MINUTES OF THE PATERSON BOARD OF EDUCATION
WORKSHOP MEETING

October 14, 2026 – 6:09 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 (Remote)
Comm. Mohammed Rashid
Comm. Kenneth Rosado
Comm. Kenneth Simmons (Remote)
Comm. Corey Teague
Comm. Della Wilder, Vice President

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

Comm. Mendez read the Open Public Meetings Act:

> The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.
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> In accordance with the provisions of this law, the Paterson Public School District has caused adequate and electronic notice of this meeting:
>
> **Workshop Meeting**
> **October 14, 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. Freeman: Mr. President, may I have a point of personal privilege, please? I need for our facilities person to come at some point during this meeting to clear up some things that have been said on Facebook in reference to the School No. 30 playground, mice and roaches in school, and applying for a grant that would help us remove the lead, if it's in the building. I observe things on Facebook and when I see things, I make a phone call and ask, "Where are we with this? What's happing with this? What's happening with that?" When I get the answers and I tell the people who asked me the questions the answers, we still have the Facebook thing. Social media is a great tool and I love it. But when you sit and continue to say things, I have to come back, and I have to have somebody from the administration and the district who works in those departments to come and bring you facts. That's what I want done tonight. I'm

never going to tell people to stop doing what they're doing on Facebook because it's your right, but my job sitting in this seat is to tell you things that are correct. Tonight, those things will be cleared up because those three things bothered me the most. There are other things that are bothering me, but we can't talk about it because we're still in the process of finding out what's going to happen. Those three things in particular will be cleared up tonight. If you have any questions for him, I'm sure he'll answer them. The biggest problem that I have is that it takes a phone call. That's all it takes. It takes a phone call to ask questions. They have to answer them for you. If they don't answer them for you, then you contact a Board member and then let us do what we need to do to get you those answers. To spew this stuff on Facebook as if we're not taking care of it or as if what you're saying is factually true, I can't sit here and just go with that. Everybody has a right to say what they want to say, but as a Board member sitting in this seat, I have a right to provide you with the facts and the answers to your questions. I'm going to say it again – all it takes is a phone call. A phone call can clear up a lot of things, but we don't like to do that. We like to cause a frenzy on social media and that's fine too, but eventually you'll get the facts and that's what you deserve. Nobody is trying to hide anything. Nobody is trying to cover up anything. Anything that you want to see, you're more than welcome to see. It's just like I told the Superintendent. Any type of paperwork that proves what you're saying or asking, ask me for it. I'm not going to have you OPRA it. I will give it to you. I will get it and you can read it for yourself in black and white. You can read a lot of things – where it began, where it started, who started it, and who did what. It's about reading. You have to want to read it. If you want it, ask me for it and I will give it to you. Thank you, Mr. President.

Comm. Ramirez: Comm. Freeman, thank you so much.

Dr. Newell: Thank you, Commissioner and President. At this time, I will have our ABA, Mr. Lance Gaines, come up and respond to some of these concerns.

Mr. Lance Gaines: Good evening, Commissioners and community. I didn't hear a specific concern, so I'll just speak in general to those three concerns, the first being rodent or pest issues. The district is required by the State to have an integrated pest management control system instituted in every single school. There is an integrated pest management book at the main office with each principal. Every staff member or person in that building, including parents who come into the building, have an opportunity to log when they see any kind of pest or rodents. We have a licensed pest control vendor that comes twice a month to each school. Once they see what's logged in the book, they go to those areas. They look for infiltration and areas in the building that may have holes or where rodents can get in. They treat and mitigate those areas where rodents can get in. They also put down traps. In addition to that, we have an on-call pest service. If there are additional sightings or things are brought to the administrative level, we can send out the vendor to do a spot treatment. In terms of integrated pest management, that's what we have. We also have 11 staff members employed by the district in our facilities who are licensed by the State of New Jersey as integrated pest coordinators. In conjunction with their CEFM License, Certified Educational Financial Management License, they maintain their integrated pest control licenses as well. That's how the district handles pest management. The second concern was School No. 30. At School No. 30 years ago, there were environmental issues. We're going back some 20 years ago. The State of New Jersey came in and said that the area needed to be capped, meaning an engineered layered solution that goes on the ground and caps all of the contaminated soil. That was done some 20 years ago and I can get the exact year for you, Commissioner. Once that's done that soil cannot be disturbed. That cap cannot be disturbed. Once that cap is put in place,

there are no longer any more environmental issues. There's a playground and field there. We know that there is a track there. That area is safe for students and residents as long as the cap is not disturbed. That cap has not been disturbed. The playground itself that sits on the cap has structural issues. The playground itself is not safe. It has been taken offline. In order for us to replace the playground, we'd have to do some digging, which would disturb the cap. In order to do that, we'd have to get substantial involvement from the State of New Jersey. We'd have to go through various protocols and procedures. It's a lengthy procedure. We'd have to excavate and remediate the site and it's very costly. That has not been done, which is why the playground has remained offline. The third issue is the grant. The federal government released the Securing Our Children's Future Act, which allotted school districts the opportunity to apply for funding to remediate any lead water situations in their potable drinking sources. The deadline to apply for the grant was November 2025. The district successfully applied and submitted the grant to the State of New Jersey. We applied for an excess of $6 million to replace potable drinking water sources and filters. To date, we have not heard back yet. The contact from the State of New Jersey says the legislation should be getting back to awarded local education agencies by next month, so we hope to hear by next month. That grant opportunity was specifically to address lead and water at our various schools.

Comm. Ramirez: Is there any follow-up question?

Comm. Rashid: You mentioned earlier 11 employees who are certified? Where are they located, in this building?

Mr. Gaines: They work out of our facilities department, which is at 200 Sheridan Avenue. However, those 11 folks are assigned to various schools.

Comm. Ramirez: Just to recap, on the lead grant issue, we've met the deadline to apply. We're just waiting for legislation and appropriations and all that.

Mr. Gaines: Correct.

Comm. Ramirez: On the rodent and roach issue, we do not have any case of infestation that would put the health of any of our children or staff in danger.

Mr. Gaines: Correct.

Comm. Ramirez: The School No. 30 playground is an issue that has been going on for two decades.

Comm. Freeman: Was the grant based on a first-come-first-serve basis?

Mr. Gaines: It was not based on availability of funding or who applied to the grant first. It was a grant opportunity for local education agencies. As long as you got your application in by the deadline, you were considered a part of the pool for potential award.

Comm. Wilder: You mentioned that if there was a rodent situation it would be logged when it was remediated or how it was treated. Is that log always available for us to see?

Mr. Gaines: The log in the main office at every single school is open to the public and all employees. The treatment or any remediation that was done, we can provide those

records. When the vendor sends in their paperwork to get billed for the district to pay the invoices, they would tell us what kind of remediation they did. The log that sits in the main office for the public shows date, location, what you saw and logged by whom. You can see on an annual basis what was logged.

Comm. Wilder: I know this sounds a little redundant, but I want to make sure there are no issues in any of our schools at this time.

Mr. Gaines: Commissioner, I have not been made aware of any widespread issues of rodent infestation in our schools.

Comm. Wilder: Thank you.

Comm. Ramirez: Are there any other questions?

PRESENTATIONS AND COMMUNICATIONS

NJSLA State Assessment

Dr. Newell: At this time, we will have an update on our NJSLA State Assessment. It will be provided by Mr. Luis Valentin, Director of Assessment, as well as Ms. Joanna Tsimpedes, Assistant Superintendent of Academic Services. One of the things that they will be emphasizing is, similar to the NJGPA where it's a brand-new assessment, we cannot compare from last year to this year because it's a new assessment. It's an adaptive assessment, which they will go through similar to what was explained during the NJGPA.

Mr. Luis Valentin: Good evening, Commissioners. Today, we're presenting the 2025-2026 NJSLA-A data, as well as the 2025-2026 NJSLA science data. The New Jersey Student Learning Assessments are designed to test students on ELA. It's focused on reading and comprehension. There's writing effectively. It's scored on a 5-point system. There are five levels of proficiency. For grades 3-8 Algebra I, Geometry and Algebra II, it's focused on applying skills and concepts, understanding multistep problems, modeling word problems and it's scored on five levels of proficiency. For science grades 5, 8 and 11, that's focused on applying skills and concepts, proficiency in using the scientific and engineering practices, heavy emphasis on data analysis, and is scored on four levels of proficiency. They are both measured through selected and constructed responses. In the 2025-2026 school year, the ELA and math assessments were changed to adaptive assessments that adjusts questions based on student responses to previous questions. The science assessment remained the same. We are looking at the same test year-to-year. In ELA and math, it’s a different test. How did the scoring change? For the NJSLA prior to last school year, the scale score was 650 to 850 across all grade levels. The assessments are scored on five performance levels and the proficiency target was Level 4 and 5. Again, Level 4 was 750. 750 was the cut score for passing the previous ELA and math assessments. This year, due to the adaptive nature of the test, the scoring has changed. Now we're looking at a grade-specific as well as subject-specific scale score. The performance levels are still across five different performance levels and we're still looking at four and five to meet expectations. I won't go through the entire chart, but as you can see, grade 3 needs a 1446 to hit Level 4 and grade 5 is 1475. It changes by grade level. Here are our results. For NJSLA-A, for 2025-2026, we did see a drop in enrollment across all grade levels. For ELA 3 we're looking at 20% proficient. ELA 4 is 21% proficient. ELA 5 is 25% proficient. ELA 6 is 24% proficient. ELA 7 is 27% proficient. ELA 8 is 29% proficient. ELA 9 is 15% proficient. If you look at our district aggregates, for grades 3-8

you're looking at 24% proficiency. For grades 3-5, we're looking at 22%. For grades 6-8, we're looking at 27%. Since only ninth graders took ELA, it's the same percentage you're seeing for ELA 9. Here is the same data represented across three years in a graphical format. I do understand that you're looking at 2024 and 2025 school years. However, please keep in mind that the state has emphasized, and we are also emphasizing that this is considered a baseline year. When next year comes in, we can start comparing apples to apples. Right now, we're comparing apples to oranges. If we look at the state results, for ELA 3 the state was at 48%. For ELA 4 the state was at 46%. For ELA 5 the state was at 52%. For ELA 6 the state was at 51%. For ELA 7 the state was at 56%. For ELA 8 the state was at 54%. For ELA 9 the state was at 51%. If you notice year to year, the state experienced similar fluctuations as we did. Again, this is a baseline year. Going over our ELA performance overall, for the district we were looking at 23% proficient. For our female students that's 25% proficient. For our male students it's 21%. When looking at our subgroups, our Hispanic and Latino population was 20%. Our Asian population was 54%. African American was 19%. White was 38%. For economically disadvantaged, those that were not were 22% and those who were 24%. Students with an IEP were 7%. Students without an IEP were at 27%. Students with a 504 were at 26%. Looking at our English language learners, students who were not were 33%. Students who were are at 5%. Keep in mind when looking at these results that for multilingual learners on the first year, once they get into the district, they have a one-year waiver for the ELA assessment because they're new to the country. However, after that one year is up, it's done. If we had a student who came in May of last year, they're not exempt for it this year. If they came in June, they are exempt. That's just a little bit to keep in mind when you're looking at ELA scores. Most of our students take that test. Moving on to math, we have the old scores there for historical purposes. However, this is a baseline year. Looking at math 3 we're at 21%. Math 4 is 19%. Math 5 is 18%. Math 6 is 14%. Math 7 is 13%. Math 8 is 9%. Algebra I is 16%. Geometry is 22%. When we look across all three years, this is the same data you saw in the previous chart in a graphical format. This is a baseline year. Looking at a state comparison, math 3 was 51%, math 4 was at 47%, math 5 was 46%, math 6 was 40%, math 7 was 38%, math 8 was 23%, Algebra I was 40% and Geometry was 51%. When looking at our subgroup data overall for the district, we're 16% proficient in math. Our female students were 14% and males were 17%. The Hispanic and Latino population was 13%. Asians were 44%. African Americans were 9%. Whites were 32%. Students who were not economically disadvantaged were at 13% and students who were, were at 13%. Students with an IEP were 4% and without an IEP were at 19%. Students with a 504 were 20%. Students who were not English language learners were 20%. Students who were English language learners were 8%. I do want to mention that with the math assessment all students take that test inclusive of students who just came into the country. But the test is offered to them with accommodations inclusive of them being able to take the test in Spanish. Unfortunately, the state does not provide it in any other languages. For the Spanish speaking students who are new to the country, they do have an opportunity to show what they know in math and not have the language barrier for them. For science we stayed flat across every grade level. Science 5 was 10%, science 8 was 4%, and science 11 was 6%. Here's the same data in graphical format that's a little easier to look at. You can see a three-year comparison. On this one, you can compare year to year because it is the same test. When looking at the state versus district results, the state went from 30% to 27%. We went from 10% to 10%. On science 8, the entire state stayed at 19%. We stayed are 4%. For science 11, the state dropped by 2% from 31% to 29% and we stayed flat at 6%. For our subgroups, for district totals we're looking at 7% proficient. For our female students it's 6%, male students it's 8%, Hispanic and Latinos it's 6%, Asian it's 18%, African American it's 5% and white is 14%. Economically disadvantaged students were no different. It was 7%. Students with an

IEP were at 1% and with no IEP at 8%. 504s were at 9%. Our English language learners were 1% and if they were not, 9%. Again, this test was available in Spanish for those who required it.

Ms. Joanna Tsimpedes: Now that we have the data, what do we do with the data? We have interventions and supports throughout our school district. We have ensured that there's consistency with programs so that whatever one school has the other school also has to make it equitable. We have Beable, which is our ELA and social studies platform and has career life skills embedded in it. We have NewsELA Science for grades 3-12. ALEKS is our intervention for math in Algebra I in grade 8 and all of our high school courses. Amira is for grades 3-5. SuccessMaker is for grades 2-5 math. Tutor.com is something that we have continued to push with our students. It's live tutoring support. It's not AI. It's an actual live person that we have for grades 6-12. It's accessible in over 200 languages and 363 days. They don't do Christmas and New Year. They do every other day 24 hours a day. They do not provide answers. They coach. We have consistently been going to the schools and promoting this with our middle schoolers because it is having a private tutor at home at no cost to our families. What do we do with the intervention platforms? How do they impact student achievement? The intervention platforms target individual skill gaps that the students have. It provides teachers with reports that give them the areas of need for children. As we know, every child is different and has a specialized support that they need in order to move to mastery. If they have already been proficient, the goal is to continue to enrich them to move them to a higher level. We have increased instructional opportunities so that our students have additional focused learning opportunities. You see after school programs. We offer additional programs in-house for our students to participate in at no charge. Some schools have morning ones, and all students have been afforded the afternoon programs if their school has one running. We also provide immediate and targeted feedback with our intervention platforms. It is real-time data based on what students are providing as input into the system. It affords timely progress monitoring data. We want to make sure we're seeing student progress. Is this intervention working? Are we seeing students moving from level to level? If they stay flat, that means we need to provide additional intervention to that student. It may be additional small group instruction or individualized support versus the intervention that everyone else is doing. It also allows for accelerated achievement. We always focus on the intervention, but we have an abundant amount of students that we continue to enrich to move them and push them forward because we do have that level of students in our district. We continue with the 5 Levers of accelerated achievement in the district, and this comes with Paterson's Progress Plan that Dr. Henderson and Dr. Newell have discussed for the last three years. The most important thing is understanding what the data teaches us and what it tells us. Data tells a story and we need to be able to take that information and transcribe it into what a child needs to get them to the next mark. It's like a prescription. We continue data analysis throughout the school year, focused on grade level. As Mr. Valentin said, this is a baseline year. The blueprint of the test is new to us. We are looking now at the new evidence statements that are put out from the state to help us determine what is needed in order for the student to mark mastery of a standard on the assessment. We're looking at standards in skills and at our formative assessments that we have produced in-house, as well as our summative assessments we just reviewed. Currently, we're in the distribution and analyzation of the data. Today we had all our supervisors working on the evidence statements, bringing them in. Again, Cambian is a new platform that has been introduced to us so we need to learn how to maneuver it and extract the data so that it becomes real to us and then we can provide those specific interventions to our students via the teachers. We are obviously presenting the information. This is right on track with where we need to be with our presentations for our data. We're also providing professional

development through job-embedded coaching because that is the best type of professional development to provide teachers right in the classroom, supporting them and showing them what the expectation is. We're continuing to have learning walks, visitations and lesson plans reviewed to ensure that the lesson plans are aligned to the curriculum as well as the instructional strategies that have been provided. For this school year, we're continuing professional development on multilingual learners, small group instruction, data literacy and analysis of skills. We have our LinkIt benchmark, which are our formative assessments in-house that gauge where the students are with regards to grade level mastery. We have our data meetings that continue throughout the school year, starting with principals who monthly meet with the Superintendent and Deputy. We review the various data points coming into us. We're also conducting focus classroom visitations, both with the schools and district administration. We have our intervention platforms. Training is provided to teachers on district interventions. We're also continuing the Science of Reading Professional Development. Last year we focused on teachers in grades 2-5. This year we're focusing on k-1 teachers because it's important that the foundational skills, based on the research, are consistent across all grade levels. We're doing refresher training for grades 2-5 because we know it works. The Science of Reading is proven and we need to make sure that as we have new teachers on board that they are up to date on the skills necessary for instruction in the classroom. That is what we have this evening. Being that it is a baseline year for us, it is almost starting over back to the days of when we had PAARC and we had to understand how it navigated. Being that it's an adaptive test, it's new to us because we've been all taught that students are working on the same assessment across grade levels. Based on how they answer the questions, it brings them down or up, but they still are tested on grade level standards. If they're a fifth-grade student, it's not bringing it down to a fourth grade. It's just modifying the question down to that same grade level but in a different manner, whether the child needs it reworded in a different manner or they need to excel. I just wanted to make that known. The test is not bringing it down. It's still across grade level standards and expectations.

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

Comm. Wilder: I heard you say that the children can attend the after-school programs if their school has it. Are children allowed to go to other schools if their school does not provide that particular service? Does the parent have the right to say, “The next neighborhood school is providing this service and because my school doesn’t have it, can my child attend that program?”

Ms. Tsimpedes: We've never had that asked. Most of our schools do have the after-school program. If not, they have the morning program. There are also other programs in the schools that run through the community. If there's a parent who wants their child to go to another school that's in their neighborhood, I don’t think that would be an issue. We would just have to make sure the child gets there in a timely fashion because these programs do start at 3:15 right after school dismissal. Some choose to go to 4:30 or 5:00 depending on how they structure the hours of their programs. If there are parents who are looking for a program and their school does not offer it, that's something that we can have a discussion about and see what would work for that child.

Comm. Wilder: Also, can we get a list of all those schools and what programs they offer? I also heard you say that there may be some community after-school programs. Are they given the training and opportunities so that they're getting the same thing? My pet peeve about programs like that is they just become babysitting services. I want to make sure that if we are paying or if they are being paid, that our kids are getting the equal amount of services that the other schools are getting. For example, if I have an

after-school program with an outside entity and you have a district after-school program, I want to make sure the curriculum or services we're providing are an even swap. If you have a community after-school program or a district after-school program, the kids are still getting what they need. No one has given it to me yet. I've been asking for it for four years. I want assessments on our after-school programs. If they're not working, especially those that operate in our district that aren't really paying a full ride, then I think we need to reassess that. If after-school programs are supposed to enrich our children, then I think it's really important that they're equal, everything is above board and every child is getting the same input. The other issue is the interventions and supports. I see we have six programs and I'm excited about that, but I would like to know how many of our kids are actually using the programs. We pay a lot of money to some of these things and if they're not being utilized, then we need to revamp and look at that. I'm really concerned about parents knowing. I'm very observant, so forgive me if I'm calling you out. I want to make sure that our parents are educated about these particular interventions and supports because we're making it happen. If they don't know about it and they're not utilizing it, then we're really not making it happen. I would love it if we could get the information or whatever they have to do on a little pamphlet given to our Family & Community Engagement.

Ms. Tsimpedes: We have that. When we just had the welcome back conference in September at both Eastside and Kennedy, I had my team there from all content areas providing the resources that we have on hand. We also have it on our website under our curriculum page. With regards to tutoring, we have continually put information out even on the website as well as promoting it at schools. My deputy director of accelerated programs has gone and spoken to middle school students in the past about the importance of using it and what a great resource and tool it is. They're all on our website. I run reports every week to look at the usage and those are sent to the administrative teams of each school so that they can see whether they're making progress and where the moves are. When we're not moving the needle because the students aren't using it, then we have a conversation with the administrative team. This is supposed to be a tool to help our students, especially if we're looking to move the needle. These are absolute conversations that happen. The reports go out weekly to the administrators of the building, inclusive of all the cabinet members, so that when they're going in to have their meetings with their principals and teams there is a topic of conversation as it relates to data usage and are we seeing students move the needle when it comes to the skill sets being addressed within these intervention platforms. We can refresh and put it on the district website again. We can have it come more on the newer things as it comes to Tutor.com. It's a shame that we don't have more usage of it because it is a live tutor one-on-one for a child. They're very alert and give feedback. We even see the scripts that come so that we can see the dialogue that's happening. It's available in so many languages that it really is an added benefit to our families at home.

Comm. Wilder: I would also ask through the President if we could make a poster especially for the live tutors online and put it in every one of our schools somewhere in the main office. When parents come, they can see that this is available. Maybe we can have a QR code where they can take the information. If you don't know about it, it's not being utilized to the fullest. On that note, this might be a little off topic, but I really would hope that we can get our television channel back. That has always been a great way for people to just go right to the channel. You see all the different things happening. Something like that being advertised would be great. I don't know where we are at finding whatever we were looking for to get that channel up and running, but I find it to be a great tool that needs to be utilized. I feel like we have all this stuff, but if nobody knows about it then it's not worth having. I would really like to see something go up in

our schools. The same way they put our picture up I think this is more important than that. There should be some type of poster in every school that says if you need tutoring, it's free. Go to this QR code and make it happen. I'm sorry I took up so much time, but for me this is important. When you look at these scores, it bothers me. The only way to get it better is to get those enrichments, interventions and supports to make our kids and grade levels go higher. Being at 1% and hearing 14%, we didn't even get to 50% on anything so that's a bother for me. If I'm going to sit in this seat, I want to sit here knowing that I'm giving it my all while you guys are giving us your all. If all this is not going to our kids, to me it's a waste of time. Thank you for listening.

Dr. Newell: I wanted to respond to your question regarding the database that you were requesting. I will have Cheryl Williams send it again. It was sent in the spring. I think it would be useful for all the Board Commissioners to get it. We sent it in the spring, and I'll just ask Cheryl to send it out again tonight. I think it's a good look to read it.

Comm. Ramirez: Are there any other questions? Thank you very much. I know it's a base year so next year expect to be grilled. We want to see the needle move in the right direction. I know the team is putting in a lot of effort to make sure that we do. Thank you, Comm. Wilder, for all those valid concerns and points. Thank you very much.

District Goals Action Plans:

1. **Enhance School Safety and Security for Students and Staff**
2. **Increase the Graduation Rate**
3. **Reduce Chronic Absenteeism**

Dr. Newell: Thank you, Mr. Valentin and Ms. Tsimpedes. At this time, we will be doing an update on the goals which were crafted in collaboration with the Board Commissioners. There are three goals – (1) Enhance School Safety and Security for Students and Staff; (2) Increase the Graduation Rate; and (3) Reduce Chronic Absenteeism. At this time, I'm going to ask Director Dalton Price to come and present Goal #1.

Mr. Dalton Price: In order for us to speak about where we're going, we have to speak about where we've come from. How did we get to where we are now? How do we move forward? The guiding philosophy and outlook for the district is effective school security requires more than personnel assigned to posts. It demands discipline, structure, accountable leadership, comprehensive training, and responsible stewardship of district resources. We have to make sure that we're using the resources that we have properly in order to move forward. The core focus moving forward is data-driven deployment and continuous operation audits, ongoing alignment between safety staff, school administration, and first responders, and sustainable systems built to maintain high safety standards year after year. Here are some of the things we have accomplished before today. Performance & Fiscal Scorecard - in the area of organizational structure, we did not have a defined reporting line, so we created a table of organization with a chain of command. Contract for staffing – we had 177 contract guards, and we reduced to that to 155 positions, saving the district money. Vendor non-compliance – we had to absorb the cost from vendors who were not being compliant with us when we had to enforce certain things in our contract. This resulted in the district, specifically security, saving $2.8 million. Police overtime – there was a high expenditure in police overtime which was not being monitored correctly. Once we looked into it, we saved the district $116,000. Unfilled post penalty – we implemented a $400 per person/per day penalty for every guard that wasn't on post. That's where the $2.8 million savings came from. Training and readiness – it was ad hoc and

inconsistent. We now have standardized lifesaving and crisis training. Career progression – most of the hiring was done from outside the district. Once we got here, we made sure that we defined the contract-to-district promotion track, which means at this point 90% of the board guards in this district have been hired from the contract company. They were already working in-district. They already knew the facility. One of them has been in the district for 18 years and was still a contract guard. All we did was change the path on the person. There was no training required. They came over and did the job outstandingly. Five Core Security & Operational Tasks – Multi-Layered Morning Entry, 911 Inform Emergency System, Guard Metrics Mobile Logging, HALO Environmental Analytics, and SSDS Incident Audit Rigor. Morning entry system – the objective is to establish an efficient multi-layered morning entry process maintaining uncompromising security standards while eliminating arrival bottlenecks. What was happening at the schools, especially with the metal detectors, is that there was a bottleneck which caused students to get into the schools later than they should have. We looked at how we could improve on that process. We have processes in place which help us to speed up this process. From a security standpoint, most people look at an active shooter as someone that gets inside your building. The reality is one of the most dangerous times is in the morning. Our students are in the playground. You have a playground with 200-700 students outside. That is a perfect opportunity for an active shooter. Our goal is to get our students inside the building and off the playground as soon as possible and we do this school by school. We don't have a standard across the district. If it's not working at one school, we go to that school, evaluate the issue and upgrade that issue. One system is the Evolve system that we're looking at. It allows folks to walk through. It can do 1,200 students in an hour. Maybe we can move to that sooner than later. Unified emergency communication system – 911inform is an app that goes on the phone and desktop. It connects school facilities directly to emergency personnel the moment a 911 call is placed onsite, enabling districtwide alerts and rapid dispatch. If I hit active shooter on my phone, it goes to the Superintendent, everyone on the cabinet level, to the principal in that building and to the police. Automatically there's a response. It also puts the school in shelter-in-place for a lockdown. Everyone is notified and they can start to move to the position they need to move to. 911inform is a vertically integrated system. It starts at one level, and we can purchase and go up to where we need to be to where we can actually lock and unlock doors from our cellphone. All these things exist inside of 911inform. Guard metrics – implementation of guard metrics as the department’s mobile data collection and patrol verification system for daily accountability and real-time hazard documentation. As the guards are in the building, they scan different locations they've been in. They also can report any hazards such as unlocked doors, broken locks and broken windows. This can go to facilities or anyone in the district that it needs to go to and these things are addressed immediately. We have processes in place now and this makes it even quicker. It's a backup system to make sure these things are getting done. We're looking to have a 20% reduction in facilities response. There are some things that facilities can get to right away if they know about it. Instead of putting in a work order and waiting for them to get it with an email to fix it, this will speed up that process and make buildings safer. HALO smart environmental and crowd analytics – this is a vape detection system. It monitors chemical vapes and THC in restrooms. It does people-counting. It detects unsafe crowd density in enclosed areas. Emergency keywords – acoustic detection of aggression and distress phrases. Loitering detection – if a certain amount of people are in the bathrooms and it starts to build up; there's a detection that goes out to security. Emergency keywords – we can build into the system any word that we want. It can be ‘help’, ‘get off me’, or ‘stop’. If someone says that in the bathroom, an alarm goes out and alerts security that something is wrong. The camera system in the hallway turns toward that door so we can see whoever comes in or goes out of that bathroom. SSDS data integration and compliance audit - strengthen accuracy, consistency and reliability

across the District's School Safety and Discipline System reporting process to ensure documented incidents match official state reporting. We found there were two different documents being sent and they didn't coincide. My office reports what we get on the SSDS. We were not receiving certain documents because we don't report on them. We're getting any document that should apply to an SSDS. We're getting both documents to make sure that they work together. This would guarantee at the middle and end of the year all these numbers match. Once we went back and did the research and audit on at least 300 of the SSDS, we found out where the issue was and fixed it going forward. Thank you.

Comm. Simmons: Thank you, Mr. Price, for the presentation. I was excited to hear about some of the things you mentioned like the Evolve and HALO systems. These are systems that I'm extremely familiar with because I've rolled them out in other districts. Unless I missed the meeting, I don't recall hearing this type of report before. Has this information been shared with the Board before?

Mr. Price: I have not reported this before, no.

Comm. Simmons: Have you documented any other gains since you've been here?

Mr. Price: Since I've come to the district, I've documented everything that I've done. In the third slide, that is just a breakdown. I keep a running tab of all the improvements I've made in the district since I've come here. I do have that documented.

Comm. Simmons: The Board has been talking about safety and security. It's been a constant topic. Has that been presented to administration or anyone?

Mr. Price: It has not. This is something that I started when I came into the district. My responsibility when I came to the district was to make sure I left the district in a better place than I found it. In order to do that, I had to document my goals and gains as time went on. That is more of a record that I keep so I can see what my progression is. When I decide to leave this district, the staff and the students are in a better place than they were when I came.

Comm. Simmons: Thank you, Mr. Price. Mr. President, because safety and security is one of the goals, I would ask that we receive regular reports like this. Secondly, when it comes to the systems that were mentioned, such as HALO and Evolve, we should look at what it would take to put those systems in place. There is a financial component, and we have a large district. What would a possible pilot look like and what buildings would they go into? If we can get those on a regular basis and then a plan for implementing those measures that would be great.

Comm. Ramirez: Madam Superintendent, this can go to the operations committee and that discussion can be had. Are there any additional questions for Mr. Price?

Dr. Newell: Thank you, Director Price. Next, we will have Goal #2, increasing the graduation rate by Ms. Tsimpedes, Assistant Superintendent for Academic Services.

Ms. Tsimpedes: Good evening again. Goal #2 is to increase our high school graduation rate. We planned to come up with an actual increase that the district is going to be working towards based on the graduation rate that I presented at the September meeting. Our current preliminary graduation rate is 77.5%. That is still preliminary as we are awaiting the final report from the NJDOE which will come to us at the end of October. The goal this year is to increase our high school graduation rate to

79%, which is a 1.5% increase from the previous year. The goal is to implement early interventions to keep students on track for a high school diploma and increase the graduation rate. October's plan is to roll out what the actual plan will be and how we will get to the end goal. In January, I will be back to provide a midyear review of where we are as the goal is moving forward. In April, we will have our progress update with regards to Credit Recovery. Just be mindful that we will not have the final result of the goal until October of next year. We will have a preliminary number in September, but our final assessment from the state will be in October of 2027. How are we going to continue to see an increase in our graduation rate? The first thing we're going to do is have our principal cohort reviews. This is something that has already been scheduled. I've scheduled five meetings throughout the year with each high school, inclusive of various stakeholders. They will review where our students are in their senior cohort. We need to ensure that they are on track to graduate. We will evaluate where they are with their credits. Today we were over at one of the high schools working to identify our at-risk students. Based on our cohort reviews and looking at where our students stand with credits, we then will have a credit audit and recovery. We look to see that our juniors and seniors are assigned Credit Recovery. That means that if they have failed a course through their high school career, they will be able to remediate that and take the course after school. The first session runs from November through February. The students are allowed to take no more than two courses. Attendance is mandatory in order to receive credit for these classes. The second cohort runs from February to May. Two courses are the maximum that they can take. Seat time is mandatory. Then we have targeted senior plans. One of the most important things at the beginning of their senior year is to meet with their families to determine where they are in their trajectory to graduate. From central office we identify who are the students who need to be put on an academic risk plan to ensure that the parents are aware that they have to pass all the courses that they currently have on their course load and what additional courses they would need for Credit Recovery in order to meet that mandate of 125 credits for graduation for June. This requires individual plans to be created, mandatory parent conferences, as well as everyone working as a team to ensure the success of our students. This process does not just start at senior year. This is something that starts from freshman year. Traditionally, in junior year we have a universal junior transcript review conference with the families. This is where our guidance counselors, child study team and administrative team meet with the parents to discuss where their child is in trajectory with graduation. What do they need to do in the senior year to maintain their course load so that they can graduate as a cohort that June? Our cohort data reviews are starting now. They involve a slew of administrators and school teams. It is not just the schools that are the focus. It is also how the central office supports the schools in order to ensure they have the supports they need. We have quarterly principal meetings and school data updates for at-risk students, and that's something we currently are doing in person at the schools. We have credit audits and recovery to ensure that students are provided the opportunity to take the courses they need if they have failed a course or need credit accrual to graduate by June. We have our at-risk senior reviews which have started. The onus falls on the school along with the district administration because we need to ensure cohesiveness and accountability. Universal junior transcript review is pertinent and is the most important part of a student's trajectory in high school because that will determine where they are in graduating on time. That is the most important thing, to provide the supports in place for our students to graduate and move on to a successful career, college education or trade, whatever is their choosing. We have performance measures and target outcomes. We have real time data looking at where students are every marking period and how they are doing in their courses. Are we having students who are at risk of failing course? What are we doing to remediate that so that it doesn't continue? The first marking period is very crucial because we don't want students to be discouraged. If they had a rough first

marking period, we want to continue to encourage them to know that they can still build their grades up and get to that finish mark. Credit Recovery success is monitoring where the students are. Are they attending? If they're not attending, a phone call is made to the family so they are aware that their child is not attending and it will affect their graduation completion date. Family engagement is very important. We need the support of the families and understanding that we cannot do this alone to ensure a child gets to the finish line as a senior. We ask our parents when we have these mandatory transcript reviews to attend and understand what their child's individual plan is to get to the finish line. Especially with our at-risk seniors, we have families come in and discuss with them, so they understand what needs to be done to get there. Are there any questions?

Comm. Ramirez: Thank you, Ms. Tsimpedes.

Dr. Newell: Thank you, Ms. Tsimpedes. Next, the third and final goal is to reduce chronic absenteeism, and this will be presented by Assistant Superintendent of Special Education, Ms. Cheryl Coy.

Comm. Ramirez: Cheryl, can the Board get the presentations from Ms. Coy and Mr. Price. We don't have them here on the dais. If we don't have copies, can we just make sure every Board member gets a copy? Thank you. We only have the increase in high school graduation.

Ms. Cheryl Coy: Goal #3 is to reduce chronic absenteeism by 2.5% or more. Last year's chronic absenteeism rate was 36.02%. The goal initially is to reduce it by 2.5%, but the team is really working harder to bring that number down. So far, we have established a districtwide attendance trend review process. We implemented a consistent process to monitor attendance data. I want to give you a snapshot of what that looks like. For the first 15 days of school, the attendance team of four did nothing but run attendance data for every school in the district. The goal was to capture any student who had not shown up, any student who showed up and then stopped coming, and to make sure communication was made to keep these kids in school and find out why they are starting the school year with a high level of absences. We also partner with other departments such as Family & Community Engagement and Instruction & Program with regards to finding these parents. Each school now has an established ARC committee. The Student Attendance Department as well as Family & Community Engagement meets with those committees in order to discuss students who are at risk. Districtwide attendance campaigns have been started. The Department of Student Attendance last year started a 180-day rule. If you look them up on the district, you will see they have flyers on the importance of being in school 180 days. We are sending out emails, text messages and Robocalls to families to let them know the importance of being in school every day. We don't look at it as six and a half hours. We break it down literally by minutes. Parents need to understand when that time is missed it's something that can't be recouped in one or two days when you have chronic absenteeism. We tailor school and family supports. We provide individualized supports based on the student's need, including academic and social/emotional behavior needs to reduce barriers. Between Family & Community Engagement and the Department of Student Attendance, they're working with a lot of external organizations, even the McKinney-Vento team, in order to make sure that resources and supports are in place for families that are in need. The goal to improve attendance through data management processes has taken on a life of its own. That team is working really hard to scrub the data for accuracy and to ensure that no child falls through the cracks. We did a massive scrub over the past 15 days just for the OSSA report that's uploading tonight. It's amazing what you will find when it comes to the attendance issues. We may just look at it with

the naked eye and think it's not a big thing. We had kids who came in on day 1 and 2, but due to personal reasons just fell off the radar. We have a lot more of the PTO staff members being built. Kennedy has a great one I met today. Bridget Arrick is working with that team to create workshops for parents. She did two workshops last week, one for Kennedy and one for Eastside, for parents in the morning and at night to discuss with them the importance of attendance. A lot of the Family & Community Engagement and Department of Student Attendance staff are also doing the same thing. They have constant workshops going on to let parents know the importance of being in school every day. One day absent is a major loss of instructional time that you can't make up. One of our schools who highlighted their attendance event is School No. 15. They're doing movie night. School No. 2 used to do it every year. They're doing a movie night, and the movie is *Why Attendance Matters*. We're going to get a calendar of events that are being done across the district to share if any one of you wants to pop in. The teams are working really hard. They're taking the data very serious so that no student falls through the cracks. We have partnered with many other organizations outside the district to get additional supports in place for students and families. Those teams consist of the Department of Student Attendance and Family & Community Engagement. We shared the information with the assistant superintendents. We get buy-in from principals and ARC committees at their schools. We have the school-based attendance teams. The campaign is going. We have targeted school and family interventions and data-driven processes. Again, the goal for us is to exceed that 2.5% chronic absenteeism improvement. Are there any questions?

Comm. Freeman: How are the parents notified if the child is absent from school?

Ms. Coy: There's an automatic system Robocall. At 10:00 the system will capture who's here and who's not. There's a generated notification that goes out by Robocall. Ms. Rosario from communications just added the option for text messages. If you send that call to 'do not disturb', you're going to get a text message and a voicemail. The attendance committees, school ARC committees and Family & Community Engagement are calling homes. At some point they're going to get inundated with phone calls. We called a parent last week to tell them their child hadn't been in school for two weeks. Dad said, "I drop her off every day." We told him she's not coming in. The next day she showed up.

Comm. Freeman: Do we use the emails?

Ms. Coy: They do, if there's an updated email. That's another thing we have to make sure of. If you change your phone number or email, let your school know right away so that information can be updated so you get constant communications.

Comm. Freeman: Thank you.

Ms. Coy: You're welcome. Are there any other questions?

Comm. Ramirez: Are there any other questions?

Dr. Newell: Thank you, Ms. Coy.

REPORT OF THE SUPERINTENDENT

Dr. Newell: I'd like to start by acknowledging National Principals Month. We are highlighting the month of October as National Principals Month. I want to thank our principals for all they do for Paterson Public Schools. Each day they support our

teachers and staff, build relationships with families, and help create schools where our students feel welcome and ready to learn. Their work takes dedication, patience, heart and steadfastness. We deeply appreciate the care they bring to our school communities. To our principals, thank you for your leadership. I look forward to seeing you tomorrow and speaking with more of you at our principals' meeting. Thank you so much. Next, I would like to speak on the STEAM High School groundbreaking that we had on September 23. We celebrated an exciting milestone as we broke ground on the new STEAM High School building. Our students joined Board members, district and school leaders, elected officials and community partners to mark the beginning of construction. With the Schools Development Authority (SDA) funding and managing the project, the new school will give our students more opportunities to explore science, technology, engineering, art and mathematics while preparing for their future. It was a special day for Paterson and a meaningful step towards giving generations of students the learning opportunities they deserve. Thank you to everyone who is helping to bring this vision to life. I want to also acknowledge an event that we had on September 24. It was the Paterson Public Schools golf outing. The fund for Paterson Public Schools partnered with the Board of Education to host the first Paterson Student Golf Classic at Black Bear Golf Club. Community leaders, local business representatives, district administrators, staff and students came together for a special day focusing on creating opportunities for our wonderful students through scholarships, partnerships and programs. It was a great example of our community coming together to support our students. We thank everyone who made it a success. The proceeds will go towards scholarships and anything that we can to help our students succeed. Board candidates' meetings were held on October 5. On Monday, we hosted an informational meeting for Board of Education candidates to learn more about Paterson Public Schools and to ask questions about district operations. It was a nice opportunity to share information and help the candidates for this year's election better understand the work we do to support our students, staff and families. Thank you to those who joined us and all the best with your campaign. Eastside and Kennedy athletics homecoming and senior night were held on October 8 and 9. Both celebrations recognized our student athletes and seniors and brought our school communities together in a show of school pride. Thank you to the school and district leaders who helped make these events a success. For more information on these and other district sponsors, celebrations and events, please see our official newsletter *The Pulse*. All issues are available on our district website. I wanted to address something that has been coming up, special education paraprofessionals. In a prior Board meeting, I addressed rumors that have been circulating. It appears that the message has not reached everyone because these rumors continue. I want to take this opportunity to reaffirm the district's commitment to our employees and to provide more clarity. Paterson Public Schools is not outsourcing, nor does it intend to outsource special education personal assistants. The Human Resources Department remains in regular communication with PEA leadership and the district's position has been clearly communicated to union leadership. Moreover, the district is actively developing a plan to create additional in-district assistant positions as part of next year's budget. Our commitment is to retain and strengthen our in-district workforce, support our dedicated staff and ensure our students continue to receive the services and support they deserve. Finally, I'd like to address the 2025-2026 reduction-in-force. I want to address this directly as there have been some statements, conversations and social media commentary circulating across our community. These narratives completely minimize the relentless work our team performs every day to recruit talent, fill teacher vacancies and keep our exceptional educators in our classrooms under tight fiscal constraints. Across the 2025-2026 school year, a total of 91 staffers were impacted by the reduction-in-force to ensure budget stability. Through prudent management, we have already recalled 32 of those staffers back to work as of today. Despite necessary budget adjustments, our focus on student outcomes is

yielding real measurable progress and major structural improvements like our districtwide school realignments. Regardless of side chatter or press headlines, the district is standing on solid ground and our commitment to our students remains unshakable. So let me repeat – we cut close to 300 positions. However, these included positions that were vacant. They also included positions that had staff members in them. The majority of the positions cut were vacant. While you may read that 208 teaching positions cut, I want to be clear that of these, 39 were actual staff members. On the non-certificated side, a total of 109 positions were cut. Of that number, 50 staff members were cut. As I mentioned, we have started recalling staff members. Of certificated staff, we have brought back 13 and non-certificated 19. We will continue to manage our resources responsibly and support our staff to keep our students' needs at the center of every decision we make. Thank you.

REPORT OF THE PRESIDENT

Comm. Ramirez: In the interest of time, I will skip my report for today. I see a lot of families with children here. I want to make sure everyone gets to bed early so I'm not going to bore you with a report. I will report at the regular meeting on Monday.

PUBLIC COMMENTS

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

Comm. Ramirez: Everyone will have three minutes. When you approach the microphone, please state your full name and address for the record as per district policy.

Mr. Alexander Cardillo: If the district administration is telling this Board that my situation is a personnel matter and not a legal matter, then they are acknowledging that I remain connected to this district through the 2019 reduction-in-force. If that is their position, someone needs to explain why seven years later I have not been recalled from the RIF list that the district created. Dr. Newell just mentioned the 32 people who were just called back this year. They cannot have it both ways. If it remains a personnel matter, explain why I have not been recalled. If the district position is that I'm no longer tied to it as an employee, then what I have repeatedly brought to this Board is a legal and governance matter and this Board has every reason to ask what its administration is doing. Paterson spent nearly 30 years under state takeover. Full local control was finally restored in 2021. Local control has local accountability. The state returned authority to this Board. The Superintendent and administration are not the only people who are part of this decision. Governor Mikie Sherrill recently said, "In New Jersey, I will not accept a culture that sweeps misconduct under the rug." My question to Paterson is, isn't it time that you do the same? I also want to address what happened in my original court case. New Jersey summary judgment law requires courts to view evidence in the light most favorable to the non-moving party and give that party favorable inferences drawn from the evidence. Judges Heidi Currier and Christine Vanek expressly recited that standard in my appeal. Yet, when I challenged Monica Florez' account of a DCPP investigation, those same judges rejected my position as "unsupported belated assertation." They accepted as part of their factual narrative that DCPP requested that I be separated from a student and that an investigation existed. That matters enormously because if the DCPP account described in that litigation was not actually what happened, the fundamental question comes roaring back. Why was Monica Florez following me? Why was she monitoring me? Why was she standing

behind doors and watching me? What was the actual justification for that conduct? For years Dr. Cardillo and I have been asking the district to do something extraordinarily simple – contact DCPP and determine what actually happened. Instead, we have to keep coming back to this podium. This Board has a choice – it can continue to be told that somebody else is handling Alexander Cardillo or it can exercise its authority that was returned to it after decades of state control and finally demand answers. I'm asking for those answers. There is no finality without the DCPP answer. Thank you.

Dr. JoAnn Cardillo: We know from the letter of Mr. Buglione that your focus is solely on past litigation and it serves in your minds to relieve you from any obligations. Yet, I know you all know the truth. By not acknowledging what is happening, it appears you're okay with the lies. Now everyone can understand what was allowed to happen to an employee in this district. The district has a legal obligation to give a qualified candidate an opportunity to interview for positions, especially since you are working with a pool of possible aspiring candidates. You are discriminating against a candidate you wrongfully RIF'd, no matter what anyone believes about the poorly written decision handed down by those judges. The lawyers you hire threatened sanctions on Mr. Cardillo to keep him from speaking his truth. Those truths, to him, are why it took so long for us to get to you to ask you for help. The false DCPP investigation indicates the discovery period was tainted. What Ms. Florez made up and reported on your behalf under oath is fraud upon the court. We are bound to each other, you and I, by the plethora of lies. She stated under oath that she was deputized to act as an agent of DCPP to investigate a matter she reported and did not witness. DCPP verbally denies this could ever happen and actually they were very disturbed by this conversation. The conversation is held in their call bank. Ms. Shafer and Mr. Rojas denied knowledge of it. Ms. Florez harassed Mr. Cardillo, putting the district at risk, assigning him to special education pre-k students of autism who were nonverbal during her made-up DCPP investigation. The classroom conditions reported to her were not dealt with. Students were having their diapers changed in a bathroom without a changing table with the door open and their private parts exposed. This was immediately reported to PEA who promptly reported it to Monica Florez. Mr. Cardillo can be considered a whistleblower who also supported student E at the request of the family and CST. Maybe this is why he's being ignored to come back to the district. Ms. Shafer warned me not to begin a lawsuit against the district. This warning came early on, even before everything else came to light. Do you see a correlation with her statement and the current status of this situation? I do. DCPP is not mentioned in Mr. Buglione's letter for a reason, but we all know we cannot move on without it. Use your authority to reach out to DCPP to provide a letter to clear Mr. Cardillo's name so he can move forward with repairing his career trajectory. Thank you.

Ms. Ileana Vargas: Good evening, everyone. My name is Ileana Vargas, and my son goes to Memorial Day Preschool II. I'm here tonight to speak for my son and the families at Memorial Day Preschool II whose children are still waiting for services mandated by their IEPs. We are more than a month into the school year, yet children evaluated and approved for services by this district are still not receiving them. Approximately two to four children per classroom require speech occupational therapy and/or resource support. After weeks of unanswered calls and emails, I finally received information about my son's case manager. I thank Anthony Garrieri, Candace Vargas and Natalie Debby for their assistance. Unfortunately, the district's special education supervisors and coordinators roster listed in your website remains outdated. You ask parents to be involved. We are trying, but we shouldn't have to spend weeks blindly calling or emailing people searching for answers. Yesterday, October 13, I learned that a speech therapist has finally been assigned and began introductions. While this is progress, there is still no confirmed date for actual sessions to begin. Resource and

other services remain unresolved. Assigning a provider does not erase weeks of missed services. This is not simply a staffing issue. It is an IEP compliance issue. I am formally notifying the Superintendent that I have submitted a complaint to the New Jersey Department of Education, and a copy has been mailed to your office today. I never wanted it to reach this point, especially after hearing from other parents' concerns about retaliation from people sitting in front of me, but I have exhausted my attempts to get answers. My older son spent an entire school year without mandated IEP services and I refuse to let history repeat itself. Other parents have contacted me asking how to file complaints and I realized this goes beyond my child and his school. I ask three questions tonight. When will speech therapy actually begin? When will resource, services be provided? How will the district address the services these children have already missed? If this district can invest in major projects, including a proposed $200 million STEAM High School, fulfilling existing IEP obligations must also be a priority. Please give us parents answers and these children the services that they are legally entitled to receive. Thank you.

Comm. Ramirez: Ms. Vargas, we're trying to get the Assistant Superintendent for Special Education to speak to you. Don't leave.

Ms. Vargas: I emailed her. She was one of the people I emailed, and I didn't get a response.

Comm. Ramirez: We will make sure she connects with you.

Mr. Juandry Duran: Good evening, Board members. Before I begin, can I state how I'm very disappointed in the way our district moves? As a student at Kennedy High School, coming here to speak about many concerns yet seeing all of these students and parents here raises concerns on how we're moving. I shouldn't see all of these kids here. I'm so sorry if you're here to speak about whatever you might be speaking about. My name is Juandry. Please don't forget it. You'll be hearing it throughout these upcoming years. Since my last visit, I have become a National Honor Society member and Sophomore Class President for John F. Kennedy High School. Let me clarify something – I've always been a leader, and I just started to let people notice it. Before we begin, let's play a little game. Can you guess who I am? Oh no. We don't have any money. Let's eliminate over 200 teaching positions and close schools. What if we approve $25,000 in stipends for two assistant superintendents who already earn over $200,000 a year? Thank goodness. Problem solved. Hallelujah. God bless America. Could you guess who I was? For a moment there I was imitating all the things these students and families are being asked to accept. When you tell us there isn't enough money, we have every right to ask where that money is going. This district's responsibility goes beyond the budget. As a freshman, I came here before this Board to advocate for students concerned about immigration enforcement. I came directly to you because I believe our voices deserve to be heard. I returned in June because I still have questions and now, I'm here again. What does it teach students when we keep showing up but still struggle to get answers? Let's talk about the cell phone policy. I understand there are statewide requirements. I'm asking if flexibility exists. How can students contact their families when necessary? Are our concerns actually being considered? Please don't say contact the main office. We are human beings. We are students, athletes, artists and leaders. We deserve to feel seen by the people making decisions about our lives. I should be learning, playing volleyball and spending time with my friends, not repeatedly standing at this microphone asking adults to listen. You tell us to become active engaged citizens. This is what it looks like when a student believes you. Explain your decisions. Be transparent about your spending. Listen to students before decisions affecting our lives are finalized. I came here as a freshman. I

returned in June. Now I'm here as a sophomore. Don't ask the next generation to become leaders if you're unwilling to listen when we lead. Thank you.

Ms. Sandra Lainez: Good evening. My daughter attends PAGT School No. 28. I'm speaking today as a concerned parent who strongly believes in the value of the Paterson Gifted & Talented program, also known as PAGT, and the importance of protecting the educational environment that has been created for our children. I firmly believe that the Gifted & Talented program should not be integrated into the community Middle School Model until the district can provide a complete, dedicated citywide elementary school and middle school for PAGT students. Having a full elementary and middle school dedicated to Gifted & Talented education benefits not only the students currently enrolled in the program, but the entire City of Paterson. These schools provide an opportunity for academically like-minded children from across our city to learn together, challenge one another and develop in an environment specifically designed to help them reach their highest potential. The success of PAGT is not simply about having advanced students in the same classroom. It's about the educational environment, the specialized instruction, the highly trained educators, and the sense of belonging that comes from learning alongside peers with similar academic needs and abilities. Integrating PAGT students into community schools at both the elementary and middle school levels risks diminishing the very qualities that make this program exceptional. Our students deserve more than just access to advanced course work. They deserve an environment intentionally designed to support their intellectual, social and emotional development. As a parent, I'm also deeply concerned about the hardships these changes place on our families. We're now being asked to navigate uncertainties about our children's educational needs, the continuity of their academic experience, and their safety in an unfamiliar school environment. These are not minor concerns. These are fundamental responsibilities that we as parents entrust to this district every single day. At this point, parents have not received the clear comprehensive information necessary to understand how the PAGT program will function within the proposed new school setting. We need answers to basic questions. How will student drop-off and pickup be managed? What will the daily schedules look like? Will the PAGT students remain together in dedicated classrooms? Will our children continue receiving the instruction from the educators specifically trained to teach Gifted & Talented students? How will the district preserve the academic rigor and specialized curriculum that defines this program? What safety and supervision measures will be in place to protect our children throughout the school day? These are questions that should have been answered before families were presented with such a significant change. As a parent, we should not have to speculate about our children's education and safety. We should be provided with clear, detailed and transparent information that allows us to make an informed decision about their future.

Ms. Mary Espino: Good evening. PAGT School No. 28 was founded in 2012. Since its origin, it has repeatedly earned the rank of the number one school in the state, most recently last year in 2025, with this year's results still pending. Why dismantle a school and an educational model that works perfectly for our students? Alumni from this school have gone on to graduate top of their class and attend Ivy League schools. PAGT brings excellence to our town as Patersonians. More importantly, it provides a safe, nurturing environment where our children can thoroughly thrive. I'm a proud parent of two children in the PAGT gifted program. Both love their school. Here they're not only able to learn at an accelerated pace, but they're also surrounded by like-minded peers who inspire them to reach beyond the stars. The teachers and administrators genuinely pour their hearts into these students, cultivating a collegiate atmosphere where kids can fully embrace their passions, challenge one another, work as a team and grow together like a family. Please listen to our community and preserve

this school. We ask that you leave PAGT intact so our children can take full advantage of this education through their eighth grade. These students work incredibly hard every day. They deserve a place where their efforts and commitment are rewarded, respected and nurtured. We have already lost the second-grade classroom in this program, which was a fundamental steppingstone for our gifted students. This was a major disappointment to our families. Please do not break our hearts again. All we ask now is that you keep the remaining program whole and stop any further changes or separations. PAGT deserves to be celebrated and recognized, not torn apart. Let us show our community that we care for our children's futures. As the saying goes, if it isn't broken, don't fix it.

Mr. Hayden Davis: Good evening, everyone. I'm Hayden Davis. I live in Paterson. I have two children who go to PAGT School No. 28. There's one question I want to ask. Why dismantle one of the greatest gems of Paterson? Why not replicate what is happening at PAGT and try to expand on all that is happening there? Expand it rather than dismantle it. That's all I have. Thank you.

Ms. Sadie Cuevas: Good evening, my name is Sadie. I'm a fifth grader at PAGT. I love my school, my teachers and my friends. I don't want to be separated from the people in the school that help me learn and grow. Please think about how this change will affect us, the students. Our education matters too. Thank you for listening.

Ms. Natalia Justiniano: Good evening, my name is Natalia Justiniano. I live at 369 Michigan Avenue, Paterson. I just want to go through a little story. When I heard about School No. 28 and the Gifted & Talented program, I was so happy. Although my child was going to School No. 1, I knew that he didn't fit in because he had to lower the way he was learning just to be part of the class and feel like he was part of that school. When I noticed that he needed something else, I went to School No. 28 and took the test. When he passed, I felt like I literally won the lottery because I feel like education is the best gift that we can give to our kids. Now I just feel like I don't even know what to do because he is finishing fifth grade. Next year he will be one of the first middle schoolers to go to a new school and lose everything that he has. I wasn't going to talk a lot because I'm very emotional right now. This hurts because as a mom I feel like that was the best and he was set until 8th grade. I saw kids that had great futures and after they finished there their future was so bright. Now I don't even know what's going to happen. Unfortunately, our kids want to fit in. That's what every single child wants to do. They want to fit in. He fits in this school. That's the school for him. Socially and emotionally, this is the school for him. He has friends. He wants to cry every single time that he thinks his friends are going somewhere else. I'm very nervous and I hope I'm saying everything that I need to say. I feel like if you have all these issues going on in other schools, like safety and attendance, and it's not happening at this school in particular, why are we touching this school? It should stay like that. Our kids feel safe. We feel safe. I know that there are many other kids in other schools that have the same talents. Unfortunately, some kids can be very smart and if they don't have the support at home and don't have the bright place to be, they're not going to show. Our kids are going to have friends that are very nice and calm all over the place that are smart. Let's say that both of them are smart. Sometimes they just want to fit in. They're going to go with whoever is the clown. There's no disruption over there. Everybody is doing their best because they want.

Mr. Gael Neves: My name is Gael. I'm a student from PAGT. I've been there for five years since kindergarten. They had no first grade. I did not go there for second grade. I was here for third, fourth and fifth. I realize that's four years. I am displeased that the school is shutting down. I'm quite devastated as other students are. I believe that it

would be a lot better if we introduced this program to several other schools for them to also have staff to help them think, grow and learn. I feel like the school helps us learn and then we help the future generations learn. They will help the others after them. It will continue on and on helping other generations learn. I think that this would be the key to making Paterson one of the smartest places in all of the USA.

Mr. Enzo Neves: I am Enzo Neves, another student at PAGT. When I learned that our school was getting defunded, I was devastated. The school me and a bunch of other kids went to is shutting down. It's a place where students are safe from bullying, discrimination and so much more that affects all these other schools across Paterson. We're often in the top three schools in New Jersey. We're the best in the district by far thanks to the teachers and staff in charge. Our accelerated program makes sure that we don't get bored in class because we already know everything. PAGT is more than just a school for us. It's a place where we feel safe, accepted and surrounded by people who understand us. Not every single kid experience that and it's something that we shouldn't take for granted. Our teachers and staff care about us and want to see us succeed, not just in school but in life as well. For many of us, the school is a place where we can be ourselves without worrying about being judged or bullied. It's a community that has helped so many students feel like they belong. Another big reason our school matters is because of its accelerated program. A lot of us learn things faster than students in regular classes so we need lessons that keep us challenged and interested. Our school gives us a chance to learn more advanced material instead of sitting in class bored because we already understand everything we're learning about. This helps us to focus and improve our skills, get ready for high school, college and our future careers. If our school closes, many of us may have to move to schools where we don't get the same level of education or opportunities to learn at our own pace. We shouldn't have to lose the education that works best for us. Our school's success also shows how much effort our teachers and staff put into helping us. Being for many years the best school in New Jersey and in the district is a big accomplishment and it didn't happen for no reason. Our teachers work hard every day to make sure we understand what we're learning and that we have the support we need. They also push us to do better and believe that we can achieve great things. Instead of taking away a school that has helped so many students succeed, the district should be looking for ways to support it and help it get even better. Why shut down a school that is doing so much good for students? At the end of the day, this decision affects real people, not just numbers on a budget sheet. Around 500 students can lose our school along with the teachers and staff which help make it such a great place. We all have goals and dreams for our futures and our school helps us work towards them. We shouldn't have to give up a place where we feel safe, challenged and supported just because of budget cuts. I hope the district takes time to listen to everyone and understands how much this school means to us. I'm not asking for anything unreasonable. I support more kids having access to programs like this. We just want the chance to keep learning in our school, a place that helps us grow. Our school has given us so much and we believe it deserves a chance to keep doing the same for future students. We want the Paterson Board of Education to save our school. Thank you.

Ms. Farhanna Sayegh: Good evening. I come to you here as a parent and PTO leader. I think you've noticed there's a trend here in all the comments. We are heartbroken. We are heartbroken to see such an excellent place of learning broken up. We understand that there's data, research and expensive consultants paid to come up with these results, but there's so much more beyond the data and we invite you to actually come into the school to feel the culture. The academic culture in this school is like none other. My concern is that it took over a dozen years to create this culture and when you dismantle it and break it up, it's going to be really hard to recreate. I understand why

you're going towards the Middle School Model. Quite frankly, I grew up in a Middle School Model, and I thought it was great, but the way this is being done we feel there isn't significant communication. There isn't enough communication about this. We don't know what's happening. We're trying to figure out are the same teachers going with the students. Will they still have a full-day gifted curriculum? What are all the details? What is the plan? Quite frankly, a lot of us feel afraid. We're talking about our children here. Our children come home crying because their friends are saying they're leaving for private school, they're moving out of the city and they're going to charter schools. Parents all say they're leaving. They don't even want to give it a try because we don't want our children to be tests in this regard. It's been such a wonderful journey. I've had children in this school for years now. I have three children in this school, and I've gotten to know a lot of these parents. We've created such a culture that's going to be really difficult to replicate. Number one, we're asking you to actually come into the building and spend time during the day. It's a place where kids can nerd out. That is really what they're all saying time and time again. They can be nerds and they can be confident nerds. The problem is if you go into another building, wherever it may be in any community, when you don't have that concentration of children who love to nerd out, they start trying to blend in. They start trying to be like everyone else and that's what we don't want to lose. There's a reason why we're a National Blue-Ribbon school. There's a reason why US News & World Report called us number one. It's not just simply test scores. It's the culture that was created there. It took so long to create and we're pleading with you to make sure this culture can continue in School No. 28 PAGT. We want to see it expand. We've heard time and time again that sometimes it's not enough of an enrollment. Honestly, I keep hearing from parents that they learned about it too late. They hear about it in second, third and fourth grade. This is something that we should be pushing early on. I have so much more to say, but I know my time is up. Again, please come visit us and share what the detailed plan is.

Ms. Evangeline Aranibar: Good evening. I'm the proud mother of two children who graduated from PAGT School No. 28. I stand here today, not just as a parent, but as someone who has personally witnessed the incredible impact this program has had on my children's lives. My son entered the Gifted & Talented program in the fourth grade, and I can confidently say that he is a true testament to what this program offers. Today he is a sophomore at the Massachusetts Institute of Technology, MIT, one of the most prestigious technology universities in the world. I truly believe the foundation he received at G&T played a significant role in getting him where he is today. Before enrolling him in G&T, my son attended a private Christian school here in Paterson. He was earning straight A's with very little effort. While I was proud of his grades, I knew he needed more. He needed to be challenged, pushed beyond his comfort zone and surrounded by students who shared his desire to learn. During the second year of G&T, I called Ms. Route, who started the program, to ask about the school. Like any parent, I had concerns, especially about the safety and whether this was the right environment for my son. She assured me that the school was safe and encouraged me to have him tested. I trusted her and the rest is history. Looking back, enrolling my son in G&T was the best educational decision I ever made. The teachers at G&T did more than teach my son academics. They challenged, encouraged and helped shape him to the young man he is today. Teachers like Ms. Genovese, Ms. Lakind and Ms. Carrasquillo made a lasting impression on him. I also want to recognize one of his math teachers, Ms. Thornton, who continued to challenge her students academically even during the pandemic when teaching and learning were anything but easy. Those educators saw potential in the students and refused to let that potential go to waste. What makes G&T so special beyond academics is the environment, friendship and culture of excellence. My son developed friendships at G&T that continue to this day. These were friendships built on encouragement, healthy competition and a shared desire to succeed. They

challenged one another to do better, work harder and aim higher. Many continued together through high school and supported one another along the way. One of my son's closet friends, another G&T graduate, was the valedictorian at G&T and then became the valedictorian at his high school. Now he attends Harvard University. Today my son attends MIT and one of his closest friends who graduated from G&T attends Harvard. Despite their demanding college schedules, which are both in Boston, they meet for lunch on Sundays. Think about that for a moment. A friendship that began in a G&T classroom continues today between two young men going to MIT and Harvard. This is what this program created.

Ms. Oana Socoliuc: Good evening, members of the Board, Superintendent Newell and everyone else present. My name is Oana Socoliuc. I reside at 281 Edmund Avenue. I'm a proud parent of a child attending the PAGT program at School No. 28. Tonight, I want to ask you one simple question – why would you dismantle something that is working so well? Our children do not simply enroll in this program. They work hard, pass challenging entrance exams that last three days and earn their places. They leave behind their previous schools, teachers and friendships. I remember how difficult it was to convince my son to leave his school. It took me two years to convince him to actually give this school a try. We made that sacrifice because we believed in this program. Not so long ago he told me, "Mom, I really love to go to school." He's thriving in this environment, and he looks forward to attending school every day. Now after these children have adjusted, built friendships and developed a sense of belonging you are considering disrupting their educational environment again. Research shows that unexpected school transfers, particularly those outside normal educational progressions such as in this case, can be associated with emotional distress, behavioral changes, decreased academic engagement and apathy. Our children have already experienced one major transition. Why expose them to yet another one without first evaluating the potential consequences? I also would like to address Paterson's reputation. Let's acknowledge that Paterson Public Schools have not always enjoyed the greatest reputation across New Jersey. As we just saw tonight in the results presented, our district continues to face significant academic challenges. School No. 28 tells a different story. This school has achieved extraordinary recognition and demonstrates what Paterson is capable of accomplishing. Not every district in New Jersey has an entire school dedicated to Gifted & Talented students. Building this program took years of dedication, talented educators, committed families and a culture of academic excellence. It started in 2012, I believe. The school model can be changed on paper. However, it cannot be simply dismantled and recreated somewhere else. Equity should mean creating more opportunities to other schools, not weakening the ones that already exist. We should be replicating success, not dismantling it. Before making that decision I ask the Board, where is the evidence that restructuring will improve educational outcomes? Where is the assessment of the emotional and academic impact on our children? How will you preserve the extraordinary culture that makes this school successful? Please remember that behind every policy decision there are real children, real families and real consequences. Don't fix success by breaking it. Thank you so much.

Ms. Rosie Grant: Good evening, Your Honors, members of the staff and community. My full name is Rosemarie Grant, and I speak on behalf of Paterson Education Fund. I would like to ask you to revisit your policy of asking people to state their addresses at the School Board meetings for safety reasons. I have two announcements. As a part of the Dignity in Schools Campaign, which is a national organization, we're hosting a local forum for the week of action against school pushout, things that we do as adults that discourage kids from continuing in school and their education. It will be on Tuesday, October 20 from 6:00 to 8:00 p.m. at our office at 422 Broadway in Paterson. The

announcement is on Facebook. We're hosting our Annual School Board Candidates Forum and releasing the Candidates Guide. That will be on Monday, October 26 from 6:00 to 8:00 p.m. at the John F. Kennedy High School television studio. So far, only two candidates have responded, and it just means they will have more air time because we're going to run it anyway. We want to encourage the other candidates to send us your information and RSVP. It's free television time. Thank you for sharing the test scores. I am keeping in mind that it's a base year so I'm not going to spend time on the comparisons. However, the scores are concerning. We need radial positive change, and I hope that the strategies that are being put in place will bring us the improvements that our children so desperately need. Comm. McCall, specific to your comments, after-school programs, particularly those provided by community partners, can never replace school day instruction and teachers in classrooms. They're meant to support, enhance and enrich, and I believe that the data will show you that they do. Keep in mind as well that while most are academically focused, they all provide safe supportive spaces for our students between the hours of 3:00 and 6:00 p.m. I have one challenge with the presentations, which I'm thankful for. Move that 79% graduation goal just up one point to 80%. Maybe we will see 80% in our lifetimes. I believe we can do it. I appreciate also that the goals are also now quantifiable. Thank you for that. Finally, thank you parents and students for showing up tonight and thank you for participating in the democratic process, which is what should undergird our society. It is rewarding to see you here expressing yourselves today. Thank you.

Ms. Reem Abuzid: Good evening members of the Board of Education. My name is Reem Abuzid and I'm a student at the PAGT. I'm here today to speak about the plan change that would keep elementary students at PAGT while transferring middle school students to School No. 4 next September. PAGT is more than just a school to us. It is a community where students build friendships, challenge themselves and grow together. We have teachers who understand us, classmates who support us and an environment that has helped shape who we are today. We are a school of excellence and excellence is no accident. The culture and teaching style here inspires students to dream big and work hard. As PAGT students and staff, we have spent years building this culture and community. This is the environment that helps students thrive, support each other and reach their full potential. Do not fix what isn't broken. Moving the middle school students to another school is a big change. It means leaving behind a familiar environment, adjusting to a new building and getting used to different routines. It's about more than just changing buildings. It's about disrupting friendships, separating students from a community they know and taking them from an environment where they feel comfortable and supported. This change could create stress and uncertainty during a time when we are already facing the challenges of growing up and preparing for our futures. I understand that the district has to make important decisions, and I know that change is not always avoidable. But I ask that the Board please consider the students' voices before making decisions that affect our education and community. Please listen to PAGT students and families. Give us a chance to share our concerns and help us understand why this change is necessary. If the move must happen, please make sure students receive the support, resources and opportunities they need to continue succeeding. We are not just names on a list or numbers in a school district. We are students with goals, friendships and futures that matter. Thank you for listening to my voice and the voices of my fellow PAGT students. I hope you will consider our feelings and futures when making this decision.

Jannat and Alaoui: Hello, members of the Board of Education. Good evening. We are sixth grade students in School No. 28 PAGT program, and we would like to express our concerns regarding the upcoming school year transition plan. First, we genuinely value our current school community, and the thought of leaving is emotionally difficult. We

have attended this school for three or four years, have built meaningful friendships and developed strong relationships with our teachers. Leaving this familiar and supportive environment would be a significant loss for many of us. Another major concern is student safety and the overall school environment. We have heard concerns about bullying conflicts among classmates and physical altercations at other schools. These issues raise questions about whether the proposed transition would provide the safe, respectful and academically supportive environment that gifted students deserve. Furthermore, we believe that maintaining the current PAGT program is essential to our academic success and personal development. Our school provides valuable opportunities to participate in assemblies, extracurricular activities and schoolwide events that strengthen our sense of belonging. Preserving these opportunities will help maintain continuity in our education and relationships. We respectfully urge the Board of Education to reconsider the proposed transition and explore possible alternatives. We believe that meaningful amendments to the current plan could allow us to remain at School No. 28 while addressing the district's concerns. Finally, we believe that it is unfair that teachers, students and parents have limited opportunities to contribute to a decision that will significantly affect our educational experiences and our future. Student and parent perspectives should be considered an integral part of the decision-making process. Why are you making these changes to one of the best schools in New Jersey? If School No. 28 has a proven record of academic excellence and success in gifted education, why change a program that is already working? What evidence supports these changes? How will you guarantee that the students will not lose the high-quality education, academic opportunities and support that made this school so successful in the first place? Thank you for your time and consideration. We sincerely hope that the Board of Education will take our concerns into account and work collaboratively with our school community to find a fair and effective solution. Sincerely, the sixth grade PAGT students of School No. 28.

Mr. Alan Martinez: Good evening. My name is Alan Martinez. I'm a student at School No. 28's Gifted & Talented program. I'm worried about the plan to change our school and move students to another school. I've worked hard to qualify for this program, and I love learning with classmates who understand things at a similar pace. Before coming to School No. 28, I attended CJR School No. 9, a great and safe school that was close to my home. I had to leave my friends and teachers to come here. I was scared about making that change, but my mom told me it would be okay and I would have the opportunity to learn more with students who learned at the same pace as me. She also told me that I would be safe inside the school even though the neighborhood around it is not the safest. When lessons move too slowly for me, I can feel bored and distracted. At School No. 28 I feel challenged, supported and excited to learn. I'm also worried about having to change schools again and whether I will feel comfortable and safe in a new place. Why would you make students leave their neighborhood schools, pass a test to qualify for this program and then dismantle it and send us to other schools that may not be safe or provide the same education we were promised when we passed the test and came to School No. 28? Please think about how this change will affect students like me and my classmates. We need a school where we can keep learning at our pace, feel supported and reach our potential. Before making any changes, please meet with students, families and teachers to hear our concerns and ideas. I hope you will listen to us and work with our school community to find the best solution, including keeping the Gifted & Talented program at School No. 28. Please don't dismantle my school. Thank you for listening.

Ms. Esmarlyn Paredes: Hi. My name is Esmarlyn and I'm a third-grade student at School No. 2. I came here today to express that I do not agree with the changes to my school. My school is really great and has given me a great education. I am worried

about my classmates and teachers. What will happen to them and where will they go? I am worried about where I will go next. I live across the street from School No. 2 and the walk to a farther school makes me nervous and feels unsafe. There are sometimes people near other schools that are living on the street or behaving strangely. The streets are not always clean. The cars drive really fast down the street. How do you think this will really benefit me? How will you make sure that my walk to a far school is safe?

Parent of Esmarlyn Paredes: Now I am speaking to you as a parent from School No. 2. Thanks to the community services near School No. 2, I have been able to better my English at OASIS. It's only two blocks away from the school. It's the reason I can stand here today and express my opinion to you in English. If you send my child to another school, I will have to stop my classes to accommodate the walk to a school farther away. From what I understand, School No. 4 and School No. 28 are the nearest to School No. 2. I'm concerned about their safety because of crime and car accidents in the area. When it starts to get dark early or the streets are covered with snow, how will I be able to get them to and from school safely? If you can tell me a true benefit to the children and families of School No. 2 maybe I can accept it. From what I have observed, this plan does not consider the safety or education of my children and School No. 2. It does not benefit my family or the families of School No. 2. I think you're considering education as a right and not a business. Thank you.

Ms. Denise Friend: Good afternoon, everyone. I did not prepare a speech. I'm from a third-world country where education is hard to get. After coming to this country, I was able to purchase a home and go to college. To see us here begging and pleading for our child to continue their education is simply a shame. I'm sorry. Education is the only thing that can take us out of poverty, teen pregnancy or whatever the case may be. I'm here tonight to advocate with my child who is the only one out of my three kids who tells me she loves to go to school. My other child says they hate school. My child tells me she loves going to school because of the community that the school has. We're from Paterson. Paterson does not have a good reputation, but this is a great school. I'm pleading because the ball is in your court. Please do not dismantle this education that our kids have. When I hear my child on the phone with her peers, I say these kids are weird. Why do they even talk like that? How are they so smart? It's because of the program they're in. I got extremely emotional because I am a parent who knows what this program is doing for the community. To see that during her last year of middle school I may be looking for a different school, what's going to take place with her emotional and mental health? I may be looking for her to go to a different school for one year before she goes to high school. I don't think any of you guys want that to happen to your kid. Please. We're pleading and we're begging. Please reconsider because you're dismantling a very excellent program. I was proud to show my child's picture that came out in US Report. Come on guys. You can do it. The ball is in your court. We are pleading with you tonight to please reconsider this great program that you're dismantling. Thank you.

Mr. Assad Achter: Good evening, Commissioners. My name is Assad Achter. I know many of the Commissioners here personally and I was honored to serve on the committee that helped the Board select the current Superintendent. I understand it's a very difficult job. These meetings are the least of it. You have a lot of things to consider and do. The Superintendent's job is not just one of the hardest jobs in Paterson. It's one of the hardest jobs in the state. I give you full consideration for all that. With all due respect, I think a great failure has happened here. Not just in Paterson, but in urban districts in general it is very hard to get parent involvement because of all the socioeconomic factors of simply just raising children and trying to help them with school.

To do any outside activities, to be involved outside of that is very difficult for parents so I understand why sometimes we want to engage parents, but we can't. With all due respect, I think you can see this is a school that you could have engaged, that you can engage now. You can talk about why you think this change is necessary and what the commitment to the teachers, program and school is going forward. I could be wrong, but I don't think either the parents or PTO for the school has heard any of that from the Superintendent, Board or anyone else. There's an opportunity here to engage to explain why this change is necessary. We all know that historically so many families who grew up in Paterson and love Paterson, many of whom work in this district, won't live in Paterson. They moved out of Paterson. If you ask the number one reason, it's most often because of their children and the schools. Why would you want to risk alienating any of these families? Why would you want them to consider any other option? Why would you want the future of these children to be anywhere other than Paterson? This school should be sheltered and nurtured and grown. I think everybody here wants to expand opportunities for the school and potentially even create a high school model for this school. This is not a poor state nationally. There are districts in this state that are some of the best resource schools in the entire country and they don't have scores to match what PAGT has done. That is not by accident. That happened over multiple administrations, boards and superintendents. This program works. It's proven. I understand the need to universalize the Middle School Model, but I don't think any one of you is saying education is one-size-fits-all. This does not have to be one-size-fits-all. This school can remain the way it is. No one here is asking for major changes in upgrades. We are asking simply to keep what we have and what is working.

Ms. Luisa Lagual: Good evening. My name is Luisa Lagual and I'm representing School No. 2. They're trying to convert our school to a special education school. I'm going to make it very simple and just ask the questions. I'm asking for the Board to change their vote on converting School No. 2. Has the Board officially voted to change School No. 2 to all special education? If yes, when? When can the parents obtain the official resolution or proposal? Will parents have a public meeting and a chance to give input before any changes are finalized? How will the Board protect our children's stability, relationships with their teachers and sense of belonging if School No. 2 is changed? That's all.

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

Comm. Ramirez: While we regain quorum, I'm just going to make a very brief comment to everyone who came out here, especially the parents and students from School No. 28 PAGT. Nothing is in stone yet. We have directed the Superintendent to meet with the parents. We did receive an email from Ms. Sayegh. I responded to that email. The Superintendent responded. They are working on crafting the answers to a lot of the questions and putting together a forum so that you all are heard and there is dialogue. This is not happening tomorrow. Defunded, shuttered, closed, dismantled - not the truth. I do not like to hear things that are not factual. Those words have not been used in any committee and my fellow Board members here will back me up on this. It's disturbing for us when we hear these things because the children are being told words that we have never mentioned. We are not planning on defunding, shuttering, closing or dismantling your school. The plan will be crafted by the Superintendent and her team. It will be presented to the Board. As I stated, I have directed the Superintendent to meet with all of you so that it is a community decision rooted on facts, data and what's in the best interest of all the children here and all the 21,000 other kids that we have to care for. Thank you for coming. I'm especially proud of all the young scholars

that came up to the microphone. I was very impressed by many of them. Maybe in the near future they will be sitting in these seats. We need that so thank you very much. On School No. 2, I believe I gave the young lady my number at the forum. I did not get a text message from you. Please do so. I'll connect you with the Superintendent if we don't have your information. Again, we have to start calling it what it is. It is misinformation. As Comm. Freeman said in the beginning, we need to stop it. Let's stop feeding our children and our community lies and made-up facts. Please. We're volunteers here. We do not get paid to put up with a lot of things that people put on Facebook or come say at the microphone that are just not true. I'm sorry. I just had to put that out there.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

WHEREAS, the Paterson Public School District approves the payment of bills dated October 14, 2026, totaling $15,492,076.39, including checks numbered 255296 through 255334 and direct deposits numbered 2954 through 2979; and

WHEREAS, the District also approves the wire transfer payments totaling $10,549,300.60, resulting in a net total disbursement of $26,041,376.99; and

WHEREAS, a separate bills 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; and

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. Rosado, seconded by Comm. Mendez 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 October 14, 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 to transfer Sub **PC# 10163** from School #25 to Dr. Hani to follow Student **JO #5242656.**

A2. Action requested to transfer Sub **PC# 10924** from MLK to Student **LMP 5267189** at School #27.

A3. Action requested to transfer Sub **PC# 10006** from MLK to Student **ZH 5221132** at JFK.

A4. Action required to transfer PA Sub **PC# 10227** for Student **SS 5258583** from School #28 to School #15 with the same student. Action required to transfer PA Sub **PC# 10176** for Student **CVE 5267572** from School #28 to School #16 with the same student. Action required to transfer PA Sub **PC# 10867** for Student **SAE 5271341** from School #28 to School #16 with the same student. Action required to transfer PA Sub **PC# 10015** for Student **BD 5268558** from School #28 to Dale Avenue with the same student. Action required to transfer PA Sub **PC# 10172** for Student **NL 5266815** from School #28 to Dale Avenue with the same student.

A5. Action requested to transfer Sub **PC# 10278** from MLK to Student **FSL 5275049** at School #24.

A6. Action requested to reassign Sub **PC# 10256** and Sub **PC# 10928** to instructional aides for MD-A classroom **Dana Ruddy** at PS 20. Action requested to reassign Sub **PC# 10109** and Sub **PC# 10186** to instructional aides for MD-A classroom vacant **PC# 6568** at PS 20. Action requested to reassign Sub **PC# 10732** and Sub **PC# 10563** to instructional aides for MD-A classroom **Katherine Won** at PS 20. Action requested to reassign Sub **PC# 10039** and Sub **PC# 10071** to instructional aides for MD-A classroom **Johnny Janvier** at PS 20. Action is requested to reassign Sub **PC# 10909** and Sub **PC# 10053** to instructional aides for MD-A classroom **Rosa Valdez** at PS 20.

A7. Action to transfer **Michelle Adams** from IA Kindergarten at School #6 in **PC# 1785** to IA Kindergarten at School #6 in **PC# 2844** to work in D. Thomas' classroom. Action to transfer **PC# 1785** to 690 Department of Human Resources.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A8. Action requested to remove Sub **PC# 10242** assigned to **LAB 5275294** and reassign Sub **PC# 10242 to** instructional aide for ERI classroom **Ms. Janet Akinwole** at PS# 20. Action requested to reassign Sub **PC# 10064** and Sub **PC# 10183** to instructional aides for MD-A classroom **Ms. Suzy Rimoh** at PS 20. Action requested to

reassign Sub **PC# 10236** and Sub **PC# 10841** to instructional aides for MD-A **classroom Ms. Melissa Silvestri** at PS 20. Action requested to reassign Sub **PC# 10039** and Sub **PC# 10071** to instructional aides for MD-A classroom **Johnny Janvier** at PS 20.

A9. Action requested to reassign Sub **PC# 10050** and Sub **PC# 10085** to instructional aides for MD-A classroom **Nilufa Yasmin** at PS 20. Action requested to reassign **Sub PC# 10283** and Sub **PC# 10280** to instructional aides for SLLD classroom **Loulou Angibeau** at PS 20. Action requested to reassign Sub **PC# 10092** to instructional aide for ERI classroom **Jessica Tetro** at PS 20. Action to request 2 Sub PC#'s for instructional aides at PS 20 ERI classrooms (**Marion Watt** and **Cyndia Kishen**) **10735**,**10182**.

A10. Action to transfer **PC# 551** Teacher Science, **PC# 94** Teacher Science, **PC# 1577** Teacher Chemistry and **PC# 6729** Teacher Biology to 690 to Department of Human Resources.

A11. Action is requested to deactivate the following Sub PC#s. Sub **PC# 10600** for 504 student **BP 5252080** at School 28. Student no longer enrolled in the District. Sub **PC# 10021** for 504 student **SW 5247612** at School 7 student no longer enrolled in the District. Effective immediately.

A12. Action requested to assign Sub **PC# 10036** from AHA to EWK **students ALM 5272987 and LMV 5275164** at EWK.

A13. Action to transfer **PC# 10568** from MLK student **AG 5237181** to Student **JHH 5272306** at School 26. Transfer **PC# 10810** from MLK student **KG 5227633** to Student **DR 5272863** at School 26. Transfer **PC# 10853** from MLK student **MW 5221525** to Student **JR 5221525** at School 26. Transfer **PC# 10954** from MLK student **JB 5262323** to Student **NDN 5272816.**

A14. Action to transfer Sub **PC# 10736** from NSW **MR 5261581** to School 12 for Student M**R 5261581**. Transfer Sub **PC# 10553** from MLK student **CC 5250077** to School 12 for Student **CT 5254150**. Transfer Sub **PC# 10566** from MLK student **SG 5262566** to School 10 for Student **MPA 5265351**. Transfer Sub **PC# 10882** from NSW student **JAC 5268700** to School 24 for Student **JAC 5268700**. Transfer Sub **PC# 10564** from NSW student **RRN 5260169** to School 28 for Student **RRN 5260169.**

A15. Action is requested to create a Sub **PC# 10000** Personal Aide 504 for student A**T 5278693** at Edward W. Kilpatrick. Special Requirements: Spanish speaking. Effective: Immediately. Required by code: Section 504 of the of the Rehabilitation Act of 1973.

A. POSITION CONTROL ABOLISH/CREATE (CONT.)

A16. Action to transfer **PC# 726** Teacher Grade 6-8 Language Arts from School #21 to 690 Department of Human Resources.

A17. Action to transfer vacant **PC# 6566**, Teacher Grade 5 Bilingual at School #18 to 690 Department of Human Resources.

A18. Action is requested to create a Sub **PC# 10021** Personal Aide 504 for student **SCB 5253780** at Dr. Hani Awadallah School. Special requirements: Female Aide requested. Effective: Immediately. Required by code: Section 504 of the Rehabilitation Act of 1973.

A19. Action to transfer **PC# 1484** from 690 Human Resources as a Teacher Grade 8 ELA to PTECH as a Teacher Sped. Resource.

A20. Action to reclassify **PC# 5210** from Paterson Adult & Continuing Education Program Director to Teacher Coordinator at 410 Adult School. Effective 10/01/26.

A21. Action to transfer **PC# 702** Teacher Grade 3 to 690 Department of Human Resources.

A22. Action to process the attached moves as part of a reorganization for the 2026-2027 school year.

Title	PC #	Location From	Location To	Title To
Sub IA Pre-K Sped	10102	School # 21	deactivate	
Sub IA Pre-K Sped	10201	School # 21	deactivate	
Sub IA Pre-K Sped	10927	School # 21	deactivate	
Sub IA Sped. LLD	10668	School # 21	deactivate	
Teacher ESL	1926	JFK	Joseph A. Taub	Teacher ESL
IA Kindergarten Bilingual	3493	School # 21	690 Department of Human Resources	IA Kindergarten Bilingual

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

C1. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of Resignation/Retirement/Terminated/ Deceased, with the respective effective dates for the 2026 -2027 school year.

(20) employees

Certificated Retirements/Resignations/Deceased/Terminated					
Name	**ID#**	**Location**	**Title**	**Reason**	**Term. Date**
Aguado Holtje, Nancy	106021	Director	705	Retirement	9/1/2026
Branagh, Kevin	122081	Teacher	002	Resignation	10/4/2026
Charreun-Castano, Deborah	105131	Teacher	020	Retirement	10/1/2026
Elsey, Linda	122125	Teacher	316	Retirement	10/1/2026
Fudge, Isaiah	124152	Teacher	410	Declined position	9/1/2026
Kober, Christine	102470	Teacher	007	Retirement	10/1/2026
Lazoff, Alan	123964	Teacher	004	Resignation	8/19/2026

Little John, Trenace	118414	Teacher	051	Resignation	8/18/2026
Medina, Rachel	123472	Teacher	026	Resignation	9/30/2026
Meiseles, Randi	101339	Teacher	301	Retirement	9/1/2026
Palacio, Luis	102172	Teacher	316	Retirement	10/1/2026
Pilgrim, Brandon	119106	Workplace Learning Coordinator	054	Resignation	8/19/2026
Ponte, Megan	121235	Teacher	075	Resignation	10/10/2026
Radomski, Alyssa	102972	Teacher	021	Retirement	10/1/2026
Ray, Demetrick	124073	Teacher	008	Resignation	8/31/2026
Rodriguez, Steven	109241	Principal	034	Retirement	10/1/2026
Ronga, Susan	110665	PACE Program Director	410	Retirement	10/1/2026
Tavarez Bautista, Karen	122001	Teacher	030	Resignation	8/11/2026
Vicente, Michelle	100305	Teacher	316	Retirement	9/1/2026

C. RESIGNATION/ RETIREMENT (CONT.)

C2. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Resignation/Retirement/ Terminated/Deceased**, with the respective effective dates for the 2026-2027 school year. Please see the attached list. **(37) employees**

Non Certificated Retirements/Resignations/Deceased					
Name	**ID #**	**Title**	**Location**	**Reason**	**Term. Date**
Allen, Junea	123548	Food Service Employee	311	Resignation	9/1/2026
Alvarez, Maria	115582	Food Service Substitute	312	Termination	9/9/2026
Cummings, Maxine	102785	I.A	055	Retirement	10/1/2026
Diaz De Gonzalez, Glendalys	123525	Food Service Employee	311	Resignation	9/1/2026
Dipasquale, Thomas	107914	Maintenance Worker	680	Retirement	9/1/2026
Fernandez Jr, Manuel	123102	Personal Aide	309	Resignation	8/11/2026
Fronte, Corradina	104368	Data Management Specialist	705	Retirement	9/1/2026
Garcia De Diaz, Isabel	123700	Food Service Employee	311	Resignation	8/31/2026
Gonzales Alvarez, Eliana	123965	Food Service Substitute	312	Termination	9/9/2026
Kalyoussef, Julia	110490	I.A	027	Retirement	10/1/2026
Lobue, Raymond	120981	Maintenance Worker	680	Retirement	9/1/2026
Mena Villatoro, Jessica	123976	Food Service Substitute	312	Termination	9/9/2026
Merkerson, Leslie	102940	Payroll Coordinator	618	Resignation	9/1/2026
Moore, Kathleen	101781	Personal Aide	015	Retirement	9/1/2026
Norona, Migdalia	112206	School Secretary	015	Retirement	9/1/2026
Ortega Martinez, Tita	123937	Food Service Substitute	312	Termination	9/9/2026
Ovando Dominguez, Giselle	120709	Food Service Substitute	312	Termination	9/9/2026
Paulino Lizardo, Alba	124013	Food Service Substitute	312	Termination	9/9/2026
Paulino, Maria	124016	Food Service Substitute	312	Termination	9/9/2026

Pena De Ramos, Maria	123963	Food Service Substitute	312	Termination	9/9/2026
Perez Lopez, Raquel	122295	Cafeteria Monitor	311	Resignation	9/1/2026
Pierce, Clarence	105002	SCPC	307	Retirement	10/1/2026
Risteska, Suzana	117217	Personal Aide	060	Retirement	9/1/2026
Rivers, Veronica	123303	School Secretary	051	Rift	9/4/2026
Robison, Randy	123154	Maintenance Worker	680	Resignation	8/15/2026
Robles Cervantes, Yohendry	123674	Cafeteria Monitor	301	Resignation	9/4/2026
Rodriguez Sanchez, Ricardo	123737	Food Service Substitute	312	Termination	9/9/2026
Rojas, Evelyn	121607	Food Service Employee	311	Resignation	8/18/2026
Smith, Savion	122838	I.A	041	Resignation	9/7/2026
Solano, Aidan	123781	Graphics & Content Coordinator	702	Resignation	8/22/2026
Solis, Ramon	119117	Network Technician	643	Resignation	8/15/2026
Turriago Carbajal, Jose	123783	Cafeteria Monitor	301	Resignation	9/3/2026
Vasquez, Carrie	124143	Food Service Substitute	312	Termination	9/9/2026
Warren, Wanda	101606	Food Service Employee	311	Retirement	9/1/2026
Watkins, James	118660	Security Officer	316	Retirement	9/3/2026
Williams, Ana	102195	Part-Time Clerical	871	Resignation	8/14/2026
Wilson, Robert	123846	Maintenance Worker	680	Resignation	8/12/2026

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

F1. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Paid Leave** With the respective effective dates for the 2026 2027 school year. Please see the attached list. **(19) employees**

Certificated Paid Leave				
EMPLOYEE NAME	**ID #**	**TITLE**	**LOCATION**	**LEAVE TYPE & DATE**
Alejo, Shannon	116065	Teacher	301	Unauthorized Med. Using Days9/1/26-9/28/26
Bushart, Michelle	119545	Teacher	053	Med. Using Days 9/1/26-9/25/26
Centeno, Laura	118390	Supervisor	650	Ext. Mat. Using Days 9/1/26-9/14/26
Corzo, Monica	103399	Teacher	004	Paid Caregiver 9/1/26-1/1/2027
Elsey, Linda	122125	Teacher	316	Unauthorized Med. Using Days 9/1/26-9/25/26
Espinoza, Mauricio	119365	Teacher	018	Paid Caregiver 9/25/26-11/27/26
Ferrante, Keith	122995	Teacher	307	Unauthorized Medical Using Days 9/1/26-On

Fiory, Erica	121315	Teacher	650	Mat. Using Days 9/1/26-10/30/26
Fullam, Jaime	118640	Teacher	024	Mat. Using Days 9/1/26-11/30/26
Gallina, Dianne	100176	Teacher	033	Med. Using Days 9/1/26-12/31/26
Giglio, Grace	109212	Principal	030	Med. Using Days 8/24/26-2/23/27
Harris, Angela	120681	Teacher	020	Paid Intermittent Caregiver 9/1/26-4/27/27
Radomski, Alyssa	102972	Teacher	021	Med. Using Days 9/1/26-9/30/26
Reynolds, Karen	100621	Teacher	019	Med. Using Days 9/1/26-9/28/26
Scorsune, Kaitlin	120312	Teacher	655	Med. Using Days 9/1/26-9/25/26
Statuto, Bonnie	110790	Teacher	084	Med. Using Days 9/1/26-10/30/26
Tamayo, Marbel	115832	Teacher	307	Unauthorized Med. Using Days 9/3/26-9/29
Tidwell, Stephenie	103457	Supervisor of Math	650	Paid Intermittent Caregiver 8/21/26-10/15/26
Tierney, Joseph	100587	Teacher	655	Medical Using Days 9/1/26-9/29/26

F. LEAVES OF ABSENCE (CONT.)

F2. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Paid Leave** With the respective effective dates for the 2026- 2027 school year. **(19) employees**

Noncertificated Paid Leave				
EMPLOYEE NAME	**ID #**	**TITLE**	**LOCATION**	**LEAVE TYPE & DATE**
Albino, Ana	119300	Personal Aide	002	Paid Caregiver 9/1/26-9/30/26
Barrientos, Iris	120221	Food Service Employee	311	Med. Using Dasy 9/1/26-9/25/26
Castillo, Vanessa	119134	I.A	004	Med. Using Days 9/1/26-9/25/26
Clifford, Charnell	121297	Personal Aide	024	Mat. Using Days 9/1/26-11/30/26
De Leon, Efrain	115753	Custodian	024	Ext. Med. Using Days 9/15/26-10/30/26
Gonzalez, Norma	106739	I.A	024	Med. Using Days 9/1/26-9/21/26
Iacobelli, George	10534	Security Officer	030	Med. Using Days 8/18/26-8/28/26
James, Deborah	111280	I.A	033	Med. Using Days 9/24/26-12/17/26
Norona, Migdalia	112206	School Secretary	015	Ext. Med. Using Days 8/10/26-8/31/26
Oliva, Rosa	107891	I.A	009	Med. Using Days 9/1/26-10/1/26
Pichardo De Perez, Rosanny	123741	Personal Aide	002	Med. Using Days 9/1/26-9/15/26
Pomales, Aracelis	104407	Cafeteria Monitor	311	Paid Loa 9/16/26-10/16/26
Pujols, Joanny	106106	Custodial	680	Unauthorized Paid Loa 9/1/26-9/28/26
Rivas, Meldry	121481	Personal Aide	020	Unauthorized Paid Loa 9/1/26-9/14/26
Roman, Maribel	103412	School Secretary	033	Med. Using Days 9/1/26-1/1/27
Silberman, Amanda	122230	Teacher	655	Unauthorized Paid Loa 9/22/26-11/25/26
Torcicollo, AnneMarie	104289	Secretary	307	Ext. Med. Using Days 8/17/26-8/31/26

Velasquez, Irlanda	120712	Personal Aide	041	Med. Using Days 9/1/26-9/15/26
Washington, Darryl	109778	I.A	028	Unauthorized Med. Using Days 9/1/26-On

F3. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Unpaid Leave** With the respective effective dates for the 2026-2027 school year. Please see the attached list. **(10) employees**

Non-Certificated Unpaid Leave				
EMPLOYEE NAME	**ID #**	**TITLE**	**LOCATION**	**LEAVE TYPE**
Burke, Thomas	119145	Security Officer	033	FMLA/Medical 9/1/26-10/2/26
Herrera Menacho, Alejandra	124104	I.A	028	FMLA/Childcare 9/1/26-11/23/26
Johnson, Chandra	119741	School Secretary	656	FMLA/Medical 9/1/26-10/20/26
Mendoza, Alberto	118918	Custodial	052	FMLA/Caregiver 8/10/26-10/30/26
Morales, Enrique	122071	Maintenance Worker	680	FMLA/Caregiver 8/17/26-11/3/26
Morales, Sandra	105020	I.A	307	Denied Unpaid Leave 9/1/26-9/7/26
Ortiz, Yolanda	122586	I.A	002	FMLA/Childcare 9/1/26-9/24/26
Pareja, Gladys	112638	Cafeteria Monitor	034	FMLA/Caregiver 9/2/26-11/9/26
Pichardo De Perez, Rosanny	123741	Personal Aide	002	FMLA/Medical 9/16/26-9/21/26
Rivas, Meldry	121481	Personal Aide	020	Unauthorized Unpaid 9/14/26-9/25/26

F. LEAVES OF ABSENCE (CONT.)

F4. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Unpaid Leave** With the respective effective dates for the 2026-2027 school year. Please see the attached list. **(21) employees**

Certificated Unpaid Leave				
EMPLOYEE NAME	**ID #**	**TITLE**	**LOCATION**	**LEAVE TYPE**
Arena, Christine	105066	Teacher	030	FMLA/Medical 9/1/26-9/7/26
Castillo, Josue	122478	Teacher	052	FMLA/Childcare 9/14/26-12/4/26
Centeno, Laura	118390	Supervisor	650	FMLA/Childcare 9/15/26-1/1/27
Chernavsky, Nataliya	115994	Teacher	655	FMLA/Caregiver 9/1/26-9/24/26
Doktor, Malgorzata	118703	Teacher	051	FMLA/Medical 9/1/26-10/30/26
Feis, Caitlin	123789	Teacher	006	FMLA/Mat. Childcare 9/1/26-2/24/27
Gonzalez, Jenness	120111	Teacher	018	FMLA/Mat. Childcare 9/1/26-2/22/27
Halliday, Hannah	119893	Teacher	027	FMLA/Maternity 9/1/26-1/8/27
Hilario, Dalirka	123422	Teacher	301	FMLA/Childcare 9/1/26-11/23/26
Kordecki, Amanda	120364	Teacher	036	FMLA/Childcare/Mat. 9/1/26-1/1/27

La Placa, Alexa	120035	Teacher	066	FMLA/Childcare 9/1/26-10/27/26
Lopez, Liz	123183	Teacher	051	FMLA/Medical 9/1/26-10/14/26
McFarland, Samantha	122282	Teacher	018	FMLA/Mat/Childcare 9/1/26-11/20/26
McHugh, Sarah	123001	Teacher	018	FMLA/Mat. Childcare 9/1/26-12/8/26
Ortiz Lora, Milagros	122173	Teacher	034	FMLA/Medical 9/1/26-10/12/26
Patby, Patrice	121869	Teacher	053	FMLA/Caregiver 9/1/26-11/24/26
Patel, Janki	118871	Teacher	007	FMLA/Mat. Childcare 9/1/26-11/21/26
Reynolds, Karen	100621	Teacher	019	FMLA/Medical 9/1/26-11/24/26
Ross, Amanda Leigh	121294	Teacher	028	Ext. FMLA/Childcare 9/1/26-6/30/27
Stabile, Raquel	120346	Teacher	002	FMLA/Mat.9/1/26-1/18/27
Yparraguirre, Cynthia	121616	Teacher	005	FMLA/Childcare/Mat. 9/1/26-2/25/27

F5. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Noncertificated** employee listing of **Return to Active Status** With the respective effective dates for the 2026-2027 school year. (**17) employees**

Noncertificate Return to Active Status				
EMPLOYEE NAME	**TITLE**	**LOCATION**	**LEAVE TYPE DATE**	**RETURN DATE**
Correa, Lorna	I.A	008	FMLA/Childcare 4/14/26-6/30/26	9/1/2026
Cruz, Jocelyn	School Secretary	034	Med. Using Days 8/12/26-8/24/26	8/26/2026
Estevez Morel, Miriam	I.A	028	FMLA/ Mat. Childcare 2/19/26-6/30/26	9/1/2026
Iacobelli, George	Security Officer	030	Med. Using Days 8/18/26-8/28/26	8/31/2026
Katib, Garam	Personal Aide	052	Unpaid 6/26/26-6/30/26	9/1/2026
Maynard, Cynthia	Cafeteria Monitor	013	FMLA/Medical 5/5/26-6/30/26	9/1/2026
Morales, Sandra	I.A	307	Denied Unpaid 9/1/26-9/7/26	9/8/2026
Munoz, Daisy	Personal Aide	002	Workers Comp. Unpaid 5/1/26-6/30/26	9/1/2026
Paniagua Santos, Leonida	Food Service Employee	311	Unauthorized Unpaid Loa 3/25/26-6/30/26	9/1/2026
Perez, Bolivia	I.A	041	Med. Using Days 6/1/26-6/30//26	9/1/2026
Reyes De Urena, Olga	Food Service Employee	311	Med. Using Days 6/1/26-6/30/26	9/1/2026
Rivera, Damaris	Administrative Assistant	680	FMLA/Medical 7/30/26-8/30/26	9/1/2026
Rodriguez, Ysabel	Food Service Employee	311	Med. Using Days 4/18/26-6/30/26	9/1/2026
Rojas Sanchez, Gladys	Food Service Employee	311	Me. Using Days 6/17/26-6/30/26	9/1/2026
Selfo, Alma	I.A	021	FMLA/Medical 5/22/26-6/30/26	9/1/2026
Silva, Robert	Security Supervisor	051	unauthorized Paid Loa 7/1/26-8/7/26	8/10/2026
Torcicollo, Annmarie	Secretary	307	Ext. Med. Using Days 5/4/26-8/31/26	9/1/2026

F. LEAVES OF ABSENCE (CONT.)

F6. At the recommendation of the Assistant Superintendent for Human Resources/Labor Relations and Affirmative Action, Luis M. Rojas Jr., approves the below **Certificated** employee listing of **Return to Active Status** With the respective effective dates for the 2026-2027 school year. Please see the attached list. **(30) employees**

Certificate Return to Active Status				
EMPLOYEE NAME	**TITLE**	**LOCATION**	**LEAVE TYPE**	**RETURN DATE**
Alves, Grace	Teacher	007	FMLA/Medical 6/23/26-6/30/26	9/1/2026
Arena, Christine	Teacher	030	Med. Using Days 6/2/26-6/30/26	9/1/2026
Arroyo, Katherine	Teacher	015	FMLA/Mat. 3/30/26-6/30/26	9/1/2026
Bernal Roca, Catherine	Teacher	009	FMLA/maternity 5/4/26-6/30/26	9/1/2026
Bonilla, Bella	Teacher	021	FMLA/Medical 5/11/26-6/30/26	9/1/2026
Borak, Michele	Supervisor	870	Med. Using Days 6/25/26-8/7/26	8/17/2026
Carrera, Daniel	Teacher	051	FMLA/Caregiver 4/13/26-6/30/26	9/1/2026
Casilla, Ysabel	Teacher	077	Med. Using Days 4/13/26-6/30/26	9/1/2026
Charreun-Castano, Deborah	Teacher	020	FMLA/Medical 6/12/26-6/30/26	9/1/2026
Cooper, George	Teacher	010	Ext. Med. Using Days 4/14/26-6/30/26	9/1/2026
Ford, Raquel	Teacher	021	FMLA/Mat. Childcare 3/23/26-6/30/26	9/1/2026
Gutierrez, Jimena	Teacher	051	FMLA/Childcare 6/12/26-6/30/26	9/1/2026
Kilcommons, Meagan	Teacher	033	Ext. Mat. Using Days 6/12/26-6/30/26	9/1/2026
Maas, Cheryl	Teacher	410	Unauthorized Paid Loa 4/16/26-6/30/26	9/1/2026
Marcelin-Belfield, Patricia	Teacher	004	FMLA/Mat. 3/10/26-9/2/26	9/3/2026
Mustafa, Ayman	Teacher		Sabbatical 9/1/25-6/30/26	9/1/2026
O'Hara, Shannon	Teacher	055	Med. Using Days 5/18/26-6/30/26	9/1/2026
Pardo-Jose, Marisel	Teacher	015	Unauthorized Paid Loa 6/4/26-6/30/26	9/1/2026
Ridgway, Marie	Teacher	052	Unpaid 6/22/26-6/30/26	9/1/2026
Roman, Kenneth	Vice Principal	024	unauthorized Paid Loa 8/3/26-8/13/26	8/17/2026
Rosa, Cathy	Teacher	015	FMLA/Mat/Caregiver 2/27/26-6/30/26	9/1/2026
Santora, Rosa	Teacher	033	Med. Using Days 6/11/26-6/26/26	9/1/2026
Scheffler, Peter	Teacher	006	FMLA/Medical 5/20/26-6/30/26	9/1/2026
Schmidt, Susan	Teacher	301	FMLA/Medical 6/3/26-6/30/26	9/1/2026
Scott, Latoria	Teacher	309	FMLA/Medical 6/1/26-6/30/26	9/1/2026
Spiliotopoulos, Patricia	Teacher	053	Unauthorized Paid Loa 6/3/26-6/30/26	9/1/2026
Toomey-Tomascheck, Kathleen	Teacher Nurse	670	Paid Caregiver 6/10/26-6/30/26	9/1/2026
Torres, Jeanette	Teacher	084	FMLA/Medical 6/17/26-6/30/26	9/1/2026
Williams, Brianna	Teacher	030	FMLA/Childcare 4/1/26-6/30/26	9/1/2026
Windish, Ruth	Teacher	008	Med. Using Days 4/16/26-6/30/26	9/1/2026

G. APPOINTMENT

	Last Name	First Name	School/Location	Title	Salary	Reason
G1	Carroll	Ricardo	JAT	Instructional Assistant	$43,560.00	filling vacancy
G2	Coston	Veronica	780	Substitute Secretary	$150.00/day	filling vacancy
G3	Crawford	Nasir	RPHS	Instructional Aide Sped SLD	$45,160.00	filling vacancy
G4	Crooks	Shaheem	PS #2	Teacher Grade 5	$64,830.00	filling vacancy/ job fair
G5	Ferres	Juan	Dept of Early Childhood	Preschool Registration Coordinator	$70,000.00	new appointment

G6	Florencio	Cynthia	655 Sped	Teacher Social Worker	$69,320 + $400CST = $69,720	filling vacancy
G7	Friday	Atondra	STEAM HS	Interim Principal	$850/month	appointment
G8	Gonzales	Lorraine	702 Department of Communications	Confidential Communications Assistant	$70,000.00	filling vacancy
G9	Grullon	Christopher	Dept. of Student Attendance	Senior Specialist	$55,995.00	filling vacancy
G10	Jackson	Darryl	PS #20	Teacher Sp. Ed. MD	$76,420.00	filling vacancy
G11	Kopic	Wanda	School # 7	Interim Principal	$850/month	appointment
G12	Prescott	John	Stars TIES	Instructional Assistant	$46,429.00	filling vacancy/ reclassify
G13	Rieder	Jason	School # 26	Interim Vice Principal	$750/month	appointment
G14	Taik	Fatima	Napier	Instructional Aide Special Ed/LLD	$38,835.00	filling vacancy
G15	Ujhelyi	Krisztina	Eastside HS	Teacher Math	$65,730.00	filling vacancy/ job fair
G16	Williams	Mandie	Central Registration	Part Time Clerical Worker	$21.43/hour	filling vacancy

H. TRANSFERS

	Last Name	**First Name**	**School/Location**	**Title**	**Salary**	**Reason**
H1	Ameti	Ferdija	School #18	Teacher Kindergarten	no change	transfer/ reclass
H2	Amparo-Baez	Mercedes	MLK	Personal Aide to student SG5262566	no change	transfer
H3	Avila	Mayra	Human Resources	Human Resources Customer Support Representative	no change	transfer
H4	Banoub	Kerolus	EHS	Teacher Biology	no change	transfer
H5	Barreto	Ruben	MLK	Personal Aide to student EC5234697	no change	transfer
H6	Chinni	Daria	School #18	Teacher Grade 5	no change	Reclassify/ ReOrg 26-27SY
H7	Consiglio	Dawn	School #18	Teacher Grade 3	no change	Reclassify/ ReOrg 26-27SY
H8	Cornish	Jason Lee	EWK	Teacher Grade 4	no change	transfer

H9	Cosme	Gloria	MLK	Personal Aide to students JS5271513 &SH5260271	no change	transfer
H10	Deza	Joseph	School # 28	Custodial Worker Chief C	no change	transfer
H11	Ferreras-Arroyo	Ihonils	PS 5	Teacher ESL	no change	transfer
H12	Flores Lopez	Yanira	Joseph A. Taub	Cafeteria Monitor	no change	transfer
H13	Ford	Kenneth	MLK	Personal Aide to Student KB5241330 & GN5236094	no change	transfer
H14	Fullam	Jaime	PS #24	Teacher Gr. 8 Math	no change	transfer
H15	Gomez de Cruz	Rosa	School #26	Instructional Aide Preschool Special Ed (vacancy 3333)	no change	transfer
H16	Hernandez	Erika	School #20	Teacher Grade 3	no change	transfer
H17	Johnson	Genia	School # 19	Personal Aide 504 for LR 5264198	no change	transfer
H18	Jones	Aalim	MLK	Personal Aide to student CC252007	no change	transfer
H19	Joyce	Adela	School # 5	Teacher Bilingual/ESL	no change	transfer
H20	Lavinas	Katia	School #26	Instructional Aide Preschool Special Ed (vacant class 592)	no change	transfer
H21	Martin	Tara	School #8	Teacher Special Ed LLD	no change	transfer
H22	Matos	Ivonne	School # 16	Personal Aide w/ JH 5237850	no change	transfer
H23	Matos	Scarlett	Norman S. Weir	Personal Aide w/ JN 5269641	no change	transfer
H24	McDuffie	Stephanie	School #26	Instructional Aide Preschool Special Ed (vacancy 592)	no change	transfer
H25	Meyers	Quado	RPHS	Personal Aide to student OM5234908	no change	transfer
H26	Nettles	Sharell	School # 6	Teacher Grade 3	no change	transfer
H27	Osho	Yetunde	MLK	Personal Aide to Students AD5244003 & SBO 5242698	no change	transfer
H28	Ouklouch	Yassine	School #26	Instructional Aide Preschool Special Ed (Amani Kattaya)	no change	transfer
H29	Perez	Jeani	Dept. of Human Resources	Human Resources Coordinator	no change	transfer

H30	Pinchom	Anna	School # 16	Personal Aide 504 w/ DCN 5250659	no change	transfer
H31	Pise	Laura	EHS	Teacher Chemistry	no change	transfer
H32	Radunovic	Natalija	School #10	Teacher Technology	no change	transfer/ job fair
H33	Reyes	Julio	Repairs and Maintenance	Custodial Worker Chief C, Floater	no change	transfer
H34	Salobo Quintana	Disleida	MLK	Personal Aide to Student AK5255765	no change	transfer
H35	Simon	Letita	School # 16	IA Sped. Resource	no change	transfer
H36	Smikle	Troy	Dale Ave	Instructional Aide Special Ed/LLD	no change	transfer
H37	Soto	Kayla	Dale Ave	Teacher Special Ed MD	no change	transfer
H38	Stevens	Alicia	MLK	Personal Aide to Student JA5266413	no change	transfer
H39	Taylor	Charisse	P-Tech	Permanent Substitute Teacher Sped. Resource	no change	transfer
H40	Zaydel	Yana	STEAM HS	Teacher Coordinator of Dental Services	$86,800.00	transfer

I. RECALL FROM RIF

	Last Name	First Name	School/Location	Title	Salary	Reason
I1	Acosta	Cindy	EHS	Secretary School	$44,430.00	recall from rif
I2	Foster	Jessamine	DHA	Teacher ESL	$86,210.00	recall

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

K1. Paterson Adult & Continuing Education funds to employ 1 evening part-time Principal for 3 hrs/day, 2 days/week at $65/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult & Continuing Education Evening Programs for 2026-2027 continuation of programs for approximately 30 weeks from 10/01/2026 – 6/30/2027. **Miguel Sosa**
Account# 13.602.200.100.410.053.0102.000 Not to exceed: $10,237.00

K2. Paterson Adult School funds to employ 2 part-time evening teachers for 3hrs/day, 2days/week at $35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult High School for 2026-2027 continuation of programs for approximately 30 weeks from 10/01/2026 – 6/30/2027. **Laura Garcia, Washington Leon**

Account# 13.601.100.101.410.053 - $6,350
Account# 13.602.100.101.410.053 - $6,350 Not to exceed: $12,700.00

K3. Paterson Adult High School funds to employ 1 part-time evening Guidance Counselor for 3hrs/day, 3days/week at $35/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult High School for 2026-2027 continuation of programs for approximately 30 weeks from 10/01/2026 – 6/30/2027. **Diana Scimeca**
Account# 13.602.200.100.410.053.0218.0000 Not to exceed: $9,450.00

K4. Adult Education funds to employ 1 part-time evening secretary for 6hrs/week, at $21.43/hr (hrs & days will vary) for approximately 30 weeks from 10/01/2026 – 6/30/2027. According to the guidelines and procedures of the Adult Education funds for 2026-2027 continuation of programs. **Kathy Morgan**
Account# 13.602.200.100.410.053.0105.0000 Not to exceed: $5,136.00

K5. Paterson Adult School funds to employ 2 part-time evening Supervisors for 3hrs/day, 3 days/week at $40/hr (hrs & days will vary) according to the guidelines and procedures of the Paterson Adult School for 2026-2027 continuation of evening ESL/GED programs for approximately 32 weeks from 10/01/2026 – 6/30/2027. **Freddy Nunez, Yudelis Nunez**
Account# 13.602.200.100.410.053.0102.000 Not to exceed: $11,520.00

L. STIPENDS

L1. Action to compensate **Lale Kuday** for lunchroom duty (Monday, Tuesday, Wednesday, Thursday, Friday). Effective September 2026.
Account# 15.120.100.101.028.056 Not to exceed: $2,000.00

L2. Action to hire staff members to support AM supervision at School No. 28.
The staff members are as follows:

Shavelle Cordova (Instructional Assistant) - 80 hours at $25 for total of $2,000
Edwin Rios (Instructional Assistant) - 80 hours at $25 for total of $2,000

Account# 15.190.100.106.028.053.0000.000 Not to exceed: $4,000.00

L3. PTF to hire the 8 staff members below for lunch supervision. Staff will provide lunch coverage from 9/08/26 until the end of the school year at the contracted rate.

1. **Adrian Aleman**
2. **Owen Barnes Jr.**
3. **Mohamed Anouer Elmahjoubi**
4. **Emilio Mariano**
5. **Tanya Scott**
6. **Clevans Robinsons**
7. **James Hargrove**
8. **Ani Silvani**

In addition, the below staff member should be listed as a substitute in the event one of the above teachers cannot work: **Frances Vazquez**
Account# 15.140.100.101.307.056.000 Not to exceed: $14,000.00

L4. Action is requested to stipend the following teachers. **Shelton Prescott, Andrew Maira, Ani Silvani, Clevan Robinson** to support the before school safety procedures.

Staff will work .30 hours a day five days a week. In addition, the below staff members should be listed as substitutes in the event one of the above teachers cannot work: **Gerald Napoleone, Owen Barnes Jr.**
Account# 15.140.100.101.307.053.0030.000 Not to exceed: $5,950.00

L5. Action to pay teachers for their attendance at JFK Freshmen Orientation on August 26, 2026. Payment will be for 5 teachers at $35.00 x 4 hours = $140.00 per staff member. The staff members are as follows: **Cara Denturione – PC# 2193, Mohamed Anouer Elmahjoubi – PC# 3140, Lynn Hazelmen – PC# 598, Ronald Jackson – PC# 2817, Andrew Maira – PC# 2815**
Account# 15.140.100.101.307.053.0000.000 Not to exceed: $700.00

L6. Action to appoint the following three staff members to supervise lunches. Each staff member will supervise 1 of 4 lunches everyday starting September 2026 and ending June 2027. Amount not to exceed $2,000 for each or $6,000 total, **Esteban Morales, Karilaun Cordero** and **Lorna Correa.** Effective September 2026.
Account# 15.120.100.101.008.056.0000.000 Not to exceed: $6,000.00

L7. Request to void the appointment of **Brandon Pilgrim** as Strength & Conditioning Coach and hire, **Jamal Slappy** for the position. JobID:5519770. Salary $3,175. Step /Per Season. Appointment Period: September 7, 2026 through November 22, 2026. Note: Dates are subject to change per NJSIAA guidelines.
Account# 15.402.100.100.051.053.0000.000 Not to exceed: $3,175.00

L. STIPENDS / CONT.
L8. Request to void appointment of **Kayla Diaz** as Girls Volleyball Assistant Coach and hire **Shaniqua Bacote** for the position. JobID:5519800. Salary $6,301. Step / 0. Appointment Period: September 7, 2026 through November 22, 2026. Note: Dates are subject to change per NJSIAA guidelines.
Account# 15.402.100.100.051.053.0000.000 Not to exceed: $6,301.00

L9. Action requested to pay **Stephanie Peltzer, Desirelle Salas, Tenet Frierson** and **Anne Garcia** as teachers for the Paterson P-Tech Summer Bridge Freshman Orientation. August 24, 2026 Teacher training 9:00 a.m. – 1:00p.m.
August 25 – August 26, 2026 student sessions 9:00 a.m. – 1:00 p.m.
Audience: The audience will consist of the incoming freshman class of Paterson P-Tech for the 2026 – 2027 school year. To hire 2 teachers at $35/hr for 4 hours a day for 3 days. To hire 2 IA/PA at $25/hr for 4 hours a day for 3 days. (Teachers Peltzer & Garcia)
(IA/PA Salas & Frierson)
Account# 15.422.100.101.054.053.0000.000 (Teachers) Not to exceed: $770.00
Account# 15.422.100.106.054.053.0000.000 (IA/PAs) Not to exceed: $550.00

L10. Action to compensate the following staff to supervise students during dismissal (3:10 – 3:50 p.m.), September – June SY 2026-2027. **Nicole Emery** – 90 hours
Account# 15.190.100.106.309.053.0030.000 Not to exceed: $2,250.00

L11. Action requested to stipend one (1) Lead Teacher (after school only), four (4) Teachers and one (1) Instructional Assistant for Before School Program from 7:45 a.m. to 8:15 a.m. and After School Program from 3:15 p.m.to 3:45 p.m. at School 9/CJR from Monday through Friday from September 2026 through May 2027 up to and not to exceed 75 hours.
1 Lead Teacher (after school program only) up to and not to exceed 47 hours (3:15 p.m.- 4:00 p.m.) x $60.00 an hour = $2,820.00. 2 hour PD at $60.00 an hour = $120.00 total $2,940.00.
4 Teachers up to and not to exceed 75 hours (37.5 hrs before school and 37.5 hrs after school) x $35.00 an hour = $10,500.00. 2 hour PD at $35.00 an hour for 4 Teachers = $280.00 total $10,780.00.
1 I.A. up to and not to exceed 75 hours (37.5 hrs before school and 37.5 hrs after school) x $25.00 an hour = $1,875.00

POSITION	**NAME**
LEAD TEACHER	Anthony Licamara
2nd GRADE TEACHER	Barbara Moro
3RD GRADE TEACHER	Yissel Luna
4TH GRADE TEACHER	Laura Patane
5TH GRADE TEACHER	Rosemary Chichester
INSTRUCTIONAL ASSISTANT	Yessenia Camacho

Account# 20.231.100.101.653.083.000.0001
Account# 20.231.100.106.653.083.000.0001 Up to and not to exceed: $15,595.00

L. STIPENDS / CONT.
L12. Action to hire **Shella Rene-Marc** to provide after-school student supervision for one half-hour each day.
Account# 15.120.100.101.041.053.0030.000 Not to exceed: $3,200.00

L13. Action requested to stipend the Paterson Public School staff see attached list. 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 parent's 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; Instructional 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**	**Position**
1.	Brackett	Sherri	PRINCIPAL
2.	Chowdury	Yasmin	TEACHER

3.	Crawford	Shanita	DIRECTOR
4.	DeFreese	Ayanna	SUPERVISOR
5.	DeGalan	Paola	FOOD MANAGER
6.	Demarest	Evelyn	HOMESCHOOL LIASON
7.	Fabor	Christopher	TEACHER
8.	Frazier-Thompson	Natalia	NON CERTIFICATE ADMINISTRATOR
9.	Gerald	Sierra	PROGRAM COORDINATOR
10.	Gonzalez	Sandralis	VICE PRINCIPAL
11.	Hernandez	Arody	CAFETERIA WORKER
12.	Jackson	Virginia	NON CERTIFICATED SPECIALIST
13.	Jackson	Nicole	TEACHER
14.	Magazine	Dashawnia	PARENT COORDINATOR
15.	Marin	Patricia	SUPERVISOR
16.	Mckay	Monique	NON CERTIFICATED ADMINISTRTOR
17.	Norman	Jackie	TEACHER
18.	Parker	Travis	PARENT COORDINATOR
19.	Rahman	Saidur	NON CERT SPECIALIST
20.	Ruiz	Maria	NON CERT SPECIALIST
21.	Sisti	Valentino	VICE PRINCIPAL
22.	Smith	Shirlane	NON CERT SPECIALIST
23.	Thomas	Ladina	NON CERT SPECIALIST
24.	Velasco-Rosado	Cinthya	TEACHER
25.	Watley	Janiki	SUPERVISOR

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

L. STIPENDS / CONT.

L14. Action to hire **Mr. Roger Sangster PC# 799** for the Eastside High School for the school year 2026-2027. One (1) support staff member (Instructional Aide) to supervise students receiving Saturday detention for two (2) hours on Saturday Morning Detention. 25 days at two (2) hours each day x $25.00 = $1,250.00 for one support staff member. 25 Saturday at two (2) hours x $25.00 = $1,250.00
Account# 15.190.100.106.051.053.0030.000 Not to exceed: $1,250.00

L15. Action to hire **Mr. Rafael Garcia PC# 2605** for the Eastside High School for the school year 2026-2027. One (1) staff member to provide student supervision for Saturday detention for two (2) hours for 25 school days at the rate per PEA agreement. 25 days x 50 hours at $35.00 = $1,750.00 for one certified staff member to begin on September 26, 2026 until June 12, 2027.
Account# 15.140.100.101.051.053.0030.000 Not to exceed: $1,750.00

L16. Action is requested to stipend **Desirelle Salas, Evangelista Gil, Mouna Amrani** and **Tenet Frierson** to provide lunch supervision for Paterson P-Tech students for the 2026-2027 school year

Account# 15.140.100.101.054.056.0000.000 Not to exceed: $8,000.00

L17. Action to hire four (4) staff members for Lunch Supervision Periods 4 – 7 not to exceed $8,000 ($2,000 each) **Rosa Carhuallanqui, Andriana Morillo, Marc Yacono, Teodoro Llladire.** Effective 9/08/2026.
Account# 15.140.100.101.084.056.0000.000

L18. Action requested to stipend the Paterson Public School staff see attached list. 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; Instructional Assistants at $25.00 an hour; 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.

Parent Posting 372 Applicants		
Last Name	**First Name**	**Position**
Moore	Lenny	Director
McDowell	William	Director
Tedford	Denise	Teacher
Hernandez	Dianna	Teacher

Account# 20.231.200.100.653.080.0000.001 Up to and not to exceed: No Funds Needed

L. STIPENDS / CONT.
L19. Action to hire two staff members **Ms. Syeda Nuri** and **Ms. Shahimur Kurury** to do Voluntary Lunch Program Duty for one period daily starting September 8, 2026 – June 2027 school year. Each staff member will be paid no more than $2,000 each for the 2026-2027 school year.
Account# 15.120.100.101.005.056.0000.000 Not to exceed: $4,000 divided by 2

L20. Action to hire Band Teacher, **David Alpaca for** an After School Band Program at Maria O'Keefe School (24) from October 2026 through June 2027 total of 120 hours, Monday – Friday, 1 hour per day. $35 per hour x 120 hours = $4,200.00
Account# 15.401.100.100.024.053.0000.000 Not to exceed: $4,200.00

L21. Action is requested to pay stipend to **Frank Toledo** for 3rd lunch coverage (12:15 p.m.-1:00p.m.) at School #25 for the 2026–2027 school year. At the contractual rate. Listed below are the possible subs in the event Mr. Toledo is unavailable. **Nina Powell**
Account# 15.130.100.101.025.056.0000.000 Not to exceed: $2,000.00

L22. Requesting approval to provide extra pay for food service workers/managers, instructional aides, and/or teachers who participate in the implementation of the Fresh Fruit and Vegetable Program. Food Service staff will be paid at the rate of their current base salary. Instructional Aides will be paid, as per their collective bargaining agreement, a stipend of $25/hour. Teachers will be paid, as per their collective bargaining agreement, a stipend of $35/hour. Dates and times may vary, according to the needs and locations of the programs. Acceptance of Funds for the Fresh Fruit and Vegetable Program Grant was Board Approved on 9/09/2026, F-43.

FFVP Employee Name List

GUTIERREZ KATIE
DETT ESTHER
GALAN ANNY
CESPEDES DELGADO JACQUELIN
OSORIA DE SANTANA ANNY
CUEVAS ALMONTE INGRID
ROJAS SANCHEZ GLADYS
BRITO ROSA
HIDALGO MERCEDES
PICHARDO DE CABRERA ODALIS
MEDRANO DORA
PIMENTEL CRISTINA
FELIZ FELIZ YOHANNA
RODRIGUEZ YSABEL
BERRIO DORIS
PANIAGUA SANTOS LEONIDAS
GOMEZ AGLAE
BELFIELD EVELYN
WEL SILVESTRE JOAQUINA
LORA FRANCISCO DELANCY
CASCAVITA SALCEDO YURY
LEMON ANNETTE
ALVAREZ JARAMILLO ANGELA
VALENCIA TORO PATRICIA
CERDA MONTERO ADELANDIA
MEDINA-CCAMACCA CINTHIA
SOSA JUANA
VENTURA-RODRIGUIZ ARELIS
GARCIA ESTHER
SYKES SHIRLEY
BECO CARMEN
GONZALEZ ARELYS
MATUTE-CODERO JESSICA
BANDALA ALBA

TAYLOR ZELNITA
ZEA QUINTANILLA ZOIA

RODRIGUEZ MARGARITA

GRANADILLO BELKIS
ACOSTA VEGA PEDRO
LOPEZ MATIAS MARIA

ACEVEDO GARCIA ANA

GALLO MARILIA

REYNOSO NUNEZ JOSE
ALMONTE REYES CHARITIN
ROQUE-LEONARDO LILIAN
WHITAKER TRANCY
RIVAS JANET
DOMINGUEZ RODRIGUEZ JENNY
MORRISON ROBIN
MEDINA HERASME KATHIA
TOLENTINO SOLANLLI
MINAYA DE ACOSTA LUZ
VERA LISSETTE
ROMERO ANTONELA
COLLADO ELIZABETH
TORIBIO ALEXANDRA
VOLQUEZ MARIA
CABRERA LEIRIS FLORENTINA
VESGAS YOLANDA
ROSA DE VENTURA GLENIS
CAYAS TACSI YENNY
WHITE MORVICK
PIERSON YAKIMA
PEREZ IDALIA
GARCIA QUERO JAQUELIN
RODRIGUEZ RUTH DEL ROSARIO
ROSEBORO SONIA
DELGADO MARIA
MEYER CLAUDIA
VILSAINT CHARITE
MCPHERSON SONIA
MENESES YOLANDA
CABRERA FIORALDA
NIEVES DE CASTILLO IRSI
BELLIARD ROSA
TAPIA DE HERRERA GRISELI

MCCRAY MYBRUN
PETRAZZUOLO VINCENZA
ROQUE OROVILLA SILVIA
GONZALEZ BIELKA
TAVAREZ BRENDA
ALCALDE NANCY
DOMINGUEZ CAMINERO YVETTE
LOPEZ-MATIAS REYNA
DELGADO MARGARITA
MEDLEY BRENDA
GOMEZ FRANCISCA
CARVAJAL GOMEZ DE LOPEZ NIRCIDA
MARTES ABREU SANYI
KATERJI SAMAR
REYES DE URENA OLGA
SPINA LUISA
RAMOS MINERVA
KEARNEY-GRAYSON JOANN
SOSA SEGURA TERESA
VERDINA NICOLE
VALDEZ BRENES MARJORIE
SALOMON LOPEZ DE PAUL MILAGROS
GONZALEZ DE JESUS MIRIAM
TORRES ARRIETA NAYIBE
ALEJO DE GIL ISAIRIS
CONCEPCION PAYANO YOHANNA
CUETO RIVERA LINA

LUDEÑA ROSA

ACEVEDO ANGELINA
GONZALES HORTENCIA
GRAU RAMIREZ ROSA
ABREU DE RODRIGUEZ JOSEFINA
ROSALES-PEREZ SUCELY
GARCIA LEIBY
RAMIREZ CARMELA

RODRIGUEZ ELVIRA

MIRANDA MARIA
ROSARIO BELKIS
GUTIERREZ PAULINA
CUSTODIO CABRAL ZOILA
PACHECO WANDA
ROSA YOLANDA

HARRIS SHANNA
SANCHEZ LUCY
RETES CLAUDIA
TORRES MARLENY
ORTIZ JOSEFINA
POMALES ARACELIS
FERNANDEZ YRIS
VAZQUEZ JULIA
GAMBLE ELAINE
CAHUANA MILAGROS
COLQUICOCHA ANA
FLORENTINO AGRIPINA
CEPERO OFELIA
GUERE OSCANOA NORMA
DE FRANCESCO ERSILIA
PERKINS RUTHIE
BURKE DONNA
TAVAREZ DE MOREL PATRICIA
FOXWORTH MICHELLE
DONE INDIANA
COX CYNTHIA
MEDINA JACKELYN
LOPEZ ANDRADE DE MUNOZ MARIA ELE
PEREZ DE GALAN PAOLA
HENRIQUEZ QUINONES ANA
LANTIGUA DE GARCIA JACQUELINE
COLLAZO EVA
BENCOSME VIELKA
CELEDONIO EVANGELINA YOELINA
SERGEANT JOAN
MONTERO DE SEGURO JOSEFINA
HUSSAIN SHAMMI
PINCAY MERA CONSUELO
HERNANDEZ ARODY
MARTINEZ DE PICHARDO MERCEDES
NOVA DILENNY
RODRIGUEZ KAREN
ORTIZ SANTOS NORBANIA
ACOSTA DE CASTELLANOS JENNY

GARCIA HIGINIA

BARRIENTOS IRIS
VASQUEZ DEYANARA
SEPULVEDA ACOSTA YESSENIA

CLASS JANET
NEWMAN MILIAN ROSSANNA
GARCIA DEL GIUDICE ISABEL
SIMMS TAYASIA
NUNEZ RODRIGUEZ VIANNY

FERRERAS VALDEZ SIMONA

LEWIS TANYA

HUAPAYA SAAVEDRA FELICITA
MCDANIEL SONJI
BASSOLE KAREN
RESENDIZ FRANCISCA
SILVESTRE MERCEDES LEIDA
PICHARDO ELIZABETH
PENA WANDA
WEL DINORAH
MARTINEZ RECIO SANTA
YASMIN ARIFA
BEGUM SHAHANA
GOMEZ MONTESINO CARMEN
ROJAS-SANCHEZ MARITZA
FRANCIS-WHITE MAUREEN
CLINE SARAH
COLLAZO MARIA
GOMEZ REMIGIA
ROSARIO ALBA
EWERS VIVIA
LUGO JACQUELINE
CORPORAN DE RODRIGUEZ MARIA
DE FENZA STACY
CALAGUA OLGA
ARIAS MARITZA
CASTILLO ULLOA YVELI<A
ARIAS ANGELA
HERRERAS MARIA DE ROSA ELIZABETH
MONTESINO FELICIA
SARMIENTO BARRIOS CANDELARIA DEL
BALBI AGUSTINA
CRUZ MAGDALENA
ALVARADO-RONCEROS JAKELINE
MARTINEZ HIGUEREI IRAMA
BECO EMENEGILDO
CORTORREAL ALMONTE MARIA
SOTOMAYOR TAPIA ANA

TAVAREZ DE VENTURA EULOGIA
UCEDA GLORIA

NOLASCO BRITO ALEXANDRA

WEL TEODORA
LEON MENDOZA SARA
BOLAND LAKESHIA
RODRIGUEZ SOLANO KATERIN
FARUQUE SHAMIMA
HAMAD ABDEL HAMED
RAMIREZ MOLINA PRISELDA
BAEZ HERNANDEZ BRENNY
SENA MENDEZ ADOLFO
NUNEZ DE GARCIA REYNA
GONZALEZ VARGAS JOSE
ACEVEDO ELVI
EVANGELISTA BAUTISTA JACINTA

BASARTE RICARDO IRENE

RODRIGUEZ ROJAS HENSY
VALVERDE TEJEDA MARITZA
SABINO VALDEZ JULIO
ARENA, CHRISTINE
SOLIS, CARLA
TORRES, QUANA
ZACARRO, HOLLIE

Account# 60.910.310.110.310.000.0004.000 Not to exceed: $25,000.00

L. STIPENDS /CONT.

L23. Action is requested to pay stipend to **Anel Hernandez** for 4th lunch coverage (1:00 p.m. – 1:40 p.m.) at School #25 for the 2026-2027 school year. At the contractual rate. Listed below are the possible subs in the event Ms. Hernandez is unavailable.
Nina Powell
Account# 15.130.100.101.025.056.0000.000 Not to exceed: $2,000.00

L24. Action to provide contractual stipend amount of $7,813 to the Drama Coach, **Lawrence Wagner,** for the 2026-2027 school year. 1st half $3,906.50 is to be paid December 2026. 2nd half $3,906.50 is to be paid June 2027.
Account# 15.401.100.100.052.053.0000.000 Not to exceed: $7,813.00

L25. Action requested to stipend one (1) Lead Teacher, five (5) Teachers and one (1) Instructional Assistant for the After School Program from 4:30 p.m. to 5:30 p.m. at Joseph A. Taub Middle School on Tuesdays, Wednesdays, and Thursdays from October 2026 through May 2027 up to and not to exceed 75 hours.

1 Lead Teacher up to and not to exceed 86.25 hours (4:30p.m.- 5:45p.m.) x $40.00 an hour = $3,450.00. Five (5) Teachers up to and not to exceed 75 hours (4:30p.m-5:30p.m.) x $35.00 an hour = $13,125.00. 1 I.A. up to and not to exceed 75 hours (4:30 p.m.-5:30 p.m.) x $25.00 an hour = $1,875.00

SCHOOL # JATS	
POSITION	**NAME**
LEAD TEACHER	Nour Nalha
ELA Teacher	Alexandra Malc
Math Teacher	Andres Feliple Paez
Art Teacher	Patricia Kaminiski
GYM/STEM	Robert Aguiar
Music	Stefan Lazarevic
Drones/Coding IA	Ferzad Ajam
SUBSTITUTES	
	Gary Monitlus
	Elizabeth Speizer

Account# 20.238.100.101.653.083.1068
Account# 20.238.100.106.653.083.1068 Up to and not to exceed: $18,450.00 SIA Funds

L. STIPENDS /CONT.

L26. Action to provide contractual stipend amount of $9,388 to the School Treasurer, **Roman Kharchuk,** for the 2026-2027 school year. 1st half $4,694.00 is to be paid December 2026. 2nd half $4,694.00 is to be paid June 2027.
Account# 15.401.100.100.052.053.0000.000 Not to exceed: $9,388.00

L27. Action to provide contractual stipend amount of $8,601.00 to the Vocal Coach, **Lauren Sander-Wells,** for the 2026-2027 school year. 1st half $4,300.50 is to be paid December 2026. 2nd half $4,300.50 is to be paid June 2027.
Account# 15.401.100.100.052.053.0000.000 Not to exceed: $8,601.00

L28. Action to provide contractual stipend amount of $9,388 to the Instructional Music Coach, **William Newrock,** for the 2026-2027 school year. 1st half $4,694.00 is to be paid December 2026. 2nd half $4,694.00 is to be paid June 2027.
Account# 15.401.100.100.052.053.0000.000 Not to exceed: $9,388.00

L29. Action to compensate (1) Principal and (1) Vice Principal to supervise, including but not limited to Saturday auditions, concerts performances, festivals, competitions, community show cases, musicals and community partnerships that occur when the district is closed, weekends and holidays.
Kaela Quince-McMillan (Principal at rate of $65.00 per hour not to exceed $1,000.00)
Peter Somoza (Vice Principal at rate of $60.00 per hour not to exceed $1,000.00)
Total personnel submitted: 2 Effective date August 31, 2026 – June 30, 2027.
Account# 15.000.240.103.052.000.0000.000 Not to exceed: $2,000.00

L30. Action to stipend one (1) Non-Certified staff member to provide before school-morning student supervision for the 2026-2027 school year.
Keith Burgess Posting #605 $25/hr
Account# 15.190.100.106.021.053.0030.000 Not to exceed: $3,200.00

L31. Action to stipend two (2) Teachers to provide before school-morning student supervision. Stipend is not to exceed $4,500.00 per staff member.
Staff members: **Lauren Schwerin, Agustin Castillo** Posting #605 $35/hr
Account# 15.130.100.101.021.053.0030.000 Not to exceed: $9,000.00

L32. Action requested to stipend **Johanna Perez**, Counselor 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.
Account# 20.231.200.100.653.080.0000.001
Up to and not to exceed: No Additional Funds Needed

L. STIPENDS /CONT.

L33. Action requested to stipend seven (7) Teachers for the 2026-2027 Before School Intervention SIA Funded Program at School 16 from 7:30 a.m. to 8:15 a.m. for 100 hours on Mondays, Tuesdays, Wednesdays, Thursdays from September 2026 through May 2026 up to and not to exceed 100 hours each teacher from September 2026 through May 2026. (7) Seven teachers up to and not to exceed 100 hours (7:30 a.m. – 8:15a.m.) x $35.00 an hour = $24,500.00 **Cinthya Velasco, Lisette Sagain, Angela Saray,**
Miguel Otero, Kara Leslie, Edward Bodnar, Amirah Faradin
Account# 20.238.100.101.653.083.1016.0000.001 Up to and not to exceed: $24,500.00

L34. Action requested to stipend one (1) Lead Teacher, five (5) Teachers and one (1) Instructional Assistant for the After School Program from 3:30 p.m. to 4:30 p.m. at Joseph A. Taub Middle School on Tuesdays, Wednesdays, and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.

1 Lead Teacher up to and not to exceed 75 hours (3:30p.m.- 4:30p.m.) x $40.00 an hour = $3,000.00 2 hour PD at $40.00 an hour = $80.00.

Five (5) Teachers up to and not to exceed 75 hours (3:30p.m-4:30p.m.) x $35.00 an hour = $13,125.00 2 hour PD at $35.00 an hour for five (5) Teachers = $350.00.

1 I.A. up to and not to exceed 75 hours (3:30 p.m.-4:30 p.m.) x $25 an hour = $1,875.00

SCHOOL # JATS	
POSITION	**NAME**
LEAD TEACHER	Nour Nalha
ELA Teacher	Alexandra Malc
Math Teacher	Andres Feliple Paez
Art Teacher	Patricia Kaminiski
GYM/STEM	Robert Aguiar
Music	Stefan Lazarevic
Drones/Coding IA	Ferzad Ajam
SUBSTITUTES	
	Gary Monitlus
	Elizabeth Speizer

Account# 20.231.100.101.653.083.0000.001
Account# 20.231.100.106.653.083.0000.001
Up to and not to exceed: $18,430.00 Title 1 Funds

L. STIPENDS /CONT.

L35. Action requested to stipend one (1) Lead Teacher, two (2) Teachers and one (1) Instructional Assistant for the After School Program from 3:15 p.m. to 5:15 p.m. at School 2 on Mondays, Tuesdays, Wednesdays and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.
1 Lead Teacher up to and not to exceed 86.25 hours (3:15 p.m.-5:15 p.m.) x $40.00 an hour = $3,450.00. 2 hours PD at $40.00 an hour x Lead Teacher = $80.00
Two (2) teachers up to and not to exceed 75 hours (3:15 p.m. – 5:15 p.m.) x $35.00 an hour = $5,250.00. 2 hour PD at $35.00 an hour for two (2) Teachers = $140.00

1 I.A. up to and not to exceed 75 hours (3:15 p.m. – 5;15 p.m.) x $25.00 an hour = $1,875.00. **Amy Polay, Tawanna Workman, Sharonda Mott, Lauren Chavis-Ferrer**
Account# 20.231.100.101.653.083.0000.001
Account# 20.231.100.106.653.083.0000.001 Up to and not to exceed: $10,795.00

L36. Action requested to stipend one (1) Lead Teacher, five (5) Teachers and one (1) Instructional Assistant for the After School Program from 3:15 p.m. to 4:30 p.m. at Dr. Awadallah School on Tuesdays, Wednesdays, and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.

1 Lead Teacher up to and not to exceed 86.25 hours (3:15p.m.- 4:45p.m.) x $40.00 an hour = $3,450.00 2 hour PD at $40.00 an hour x (1) one Lead Teacher = $80.00.

Five (5) Teachers up to and not to exceed 75 hours (3:15 p.m-4:30p.m.) x $35.00 an hour = $13,125.00 2 hour PD at $35.00 an hour for five (5) Teachers = $350.00.

1 I.A. up to and not to exceed 75 hours (3:15 p.m.-4:30 p.m.) x $25 an hour = $1,875.00

SCHOOL # DHA	
POSITION	**NAME**
LEAD Teacher	Katherine Mickey
6th Grade ELA Teacher	Dorothy Harley
6th Grade Math Teacher	Jerry Macon
7th Grade ELA Teacher	Mary Corrado
7th Grade Math Teacher	Amber Hammond
8th Grade ELA Teacher	Sindy Aponte
Instructional Aide	Hephte Ramirez
Lead Teacher Substitute	Mazuza Matari
Substitute Teacher	Carrie Simoneau

Account# 20.231.100.101.653.083.0000.001
Account# 20.231.100.106.653.083.0000.001
Up to and not to exceed: $18,880.00 Title 1 Funds

L. STIPENDS /CONT.

L37. Action requested to stipend one (1) Teacher, **Kevin Medley** for the After School Program from 3:15 p.m. to 4:15 p.m. at School No. 25 on Mondays, Tuesdays, Wednesdays and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours. (1) one teacher up to and not to exceed 75 hours (3:15 p.m. – 4:15 p.m.) x $35.00 an hour = $2,625.00. 2 hours PD at $35.00 an hour for one (1) Teacher = $70.00
Account# 20.231.100.101.653.083.0000.001 Up to and not to exceed: $2,695.00

L38. Action requested to stipend the Paterson Public School staff see attached list.

The parents 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 an hour; 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	Position
Colcloughly	Nekeia	Teacher
DeFreese	Ayanna	Supervisor
Dichellis	Alana	Registrar
Hazelman	Lynn	Teacher
Hernandez	Edwin	Supervisor
Kane-Malone	Mary	Teacher
Mariano	Emilio	Teacher
Martin	Ryan	Teacher
Mora	Julio	Teacher
Ortiz	Emily	Teacher
Perez DeGalan	Paola	Café Worker
Rodriguez	Giovanna	Teacher
Sabbaghi	Mahboubeh	Teacher
Scala	David	Supervisor
Syz	Chuan Chu Tracy	Teacher
Thornton	Dorothy	Teacher
William	Cash	Parent Coordinator
Wirkmaa	Christopher	Teacher

Account# 20.231.200.100.653.080.0000.001
Up to and not to exceed: No Additional Funds Needed

L. STIPENDS /CONT.

L39. Action requested to stipend one (1) Lead Teacher, eight (8) Teachers and one (1) Instructional Assistant for the After School Program from 3:15 p.m. to 4:15 p.m. at School #25 on Mondays, Tuesdays, Wednesdays, and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.
1 Lead Teacher up to and not to exceed 86.25 hours (3:15p.m.- 4:30p.m.) x $40.00 an hour = $3,450.00 2 hour PD at $40.00 an hour x (1) one Lead Teacher = $80.00.
Eight (8) Teachers up to and not to exceed 75 hours (3:15 p.m-4:15p.m.) x $35.00 an hour = $21,000.00 2 hour PD at $35.00 an hour for eight (8) Teachers = $560.00.
1 I.A. up to and not to exceed 75 hours (3:15 p.m.-4:15 p.m.) x $25 an hour = $1,875.00

School 25	
Anel Hernandez-Lead	
Teachers	
Anyakoha, Chineyre	Rafi, Wafae
Hammam, Ineam	Smith, Richina
Hernandez, Magali	Taylor-Kamara, Ahmed
Malkin, Rosalba	Nina Powell
IA	
White, Randall	

Account# 20.231.100.101.653.083.0000.001 & 20.231.100.106.653.083.0000.001
Up to and not to exceed: $26,965.00 Title 1 Funds

L40. Action requested to stipend the Paterson Public School staff see attached list. The parents 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 an hour; 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.

Staff Name	**Role**
Shenita Crawford	Director of Secondary Education
Carolina Acevedo	Supervisor of CTE
Edwin Hernandez	Supervisor of CTE
Mary Kane-Malone	Teacher of Family & Consumer Science
Lynn Hazelman	Teacher Science Technology
Emilio Mariano	Teacher of Construction Trades
Ryan Martin	Teacher Business Education

Account# 20.231.200.100.653.080.0000.001
Up to and not to exceed: No Additional Funds Needed

L. STIPENDS /CONT.

L41. Action requested to stipend one (1) Lead Teacher, eight (8) Teachers and one (1) Instructional Assistant for the After School Program from 3:15 p.m. to 5:15 p.m. at School 13 on Tuesdays, Wednesdays and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.

1 Lead Teacher up to and not to exceed 86.25 hours (3:15 p.m. -5:30p.m.) x $40.00 an hour =$3,450.00. 2 hour PD at $40.00 an hour x (1) one Lead Teacher = $80.00.

Eight (8) Teachers up to and not to exceed 75 hours (3:15 p.m. – 5:15 p.m.) x $35.00 an hour = $21,000.00. 2 hour PD at $35.00 an hour for eight (8) Teachers = $560.00.

1 I.A. up to and not to exceed 75 hours (3:15 p.m. – 5:15 p.m.) x $25.00 an hour = $1,875.00

SCHOOL # 13	
POSITION	**NAME**
LEAD TEACHER	Yolanda Blue
3RD GRADE TEACHER	Tania Flete
3RD GRADE TEACHER	Fe Bulaclac
4th GRADE TEACHER	Jorge Ramos
4th GRADE TEACHER	Dalissa Canario
5TH GRADE TEACHER	Shakia McKinney
5TH GRADE TEACHER	Claudia Buscavage
6TH GRADE TEACHER	Zakiyyah Barnes (Lead Teacher Sub)
7/8TH GRADE TEACHER	Kimberly Davis V
INSTRUCTIONAL ASSISTANT	Rosie Cox
SUBSTITUTES	Fracis Valbue a (SUB)

Account# 20.231.100.101.653.083.0000.001
Account# 20.231.100.106.653.083.0000.001 Up to and not to exceed: $26,965.00

L42. Action requested to stipend the Paterson Public School staff see attached list. The parents 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 an hour; 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.

	EMPLOYEE NAME	**LOCATION**	**DEPARTMENT**
1	ABREU EGLY	307 KENNEDY HIGH SCHOOL	02 Vice Principal
2	ADORNO GISELA	008 SCHOOL # 8	01 Principal

3	AL HOUSSEIN MARYAN	025 SCHOOL # 25	02 Vice Principal
4	ANDREANIDIS ELENH	009 SCHOOL # 9	02 Vice Principal
5	ARMSTRONG FELESHA	316 NEW ROBERTO CLEMENTE	02 Vice Principal
6	AWAD CHRISTOPHER	051 EAST SIDE HIGH SCHOOL	02 Vice Principal
7	AYALA GRACIELLA	012 SCHOOL # 12	02 Vice Principal
8	BACCHUS SHAM	316 NEW ROBERTO CLEMENTE	01 Principal
9	BERMUDEZ ALEXIS	317 DR. HANI AWADALLAH SCHOOL	02 Vice Principal
10	BESS NELLISTA	053 PATERSON STEAM HIGH SCHOOL	01 Principal
11	BIEN-AIME ANTHONY	002 SCHOOL # 2	02 Vice Principal
12	BRACKETT SHERRI	006 SCHOOL # 6/APA	01 Principal
13	BRAICO COSMO	024 MARIA MAGDA O KEEFE	01 Principal
14	CAMBARERI JESSICA	018 SCHOOL # 18	02 Vice Principal
15	CARINO ANNA	013 SCHOOL # 13	02 Vice Principal
16	CARRIERO DOMENICO	009 SCHOOL # 9	01 Principal
17	CARTAGENA DEYANIRA	018 SCHOOL # 18	01 Principal
18	CARUSO MATTHEW	INTERNATIONAL HIGH SCHOOL	01 Vice Principal
19	CASSINI JENNIFER	021 SCHOOL # 21	02 Vice Principal
20	CASTRO NANCY	028 SCHOOL # 28	01 Principal
21	CECALA REBECCA	041 DALE AVENUE SCHOOL	01 Principal
22	COTTO FLORITA	051 EAST SIDE HIGH SCHOOL	01 Principal
23	DEMESKI JOHN	019 SCHOOL # 19	02 Vice Principal
24	DOUGE DOROTHY	033 EDWARD KILPATRICK	01 Principal
25	DUBOSE MICHAEL	041 DALE AVENUE SCHOOL	02 Vice Principal
26	EDWARDS ASHA	021 SCHOOL # 21	02 Vice Principal
27	ESQUICHE RONALD	316 NEW ROBERTO CLEMENTE	02 Vice Principal
28	EVERING DEWITT	019 SCHOOL # 19	01 Principal
29	FIELD AMOD	077 ALONZO T MOODY ACADEMY	01 Principal
30	FORFIA-DION CATHERINE	055 INTERNATIONAL HIGH SCHOOL	01 Principal
31	FRIDAY ATONDRA	307 KENNEDY HIGH SCHOOL	02 Vice Principal
32	GARCIA RAMONA	015 SCHOOL # 15	01 Principal
33	GARRABRANT KENNETH	004 DR. NAPIER SCHOOL #4	02 Vice Principal
34	GARY-MAPLE PAMELA	055 INTERNATIONAL HIGH SCHOOL	02 Vice Principal
35	GERON ELIZABETH	309 SCHOOL # 16	02 Vice Principal
36	GIGLIO GRACE	030 MARTIN LUTHER KING	01 Principal
37	GONZALEZ SANDRALIS	006 SCHOOL # 6/APA	02 Vice Principal
38	GOULD YELENA	301 JOSEPH A TAUB SCHOOL	02 Vice Principal
39	HARDEN BROWN PETULA	301 JOSEPH A TAUB SCHOOL	02 Vice Principal
40	HILL MICHAEL	020 SCHOOL # 20	01 Principal
41	HOFF DERRICK	026 SCHOOL # 26	01 Principal
42	HOLDER CHARLA	054 PATERSON P-TECH	01 Principal
43	JOVEN GERARDO	301 JOSEPH A TAUB SCHOOL	02 Vice Principal
44	KOPIC WANDA	026 SCHOOL # 26	02 Vice Principal
45	KRANKEL DANIEL	020 SCHOOL # 20	02 Vice Principal
46	LAROSILIERE VICTORIA	028 SCHOOL # 28	02 Vice Principal
47	LICAMARA ANTHONY	009 SCHOOL # 9	02 Vice Principal
48	LOGAN THERESA	051 EAST SIDE HIGH SCHOOL	02 Vice Principal
49	MARICHAL-SERRANO	005 SCHOOL # 5	02 Vice Principal

	RAMONA		
50	MATARI MAZUZA	317 DR. HANI AWADALLAH SCHOOL	02 Vice Principal
51	MCBRIDE TIFFANY	010 SCHOOL # 10	01 Principal
52	MEDLEY MARC	034 ROBERTO CLEMENTE SCHOOL	01 Principal
53	NAVEIRA BRIDGET	317 DR. HANI AWADALLAH SCHOOL	01 Principal
54	NIEVES EDGARD	021 SCHOOL #21	01 Principal
55	NIEVES KATHIA	051 EAST SIDE HIGH SCHOOL	02 Vice Principal
56	OLLO MICHAEL	002 SCHOOL #2	02 Vice Principal
57	PAYNE NICOLE	060 STARS ACADEMY	01 Principal
58	PEREZ JEIMY	027 SCHOOL # 27	02 Vice Principal
59	POWELL PAMELA	007 SCHOOL # 7	01 Principal
60	QUINCE-MCMILLAN KAELA	052 ROSA PARK HS OF FINE	01 Principal
61	RAMDATH KENRICK	307 KENNEDY HIGH SCHOOL	02 Vice Principal
62	RANGER-DOBBS BOBLYN	012 SCHOOL # 12	01 Principal
63	RICIGLIANO VERONICA	005 SCHOOL # 5	02 Vice Principal
64	RIVIELLO JOANNE	307 KENNEDY HIGH SCHOOL	01 Principal
65	RODRIGUEZ STEVEN	034 ROBERTO CLEMENTE SCHOOL	01 Principal
66	ROMAN KENNETH	024 MARIA MAGDA O KEEFE	02 Vice Principal
67	SANDUCCI RICHARD	005 SCHOOL # 5	01 Principal
68	SERRANO VANESSA	307 KENNEDY HIGH SCHOOL	01 Principal
69	SISTI VALENTINO	006 SCHOOL #6/APA	02 Vice Principal
70	DERWIN SMITH	004 DR. NAPIER SCHOOL #4	01 Principal
71	SMITH LAURIE	309 SCHOOL # 16	02 Vice Principal
72	SOMOZA PETER	052 ROSA PARK HS OF FINE	02 Vice Principal
73	SOSA MIGUEL	084 NEWCOMERS HIGH SCHOOL	01 Principal
74	SUMTER STANLEY	066 EARLY LEARNING CENTER	01 Principal
75	SUPER JOHN	051 EAST SIDE HIGH SCHOOL	02 Vice Principal
76	TAVAREZ NANCY	309 SCHOOL # 16	01 Principal
77	THOMPSON JARIUS	307 KENNEDY HIGH SCHOOL	04A PROVISIONAL
78	VENTURA JORGE	301 JOSEPH A TAUB SCHOOL	01 Principal
79	WHITE KELLI	027 SCHOOL # 27	01 Principal
80	WILLIAMS MAGALYS	015 SCHOOL # 15	02 Vice Principal
81	WOODS JENNIFER	024 MARIA MAGDA O KEEFE	02 Vice Principal
82	YOUNG ANTOINETTE	025 SCHOOL # 25	01 Principal

L. STIPENDS /CONT.

L43. Action requested to stipend one (1) Lead Teacher, nine (9) Teachers and one (1) Instructional Assistant for the After School Program from 3:15 p.m. to 4:15 p.m. at School #16 on Mondays, Tuesdays, Wednesdays, and Thursdays from September 2026 through May 2027 up to and not to exceed 75 hours.

1 Lead Teacher up to and not to exceed 86.25 hours (3:15p.m.- 4:30p.m.) x $40.00 an hour = $3,450.00 2 hour PD at $40.00 an hour x (1) one Lead Teacher = $80.00.

Nine (9) Teachers up to and not to exceed 75 hours (3:15 p.m-4:15p.m.) x $35.00 an hour = $23,625.00 2 hour PD at $35.00 an hour for nine (9) Teachers = $630.00.

1 I.A. up to and not to exceed 75 hours (3:15 p.m.-4:15 p.m.) x $25 an hour = $1,875.00

School 16	
Lead Teacher	
Cinthya Velasco	
Teachers	
Armida Zumaran	Guillermo Zumaran
Lisette Sagain	Kara Leslie
Angela Saray	Amirah Faradin
Nancy Sanchez	Maritza Leyva
Miguel Otero	
IA	
Aney Santiago	

Account# 20.231.100.101.653.083.0000.001 & 20.231.100.106.653.083.0000.001
Up to and not to exceed: $29,660.00 Title 1 Funds

M. AMENDMENTS

M1. Action to amend **PTF# 26-1511** and increase the requested hours for JobID: 5679078 (Summer Preschool Master Teacher). Add 6 hours to the originally allocated 250 hours for a total of 256 hours. 256 hours x $35.00 = $8,960.00.
Account# 20.218.200.176.705.053.0000.002 Not to exceed: $8,960.00

M2. Action requested to amend **PTF# 27-339** and correct title for **Ferzad Ajam** to Perm Sub Teacher Grade 6-8 Math.

M3. Action to amend salary on **PTF# 27-343** to adjust **Nusrat Nazir** salary from MA, step #12 = $73,320.00 to BA+30, step #12 = $72,570.00. Effective 9/22/26.

M4. Action to amend **PTF# 27-248** and remove CST stipend for **Jaclyn Dickerson** who was assigned to Literacy Coach from Reading Specialist for the 2026-2027 SY.

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

O1. Request to process payment for one (1) employee for sick/vacation days due to resignation/retirement/termination/deceased/RIF. As per contractual agreement. Effective 9/03/2026. **James Watkins (118660**) – DOH 9/09/2013 – Retirement effective 9/03/2026. Salary $58,590.00. Daily Rate $244.13.
28 Vacation Days available. 244.13 x 28 = $6,835.64
Account# 11.000.291.299.690.058.0000.000 Not to exceed: $6,835.64

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

	Last Name	First Name	School/Location	Title	Salary	Reason
R1	Barreto	Belen	JFK (0.8) & ATMA (0.2)	Teacher ESL	no change	location adjustment
R2	Jackson	Jordan	Security	District Security Officer	$47,990.00	salary adjustment
R3	La Puente Rojas	Milagros	School # 16	Personal Aide 504 for SA 5275152	no change	student change
R4	Lee	Charity	P-Tech	Teacher ESL	no change	location 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. Wilder, seconded by Comm. Freeman that Resolution No. 2 be adopted.

Comm. Wilder: I was looking over this entire document from human resources. I see that all of our food service substitutes have terminations. Are we good with staffing there? If they're terminated, do we have people here to take the position? I see a whole bunch of terminations for one department. I just want to make sure there is staff for our children for lunch.

Dr. Newell: You're referencing the 37 employees?

Comm. Wilder: Yes.

Dr. Newell: As you can see on the right-hand side where it says ‘reason’, the majority of them are either retired or resigning. We do have a handful that are terminated, but most are resignations or retirements.

Comm. Wilder: I was only concerned about terminations because I saw it was out of one department. When I read this list and I see we've terminated seven people in one department, I just want to make sure we have somebody in place to fill those positions. How does that affect our lunch program? That's all I'm asking. I get where everyone else is. That part I got. It just baffled me that we had seven people terminated in one department.

Dr. Newell: Through the agenda we have it in different sections. The section before also has another group of employees where there have either been resignations, terminations or retirements.

Comm. Wilder: You're still missing what I was asking. We've terminated seven people in one department. I was looking for the rehire. Who is taking their place? To me, that's a lot of people. Were they just substitutes on call? I didn't understand.

Comm. Ramirez: Correct.

Comm. Wilder: That was my question. Were they substitutes? I saw where it says 'substitutes', but I also know previously in the district we've always used substitutes until we found a cheaper replacement. I just wanted to know were these people replaced or real substitutes that we didn't need.

Comm. Ramirez: That is the correct answer, individuals for positions that need to be terminated off our payroll that we no longer have a need for.

Comm. Wilder: That answers my question. Thank you.

On roll call all members voted in the affirmative, except Comm. Simmons and Comm. Teague who voted no. The motion carried.

Paterson Board of Education
Standing Abstentions

Commissioner Valerie Freeman
- Self
- Family
- Paterson Cares, Inc.
- Paterson Community Health Center

Commissioner 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
*Brandon Dewees	Institute for Technical Advancement Seminars	September 16 & 17, 2026 October 16 & 30, 2026	$785.57 (registration)
Electrical Supervisor & Fire Alarm Engineer/Department of Facilities	Martinsville, NJ		
Lance Gaines	NJ Educational Facility Management	October 2026 – May 2027	$4,500.00 (registration)
Assistant Business Administrator	New Brunswick, NJ		
Jose L. Mantilla	Rutgers University QPA	November 5, 2026	$350.00 (registration)
Purchasing Manager	Virtual		
Caitlin Byrne	Autism New Jersey Annual Conference	October 22-23, 2026	$801.33 (registration,

Behavior Analyst/Dale Avenue	Atlantic City, NJ		transportation, lodging, meals)
Mariana Perez	Autism New Jersey Annual Conference	October 22-23, 2026	$801.33 (registration, transportation, lodging, meals)
Behavior Analyst/Special Services	Atlantic City, NJ		
Emily Walsh	Autism New Jersey Annual Conference	October 22-23, 2026	$801.33 (registration, transportation, lodging, meals)
Behavior Analyst/Special Services	Atlantic City, NJ		
Carla Propersi	Rutgers Center for Literacy Development	October 22, 2026	$221.36 (registration, transportation)
Reading Specialist/Joseph A. Taub School	Piscataway, NJ		
Dayna-Marie Zisa	Rutgers Center for Literacy Development	October 22, 2026	$223.48 (registration, transportation)
Reading Specialist/MLK School	Piscataway, NJ		
Carla Propersi	Rutgers Center for Literacy Development	December 9, 2026	$221.36 (registration, transportation)
Reading Specialist/Joseph A. Taub School	Piscataway, NJ		
Dayna-Marie Zisa	Rutgers Center for Literacy Development	December 9, 2026	$223.48 (registration, transportation)
Reading Specialist/Joseph A. Taub School	Piscataway, NJ		
Wanda Arroyo	New Jersey School Nutrition Association 63rd Annual Conference	November 4-6, 2026	$540.00 (registration, transportation)
Field Manager/Food Services	Atlantic City, NJ		
Hilda Diaz	New Jersey School Nutrition Association 63rd Annual Conference	November 4-6, 2026	$540.00 (registration, transportation)
Field Manager/Food Services	Atlantic City, NJ		
Adalgiza Parades	New Jersey School Nutrition Association 63rd Annual Conference	November 4-6, 2026	$540.00 (registration, transportation)
Field Manager/Food Services	Atlantic City, NJ		
Luis Perez	New Jersey School Nutrition Association 63rd Annual Conference	November 4-6, 2026	$540.00 (registration, transportation)
Café/Field Manager/Food Services	Atlantic City, NJ		
D. Krystal Tanner	New Jersey School Nutrition Association 63rd Annual Conference	November 4-6, 2026	$540.00 (registration, transportation)
Executive Director/Food Services	Atlantic City, NJ		
Lakisha Kincherlow-Warren	NJSTA & Rutgers Lifelong Learning and Innovation Sensemaking	January 20, 2027	$75.00 (registration)
Supervisor of Science/Academic Services	New Brunswick, NJ		
Wanda Royster	NJSTA & Rutgers Lifelong Learning and Innovation Sensemaking	January 20, 2027	$75.00 (registration)

Supervisor of Science/Academic Services	New Brunswick, NJ		
Nakeia Wimberly	NJSTA & Rutgers Lifelong Learning and Innovation Sensemaking	January 20, 2027	$75.00 (registration)
Teacher Coordinator of Science/Academic Services	New Brunswick, NJ		

***FOR RATIFICATION**

Total Number of Conferences: 18
Total Cost: $11,854.24

It was moved by Comm. Freeman, seconded by Comm. Mendez 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
- 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

GENERAL BUSINESS

Items Requiring a Vote

Comm. Mendez: I have a question about I&P-15, Mountain Lakes Board of Education to perform education and psych evaluations. Is this a renewal of some sort? Why do we lack the capacity to do our own?

Comm. Ramirez: Assistant Superintendent Coy is coming up to the microphone to answer that question.

Comm. Mendez: The Mountain Lakes Board of Education will be performing our education and psych evaluations. What do we lack to perform our own?

Ms. Coy: The students who are in Mountain Lakes are deaf. The team is there and they all work with students who can't hear. Otherwise, our teams do go out to the out-of-district schools and do the evaluations to keep the costs down. We don't have anybody who does deaf.

Comm. Mendez: I see. Thank you.

Ms. Coy: You're welcome.

Comm. Freeman: I did have a question, but I'm going to hold off until I speak with Mr. Gaines tomorrow.

Comm. Ramirez: Mr. Gaines has all the answers.

Comm. Freeman: Sure does. I can always bring it back next week. It's a fiscal situation I'm just not clear on.

Comm. Ramirez: You want to craft your question.

Comm. Freeman: No, I don't have to craft my question. I'm just going to hold my tongue for now.

Committee Reports

Facilities

Comm. Ramirez: Comm. Nieves didn't feel well so he had to step off and head home. I know they met so there should be minutes in the drive. We will circle back and make sure he reports next week if we have anything to report.

Family & Community Engagement

Comm. Freeman: We have our meeting tomorrow at 5:30.

Policy

Comm. Simmons: There hasn't been a meeting. I will reach out to Cheryl tomorrow to schedule our meeting for next Thursday.

OTHER BUSINESS

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

The Board went into executive session at 8:46 p.m.

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

The Board reconvened the meeting at 9:48 p.m.

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 9:50 p.m.

June Gray

Ms. June Gray
Business Administrator/Board Secretary