substitutes effective immediately. **Maria Alvarez, Eliana Gonzalez Alvarez, Jessica Mena Villatoro, Tita Ortega Martinez, Giselle Ovando Dominguez, Alba Paulino Lizardo, Maria Paulino, Maria Pena De Ramos, Ricardo Rodriguez Sanchez, Carrie Vasquez**

Account# 19.60.910.310.110.310.000.000.000

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Ajam	Ferzad	Joseph A Taub	Teacher Grade 6-8 Science Perm SUB	no change	filling vacancy - perm sub
G2	Brito	Giannina	PS #9	Teacher Bilingual/ESL	\$66,180.00	filling vacancy
G3	Ciccolella	Terrence	PS #2	Teacher Art	\$67,820.00	filling vacancy
G4	Cruz	Edgar	STARS Academy	Teacher Guidance Counselor	\$81,960.00	filling vacancy
G5	Davila Olano	Ruben	EHS	Teacher World Language	\$71,820.00	filling vacancy
G6	Del Rosso	Irene	Federal Programs	Deputy Director of Federal Programs	135,532 + 8,200 long = 143,732	new appointment
G7	Gomez	Cinthia	EHS	Teacher World Language - Perm. Sub	\$27,000.00	filling vacancy
G8	Grillo	Natasha	Dept of Special Services	Occupational Therapist	\$75,320.00	filling vacancy
G9	Hall	Cathie	School #21	Security Supervisor	\$70,000 + \$1,100 long = \$71,100	appointment
G10	Hargrove	Jaquan	School #18	District Security Officer	\$49,090.00	filling vacancy
G11	Hill	Chaniya	Dale Ave	Teacher Special Ed LLD	\$67,830.00	filling vacancy
G12	Jackson	Jordan	Dr. Hani	District Security Officer	\$47,790.00	filling vacancy
G13	Koeniges	Augustus	PS #24	Teacher Theater	\$66,930.00	filling vacancy
G14	Lisojo	Omar	ATMA	Teacher English	\$67,820.00	filling vacancy
G15	McKenzie	Moses	MLK Jr.	Interim Principal	\$850.00 p/m	filling vacancy
G16	McKinney	Joann	School #12	Part-time Teacher Reading Specialist	\$41,827.00	filling vacancy
G17	Mendez	Elaine	NRC	Teacher Bilingual ELA	\$92,210.00	filling vacancy

G18	Mendoza	Jesica	PS #25	Teacher Preschool	\$69,820.00	filling vacancy
G19	Moten	Angela	P-Tech	Teacher Biology	\$79,420.00	filling vacancy
G20	Nazir	Nusrat	EHS	Teacher Chemistry	\$73,320.00	filling vacancy
G21	Nolton	Kayla	Eastside HS	Instructional Assistant Special Ed	\$40,210.00	filling vacancy
G22	Parrilla	Maria	Superintendent's Office	Part Time Clerical Worker	no change	continue assignment
G23	Pinkett	Jaden	School #15	Teacher Special Ed LLD	\$69,820 + \$6,400 = \$76,220	appointment
G24	San Antonio	Justine	655 Special Services	Teacher Speech Language Specialist	\$81,960.00	filling vacancy
G25	Slaughter	James	JAT	Personal Aide for student AF	\$38,160.00	filling vacancy
G26	Tate	Terrence	Security	District Security Officer	\$46,890.00	filling vacancy
G27	Taylor	Charisse	P-Tech	Teacher Biology - Permanent Substitute	\$27,000.00	filling vacancy
G28	Zavaleta	Sara	School #9	Teacher Preschool	\$67,230.00	filling vacancy

H. TRANSFERS

	Last Name	First Name	School/Location	Title	Salary	Reason
H1	Acevedo	Angelina	Food Services Dept.	FSE 6.5	\$25,650.52	transfer
H2	Acevedo	Jhancarlos	PS #21	District Security Officer	no change	transfer
H3	Aleman	Adrian	JFK	Teacher Sped. LLD	no change	transfer
H4	Alexander	Roger	STARS	Personal Aide for RM 2050197	no change	transfer
H5	Alvarado Gomez	Flor	PS #4	PA 504 w/ Student DM 5247149	no change	transfer
H6	Ameti	Ferdija	School #18	Teacher Grade 1	no change	Reclass/ ReOrg 26-27SY
H7	Amil	Maria	School #18	Teacher Grade 3 Bilingual	no change	transfer/ ReOrg 26-27SY
H8	Ammar	Mervat	Eastside HS	Personal Aide w/ Student GF 5222706	no change	reclass/ ReOrg 26-27SY
H9	Andrews	William	School #6	Teacher Math Intervention	no change	transfer
H10	Arroyo	Mariluz	School #16	Teacher Grade K-2 ESL/Dual	no change	reclass/ ReOrg 26-27SY
H11	Awad	Christopher	Vice Principal	EHS	no change	transfer
H12	Barone	Denise	School #18	Teacher Grade 2	no change	Reclass/ ReOrg 26-27SY
H13	Barrientos	Delia	School #18	Teacher Grade 5	no change	transfer/ ReOrg 26-27SY
H14	Bengtsson	Becky	School #16	Teacher Grade 6-8 Bilingual/ESL	no change	reclass/ ReOrg 26-27SY
H15	Best	Michael	PS #13	District Security Officer	no change	transfer
H16	Bonilla	Jonathan	EHS	District Security Officer	no change	transfer
H17	Cabrera	Fiordaliza	Food Services Dept.	FSE 6.5	\$25,650.52	transfer
H18	Callegari	Regina	School #16	Teacher Grade 3 Bilingual/ESL/Dual	no change	reclass/ ReOrg 26-27SY
H19	Capers	Stacey	EHS	District Security Officer	no change	transfer
H20	Capers	Sonja	School #16	Teacher Grade 7	no change	reclass/

				Language Arts		ReOrg 26-27SY
H21	Carnicella	Robert	School #21	Teacher Math Intervention	no change	transfer
H22	Castaneda Diaz	Daizy	PS #8	IA - Kindergarten Class Urena	no change	transfer
H23	Chavez	Valeria	PS #8	Teacher Gr. 4 Bilingual	no change	transfer
H24	Chinni	Daria	School #18	Teacher Grade 3	no change	transfer/ ReOrg 26-27SY
H25	Cobos	John	School #16	Teacher Grade 5	no change	reclass/ ReOrg 26-27SY
H26	Consiglio	Dawn	School #18	Teacher Grade 2	no change	transfer/ ReOrg 26-27SY
H27	Crawford	Lydeasha	ATMA	Personal Aide for TN 5207882	no change	transfer
H28	Dacosta	Nitzia	School #7	Personal Aide for student SR 5265886	no change	transfer
H29	Danielle	DePerri	School #5	Teacher Special Ed Resource	no change	transfer
H30	DeLeon	Yahyra	PS #10	District Security Officer	no change	transfer
H31	Demeski	John	Vice Principal	School #19 (.5) and STEAM HS (.5)	no change	transfer
H32	Dickerson	Leslie	NSW	Personal Aide with student BP 5277486	no change	transfer
H33	Dickerson	Jaclyn	EHS	Teacher Instructional (Literacy) Coach	no change	transfer
H34	Dilauri	Stefanie	School # 15	Teacher Grade 3	no change	transfer
H35	Dimitrion	Debra	School #16	Teacher Grade 6 LA/SS	no change	reclass/ ReOrg 26-27SY
H36	Edwards-McClam	Angelite	EHS	PA 504 w/ Student VB 5228652	no change	transfer
H37	Encinas	Sarita	School # 26	Teacher Grade 1	no change	transfer
H38	Fasheh	Dina	School #16	Teacher Kindergarten	no change	reclass/ ReOrg 26-27SY
H39	Ferraras-Arroyo	Ihonils	Dr. Hani	Teacher ESL	no change	transfer
H40	Fusaro	Antoinette	School #18	Teacher Grade 5	no change	Reclass/ ReOrg 26-27SY
H41	Galdino	Violeta	School #16	Teacher Grade 7-8 LA Bilingual/ESL/Dual	no change	reclass/ ReOrg 26-27SY
H42	Garcia	Ricardo	Dr. Hani	Instructional Aide Special Ed LLD	no change	transfer
H43	Garcia	Victoria	School #18	Teacher Grade 4	no change	transfer/ ReOrg 26-27SY
H44	Garcia	Aida	School #18	Personal Aide to Student LA 5250020	no change	transfer/ ReOrg 26-27SY
H45	Gonzalez	Felicia	NSW	Secretary School	no change	transfer
H46	Gora	Urzula	PS #8	Teacher Gr. 4 Math/Science	no change	transfer/reclass
H47	Grilk	Brian	EHS	Teacher Science	no change	reclassify
H48	Gurrieri	David	IHS	Teacher Phys Ed/ Health	no change	transfer
H49	Gynegrowski	Angelica	School #10	Teacher Grade 5	no change	transfer
H50	Hargrove	James	Security/683	District Security Officer	no change	transfer
H51	Hearns	Kenya	School #8 (.51) and EWK (.49)	Teacher Phys Ed/Health	no change	transfer
H52	Herrera	Mercedes	School #18	Teacher Grade 2 Bilingual	no change	Reclass/

						ReOrg 26-27SY
H53	Hindi	Mohammad	NSW	Teacher Technology	no change	transfer
H54	Jackson	Jordan	Security/683	District Security Officer	no change	transfer
H55	Jimenez	Cesar	PS #8	IA - Sped/SLD Class Baykal	no change	transfer
H56	Johnson	Genia	School #16	PA 504 w/ Student VVN 5275152	no change	transfer
H57	Jones	Karen	PS #4	District Security Officer	no change	transfer
H58	Kaplan	Dilek	PS #8	IA - Sped/LLD Class Reuter	no change	transfer
H59	Kelley	Arlethia	School #26	Personal Aide 504 w/ student AS 5275492	no change	transfer
H60	Khanam	Bushra	Dr. Napier	Teacher Grade 3	no change	transfer
H61	Lantigua De Garcia	Jacqueline	Food Services Dept.	Food Service Manager	\$33,335.59	transfer
H62	Latini	Kimberly	School # 24	Teacher Grade 7 ELA	no change	transfer
H63	Leslie	Kara	School #16	Teacher Grade 6-8 Math	no change	reclass/ ReOrg 26-27SY
H64	Lima	Laiza	School #18	IA Kindergarten Bilingual Class Zapata	no change	class change/ ReOrg 26-27SY
H65	Lopez Almonte	Kelly	School #16	Teacher Special Ed Resource	no change	transfer
H66	Lopresti	Frank	EHS	Teacher Social Studies	no change	transfer
H67	Mack	Karen	IA Sped. Cog. Mild	School # 28	no change	transfer
H68	Malaney	Carl	PS #8	Teacher Gr. 3 Math/Science	no change	transfer/reclass
H69	Martinez	Noemi	School #18	Instructional Aide Kindergarten Bilingual	no change	transfer/ ReOrg 26-27SY
H70	Martinez	Noemi	School #18	IA Kindergarten Bilingual Class Shanahan	no change	class change/ ReOrg 26-27SY
H71	McDuffie	Jamie	Dale Ave	Instructional Aide MD	no change	transfer
H72	McKenzie	Lashwana	Dr. Hani	District Security Officer	no change	transfer
H73	Mejia	Esther	School #18	Teacher Grade 3 Bilingual	no change	Reclass/ ReOrg 26-27SY
H74	Mongelli	Patricia	School #16	Teacher Grade 8 Language Arts	no change	reclass/ ReOrg 26-27SY
H75	Morel	Ana	School #18	Teacher Grade 2 Bilingual	no change	transfer/ ReOrg 26-27SY
H76	Morillo	Betsaida	School #18	Teacher Grade 5 Bilingual	no change	Reclass/ ReOrg 26-27SY
H77	Mustafa	Ayman	PS #20	Teacher ESL	no change	transfer
H78	Ortega	Alexandra	PS #8	Teacher Gr. 5 Bilingual	no change	transfer
H79	Ortiz Ramirez	Jose	PS #8	IA - Sped/LLD Class McFarlane	no change	transfer
H80	Pena	Dannay	PS #16	Teacher Preschool	no change	transfer
H81	Perez	Maria	School #26	Personal Aide for AP 5244891	no change	transfer
H82	Perez	Edwin	School #20	IA Special Ed ERI	no change	transfer
H83	Pichardo	Marina	Dale Ave	Personal Aide for AA 5261688	no change	transfer
H84	Pillaha	Marsela	School #16	Personal Aide with student BM 5268582	no change	transfer
H85	Quintero	Joe	School #16	Teacher Grade 6 Bilingual	no change	reclass/

						ReOrg 26-27SY
H86	Rau	Melissa	Norman S. Weir	Teacher Sped. MD	no change	transfer
H87	Reardon	Kimberly	NRC	Teacher Grade 6-8 Math	no change	transfer
H88	Rivera	Jose	School #16	Teacher Grade 3-5 ESL/Dual	no change	reclass/ ReOrg 26-27SY
H89	Rodriguez	Valentina	School #18	Teacher Grade 4 Bilingual	no change	Reclass/ ReOrg 26-27SY
H90	Romanelli	Marlane	School #16	Teacher Grade 3-4 LA/SS	no change	reclass/ ReOrg 26-27SY
H91	Rosenberg	Jill	School #16	Teacher Grade 1	no change	reclass/ ReOrg 26-27SY
H92	Ruberte Cartagena	Ileana	School #16	Teacher Grade 1 Dual	no change	reclass/ ReOrg 26-27SY
H93	Sagain	Lisette	School #16	Teacher Grade 4 Bilingual/Dual	no change	reclass/ ReOrg 26-27SY
H94	Sampson	Bryant	School #16	Teacher Grade 5	no change	reclass/ ReOrg 26-27SY
H95	Sams	Dawn	ATMA	District Security Officer	no change	transfer
H96	Sanchez	Nancy	School #16	Teacher Grade 4 Dual	no change	reclass/ ReOrg 26-27SY
H97	Santaniello	Michelle	School #26	Teacher Reading Specialist	no change	transfer
H98	Saray	Angela	School #16	Teacher Grade 3 Bilingual/Dual	no change	reclass/ ReOrg 26-27SY
H99	Shanahan	Marta	School #18	Teacher Grade Kindergarten Bilingual	no change	transfer/ ReOrg 26-27SY
H100	Singletary	Reagan	JFK	Teacher Sped. LLD	no change	transfer
H101	Solier Luna	Sergio	School #16	Teacher Grade 5 Science/SS	no change	reclass/ ReOrg 26-27SY
H102	Sutera	Monique	School #18	IA Kindergarten Class Ameti	no change	class change/ ReOrg 26-27SY
H103	Taft	Kenyatta	NSW	District Security Officer	no change	transfer
H104	Tate	Terrance	Security/683	District Security Officer	no change	transfer
H105	Thomas	Zellie	School #16	Teacher Grade 2	no change	reclass/ ReOrg 26-27SY
H106	Torcicollo	Annmarie	Human Resources	Secretary Specialist	no change	transfer
H107	Vargas	Yamile	PS #8	IA - Sped Class Ray	no change	transfer
H108	Vasquez	Alina	School #16	Teacher Grade 7-8 Math Bilingual/Dual	no change	reclass/ ReOrg 26-27SY
H109	Velasquez	Jessica	EHS	District Security Officer	no change	transfer
H110	Wagner	Laurence	PS #24	Teacher Drama	no change	Reclass
H111	Wagner	Laurence	School #24	Teacher Drama	no change	transfer
H112	Warren	Gena	PS #20	District Security Officer	no change	transfer
H113	Washington	Darryl	School # 24	IA Sped. Cog Mild	no change	transfer
H114	Wilhelmson	Keith	Dr. Napier (.6) & School #16 (.4)	Teacher Technology	no change	transfer
H115	Williams	Lorraine	PS #6(.51), PS #24(.49)	Teache SAC	no change	transfer
H116	Wolfe	Jeffrey	School # 10	Teacher Grade 4	no change	transfer
H117	Zapata	Isabella	School #18	Teacher Grade 1 Bilingual	no change	Reclass/ ReOrg 26-27SY
H118	Zapata	Beatriz	PS #8	IA - Sped/SLD Class Vildoso	no change	transfer

H119	Zimmerman	Erica	RPHS	District Security Officer	no change	transfer
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H. TRANSFERS (CONT.)

H120. Action is requested to transfer personal/instructional aide assignments at STARS/TIES Academy.

Employee Name (If Sub PC, enter Vacant)	PC #	Student	Title From	Location From	Title To (26/27 SY)	Location To (26/27 SY)	PC To	Student Change	Notes (deactivation etc.)
MAHA BAGH	3380	APL5231768	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	3380	AR 5233342 APL 5231768	
MACK VIONISHA	1028	AR5233342	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	1028	PD 5217674 DR 5221801	
MCCLAM SARA	1128	SK5202255	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	1128	YR 5222726	
MC EACHERN KIM	1252	JM5208292 & MU5206188	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	1252	DOF 5238034	
PEARSON ARNELL	2372	JAD5217856	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	2372	JT 5203240	
BAILEY LAKISHA	3039	AA5217122	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	3039	KG 5216734	
MILLS JACQUELINE	639	SR5223143	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	639	DM5205252	
BREVARD LOUVENIA	892	JT5203240	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	892	JDT 5259099	
RISTESKA SUZANA	669	RETIRED	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	669	XPS 5264215 DAA 5267568	In process of hiring for position
ESS SUB 10277	10161	SUB PC FOR TQ5251340	PERSONAL AIDE	STARS	PERSONAL AIDE	STARS	10161	JA 5212232	ESS Faith Bugg
ESS SUB 10207	10207	JDH 5222111	PERSONAL AIDE	PS#6	PERSONAL AIDE	STARS	K. Nelson	JDH 5222111	SUB PC # is no longer needed and Kendrick Nelson is being transferred from MLK as per Lydner (PC unknown)
FIUMARA NICHOLAS	2169	AD2062568 & JOG2061460	PERSONAL AIDE	TIES	PERSONAL AIDE	STARS	2169	AA 5217122	trans from TIES to STARS
GARAY LILIA	406	AP2056834 & JB5225840	PERSONAL AIDE	TIES	PERSONAL AIDE	STARS	406	TQ 5251340 JM 5208292	
NUNEZ LUZ	3554	BC2050322	PERSONAL AIDE	TIES	PERSONAL AIDE	TIES	3554	FM 5202375	
BELKOUCHI ABDELHADI	3267		PERSONAL AIDE	EHS	PERSONAL AIDE	TIES	3267	AP 2056834 JB 5225840	trans from EHS
ONWUKA GLORIA	933	ABV5246681	PERSONAL AIDE	STARS	PERSONAL AIDE	TIES	933	ABV 5246681	trans from STARS to TIES with student

BUGG SHARRIEFF	1043	RS2062617 & RC5235276	PERSONAL AIDE	STARS	PERSONAL AIDE	TIES	1043	JOG 2061460 AD 2062568	trans from STARS to TIES
MOORE BERNARD	1964	AA5265599	PERSONAL AIDE	STARS	PERSONAL AIDE	TIES	1964	AA5265599	trans from STARS to TIES with student
BROCKINGTON TRENICE	22		INSTRUCTIONAL AIDE	STARS	INSTRUCTIONAL AIDE	STARS - Ebanks	22		internal trans from MD class to SLLD class
CONSOLI NICHOLAS	820		INSTRUCTIONAL AIDE	ATMA	INSTRUCTIONAL AIDE	STARS MD - Gosselin	820		transferred from ATMA
KISHEN EPHRAIM	956		INSTRUCTIONAL AIDE	STARS	INSTRUCTIONAL AIDE	STARS MD - Keppler	956		internal trans from MD Gosselin to MD Vacant class
ESS SUB 10161	10161	SUB PC FOR CR5212120	PERSONAL AIDE	STARS	INSTRUCTIONAL AIDE	STARS - Gosselin	10161		sub PC to for vacant IA position ESS Yancey James
ZENELI ZENEL	1471	RETIRED	INSTRUCTIONAL AIDE	TIES	INSTRUCTIONAL AIDE	TIES	1471		Jesenia Polanco
CONCEPCION CRISTINA	3556	KG5216734	PERSONAL AIDE	STARS	PERSONAL AIDE	School #20	3556		TRANSFER COMPLETED ALREADY
ESS SUB 10904	10904	XPS 5264215 DAA 5267568	PERSONAL AIDE	STARS	INSTRUCTIONAL AIDE	PTECH			S/C LLD class due to increase class size

H. TRANSFERS (CONT.)

H121. Action requested to transfer aides base on attachment.

Employee Name (If Sub PC, enter Vacant)	PC #	Student	Title From	Location From	Title To (26/27 SY)	Location To (26/27 SY)	PC To	Student Change	Notes (deactivation etc.)
ESS- Ansaf Abdelwahab	10164	EC- 5234697	Personal Aide	PS 20	Share Aide	MLK	10164	EC- 5234697	Student transfer to MLK
Jason Smith	6533	JG 5234301	Personal Aide	PS 20	Personal Aide	MLK	6533	JG 5234301	Student transfer to MLK
ESS-Nayira Valerio	10788	LTH 5237537	Personal Aide	PS 20	Personal Aide	MLK	10788	LTH 5237537	Student transfer to MLK
ESS-Habiba Choudhury	10157	NR 5242407	Personal Aide	PS 20	Personal Aide	MLK	10157	NR 5242407	Student transfer to MLK
ESS-Ezzohra Atine	10718	AS 5241609	Personal Aide	PS 20	Personal Aide	MLK	10718	AS 5241609	Student transfer to MLK
Natrell Nichols	180	BSD 5242630	Personal Aide	PS 20	Personal Aide	MLK	180	BSD 5242630	Student transfer to MLK
ESS-Tharwat Elakhrass	10791	JP 5242512	Personal Aide	PS 20	Personal Aide	MLK	10791	JP 5242512	Student transfer to MLK
ESS-Joneyra Urena	10108	OP	Shared	PS 20	Share	MLK	10108	OP	Student transfer to

		5239121	Aide		Aide			5239121	MLK
Helene Anderson	327	N/A	IA	PS 20	Personal Aide	PS 20	10064	LLM 5268167	SUB PC# 10064 turn into IA PC# for MD-A
Shemuil Hill	6571	MG 5258765	IA	PS 20	Personal Aide	PS 20	6571	MG 5258765	SUB PC# 10183 turn into IA PC# for MD-A
Margey Restrepo Mercado	3226	N/A	IA	PS 20	Personal Aide	PS 20	3226	HL 5270237	SUB PC# 10236 turn into IA PC# for MD-A HR list was incorrect.
Noemi Graham	1294	WDG 5263977	Personal Aide	PS 20	Share Aide	PS 2	1294	EB 5248808	Noemi G. transferring to PS2
Silvana Bustios	120	N/A	IA	PS 20	Personal Aide	PS 20	120	WDG 5263977	SUB PC# 10841 turn into IA PC#. HR list was incorrect
Jaqueline Cordova	2130	EB 5248808 & JM 5243926	Shared Aide	PS 20	Share Aide	PS 20	2130	JM 5243926 & DM 5249743	MA 5249497 does not exist. HR list is incorrect
Anahi Baez	3098	IGT 5270803	Personal Aide	PS 20	Personal Aide	PS 20	3098	IGT 5270803	Keep same for 26-27. LB 5259893 is attending DALE AVE
Natalie Bini	1739	N/A	IA		Personal Aide	PS 20	1739	MCM 5258469 Transfer from PS 8	Sub PC#10039 turn into IA PC# for MD-A
Shaqia Porter	637	AW 5262198	Personal Aide		Personal Aide	PS 20	637	AW 5262198	Student transferred to PS 20
Letitia Simon	439	N/A	IA		Personal Aide	PS 20	439	JB 5269641- Transfer from PS28	SUB PC#10071 turn into IA PC# for MD-A
Sandra Aguirre	6572	N/A	IA	PS 20	Personal Aide	PS 20	6572	CCR 5268663	SUB PC##10256 turn into IA PC# for MD-A
Teresa Castillo-Torres	3091	N/A	IA	PS 20	Personal Aide	PS 20	3091	MO 5254553	SUB PC#10928 turn into IA PC# for MD-A
Lorena Henriquez ESS	10190	CC 5262198	Personal Aide	PS 20	Personal Aide	NSW	10190	CC 5262198	Student transfer to NSW
ESS	10128	AC 5252476	Personal Aide	PS 20	Personal Aide	NSW	10128	AC 5252476	Student transfer to NSW
Alba Taveras	3119	N/A	IA	PS 20	Personal Aide	PS 20	3119	YCB 5276288	SUB PC#10109 turn into IA PC# for MD-A
Mildrey Rivas	2975	N/A	IA		Personal Aide	PS 20	2975	AG 5272735	SUB PC#10186 turn into IA PC# for MD-A
Tonia Addison	67	N/A	IA	PS 20	Personal Aide	PS 20	67	KE 5261809	SUB PC#10732 turn into IA PC# for MD-A
Zaria Wilder	3443	N/A	IA	PS 20	Personal Aide	PS 20	3443	DP 5270497	Sub PC#10563 turn into IA PC# for MD-A
ESS	10043	EG 5263610	Personal Aide		Personal Aide	PS 20	10043	EG 5263610	Student transferred to PS 20
ESS (Strong male preferred)	10096	LN 5253928	Personal Aide	PS 20	Personal Aide	PS 20	10096	KP 5271078	PC#1860 Redmond (retiring) deactivate number. SUB PC#

									10096 was attached to MD5251085 however MD is going out of district. Strong male preferred to cover 10096
Evelyn Ramos	725	N/A	IA	PS 20	Personal Aide	PS 20	725	JSG 5266320	SUB PC#10909 turn into IA PC# for MD-A
Leon Clarke	3346	N/A	IA	PS 20	Personal Aide	PS 20	3346	OJ 5255076	SUB PC#10053 or turn into IA PC# for MD-A
Elijah Mccollum-ESS	10106	KT 5254826	Personal Aide		Personal Aide	PS 20	10106	KT 5254826	Student transferred to PS 20
Julia Brooks	802	N/A	IA	PS 20	Personal Aide	PS 20	802	LN 5253928	Student had no PC# for 25-26 SY
Lennie Walker	3345	N/A	IA	PS 20	Share Aide	PS 20	3345	KP 5264853 & KB 5252831	Sub PC#10050 turn into IA PC# for MD-A
Ruma Khatan-ESS	10085	SR 5254981	Personal Aide	PS 20	Share Aide	PS 20	10131	IFV 5263389 & CD 5252312	SUB PC#10085 turn into IA PC# for MD-A
Dierdre Thompson	1842	SR 5254981	IA	PS 20	Personal Aide	PS 20	1842	SR 5254981	SUB PC#10085 turn into IA PC# for MD-A
ESS	10280	N/A	IA	PS 20	IA	PS 20	10280	VACANT IA position	SUB PC#10280 turn into IA PC# for SLLD
ESS	10283	N/A	IA	PS 20	IA	PS 20	10283	VACANT IA position	SUB PC#10283 turn into IA PC# for SLLD
ESS	10092	N/A	IA	PS 20	IA	PS 20	10092	VACANT IA position	SUB PC# 10092 turn into IA PC# for ERI
ESS	10217	NCM 5262151	Personal Aide	PS 20	Personal Aide	PS 20	10217	NCM 5262151	Student moved
ESS	10887	KYA 5256283	Shared Aide	PS 20	Share Aide	PS 20	10887		Student no longer requires SA as per IEP
ESS	10535	IY 5252787	Personal Aide	PS 20	Personal Aide	PS 2	10535	IY 5252787	Student is at PS 2
Rosanny Hiciano Valdez-ESS	10932	SO 5247475	Personal Aide		Personal Aide	PS 20	10932	SO 5247475	Student transferring from PS 4
Christina Concepcion	3556	KG 5216734	Personal Aide		Personal Aide	PS 20	3556	JS 5252693	PA transferring from Stars. Gina Compitello submitted PTF. Deactivate SUB PC# 10758 or reassign to a position at STARS
Randy Walker	170	BRM 5248642	Personal Aide		Personal Aide	PS 20	170	JR 5255168	PA Transferring from JFK as per Ms. Tammie Simmons
ESS	10253	KPP 5273638	Personal aide		Personal Aide	PS 20	10253	KPP 5273638	Student transferring from EWK

	2701	IA	Personal aide		Personal Aide	PS 20	2701	NP 5253806	Change request as per Dr. Lynder. Deactivate sub pc#10153 or turn into IA pc#
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I. RECALL FROM RIF

	Last Name	First Name	School/Location	Title	Salary	Reason
I1	Beckmeyer	Judith	Dr. Hani (.51), PS #2 (.49)	Teacher SAC	\$106,133.00	recall from RIF
I2	Borges-Nizama	Hector	Technology Department	PC Technician	\$52,236.00	recall from RIF
I3	Flores	Yanira	School #8	Cafeteria Monitor	\$13,118.00	recall from RIF
I4	Jahan	Ismot	School #28	Cafeteria Monitor	\$13,118.00	recall from RIF
I5	Miranda Vega	Valerie	School #25	Cafeteria Monitor	\$13,118.00	recall from RIF
I6	Murphy	Patrick	PS #24	Teacher Gr. 6 Math	\$102,625.00	recall from RIF
I7	Perez	Kiara	JATS	School Secretary	\$40,430.00	recall from RIF
I8	Swain	Kimberly	School #28	Cafeteria Monitor	\$13,118.00	recall from RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

L1. Action to compensate five (5) teachers for School #21 Summer Orientation. Orientation will take place on 8/25/26, 8/26/26 and 8/27/26 from 9am to 12pm each day. 5 Teachers are: **Lauren Schwerin, Augustin Castillo, Sandra Nunez, Irina Montoya, Siobhan Simpson.** 3 days x 3 hours each day x 5 teachers at \$35/hr = \$1,575 not to exceed. **Account#** 15.130.100.101.021.053.000.0000.000 Not to exceed: \$1,575.00

L2. Action to stipend 1 Team Leader \$4,000. The team leader will be compensated \$4,000.00 for work dedicated towards school health initiatives per MOA with The Center of Prevention & Counseling. **Carlos Miranda**

Account# 20.076.100.101.054.053.0000.003

Not to exceed: \$4,000.00

L3. State grant funded program to re-employ full-time Instructional Assistant **Ms. Farzana Chowdhury** according to the guidelines and procedures of funded program FY 2026 – 2027. 20.606.100.106.410.000.0000.000 = 70%

13.602.100.106.410.000.0000.000 = 30%

Account# See Above

Not to exceed: \$40,335.00

L4. 20.621 Consolidated Adult Basic and Integrated English Literacy and Civics Education grant to fund and re-employ full-time Adult Basic Skills Instructional Staff according to the guidelines and procedures of Consolidated Adult Basic and Integrated English Literacy and Civics Education programs for FY 2026-2027 continuation of Paterson Adult & Continuing Education. **Vilma Carranza, Jorge Cruz, Stacey Orishak, Mirdita Sadiku, Diana Scimeca, Alina Toporivska**

Account# 20.621.100.101.410.000.0000.001

Not to exceed: \$396,213.00

L5. 20.606 State of New Jersey Department of Labor and Workforce Development grant to fund New Jersey Youth Corps Program and re-employ full-time teaching staff

according to the guidelines and procedures of State of New Jersey Department of Labor and Workforce Development funded programs for 2026-2027 continuation of program.

Kristine Labita, Michael McMahon, Suzanne Muszynski, Kenneth Reilly, Randa Saleh 20.451.100.101.410 = \$74,570 20.606.100.101.410 = \$248,398

Account# See Above

Not to exceed:

\$322,968.00\

L6. State grant to fund New Jersey Youth Corps Program and re-employ full-time Guidance Counselor according to the guidelines and procedures of State of New Jersey Department of Labor and Workforce Development funded programs for 2026-2027 continuation of program. **Cheryl Maas** 20.606.200.104.410 = 70%

20.451.200.104.410 = 30%

Account# See Above

Not to exceed: \$105,267.00

L7. Action requested to stipend lead teachers an additional (12) twelve hours for Summer School business at School 16. **Cinthy Velasco-Rosado** 12 hrs x \$40 = \$480.00

Account# 2A.238.100.101.653.057.1016

Up to and not to exceed: \$480.00

L. STIPENDS / CONT.

L8. Action to compensate **Najat Orchid** and **Nathaniel Reimann** to work the lunch duty program for the 2026–2027 academic year for the PEA contractual rate of \$2,000 each payable at the end of the academic year.

Account# 15.130.100.101.316.056.0000.000 Not to exceed: \$4,000.00

L9. Action is requested to stipend one additional teacher to attend the Professional Development for Multilingual Language Instructional Educational Program Policy and Advocacy Schools on Tuesday, August 25, 2026, from 9:00 a.m. to 12:00p.m. at Public School No. 16. **Wanda Medina** 1 staff x up to and not to exceed 3hrs each x \$35 per hour = \$105 x FICA \$8.03 = \$113.03 **Account#** 20.241.200.100.653.074

L10. Action to compensate **Christine Kober** for completing 26-27 School Schedules – 14 hrs x \$35 rate = \$490.00 for 3 days.

Account# 15.000.218.104.007.053.0000.000

Not to exceed: \$840.00

L11. Action to assign **Charlene Cromartie** to Before School Supervision with a stipend from 7:50 a.m. – 8:20 a.m. daily for 60 hours at a total of \$2,100.00

Account# 15.120.100.101.019.0530.0003.0000

Not to exceed: \$2,100.00

L12. Action to compensate the following staff to supervise students during dismissal (3:10 p.m. – 3:50 p.m.), September – June SY 2026-2027. **Ivonne Matos** 90 hours

Account# 15.190.100.106.309.053.0000.000

Not to exceed: \$2,250.00

L13. Action to pay (2) two Teachers for School 18 Lunch Supervision for beginning 9/08/2026 – 6/30/2027 Monday to Friday for 180 days, \$2,000.00 per person, code 10:5-2.3-1. Not to exceed \$4,000.00 **Ronald Barone** and **Raymond Rivera**

Account# 15.120.100.101.018.056.0000.000 Not to exceed: \$2,000.00 per teacher

L14. Action to appoint the following staff members to supervise lunches. Each staff member will supervise 1 of 3 lunches every day starting September 2026 and ending June 2027. Amount not to exceed \$2,000 each or \$6,000 total: **Ibelka Somalia Pena, Ian Newman** and **Jeffrey Anders**

Account# 15.130.100.101.317.056.0000.000 Not to exceed: \$6,000.00

L15. Action requested to compensate the following 5 teachers for the 2026-2027 Culture & Climate Summer Planning Meeting. Scheduled days August 25 and 26. **Keith Edgehill, Lauren Zayas, Lauren Dittmer, Muhammed Comen, Elaine Weinstein**

Account# 15.422.100.101.004.053.0000.000 Not to exceed: \$2,100.00

L16. Action is requested to compensate **Kyle Ruppel** \$900/month as Interim Director of Staffing and School Support Services while **Susette Chavez** is on LOA from 10/05/2026 – 3/12/2027. Dates are approximate and subject to change.

L17. Action to stipend the following 3 PEA members to supervise lunch/recess. **Andrea Quintero, Ivette Diaz, Melissa Moore**

Account# 15.120.100.101.015.065.000.0000 Not to exceed: \$6,000.00

L. STIPENDS / CONT.

L18. Action is requested to compensate **Roxeny Araujo Romero** as Interim Partner stipend of \$600/month while **Leidy Mora-Lopez** is on LOA from 11/09/2026 – 5/31/2027. Dates are approximate and subject to change. Ms. Araujo Romero will oversee the duties of the Unit 1 HR partner and unemployment.

L19. Request approval to compensate **Nikki Smith** as a ticket seller or ticket taker – event staff / Job ID: 5819489 beginning August 28, 2026 through March 7, 2027, as follows: 25 athletic games x \$70, salary not to exceed \$1,750. Note: Dates are subject to change per NJSIAA guidelines.

Account# 15.402.100.100.051.053.0000.000 Not to exceed: \$1,750.00

L20. Request approval to compensate **Quatarra Benjamin** as site manager– event staff / Job ID: 5819489/492 beginning August 28, 2026 through May 26, 2027, as follows:

50 athletic games x \$70, salary not to exceed \$3,500. Note: Dates are subject to change per NJSIAA guidelines.

Account# 15.402.100.100.051.053.0000.000 Not to exceed: \$3,500.00

L21. Request approval to hire JROTC staff for the 2026-2027 school year as follows:

Luis Barraza Drill Team -Job ID: 5518639 / Salary \$9,388 – Step 2

Ricardo Garcia Color/Honor Guard – Job ID: 5507800 / Salary \$9,388 – Step 2

Wilson Ormaza Rifle – Job ID: 5518645 / Salary \$7,090 – Step 2

Appointment Period: September 1, 2026 – June 30, 2027

Account# 15.401.100.051.053.0000.000 Not to exceed: \$25,866.00

L22. Action requested to stipend the Paterson Public School staff. The parent workshops will provide families with information, resources and strategies to support their children's academic achievement and success in school. The workshops will strengthen the partnership between families and the school by helping parents understand available programs, academic expectations and ways they can support learning at home. The activities support meaningful parent and family engagement and are designed to increase parents' capacity to actively participate in their child's education during the 2026-2027 school year. Principals at \$65.00 an hour, Vice Principals and Supervisors at \$60.00 an hour, Teachers at \$35.00 an hour, Instruction Assistants at \$25.00, SCPC at \$19.00 an hour, Secretary at \$17.50 an hour, Guidance Counselor at \$35.00 an hour. Non-Bargaining – rate to be determined.

Last Name	First Name
Kincherlow	Lakisha
McGee	Caitlin
Valera Paz	Estefania
Miller	Sarah
Olson	Laurel
McKoy	Tamisha
Williams	Shalimar
Ortiz	Jajaira
Esquiche	Katiuska
Fahmy	Rehab
Toscano	Nicholas
Pena-Moreno	Evelyn
Acevedo	Carolina
Larro	Eric
Sagain	Lisette
Sanchez	Nancy
Tyrell	Sharifa
Del Arca	Cecilia
Tavarez	Nancy
Anton	Lauren
Moran	Veronica
Arrick	Bridget
Van Hoven	Michelle
Chromey	Rosemarie
Joseph	Julie
Slopey	Diana

Kajajian	Maguie
Williams	Djennae
Rojas	Julio
Elmonayery	Mariam
Abdulhaq	Farah
Esparza	Angelica
Avella	Herlan
Quiles	Jennifer
Feliciano	Jessica
Velasco-Rosa	Cinthya
Rios Otto	Liza
Bernard	Erica
Mahler	Sara
Gipson	Kenneth
Khaled	Kayla
Hernandez	Dianna
Olsen	Nicole
Raditch	Jonathan

Account# 20.231.200.100.653.080.0000.001 Up to and not to exceed: \$80,000.00

L. STIPENDS / CONT.

L23. Approval requested for employees listed below to determine, manage, record and resolve any and all issues related to Paterson Public Schools School Meals/Summer EBT Applications. This process is being centralized to comply with state regulations, to identify free and reduced students in the district, and maximize district funding. Each employee will work from 9/08/26 – 10/30/26 at a maximum of 2 hours per day at a rate of \$25.00/hr.

Fabiola Ramos (PC# 6254), Adalgiza Paredes (PC# 6051), Cecelia Dailey (PC# 1424), Lenny Moore (PC# 328), Syra Brown (PC# 2183) and Juan Ferres (PC# 6551).

Account# 60.910.310.100.310.051.1090.000 Not to exceed:\$11,500.00

L24. Action is requested to stipend sixteen (16) teachers to attend the Professional Development for Multilingual Language Instruction Educational Program Policy and Advocacy at Schools on Tuesday, August 25, 2026, from 9:00 a.m.to 12:00 p.m. at Public School No. 16.

16 staff x up to and not to exceed 3 hrs each x \$35.00 per hour = \$1,680.00 X FICA \$128.52 = \$1,808.52

Last Name	First Name	App Date	Location	Position
Carnero	Aleisy	08/18/2026	School 2	Teacher
Ross	Maria	08/17/2026	School 6/SFLS	Teacher
Cadet	Patricia	07/30/2026	EHS	Teacher
Olivera	Cecilia	07/24/2026	Roberto Clemente	Teacher
Ondimu	Jacqueline	07/21/2026	School 5	Teacher
Montoya	Irina	07/20/2026	School 21	Teacher
Yoplac	Maria	07/16/2026	Paterson STEAM	Teacher
Kwiecewski	LeighAnn	07/13/2026	School 13	Teacher
Velasco-Rosado	Cinthya	07/11/2026	Central Office	Multilingual Teacher Coordinator
Gicas	Debbie	07/10/2026	School 4/DFN	Teacher
Vizcaino	Kathryn	07/09/2026	Maria Magda O'Keefe	Teacher
Fresolone	Sibel	07/08/2026	School 18	Teacher
Basuf	Hala	07/08/2026	EWK	Teacher
Hoogmoed	Jaclyn	07/08/2026	JATS	Teacher
Hammad	Taghreed	07/08/2026	Dr. Hani Awadallah	Teacher
Qunise	Abeer	07/08/2026	MLK	Teacher

Account# 20.241.200.100.653.074

L. STIPENDS / CONT.

L25. Action to compensate PCMA employees a \$1,000 pensionable stipend as per the PCMA negotiated agreement.

LOCATION	POSITION #	TITLE	EMPLOYEE ASSIGNED
680 REPAIRS & MAINTENANCE	1604	MAINTENANCE WORKER CARPENTER	JAMES WILFRED
680 REPAIRS & MAINTENANCE	1942	MAINTENANCE WORKER CARPENTER	MOJICA ALDO
680 REPAIRS & MAINTENANCE	2564	MAINTENANCE WORKER CARPENTER	WILLIAMS REYNOLD
680 REPAIRS & MAINTENANCE	445	MAINTENANCE WORKER CARPENTER	WILLIAMS GARY
680 REPAIRS & MAINTENANCE	556	MAINTENANCE WORKER CARPENTER	KATAW ISMAEL
680 REPAIRS & MAINTENANCE	6432	MAINTENANCE WORKER CARPENTER	SINGH RADESH
680 REPAIRS & MAINTENANCE	704	MAINTENANCE WORKER CARPENTER	HUYNH JUSTIN
680 REPAIRS & MAINTENANCE	2821	MAINTENANCE WORKER ELECTRICIAN	ROMAN MARTINEZ ONASIS
680 REPAIRS & MAINTENANCE	2860	MAINTENANCE WORKER ELECTRICIAN	GOENAGA EDUARDO
680 REPAIRS & MAINTENANCE	316	MAINTENANCE WORKER ELECTRICIAN	TORIBIO JOHAN
680 REPAIRS & MAINTENANCE	379	MAINTENANCE WORKER ELECTRICIAN	MORALES-MENDEZ EDSON
680 REPAIRS & MAINTENANCE	6650	MAINTENANCE WORKER ELECTRICIAN	JACKSON KAZMIR
680 REPAIRS & MAINTENANCE	6767	MAINTENANCE WORKER ELECTRICIAN	ORTIZ JONATHAN
680 REPAIRS & MAINTENANCE	2213	MAINTENANCE WORKER GLAZIER	NAPOLITANO FRANCIS
680 REPAIRS & MAINTENANCE	2733	MAINTENANCE WORKER GLAZIER	LOBUE RAYMOND
680 REPAIRS & MAINTENANCE	6768	MAINTENANCE WORKER GLAZIER	BEASE AUNDREY

680 REPAIRS & MAINTENANCE	861	MAINTENANCE WORKER GLAZIER	BOWDEN LLOYD
680 REPAIRS & MAINTENANCE	270	MAINTENANCE WORKER GROUNDS	RAMADAN ERJAN
680 REPAIRS & MAINTENANCE	2947	MAINTENANCE WORKER GROUNDS	ROGER ANTHONY
680 REPAIRS & MAINTENANCE	6772	MAINTENANCE WORKER GROUNDS	MOLINA MICHAEL
680 REPAIRS & MAINTENANCE	6773	MAINTENANCE WORKER GROUNDS	BOSCH GEORGE
680 REPAIRS & MAINTENANCE	6774	MAINTENANCE WORKER GROUNDS	VARGAS MATTHEW
680 REPAIRS & MAINTENANCE	2842	MAINTENANCE WORKER HVAC	NAHLI YAHYA
680 REPAIRS & MAINTENANCE	6769	MAINTENANCE WORKER HVAC	JOASIL MCKENLEY
680 REPAIRS & MAINTENANCE	6770	MAINTENANCE WORKER HVAC	ROMANIELLO MICHAEL
680 REPAIRS & MAINTENANCE	707	MAINTENANCE WORKER HVAC	DIPASQUALE THOMAS
680 REPAIRS & MAINTENANCE	717	MAINTENANCE WORKER HVAC	KELLY CHRISTOPHER
680 REPAIRS & MAINTENANCE	1643	MAINTENANCE WORKER PAINTER	GUERRIERO ANDREA
680 REPAIRS & MAINTENANCE	1968	MAINTENANCE WORKER PAINTER	WILKINS SHAWN
680 REPAIRS & MAINTENANCE	6651	MAINTENANCE WORKER PAINTER	VERDINA HENRY
680 REPAIRS & MAINTENANCE	865	MAINTENANCE WORKER PAINTER	TAHABSAM SAHEL
680 REPAIRS & MAINTENANCE	2393	MAINTENANCE WORKER PLUMBER	ORTIZ HECTOR
680 REPAIRS & MAINTENANCE	2521	MAINTENANCE WORKER PLUMBER	EWERS WAYNE
680 REPAIRS & MAINTENANCE	2549	MAINTENANCE WORKER PLUMBER	SHEPPARD MARCUS
680 REPAIRS & MAINTENANCE	32	MAINTENANCE WORKER PLUMBER	LEE LONNELL
680 REPAIRS & MAINTENANCE	3551	MAINTENANCE WORKER PLUMBER	STETZ KURT
980 LEAVES OF ABSENCE	6775	MAINTENANCE WORKER GROUNDS	MORALES ENRIQUE

M. AMENDMENTS

M1. Action to amend **PTF# 27-010** and correct staff name to **Danielle DePerri** hired as Teacher Special Ed Resource at School #5 in PC# 78.

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

O1. Request to process payment for fifteen (15) employees for sick/vacation days due to resignation/retirement/termination/deceased/ RIF. As per contractual agreement. Please see attached roster. Effective 9/1/2026

NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS									
Name	Hire date	Title	Term. Date	Term. reason	Vaca tion	Sick/ Personal	Salary	Daily Rate	Total
Aguado Holtje, Nancy	9/1/91	Director Of Early Childhood	9/1/26	Retirement	17		\$195,148	\$813.12	\$13,822.98
Dipasquale, Thomas	5/1/03	Maintenance Worker	9/1/26	Retirement	26		\$78,906	\$328.78	\$8,548.15
Fronte, Corradina	9/1/99	Data Management Specialist	9/1/26	Retirement		88.5	\$133,300	\$555.42	\$49,154.38
Fronte, Corradina	9/1/99	Data Management Specialist	9/1/26	Retirement	24		\$133,300	\$555.42	\$13,330.00
Lobue,	11/27/17	Maintenance Worker	9/1/26	Retirement	5		\$75,506	\$314.61	\$1,573.04

Raymond									
Merkerson, Leslie	2/20/02	Payroll Coordinator	9/1/26	Resignation	6		\$79,911	\$332.96	\$1,997.78
Norona, Migdalia	2/8/93	Secretary	9/1/26	Retirement	24		\$60,580	\$252.42	\$6,058.00
Owens, Shanleya	1/19/21	Guidance Secretary	8/15/26	Resignation	8		\$56,430	\$235.13	\$1,881.00
Pilgrim, Brandon	9/1/18	Coordinator	8/20/26	Resignation	6		\$83,741	\$348.92	\$2,093.53
Risteska, Suzana	1/2/13	Personal Aide	9/1/26	Retirement		30	\$53,586	\$223.28	\$6,698.25
Robison, Randy	11/14/23	Maintenance Worker	8/15/26	Resignation	5.50		\$75,506	\$314.61	\$1,730.35
Solano, Aidan	4/21/25	Graphics & Content Coordinator	8/22/26	Resignation	20		\$73,485	\$306.19	\$6,123.75
Solis, Ramon	5/21/14	Network Technician	8/15/26	Resignation	17		\$88,072	\$366.97	\$6,238.43
Vicente, Michelle	1/3/05	Teacher	9/1/26	Retirement		11.5	\$111,033	\$462.64	\$5,320.33
Warren, Wanda	9/20/00	Food Service Employee	9/1/26	Retirement		22.25	\$28,060	\$116.92	\$2,601.40
Wilson, Robert	8/11/25	Maintenance Worker	8/12/26	Resignation	6		\$72,606	\$302.53	\$1,815.15
								TOTAL	\$128,986.51

Account # 11.000.291.299.690.058.0000.000

Not to exceed \$128,986.51

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

	Last Name	First Name	School/Location	Title	Salary	Reason
R1	Busch	Tonya	NSW	IA Sped MD	redlined \$84,089 + \$700 (long) = \$84,798.00	salary adjustment
R2	Castellanos	Julia	School #21	Teacher Grade 6-8 Science	step 18 (MA) \$104,567.00	salary adjustment
R3	Celi	Daphne	PS #24	Teacher Gr. 3-4 Bilingual	\$80,460.00	salary adj. 26-27
R4	Cooper	Linda	School #7	Cafeteria Monitor	\$13,118.00	salary adjustment
R5	Dawson	Kizzy	School #26	Café Monitor	113,118	salary adjustment
R6	Flores Randazzo	Lizaida	JFK	Teacher ESL	step 18 (MA) \$104,567.00 + \$4,900 (long) = \$109,467.00	salary adjustment
R7	Gaines	Marla	JAT	Teacher Grade 6-8 Science	step 18 \$102,625 + \$4,500 (long) = \$107,125.00	salary adjustment
R8	Gallina	Diane	EWK	Teacher Grade 2	redlined \$108,476 + \$6,400 (long) = \$114,876	salary adjustment
R9	Gonzalez Ortiz	Jose	Food Services	Food Service Truck/Van Driver	\$300.00	Stipend adjst.

R10	Hernandez	Yiset	International HS	Teacher Phys Ed/Health	step 15 \$81,960.00 + \$700 longevity = \$82,660	salary adjustment
R11	Jimenez De Jimenez	Yolerny	School #21	Cafeteria Monitor	\$13,118.00	salary adjustment
R12	Lucas	Sylvia	Napier	Cafeteria Monitor	\$13,118.00	salary adjustment
R13	McGriff	Rosemary	School #26	Cafeteria Monitor	\$13,118.00	salary adjustment
R14	Memish	Seljajdin	School #26	Cudstodial Worker Chief C	no change	location adjustment
R15	Olsen	Nicole	School #7	Teacher Grade 3	redlined \$108,476.00 + \$4,500 (long) = \$112,976.00	salary adjustment
R16	Osoria	Indhira	NRC	Teacher ESL	step 18 (BA) \$102,625 + \$3,100 (long) = \$105,725.00	salary adjustment
R17	Pierce-Harris	Catina	JAT	Teacher Library Media Specialist	\$67,820 + \$700 (longevity) = \$68,520.00	salary adjustment/longevity update
R18	Rosario	Irbania	School #13	Cafeteria Monitor	\$13,118.00	salary adjustment
R19	Rutherford	Kimino	655	Interim Special Education Supervisor	\$750.00 p/m	stipend
R20	Spencer	Tiffany	School #24	Cafeteria Monitor	\$13,118.00	salary adjustment
R21	Vasquez Cortorreal	Rosaliz	School #10	Cafeteria Monitor	\$13,118.00	salary adjustment
R22	Weinstein	Elaine	Dr. Napier	Teacher Grade 5	step 18 (BA30) \$103,375.00 + \$6,400 (long) = \$109,775	salary adjustment
R23	Williams	Djennae	EWK	Café Monitor	113,118	salary adjustment
R24	Zisa	Dayna	MLK	Teacher Reading Specialist	\$106,133 + \$5900 long + \$4500 cst = \$116533 total	salary adjustment

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

It was moved by Comm. Mendez, seconded by Comm. Rashid that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Simmons who voted no. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Commissioner Valerie Freeman

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

Commissioner 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

Commissioner Della Wilder

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

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	Municipal Finance Administration for Public Purchasing Personnel	*August 20 & 27, 2026 *September 3, 10, & 17, 2026	\$873.00 (registration)
Purchasing Coordinator	Virtual		
Adiareli Cabrera	School Transportation Supervisor Certification Program	September 14, 21 & 28, 2026 October 5 & 12, 2026 November 7, 10, 12, 14, 17, 19 & 21, 2026 December 1, 3, 5, 8, 10, 12 & 15, 2026	\$4,268.00 (registration)
Transportation Liaison	Virtual		
Idamis Urena Falette	School Transportation Supervisor Certification Program	September 14, 21 & 28, 2026 October 5 & 12, 2026 November 7, 10, 12, 14, 17, 19 & 21, 2026 December 1, 3, 5, 8, 10, 12 & 15, 2026	\$4,268.00 (registration)
Transportation Liaison	Virtual		
Aida Rosario	NJSPRA Fall Conference	September 29, 2026	\$75.12 (transportation)
Director of Communications	Monroe Township, NJ		
Dr. Carlos Miranda	Planetarium Leaders Summit	September 27-29, 2026	\$435.15 (lodging, meals)
Planetarium Manager/Paterson P-TECH	Windsor, CT		
Dr. Carlos Miranda	NJSBA Annual Workshop 2026	October 19-21, 2026	\$543.88 (transportation, lodging, meals)
Planetarium Manager/Paterson P-TECH	Atlantic City, NJ		
Dr. David Scala	New Jersey Science Convention	October 20-21, 2026	\$370.00 (registration)
Supervisor of Career & Technical Education/Academic Services	Princeton, NJ		
Dr. Veronica Ricigliano	2026 CASE Conference	November 11-13, 2026	\$1,196.73

Vice Principal/School 5	Providence, RI		(registration, transportation, lodging)
Aida Rosario	NJSPRA Winter Workshop	January 14, 2027	\$75.12 (transportation)
Director of Communications	Monroe Township, NJ		
Aida Rosario	NJSPRA Spring Workshop	April 8, 2027	\$75.12 (transportation)
Director of Communications	Monroe Township, NJ		

***FOR RATIFICATION**

**Total Number of Conferences: 10
Total Cost: \$12,180.12**

It was moved by Comm. Mendez, seconded by Comm. Nieves that Resolution No. 3 be adopted. 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 Alexander Mendez, Jr.

- Self
- Family
- Passaic County Board of Social Services

Commissioner Hector L. Nieves, Jr.

- Self
- City of Paterson

Commissioner Joel D. Ramirez

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Commissioner Corey L. Teague

- Self
- Paterson Police Department
- Paterson Policing

Commissioner Della Wilder

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

GENERAL BUSINESS

Items Requiring a Vote

Comm. Mendez: Could you elaborate on O-33? Is this an adjunct professor program?

Dr. Newell: This is a professor-in-residence that comes alongside a principal to provide guidance, mentorship and help the staff member with how to view the running of the building and be the second eyes and ears.

Comm. Mendez: Thank you.

Committee Reports

Family & Community Engagement

Comm. Freeman: Family & Community Engagement will meet on Monday.

Policy

Comm. Rashid: We don't have any scheduled meeting. Hopefully we will meet next week.

OTHER BUSINESS

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

The Board went into executive session at 7:51 p.m.

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

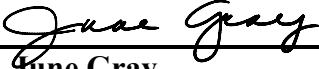
The Board reconvened the meeting at 8:08 p.m.

Comm. Freeman: Welcome back, everyone. It feels good to be back here this year. We're looking for a very productive year. Let's all work together to make the children's educational experience what it needs to be. I'm glad to be here.

ADJOURNMENT

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

The meeting was adjourned at 8:15 p.m.



Ms. June Gray
Business Administrator/Board Secretary