

Sharon Wells, Principal
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WEDNESDAY, FEBRUARY 16, 2022
6:30 P.M. WORK SESSION / 7:00 P.M. REGULAR MEETING AGENDA

CALL TO ORDER BY PRESIDENT: 7:03pm

This meeting is being held in compliance with the provisions of Chapter 231, Public Law 1975 known as the "Open Public Meeting Act". Notice of this Meeting was furnished to the Star Ledger and posted upon the front door of the Englewood on the Palisades Charter School and/or the Bulletin Board located on the first floor of the school. There will be NO smoking during the public meeting. The exits are marked for emergency purposes. Due to the COVID-19 Pandemic, this meeting will be held virtually.

ROLL CALL ☐ Abs Travis Waller, President ☐ P Aree Booker, Vice-President
☐ P Glenn Coley ☐ P Judy Khan
☐ P Felise Matlock

☐ P Sharon Wells, Principal ☐ P David Block, SBA/BS

Flag Salute

Open Public Comment:

Teacher Comment:

OLD BUSINESS:

Staffing Updates

- Shpetim Kapaj "Nurse Tim" has been serving students and the school community since January 24, 2022
- We have a JD for advertisement and hiring a permanent Nurse
- Riachard Carrion started as Security Guard on Monday, February 14, 2022
- We still have one security guard vacancy
- We have a job description reading for advertising
- Positions posted for 2021-2022 academic year that still need to be filled include:
 - Social Studies Teacher
 - Special Education Teacher
 - School Nurse
 - School Safety Officer
- These positions need to be advertised on:
 - www.topschooljobs.org
 - www.indeed.com
 - www.njschooljobs.com
 - www.k12jobspot.com
 - www.njpublicschooljobs.com

- Substitute Coverage
 - Swing Education is a substitute staffing agency that we want to partner with to secure a long term Social Studies Substitute
 - We are also looking to partner with Quantum Education as another substitute provider

Start Strong Introduction

- State suspended NJSLA for 2020-2021 academic year
- Start Strong administered in the fall of 2022 to measure prior year learning
- Start Strong results provide standards based information that teachers and educators should use in conjunction with instructional programs, interventions, and benchmark assessments to tailor instruction to meet student needs
- While Start Strong is standards aligned it is not predictive. It will **NOT** predict a student's score on the NJSLA or any other assessment. This data is informative and for instructional purposes.
- Putting the data in context and recognizing that students spent a year and a half in the virtual space which requires a lot of autonomy, task commitment, and focus is essential in telling this story.
- EPCS results show opportunities for growth and improvement while also demonstrating the hard work of our students and teachers.

Data Discussion

- **ELA:** overall 51% of students at EPCS showed a need for intervention in ELA. Among students with Individualized Education Plans, 89% showed a need for intervention and support to successfully access grade level content.
- **Math:** While ½ of our Asian and White students demonstrated a need for intervention in Mathematics. Overall 74% of our students demonstrate a need for support in Math and all of our students requiring specialized instruction need math intervention.
- **Science:** The data shows a need for intervention and more individualized instruction across the board for most of our students. But again, all of our students in need of specialized instruction showed a need for intervention. This data is evidence that we need to build a strong model of RTI for all of our students and rethink the service delivery model applied at EPCS for students requiring specialized instruction

The Start Strong data has revealed opportunities for growth and improving the instructional program we offer at EPCS. Specifically, the data suggested that we can:

- Align instructional program with major work of the grade in each standard
- Enhance teacher & student support (Director of Curriculum to provide coaching and instructional support to teachers that yields teachers who use high operational practices that elicit high intellectual performance among students)
- Build a robust model of response to intervention that identifies and targets students learning needs early and builds in prerequisite skills so that students can successfully engage in productive struggle with grade level content and standards
- Maintain the “spirit of the law” in the model and service delivery for students receiving specialized services
- Ensure every child identified as needing specialized instruction is placed in the optimal service delivery model
- Provide EL services in accordance with Federal Guidelines
- Ms. Clark and Mr Owens speak in more detail about this opportunities for growth and our next steps

Talented Teacher/Staff Development (Slides 16-20)

- When planning “in-house” Professional Development our principal will use multiple descriptive data points including, the teacher created annual Professional Development Plans, anecdotal data from teacher observations, as well as student data.

- Research has shown that schools where teachers share collaboratively, and the content is focused on practical applications, like specific strategies used to differentiate instruction, high operational practices, academic rigor, building on prerequisite skills, and the use of data to inform instruction, student learning is accelerated and student performance is high.
- Compiling and analyzing this information takes a great deal of time. There needs to be someone on staff who can assist the Principal with conducting observations, compiling all of the data, to then plan for and deliver meaningful Professional Development workshops.
- If conducted by school staff, professional development could (and should) be an ongoing process, as opposed to 3 or 4 times per year. However, planning and executing effective staff development takes time and human resources.
- In addition, ensuring there is enough staff to enable common planning within the grade as well as vertical articulation so that teachers are able to plan for what students need to be prepared to do, as well as including prerequisite learning skills.

Curriculum/Programming

- Currently, EPCS is following the NJDOE Model Curriculum, along with the pacing guides in our reading, math, social studies, and science programs.
- In order to figure out how to close our students' achievement gap, we need to audit our current curriculum to see how impactful these programs are on our student population.
- Once we are able to take a closer look at our curriculum along with our student data, the school can make an informed decision on how to move forward, what types of interventions are necessary, and how we can implement them. This also takes time, money, and personnel

RTI

- Response to Intervention helps identify students who are struggling early on.
- This is important because other systems wait for students to fail before providing support.
- Multiple assessment tools are used to identify these students
- According to the 3 tier model, all students will participate in Tier 1 instruction, which covers grade level content and standards. 80%-90% of students should succeed in Tier 1 instruction
- Students who are not responding to Tier 1 instruction will receive Tier 2 interventions. This should make up 5%-15% of students
- These students require additional support
- Examples of support include tutoring and increased immediate feedback
- Tier 2 students still receive Tier 1 instruction and are taught to the standards, these interventions are supplemental and for support
- Tier 3 instruction which consists of 5% of students is more intensive and individualized
- The I & RS Committee can provide support for teachers in meeting the needs of students in Tier 2 and Tier 3

Specialized Instructional Services

- The purpose of implementing an IEP is to provide the student with an opportunity to learn in the least restrictive environment
- Least restrictive means students are with their classmates as much as possible.
- An example of a service delivery model that is less restrictive is in class support.

- Special education teacher would come into the general education classroom. Accommodations would be provided
- Examples of accommodations are providing extended time on assignments or preferential seating
- A more restrictive placement would be pull out where the student would come in to a resource room

English Language Services for Students

1. Use language survey to screen students for EL services
2. Assess students with ACCESS
3. Provide services
4. Progress Monitor
5. Students transition out of service

NEW BUSINESS:

INSTRUCTIONAL REPORT:

Enrollment Report

(Attachment #1)

RECOMMENDATIONS OF THE PRINCIPAL / HEAD OF SCHOOL:

A. Approval of Minutes

A1. BE IT HEREBY RESOLVED BY THE ENGLEWOOD ON THE PALISADES BOARD OF TRUSTEES to accept the minutes of the following Board of Trustees Meeting; Regular Meeting for January 19, 2022 (Attachment #2):

Motion A. Booker

Second F. Matlock

Roll Call:

___Abs___ Travis Waller, President ___Y___ Aree Booker, Vice-President ___Y___ Glenn Coley
___Abstain___ Judy Khan ___Y___ Felise Matlock

B. Personnel

B1. RESOLUTION TO APPROVE MR. RICHARD CARRION AS SCHOOL SECURITY OFFICER, EFFECTIVE RETROACTIVELY ON FEBRUARY 14, 2022

Motion by A. Booker, Seconded by J. Khan, on recommendation of the Principal to approve Mr. Richard Carrion as School Security Office at a rate of \$30/hr for 30 hours a week, effective retroactively to February 14, 2022. (Attachment #3)

Roll Call:

___Abs___ Travis Waller, President ___Y___ Aree Booker, Vice-President ___Y___ Glenn Coley
___Y___ Judy Khan ___Y___ Felise Matlock

C. Instructional

C1. RESOLUTION TO APPROVE CREED STRATEGIES, LLC FOR TEACHER PROFESSIONAL DEVELOPMENT

Motion by A. Booker, Seconded by J. Khan, on recommendation of the Principal to approve CREED Strategies, LLC to conduct professional development in the field of Culturally Responsive-Sustaining Education (CRSE) for one session at a rate of \$1,000 per session. (**Attachment #4**)

Roll Call:

☐ Abs ☐ Travis Waller, President ☐ Y ☐ Aree Booker, Vice-President ☐ Y ☐ Glenn Coley
☐ Y ☐ Judy Khan ☐ Y ☐ Felise Matlock

D. Financial

D1. APPROVAL OF MONTHLY FINANCIAL REPORTS

Motion by A. Booker, Seconded by F. Matlock, BE IT HEREBY RESOLVED BY THE ENGLEWOOD ON THE PALISADES BOARD OF TRUSTEES, to approve the following (**Attachment #5**) –

Bill's List for FY22

Board Secretary's Report for FY22

Trial Balance Sheet for FY22

Roll Call:

☐ Abs ☐ Travis Waller, President ☐ Y ☐ Aree Booker, Vice-President ☐ Y ☐ Glenn Coley
☐ Y ☐ Judy Khan ☐ Y ☐ Felise Matlock

D2. APPROVAL OF REVISED FISCAL YEAR 2022 BUDGET

WHEREAS, the Board of Trustees of the Englewood on the Palisades Charter School (hereinafter "Board") has been presented with the revised FY 22 budget; and

WHEREAS, the budget reflects current enrollment data, federal grant allocations and expenditure figures; and

WHEREAS, the budget reflects allocation of expenses in accordance with Department of Education recommendations, code, statute and approved charter as best as possible under current funding;

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Englewood on the Palisades Charter School, County of Bergen, State of New Jersey that the revised FY 22 budget is approved.

(**Attachment #6**)

Motion ☐ A. Booker ☐ Second ☐ F. Matlock ☐

Roll Call:

☐ Abs ☐ Travis Waller, President ☐ Y ☐ Aree Booker, Vice-President ☐ Y ☐ Glenn Coley
☐ Y ☐ Judy Khan ☐ Y ☐ Felise Matlock

D3. RESOLUTION TO APPROVE THE APPLICATION TO WAIVE SEMI FOR THE 2022-2023 SCHOOL YEAR

WHEREAS, the Board of Trustees of the Englewood on the Palisades Charter School (hereinafter “Board”) has been presented by David Block, School Business Administrator, with a request for an application for a SEMI waiver for the 2022-2023 school year; and

WHEREAS, her investigation of the program identifies a negligent financial gain for EPCS in proportion to the work required for the application;

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Englewood on the Palisades Charter School, County of Bergen, State of New Jersey that the application for a waiver from the SEMI program is approved. (**Attachment #7**)

Motion ☐ A. Booker ☐ Second ☐ F. Matlock ☐

Roll Call:

☐ Abs ☐ Travis Waller, President ☐ Y ☐ Aree Booker, Vice-President ☐ Y ☐ Glenn Coley
☐ Y ☐ Judy Khan ☐ Y ☐ Felise Matlock

D4. RESOLUTION TO ACCEPT AND APPROVE THE SUBMISSION OF THE FY22 CHARTER SCHOOL PROJECT EMERGENT AND CAPITAL MAINTENANCE FUNDS

WHEREAS, the Board of Trustees of the Englewood on the Palisades Charter School (hereinafter “Board”) has reviewed the Grant Application for the 2022 Charter School Project Emergent and Capital Maintenance Funds through the New Jersey Department of Education; and

WHEREAS, the Board certifies that the grant monies shall be used for the purposes described in the grant application in compliance with the structure of the grant,

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Englewood on the Palisades Charter School, County of Bergen, State of New Jersey that Englewood on the Palisades Charter School agrees to file for the grant in the amount of \$26,469.00

Motion ☐ A. Booker ☐ Second ☐ F. Matlock ☐

Roll Call:

☐ Abs ☐ Travis Waller, President ☐ Y ☐ Aree Booker, Vice-President ☐ Y ☐ Glenn Coley
☐ Y ☐ Judy Khan ☐ Y ☐ Felise Matlock

Open Public Forum:

Board Comments:

Announcement

The next Board of Trustees meeting is scheduled for Wednesday, March 16, 2022 at 6:30 pm

Adjourn

Motion by J. Khan, seconded by A. Booker, to adjourn at 8:28 pm.

Ayes__4__ Nays__0__