

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

June 8, 2022 – 6:00 p.m.
Remote - Zoom

Presiding: Comm. Dania Martinez

Present:

Ms. Eileen F. Shafer, Superintendent of Schools
Ms. Susana Peron, Deputy Superintendent
Khalifah Shabazz-Charles, Esq., General Counsel
Boris Zaydel, Esq., Board Counsel

Comm. Vincent Arrington
Comm. Emanuel Capers
Comm. Oshin Castillo-Cruz

Comm. Jonathan Hodges
Comm. Nakima Redmon, Vice President
Comm. Kenneth Simmons, President

Absent:

Comm. Manuel Martinez
Comm. Corey Teague

Comm. D. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
June 8, 2022 at 6:00 p.m.
Virtual
90 Delaware Avenue
Paterson, New Jersey**

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

Ms. Shafer: Good evening Paterson community, staff, our students, and Board Commissioners. I would ask at this time if we could please have a moment of silence. Since the last time we met as a Board, we lost one of our sophomore students, Naz'ier Randolph, who drowned in the Passaic Reservoir. Also, since our last meeting, there was a massive shooting at the Robb Elementary School in Texas. I'll just ask for a moment of silence.

Moment of Silence

Ms. Shafer: We can all keep Comm. Teague in our thoughts and prayers. He has been hospitalized for a couple of days. I did speak with him and he is doing better. Just keep him in your thoughts and prayers.

PRESENTATIONS AND COMMUNICATIONS

Long Range Facilities Plan Middle School Model

Ms. Shafer: We're going to move into the first of three presentations. The first is from Neil Mapp which talks about our long-range facilities plan and the middle school model. If you recall, some of our Board members have talked for quite some time about having a middle school model. Specifically, we had discussed having a middle school in every ward. Neil will address that, but we are going to move forward looking at the middle school model. Instead of in wards, it will be in clusters throughout the city depending on the number of elementary schools and the enrollment, and then how many students that particular middle school would be able to fit. At this time, I'm going to turn it over to Mr. Mapp.

Mr. Neil Mapp: Good afternoon Commissioners. I'm here today to present a format of a middle school model requesting approval to continue to move the district to a middle school model for elementary schools. As Ms. Shafer said earlier, we're looking at creating neighborhood schools through this format so that it will enable students and families to realize their educational goals from pre-k through 8 in their neighborhood schools. A middle school model is the creation of a cohort of students from 6-8 grades districtwide. There are some benefits to moving to a middle school model for the district. Not only does it benefit the students' education and welfare, but it also benefits the family in many ways. Especially in Paterson, we have families with multiple students who attend various schools. It gives them an opportunity to provide education for their children in the neighborhood. It's an ideal setting for young adolescents to help them strive academically. It helps develop community learners where teachers get to know their students in a cooperative way all the way through eighth grade. Students experience a schedule much like they would in high school. It will better prepare students for high school to make more informed decision as to which high school they would apply for based on those exposures that they have in the various curriculum pathways that we would introduce at the middle school level. The notion of middle schools is not new. It hasn't just been conceived. However, it was approved in the long range facilities plan from 2015-2020. As a result, the district was able to convert Roberto Clemente from an elementary school, which was a pre-k through 8 school, to a middle school strictly 6-8 grade as it is today. The approved middle school model for this district enabled us to convert or replace Don Bosco and build the new Joseph A. Taub Middle School. I'd like to focus on that area. The Joseph A. Taub Middle School is in what we call Area 5. We've segmented the district into seven different areas. There are clusters of elementary schools around Joseph A. Taub, which are School No. 19, School No. 5, School No. 27, and School No. 7. In 2020-2021, efforts were initiated to develop this framework to support the continued process of moving the district to a middle school model for elementary school programming. Paterson Public Schools engaged DMR Architects led by Donna O'Gorman and Ross Haber, who is the consulting demographer, to establish a framework and basis for the continued implementation of the middle school model. This format is purely based on enrollment and building capacity. I want that to be real clear because what we're doing is creating a format to systematically over a period of time move the district's elementary school model to a middle school model. That can happen in a phased approach over the next five or six years. We have captured enrollment data instantaneously and then look at the building's capacity to see how we would fit all the elementary and middle school students in their neighborhoods. We took several steps to get here. We looked at previous long-range facilities plans from 2010-2014 and 2015-2020. We analyzed elementary school enrollment data trends to determine if the long-range facilities plan goals were achieved. There were some outstanding goals that we saw and then we looked at

those to see if they had any merit currently with the facility conditions that exist right now. The second step was to perform existing condition surveys of all our elementary school buildings to see which buildings were conducive to the middle school programming. That means that they should be able to accommodate lab space and other curriculum space that's typical in a middle school model and setting. We did an exhaustive count of elementary schools for classrooms, and we captured that data and put it in our long-range facilities plan, which was approved on August 24, 2021. The third step was to create an advisory team of administrators for their input on the current needs and challenges for providing educational services within the current elementary school programming format that we have now. That team was led by Deputy Superintendent Susana Peron, Assistant Superintendents Joanna Tsimpedes, Cheryl Coy, Lisa Vainieri, who is the Director of Central Registration and Transportation, myself, and the architect and demographer from DMR. We created this framework using the district's enrollment data. Every student in the district was geocoded. That means that every student's address was put on a map, and we located the closest school to that address. Geocoding is an instantaneous look at that enrollment of the entire elementary school population by address. We created a grouping of schools in seven attendance zones around those elementary schools and we anchored them with a middle school. In later slides, you will see the seven areas that we developed and the school that was chosen to be the middle school in those particular areas. The general and special education students in grades 1-8 and kindergarten general education were assigned to an attendance area. We also geocoded all the special education students in the district, so pre-k general education and preschool disabled were not counted or assigned. They require special sized rooms for that programming. Self-contained kindergarten and special education were counted, but not assigned to a particular school. Charter school students were not counted or assigned in this effort. The net rooms available in each area were identified on charts. Calculations were based on capacities and available classroom space. The student data in this presentation was collected in March of 2022. The instantaneous look was taken on March 22. It's enrollment data that was given to the New Jersey Board of Education as required in October. We used that data to place every student in a school and map every middle school student and place them at that particular middle school in that sending area. Recommendations were data-driven and not influenced by special programming. When we need special programming, we're talking about Gifted & Talented programs, performing, arts, etc. Here are the various areas we have developed. You can see it color-coded where a middle school anchors that particular neighborhood. We created a middle school around elementary schools that are in that particular colored area. I want to talk specifically about Joseph A. Taub and Area 5 because that's a pilot program and it's the first attempt to initiate this middle school model throughout the district. When we geocoded every student and placed them in their neighborhood area, we found that students were leaving their neighborhood areas to access educational services. We geocoded students and placed them where they live, and we found that where they attended school was outside of their neighborhood. This was a problem. It shows that there was also an imbalance of enrollment across the district at the elementary school level. Some schools may have classrooms with 30 students and some with 16 students. There is an imbalance in enrollment across the district. As a result, there seems to be an excess capacity in program space based on a student's residency in that particular geographic area. There may be a student who is living near a school not attending that neighborhood school and therefore there may be some capacity to bring that student back into the neighborhood. So, a need for specialized program spaces was not considered regarding room capacity for self-contained rooms and for pre-k. The specialized program spaces need larger rooms to facilitate those special education programs and we did not count them. However, we showed capacity where they could be included in elementary schools throughout those seven areas. We also looked at demographic projections. Between 2014-15 and 2019-20, the district enrollment grew by approximately 5%. This is important because in our instantaneous look at enrollment and capacity we must verify that we are able to support any increase in the enrollment over the next five years. I think based on the demographic

projections we are able to do that with our current capacity. Overall, we are seeing an enrollment increase of about 4.8% over the next five years, predominantly due to the additional multi-family housing that's going up throughout the city. There are the educational benefits of a middle school model. Joanna, would you like to chime in here?

Ms. Joanna Tsimpedes: Good evening everyone. There are educational benefits when it does come to the middle school model. One of the most beneficial is to be able to create unified academic programs allowing for consistent course offerings and truly create a middle school model where students have cycles. They can cycle through fine and performing arts, robotics, makerspaces, career explorations like other middle schools have. It would also allow us to mimic a high school schedule to better prepare our kids. It also allows for us to decrease the need to in-district transportation, providing a cost-savings. Our kindergarten students would be reduced by 25%. Because we're now going to have sectors where there's going to be k-5 buildings, we wouldn't need to send overcrowded kindergarten classes to other parts of the district because within that area we would have several schools that would be k-5 area buildings. We would also be able to reduce our class sizes to meet more of the educational adequacy standards. For example, for special education the standard class ranges anywhere from between 6-16, depending on the classification of the program. Based on what we have, the norm here has been 12 because of the programming. Again, autism classes are usually around 6 and then we go LLD with 16. Our preschools are capped at 15 as per the regulations from the state. Our k-1 would then drop to about 21 students in the classroom. Our grades 2-5 would be 23. Our middle schools would be around 24 or 25, which is the norm. It would also help create balance in the class sizes across all buildings so that we won't have classrooms that have 30 students and other buildings that have 20 students. We're trying to make it more equitable for our classrooms across all buildings. We're able to offer flexibility and accessibility for in-district special education and preschool programs, allowing students the opportunity to be at a building for more than just one to two years depending on the program that they're in. It also helps us with decreasing absenteeism because the students are in their neighborhood attendance area. Lack of transportation sometimes prohibits students to get to school. Since they would now be within a general area, they can walk to the neighborhood schools versus having to be driven there because there's a special program somewhere. We'll also be better able to support social distancing should we ever have to go back to those strict measures with COVID where we had the partitions and the six feet apart. Having fewer students in the classroom will allow us to have better seating arrangements so that we can reinforce those COVID protocols.

Mr. Mapp: I'd like to reiterate that we'd be balancing the enrollment across the district. With the middle school model, we're looking at standardizing the number of students in a classroom depending on the curriculum. When we looked at balancing the enrollment, we saw that we had excess capacity that would support special programming like special education.

Ms. Tsimpedes: One of the things you had mentioned earlier was regarding teachers. You get more bang for your buck when you're able to have middle school settings and not having 26 schools looking for the same art, music, math, or content-specific teacher. When you have the middle school model and those seven area schools, you're able to hone in on having teachers who are masters in their craft. You're not in competition with your own local schools. It's easier when there are seven schools versus 26, as we see now when we are filling positions at various schools.

Mr. Mapp: So you're saying we're centralizing those middle school teachers to those neighborhood areas.

Ms. Tsimpedes: Yes.

Mr. Mapp: Absolutely. We geocoded every special education student in the district so the little tics you see on the screen are geocoded students. In Area 5, which houses School No. 27, School No. 19, School No. 5, School No. 7, and Joseph A. Taub as the middle school anchoring that neighborhood, we geocoded the special education students in that area and we found those students don't stay in that area, but they are bused to other schools outside that area for special services. We'd like to bring those students back into their neighborhoods and provide those services in particular schools in that neighborhood so they don't have to travel outside to chase those services. Ms. Coy will elaborate on some of the implications for special education students.

Ms. Cheryl Coy: For the department and the students, it will limit the number of movements that they have from pre-k to 8 in their school experience. Currently, a lot of our sped students move across the district based on where the program is, not based on where they live. The middle school model will allow for us to build a neighborhood for the students. Meaning, they may not live in the cluster 5 zone, but if they start there at kindergarten, they will grow as a mobile neighborhood with their peers from k-8. This will be a great benefit because these students don't get longevity with their peers. They may know a group of students for three years and shift and move to another school that's all the way across town. Now they have to learn a whole new environment. This middle school model does support some longevity for them when it comes to building relationships as well as with the parents. It will allow us to standardize bus routes and will reduce transportation to have to continually go out and do bids on an annual basis. If we have an established route, we can just renew and change the student as each year goes along. It will also build a cohesive network of support for the families. If the child starts at kindergarten in a program and goes in that cluster through 8, they get to know the building and the staff k-5. There's not constant movement for them. Then when they move to middle school, they will have that same routine going from elementary to the middle school model. It builds more capacity in the relationships with the parents, the staff, and the students in the long run. It will also allow us to centralize our resources and maximize support in each of the schools that the students in the program are in. For instance, the autism program requires us to have sensory rooms in each building. That will allow each one to have a consistent program support, the common rooms for the BD population. It will be a huge asset for the child study teams to be able to work in a cluster instead of working with one population of students on the left side of town and then going all the way across town to work with another population of students. They really don't get time to build relationships and get to know the population of staff within the building. It will also offer expansion of related service provider service rooms.

Mr. Mapp: Thank you, Ms. Coy. I'd like to add that it's been eight years that I've been working with Ms. Coy, and she's been asking me for space. With this middle school model, I think we are able to identify space for those services in seven neighborhoods where students don't have to leave and continue to seek out services outside of their assigned neighborhood. I come back to the Area 5 with Joseph A. Taub. We'd like to implement this model for this coming September 2022. Area 5 will see that Joseph A. Taub will be the anchoring middle school for that area. Joseph A. Taub now serves as a middle school from 6-8. School No. 7 will shift to a 5-8 program in September. That middle school component at School No. 7, those students will be moved to Joseph A. Taub. The shift then adds approximately 27 additional rooms among the various elementary schools that we can repurpose and use for special services. Also, at the middle school level we have eight additional rooms that we can also repurpose for special programming. We just wanted to show you that count. School No. 19 will be a k-5. They have a capacity of 222 students. They have a total student count of 233. That means you'll need about 12 rooms for those students. We have 15 rooms available so there's a net of about three rooms. You can go down the list and as we place students in elementary schools based on the capacity of the school, we have additional capacity in those schools. That brings you up to 27 rooms available for special programming. There will be

some busing required for School No. 7 students to go to Joseph A. Taub. That's due to the traffic conditions in that area and the geographic features. You have the Passaic River, bridges, and high-traffic volume streets. There are no safe pedestrian corridors and pathways on Glover Avenue to get students from School No. 7 to Joseph A. Taub so they will require busing. The other logistics around this is it allowed staffing transfers. We have teachers who will be placed in areas with higher need for those teachers based on the consolidation of these two schools. It also provides the opportunity to offer specialized programs to allow students within their neighborhood areas, such as bilingual, Gifted & Talented, and Fine & Performing Arts. We have spaces within elementary schools now where we can provide those special programs. In conclusion, we're recommending we continue the implementation of the middle school model throughout the district phased over a five-year period. Area 5 would be the first area to be converted this September 2022. Every year we will continue to convert two areas over the next five years to the middle school model. This will balance our school enrollment throughout the district. It will reduce busing across the district. It will encourage community pride. It keeps siblings and families in the same attendance area from pre-k to 8. It consolidates our pre-k-5 school services. It centralizes our middle school programs. Our next steps are to get the approval to continue moving on implementing the middle school model throughout the district, to introduce this model to our stakeholders through two charettes that we're planning to hold, and Area 5 implementation this September 2022. We will also identify the next areas to implement the middle school model. Are there any questions? I know it was a lot of information that we provided today and I'm here to answer any questions.

Comm. Hodges: What is the impact that you anticipate about the transitory nature of our students?

Mr. Mapp: The transitory nature of our students?

Comm. Hodges: Moving from one school to the other and one neighborhood to the other, which has been a major concern in the past. Have you discovered this is less so?

Mr. Mapp: If a student lives in an area, we expect that student to stay in their area from pre-k through 8. The transitory nature of that student going outside of the area to get educational services will be reduced.

Ms. Tsimpedes: May I add to that? You're right. It's transient, but also within the areas. School No. 19 is a k-4 building. Then they go to School No. 27 for one year. Then they go to Joseph A. Taub. They switch three schools and they're at preschool somewhere else because it's not a preschool building. For preschool they're somewhere else. For k-4 they go to School No. 19. Some in kindergarten go to Dale because they have to be bused because there's overcrowding. Now you have children who perhaps were at preschool somewhere else. They were at School No. 19 but were bused to Dale as kindergarteners because of overcrowding. Then they're back at School No. 19 for grades 1-4. They go to School No. 27 for one year and then they go to Joseph A. Taub for middle school. Even within neighborhood areas right now you do have kids who are in more than two schools due to the inability to bring in a k-5 setting the way it is happening right now. Even within its own area we have that going. Never mind the kids who go across town. We do see it within their own area as well.

Comm. Hodges: You considered the fact that our community doesn't necessarily stay in the same neighborhood from year to year.

Ms. Tsimpedes: There's a transient population that we have.

Comm. Hodges: Right. I'm just making sure that you're able to address that mobility problem that we've had in the past. That's number one. Do you have a response to that?

Ms. Tsimpedes: Commissioner, you can't prevent people from moving. A lot of people do move because of another apartment or house that they have purchased. You can't stop them from moving. We try to let them finish off the year where they are, if they can, so that there is less of a movement for that child if it's not a hardship to the families. You have families who move across town for various reasons. It's hard to tell them they can't do that. From my own experience when I was a teacher, they may have moved from School No. 5 to School No. 27 area, but they're all going to go to the same middle school so they're not going to be separated out. It's hard to stop it from happening because it's a personal issue with the families.

Comm. Hodges: I'm not trying to stop them. I'm looking at capacity. That's all I'm saying.

Mr. Mapp: The benefit for families with multiple students is they get to stay in the area. We get to provide those services from pre-k through 8 and special education in their neighborhood area.

Ms. Shafer: Even now as students are transient, we may have a class that is filled and then we have some transient students in and out. It balances itself out. The same thing is going to happen when we move to the middle school model. It's not just a certain area or middle school where it's going to be transient. Our transient rate is across the district, and we have been able to balance it out. We are going to continue to be able to do that. This model is going to keep the children in their neighborhood school from k-8 if they don't move. If they do move, we want to try to keep them until the end of the school year. If we can't do that, then we will still be able to move them to a different middle school in the neighborhood where they have now moved to.

Mr. Mapp: What I didn't say in this presentation is that it also brings parity across the district. The curriculum is going to be provided in these middle schools at the same level with the same facilities, which will create capital projects to make sure that all middle schools have the lab spaces and all the other ancillary spaces needed to support that curriculum. It brings parity across the district at that middle school level.

Comm. Hodges: I'm glad you addressed that. You have a Gifted & Talented program at School No. 28. Do you now anticipate having seven different programs across the district?

Ms. Tsimpedes: In the ideal world it would be nice to have seven different locations. As Mr. Mapp has shown in the presentation, we were looking to expand to different areas. It may not be seven because you have to train all the staff. It is a specific training for staff members. We do want to expand it to have it in different areas in the district. We do see it as a growing need, and this would afford parents the opportunity to bring their students there. To say that we can put it in all seven we don't have the spacing for every building to have special education, Gifted & Talented, and bilingual classes. That's also included in there when you look at your magnet and bilingual self-contained. As we look at spacing that's available, that plays a major role in the number of programs you can bring into a school.

Comm. Hodges: That's a major concern because you're going to still have the busing to the Gifted & Talented programs that are in the district. Then there are fine arts, which is School No. 24. How do you balance out that program across seven different areas? Or do you?

Ms. Tsimpedes: As I had mentioned under the educational aspect of it, you would be able to have fine and performing arts classes provided to students at all schools, just at different levels. You need an instrumental, vocal, and art teacher. The middle school model provides for these types of electives to take place at the school to expand. Then you can also look at expanding them for students who have a greater interest just to go beyond your normal

exposure during the day. You can expand to programs situated in the afternoon such as PNP. We started the Jazz House Club at School No. 6. There are different ways to bring those arts into the schools, but I think the most important is to ensure that our students have the exposure to them across the district.

Mr. Mapp: It gives us an opportunity to have those types of programs in multiple areas because we now have the space to provide those programs. Not only having it at one school and then having students bused out of their neighborhoods to that particular school. That's the issue at Roberto Clemente. There's no art room. There's no music room because there's just no space in that facility to support that programming. Now we have an area with multiple elementary schools with available space that we can provide that programming.

Comm. Hodges: I don't have a problem with that. I'm just concerned that we don't have educational deserts in various areas. I don't know what Cluster 2 is that doesn't happen to have a fine arts or Gifted & Talented program. Do the parents there still have a way to get their kids to School No. 28? Now you're going to have to train teachers to provide those services at least in one site in all those areas.

Mr. Mapp: That's why we'd like to phase this in over the next five or six years. It gives us an opportunity for training. It gives us an opportunity to identify the school that would support that particular program. You mentioned Area 2, which has School No. 13, School No. 20, School No. 24, School No. 16, and anchored by the middle school which is MLK. We have an opportunity now in those elementary schools to provide that programming because there's upwards of 50 spaces that would be able to support that programming. In terms of educational deserts, over the next five or six years we can do the hiring and training that's needed and now we have identified the space, which is a huge issue in the district right now with schools not having space to support particular programming.

Comm. Hodges: My concern was with the teachers, much less the space. I personally would love to have the educational instruction distributed throughout the district. I think it's a problem that we don't now and I would live to see this dispersal. Then it would give other kids the opportunity to attend and receive that kind of Gifted & Talented program.

Mr. Mapp: Absolutely.

Comm. Hodges: I worry that that won't happen because of the funding. We don't have music and arts now primarily because of funding. Not because of space, but because of funding. That's my concern with this. I want all these areas equally developed educationally. I don't want to have one area more advantaged than the other.

Mr. Mapp: One of the benefits of the middle school model is that you centralize middle school curriculum and services, so you no longer need middle school teachers in multiple elementary schools. For those content areas you now have them in one location. You may have an excess staff now in that middle school because you have now centralized all those resources and opening up availability for other resources. You talked about the desert. We're now able to repurpose those educators to do just that, to provide those services in that particular area.

Comm. Hodges: That's the only concern that I have. Special attention has to be made to make sure that doesn't happen. We have our wavering funding issues for teachers. That problem, particularly in the area of music and arts, can be an issue. I wanted to have Gifted & Talented programs in every part of this city. You can then increase the enrollment and share the ability of kids to take advantage of those programs. This is a step in that direction if we develop it properly.

Mr. Mapp: Yes.

Comm. Arrington: Will there be a curriculum principal and an operations principal at these middle schools like we do at Joseph A. Taub?

Ms. Shafer: We're going to have to look at that. At this point, it would be a principal and vice principal. A lot of that has to do with the size of the building. Even at Joseph A. Taub, this isn't forever. This is to get us in a good place, being able to maximize the use of that building by adding School No. 7 and more students. It also maximizes the use of every amenity that's there.

Comm. Arrington: Thank you. I have one more question about Napier and lab space there. Is that an adequate location school with lab space there?

Ms. Shafer: Neil, do you have that information?

Comm. Arrington: I haven't been there in a year or so.

Mr. Mapp: School No. 4 is in Area #4. There is adequate space for labs. That would be the middle school for that area. The sending elementary schools would be School No. 12 and School No. 28. It has adequate space to develop labs in that school.

Comm. Capers: Would adding more lab space increase enrollment?

Mr. Mapp: It won't increase enrollment. Students who live in that area will attend that middle school. It's in their neighborhood, so they attend that neighborhood school. If students move from another neighborhood into that school, they will be able to attend that middle school.

Comm. Capers: What does School No. 4 have now when it comes to space?

Ms. Tsimpedes: They have technology. This past year we added an art teacher to be shared between that location and EWK. We're trying to ensure that our schools do have art and music. As Dr. Hodges has alluded to, that's one of the things that went away, but we're trying to bring it back, so students do have exposure to it. I believe it has 1.5 technology teachers. There is half art. I need to look into music. They have physical education.

Mr. Mapp: Comm. Capers, if there are no labs at School No. 4, in order to move that area to a middle school model we'll have to install labs as a capital project, include it in our long-range facilities plan, and put those labs in place. At Joseph A. Taub, we have created a standard lab for middle schools that will enable that standard to be placed in every middle school. You've seen the middle school at Joseph A. Taub. We intend to do that at every middle school.

Comm. Capers: I love it at Joseph A. Taub. That should be the model at every school. We do need labs, but how many labs are we putting in? Would it take away anything that already exists at Dr. Napier School?

Mr. Mapp: It wouldn't take away from the existing facilities at all. If anything, it brings parity across the district. It will make sure that Napier has the same facility as Joseph A. Taub. That's what we're intending. Neighborhoods will have the same facilities. Everyone deserves the same facilities in their neighborhood and that's what we're trying to move to.

Comm. Capers: We have to have equity across the board. I get it.

Comm. Hodges: I'd like to ask the Superintendent; how will the assistant superintendent structure be modified to address the seven different cohorts? Will one assistant superintendent handle Area 7 and another handle Area 5? How will that division work since it would now seem to call for more centralized responsibility? You have 10 schools which don't correspond to their various middle schools. I assume the assistant superintendent would want to control all the schools plus the middle school as well.

Ms. Shafer: That's correct. Right now, assistant superintendents have so many elementary schools and high schools. Once we move to the middle school model, the assistant superintendent would be over that cohort. They would have some high schools as well, but they would also have the middle school and the feeder elementary schools that go into that middle school. We wouldn't want to separate a cluster. You don't want them to have the middle school and not the feeder schools. You wouldn't want them to have the feeder school and not the middle school. It would be divided accordingly. We have five assistant superintendents with schools right now. We would certainly be able to divide those up.

Comm. Hodges: You have seven areas. How would that work out?

Ms. Shafer: One or two would have more than one cluster. Cheryl Coy and Joanna have a department. Right now, they have six schools plus Joanna has curriculum and instruction and Ms. Coy has special education. They would have less. Maybe they would have some of the high school programs. Or if a cohort has six or seven schools with the middle school, then they would have that one. David is over security and the other two assistant superintendents are not over departments. They would be able to have more than one cohort.

Mr. Mapp: There are some areas that have two elementary schools only and one middle school. The other areas may have four elementary schools and one middle school. It would be evenly distributed.

Comm. Hodges: Do all the assistant superintendents have principal experience?

Ms. Shafer: Not all of them. They are already overseeing principals now and don't have principal experience.

Comm. Hodges: Okay.

Ms. Shafer: Thank you, Neil, Joanna, and Cheryl.

High School Restructuring Update

Ms. Shafer: As the Board knows, this has been a two-year process. The first year was the change in administration. This is our first year with the new administrative organization. This has been a planning year for all the new pathways. Ms. Peron will give you an update as to where we are as we look forward to the 2022-2023 school year of implementation.

Ms. Peron: As Ms. Shafer mentioned, high school restructuring has been a goal for over several years. It has gone through many phases, the first one being the reorganization of the administration. To get into the presentation, I'd just like to walk through a little bit of the history so that we're reminded that these decisions were based upon a lot of work from many people. Many decisions were made, and the Board Commissioners had input in the decisions that were made. I'm going to revisit just the original Board goal, which was to complete phase 3 of the high school redesign. That was inclusive of planning, organizing, selecting programs and pathways, and getting ready for implementation in September 2022 for the incoming freshmen. Our Board approved on September 8, 2021, that at Eastside High School we dismantle the