

Board Mtg Summary

Princeton Public Schools

Board Meeting Highlights

September 22, 2026

These highlights are an unofficial summary of actions taken and topics discussed during a public session of the Princeton Public Schools Board of Education on September 22, 2026. They are intended to provide timely information to our community, but do not represent the official minutes of the meeting.

You can watch the full Board meeting on the district's [YouTube channel](#).
The minutes for August 18, 2026, were adopted.

Superintendent's Report

PPS Superintendent Dr. Mike LaSusa opened the meeting by celebrating a successful start to the school year across all district buildings, noting positive feedback from principals and staff regarding Back-to-School Nights. Looking ahead, the Board finalized the district calendars, officially adding Diwali as a recognized holiday for the 2027-2028 school year and adjusting scheduling around Presidents' Day and Labor Day to better accommodate students and staff. The first day of school in 2027 will be August 30, and the final day of school will be June 9.

Academic Assessment & Testing Data

Assistant Superintendent for Curriculum and Instruction Dr. Kim Tew presented the preliminary results for the state's New Jersey Graduation Proficiency Assessment (NJGPA). The district continues to perform well overall, with 91.1% of students graduation-ready in English Language Arts (ELA) and 86.9% in Mathematics, both comfortably exceeding state averages.

However, the data also highlighted ongoing opportunity gaps, particularly for Black, Hispanic, Multilingual, and Special Education students. The curriculum team discussed expanding targeted interventions, such as Math and English lab supports, and emphasizing Universal Design for Learning (UDL) so general education teachers can better plan for all learners.

Public Comment

Representatives from Princeton Parents for Black Children and Not in Our Town presented the board with an independent equity report card. The organizations

assessed the district's progress on fulfilling the recommendations of the 2017-2018 equity audit.

Superintendent Contract Hearing

The Board unanimously approved a resolution to extend Superintendent Dr. LaSusa's contract by an additional year, securing his leadership through 2031. Board members and public commenters praised his fiscal responsibility, ~~deep~~ commitment to students, and ability to navigate complex challenges.

Dr. LaSusa expressed gratitude for the vote, sharing, "This community has been so embracing and energizing and warm and welcoming to me that I love being here and I'm going to keep on trying to do my best on behalf of the students and the school district as a whole."

Student Board Members' Report

The Board welcomed seniors Zach Nelson and Alex Brown as the two new student board members for the 2026-2027 school year. Zach provided an update on high school student life, including daily Spirit Week themes ranging from pajama day to a Friday pep rally. Homecoming weekend will feature athletic games, a spikeball tournament, and an outdoor movie screening of *Spider-Man: Homecoming*. Alex announced the highly anticipated performing arts selections for the year: the fall play will be *The Curious Incident of the Dog in the Night-Time*, and the spring musical will be *Singin' in the Rain*.

Committee Reports

Long-Term Planning & Operations

The committee met to discuss planning and budget modeling, focusing heavily on projecting the impacts of external budget drivers like healthcare costs and charter school tuition. The committee also reviewed ongoing referendum projects and facility needs.

Personnel

The committee reviewed the rollout of the Genesis evaluation model. The committee also extended a warm welcome to the district's newest hires, noting they bring incredible enthusiasm and energy to our schools.

Policy

The committee continues its review and update of field trip policies. Additionally, the committee announced that due to ongoing construction at Littlebrook Elementary School, voting will be relocated to Riverside Elementary School this year. The group also discussed broader advocacy efforts regarding the public employee healthcare crisis facing New Jersey districts and the proposed legislation in Trenton.

Student Equity and Achievement

The committee reviewed the recent Humanities curriculum audit for grades 6 through 12. The committee established five core priorities moving forward: improving the overall coherence of the curriculum, establishing greater consistency in assessment and grading expectations, strengthening academic rigor, creating more advanced educational opportunities, and expanding professional learning for teachers.

Retirements

Board President Dafna Kendal recognized the retirement of Eric Karch after 32 years of dedicated service to the district, saying, “We want to thank him for his leadership, and we want to wish him a very long and healthy retirement.”

The consent vote passed, and the meeting was adjourned.

The next regular Board of Education meeting is scheduled for October 27th.

The community is invited to attend the upcoming Convocation event on October 6th at 7:00 p.m. in the Princeton High School Performing Arts Center.

Email

**Princeton Public School District
Public Board Meeting
September 22, 2026**

Tab 1

0:00

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Welcome to this public meeting of Princeton Board of Education. The board is an elected unpaid group of 10 citizens who set policy and make

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decisions on educational, financial, and personnel matters for the Princeton public schools on behalf of all residents. We are always pleased when members of the community attend our

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meetings. The board and the school district operate under applicable New Jersey laws and under regulations of the New Jersey State Board of Education.

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Each meeting includes an opportunity for those attending to comment on the on items on the public agenda or other matters of interest to them. The board reserves a right to limit the time

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allotted to public participation. Law limits discussion of individual personnel and confidential matters. We hope our meetings provide useful opportunities for communication between

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the board and the community. Thank you for attending.

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As required under the open public meetings act NJSA 104-6, adequate notice was given for calling this meeting. It was authorized by the board of education

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and forwarded to the and posted on the district website on June 19th, 2026 and distribute it to schools and others in the standard distribution list. The board reserves

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the right to enter into executive session during all meetings of the board of education. Board policy 0168 recruiting devices requires that we inform those attending this in-person

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meeting, but the proceedings are being recorded. This meeting is being live streamed.

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Representative of the sending district is authorized to vote on such matters that affect sending district students or affect the governance of the Princeton public schools as more specifically designated in NJSA 18A 38-8.1.

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Sending district votes pertaining to personnel actions refer to high school central administrative and districtwide staff only. Votes otherwise are

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considered abstentions. In the event that NJSA 18A 388.1 is amended, the law shall take precedence over this bylaw.

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Roll call.

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Yes, please. Nefron here.

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Adam Beerman Mara Franchesci here.

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Elanar Hubbard here.

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Katherine Lara here.

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Arty Meiselle here.

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Christopher Sanarpio here.

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Erica Snider here. Susan Caner.

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D Kendall here. We have quorum.

Chapter 2: Adoption of previous minutes

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Thank you Mr. Harris. Can I get a motion for adoption of the minutes from August 18th, 2026?

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Mara second. Elanor Mum. Adam Beerman.

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Yes. Mara Francheski. Yes. Elanar Hubbard. Yes. Katherine Larret. Yes. Ariel abstain.

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Christopher Centarpio. Yes. Erica Snder. Yes. Daff. Yes. Motion carries.

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Thank [clears throat] you, Mr. Harris.

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All right. Welcome everyone to our first meeting of the school year. uh school is uh rolling along and so I will turn it right over to you Dr. LaSusa for your report.

Chapter 3: Superintendent and data report

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Thank you Miss Kendall. [clears throat] Let me begin by just welcoming our student liaison for this year. Uh they just learned I think late last week that

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they were voted and selected by their peers at the high school to represent them. Uh and we've got Zach Nelson and

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Alex Brown and I haven't even had a chance to meet with them. and we're going to meet on Thursday uh at during break time. So, welcome to you both.

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We're happy that you're here. Um we'll get let you say a few words in a couple of minutes, but if you didn't prepare anything, that's okay. And you can just listen and chime in whenever you want.

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I think they're ready to talk. They're ready to talk.

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Yeah, maybe. Um do would you like to just introduce yourself right now and tell us, you know, a little bit about We can get back to you.

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Or do you want you want to wait? We'll give you five minutes. We'll give you five minutes because we have you we have you under board committee reports.

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All right. Um spot.

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Okay. Other than that, uh this is our first uh board meeting since the school year began. Um our last meeting was uh

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right before we welcomed our teachers back. I think uh we had a great opening with our staff. Uh all of our schools um

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are up and running obviously at this point and the feedback has been very positive from the principles and others.

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4 minutes

we've held all of our back to school nights by now except I think the high school. Um and uh the feedback also has been uh very positive uh in that regard.

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So it's nice to have almost a full month under our belts at this point and um we look forward to a great fall with lots

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of events on the horizon. Um the most notable item under my report really has to do with our calendars. the 26 27

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calendar which is the current calendar we've just modified slightly to indicate uh which date which dates are CPON

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conferences and the dates of all of the conferences at the K5 level uh and then next year's calendar which we introduced

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at the last board meeting um we needed to um rectify that we had left out Dvali as a holiday which we have now inserted

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uh and then that led to uh altering the Friday for President's Day weekend to be a day of school. And then the only item

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that's sort of uh I guess kind of up for discussion at this point um is the Friday before Labor Day. Uh originally

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we were going to make that an early dismissal. Then we shifted back to a full day of school. And now I'm thinking it maybe uh based on some of the conversation I've had with board members

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and others uh maybe we should keep that an early dismissal uh on that day just so that students and staff get back in have almost a full week of school but an

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early exit on the Friday before Labor Day for the long holiday. So are we what are we voting on tonight?

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A full day that Friday and then we could go back and make a change or are you We can do either thing. If you're amenable to an an early dismissal on

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that day, we could um make an audible and vote on the calendar in that form or we can vote on a full day of school if you think that that's better and then revisit later on if we want.

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I mean, my preference is a full day of school, but early dismissal will then limit us in other ways in terms of flexibility for snow days and things

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like that. it would on the Friday before President's Day. So, I wouldn't recommend changing that one. But the

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Labor Day, um, it wouldn't limit and we probably would still retain our attendance. Whereas before President's

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Day, it's likely attendance would erode if we made that a half day of school.

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Okay. Then we can adopt it as as is and we can still discuss. Perfect.

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Okay. All right. That's what we're doing. But we're going to do that as part of the consent agenda, part of the business agenda. Great.

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All right. Well, thank you for highlighting that and thank you for in putting Dwali as a day off in the 2728 calendar, of course.

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And the people who provided the feedback, we appreciate it.

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And uh it was it was uh considered. So, thank you.

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And then I'm going to hold the SSDs report until um the next meeting just to uh clean up the data a little bit. And that the student safety data.

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That's the Yeah, student safety system data. Okay, great.

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Um and then we'll move over to Kim for uh the test results that we've received thus far from the state. Uh we got a new

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batch in just very late last week and we'll have them queued up for probably November. Uh and then in December we

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likely will have the um report on the graduates. So that's the schedule. But for this one, we've got the uh high school graduation proficiency assessment and uh a little bit more.

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Um yeah, so good evening everyone. Uh good evening to the public. Thanks for joining us tonight and for the board. Uh so typically we present these graduation

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proficiency results in the summertime um because uh how the state changed the assessment uh data has been given to us

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much later than normal. So Friday we just finally got our preliminary NJSLA data. So, that will come at the November board meeting and parents will receive

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their individual student reports come late fall, probably after Halloween.

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Maybe we can get it out a little bit before then. Um, so we apologize for the delay, but that's when we're getting the data and that's how we're sharing it.

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And we'll do all the AP, SAT, ACT data come December. Um, so you can move the slide. Uh, Mr. Harris, thank you. Um, so

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what is the NJ GPA adaptive? This is the first year uh we've implemented this assessment. So, it is a new baseline. So they're really I'm going to talk a

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little bit about overall comparison, but when we talk about subgroups or programming, it is really hard to make comparisons when we're talking about two different assessments. So what we have

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to think about this is like this is now year one and then as we move forward when we're looking at growth over time, we would compare the 256 school year to

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the 26 27 to the 278 etc. We're not going to go really back in time anymore because of this new assessment. Um so why is it called adaptive? So, a

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computer adaptive assessment um is one that allows like students based on their current answer, if they get it right, receive a harder uh question or a more

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difficult question. If they get it wrong, can kind of go down a level.

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What's really interesting about this uh adaptive assessment at the state is that um they're still tested on the same

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standards and only grade level items count toward the score. So, when parents get the score report, it's not going to say your kid is tested as a sixth grader

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and they're on an eighth grade math level. That's not something that's going to be reported out in this adaptive assessment. In our district, we use I Ready at the elementary level. And often

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parents will say, "Oh, I know what kind of standards my child is exposed to because it keeps them at the level that they're at, whether it's above grade

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level, at grade level, or below." This type of assessment will not report that out. It's just to get more specific

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questions to students. So, uh, for the reading assessment, there's all kinds of items. It's multiple choice like a kind of drag and drop check boxes and other

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interactive items and the writing test is one single response and then if you scroll down a little bit more Mr. Harris the math tests have mainly in like

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machine scorable items. It doesn't have the longer extended responses that we might have seen in the past. You kind of move on. So this is like typically how

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many students have taken um the assessment over the past few years. So that you see we're kind of, you know, we had a little bit more of a student population in 2024, but our numbers are

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very similar to last year about how many students took the assessment. This is a graduation requirement. So students must pass this or have an alternative

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assessment such as an SAT score, a PSAT score, um the ACUPPLACER, and they can't sit out this assessment. Every student

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must sit and attempt to take the assessment in order to graduate in the state of New Jersey. That's why we have such good participation.

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Don't talk to me about science. We had 12 kids take it last year. Keep going. Okay.

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Um so this these are our scores. Um so you can see uh typically we do better in ELA and that continues this year. So we

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had 91.1% of our students be graduation ready and 86.9% in mathematics. So, the state also looks at a combination

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graduation ready score. So, we're at that solid um 89%. You want to scroll up another one, Mr.

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Harris? So, here are some district trends. Once again, I really want to put an asteric on this because this isn't a different assessment than in previous

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years, but I wanted to kind of give you an overall comparison because this is a new test and saying, is this harder for our students? Is this easier for our

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students? How are our students typically performing against typical Princeton cohorts? Um, so for ELA we decreased about 1%. We were at 92.1% last year and

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uh at 91.1 this year, but math we went up 3.2%. So we had overall growth and that equal to um 89% compared to 87.9.

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So our students overall in this current cohort, remember their different cohorts were comparing did better than their peers in the previous cohort.

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And you can see now based on the state average and this is typical. We're usually above the state in um these similar percentages. But um this is good

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news that across the state almost 76% of students met or exceeded expectations where Princeton were at 91.1%.

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Uh you can see that math typically is harder uh for students to pass and receive proficiency. And then at Princeton we're at 86.9 and then overall

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so very good news for our school district.

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Now, by subgroup, by gender, um our female students or students who identify as female are typically higher

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performing in ELA in math than their male peers. Um not by much, but but there is a little bit of a bump there that you can see in the female student subgroup.

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And then this is very small. Um so this will be posted on the website tomorrow for uh interested stakeholders who wanted to look a little bit closer. So

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if you want to scroll down Mr. compare us a little bit more. Females are on the left, males are on the right. This is just a breakdown of the uh math results, I believe.

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Yep. And then if you want to go down to ELA, you can see both groups performed better in ELA than in math, but females

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outperformed males by a little bit, about 4%. Okay. Now, this is subgroup by race. Um, I want to note that the N sizes are much smaller in these groups.

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For example, for our black students, it's an N size of 21. Um, for our Hispanic students is an N size of 46.

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Um, the other groups are higher, more higher represented. Um, this is not what we want to see. This is you can see that opportunity gaps remain for our

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black and Hispanic students, particularly in math. Um, if you go down to the next page, you can see, so here's math. Remember where those colors are.

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Look at ELA. you can see that they we did much better in ELA. It's particularly for um our black students,

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our um Asian students, multiple races, and white students. Hispanic students did better in ELA, but still not as good as I'd want them to perform and have

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that um opportunity gap. So, we're going to talk a little bit more about how we're addressing this um later on in the presentation. Here are our subgroups. So

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subgroup by program are students who are in special education, have a 504, are receiving lunch assistance, or are multilingual learners. So our general

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education students, 96% of them pass the assessment. Uh 504 students, 96%. Uh for students who receive lunch student uh lunch assistance, 59%.

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Um a little less than half of our special ed population pass the assessment. And then only 18% of our English language learners or MLS pass

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the assessment. Um this is typical. This is what we've seen the past few years even though it's a different assessment.

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What I want to talk about at this time is so if students do not pass this what happens. So if they don't pass they have the option of passing on a different

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assessment like I said earlier the PSAT the ACUPPLACER um SAT ACT or they can

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complete a portfolio. So, we have students now who are in English or math lab or both at the high school who have room in their schedule to meet with a

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teacher and a small group of students and work on some um additional math or literacy skills and they complete a portfolio assessment uh by usually March

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of the school year and then they receive their graduation credit that way. Um it is something that we think is really beneficial to our students because it's not just about passing the test. It's

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getting extra support in these skills that are lifelong. Um, but it was very frustrating because we didn't get our data until late August and we had to

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build schedules. So, some students felt, you know, they were going to maybe be in a class, but this had to kind of like either take over or we had to find room

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in their schedule. Um, so next year we hope that we receive the data in a much more timely fashion so that we can support kids accordingly.

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The next one. Yes. Yeah.

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Oh, okay. That's a great question. Um, so free and reduced lunch, I believe we're at about 14% at the high school.

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Um, special education, 15 to 16% of the high school. Multilingual learners, well, our our numbers have declined. um

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we're at about 46 for the entire school students for MLS. Um so about 14 alone at the at senior level and then section

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504 I think we have 320 504 students at the high school. So we're looking at like that's pretty high. Um like Yeah.

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Yep.

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Okay. So here we are. Um, this is broken down for math. And I just wanted to include this because I think it's

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important to see math versus ELA so that you can see um, our ELLs. We call them multilingual learners, but for some reason the state in reporting still

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calls it ELLL, which is an outdated term. Um, you will see them stay red in both categories uh, higher, but the other ones will go down. So this is in

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math. And then if you go to the next slide, you can see how the green shot up and the red went down except for our ML

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population, which makes sense because if it's it's a language that they're learning that um ELA would be more difficult than mathematics.

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So what do we do with this information?

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Um we know that this assessment is one moment in time at, you know, the spring of junior year. And so we think it's really important that how are we

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providing supports along the way? So, something that we're really trying to work on with uh Kesha Smith Carrington, who is our ELA supervisor, and Tiffany

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Brennan, who is our math and business ed supervisor, is that math lab and English lab that I was just talking about. How do we provide more support? So, it's not

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just after you take the test, but that that is a class that you receive in ninth or tth grade as well. So, that you are getting that additional math uh

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support that maybe you don't have as much um skills solidified that you need more time because reps and time help strengthen math and English education.

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Um so, it is very difficult to do that at the high school level because students have graduation requirements, they have other interests, electives, commitments. Um so, we are trying to think about what does that look like?

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That's tier two and tier three where it's sort of small groups outside of the class. Um, and we also are thinking, you know, about tier one, what are the

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general education teachers doing in the class to support different types of learners and planning for all the learners in their classroom and

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targeting those supports. Um, and then we really want to think about specialized um, ESL and special ed

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strategies and accommodations. Um, so one of the things that we're really working on as the curriculum team this year is universal design for learning.

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How do we plan uh lessons intentionally for all the students in our classroom?

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Um, how do we make sure that those accommodations are present and visible to students so that they receive the support they need. Um, these are things that we really want to be working on.

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Um, and we want to continue throughout the year. It shouldn't be a snapshot, but what are we giving students feedback on how well they're doing in the

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standards? um and making sure that they can reach success and scaffold them to that success with continuous um check-ins and monitoring.

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And then uh Dr. Baldo um couldn't come tonight. So this was the uh district dynamic dynamic learning maps. So in lie

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of NJSLA, some of our students in special education um require a different form of assessment, an alternative assessment because they might not have

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the best fit with NJSLA or NJGPA. Um and so this assessment is also given in the spring to a very very small population

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of our students. These are typically students in our MD and autism programs.

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Okay, so these have some of the background. Um they are based and are assessed at four performance levels. Um,

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so what we're looking at is uh ELA we like really went up. So it looks like the year before we were at 27% at target in advance and this year we're at 55%.

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Math we did go down from 53 to 42. And science we went up. Um so you can see what does this mean in that little right bubble that um Dr. Deo put on the side.

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Um so we are going to celebrate the ELA growth. Um but we really want to think about what are the specific skills and

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standards in mathematics um that we want to identify just like we would with NJGPA like where are kids struggling what are the pockets and patterns and

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how do we intentionally teach into them and provide supports. Um so that's just a one screenshot snapshot because that

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test is such a small population but we are also required to pull uh report out the final results

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and that's it. So, any questions from the board? And I know I went by that fast, but I feel like you're going to see us a lot the next couple of months.

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So, I wanted to kind of share the good news upfront and the overall growth is is very positive for the district and we our cohort in the spring did better than previous cohorts. That's great news.

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Thank you, Kim. That was a great presentation. Eleanor, um, so the questions that are not on

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grade level because they're either above don't count towards a score, but the purpose of having this adaptive model is

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to get like a lot of precision, but where does that information go? Is it reported out to anybody? Like

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that is a lovely question and every time I ask our county rep, there's no answer.

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21 minutes, 29 seconds

Um, so, uh, we do have a county curriculum meeting at TCJ in a couple of weeks and supposedly there's rumors that the assessment person's going to be

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21 minutes, 36 seconds

there from the state and so I know colleagues of mine from across other districts are really curious because it has been very there's been a lack of transparency of like what it looks like.

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21 minutes, 46 seconds

So, we've seen test blueprints, but I don't know the minations behind it of like Elellanar got this right and then she got this question right and then she got this question right. Like what does

21:55

21 minutes, 55 seconds

that mean? And um the DOE released cut scores a couple of weeks ago and you know how it used to be up to 850, right?

22:02

22 minutes, 2 seconds

So if you scored like over 800 or to 850, you were exceeding expectations.

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22 minutes, 6 seconds

Now it's if you scored a 1423 in grade 8, you exceeded expectations. It's so much more complicated in the cut scores.

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22 minutes, 15 seconds

So we don't have all the information. I do have a a technical assistance uh training session on Thursday that I'm

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22 minutes, 22 seconds

going to attend at the state as well and hopefully get more information for us because it is very frustrating as a school district when parents want to know well how is my child doing? I feel

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22 minutes, 31 seconds

like they're above grade level or below grade level. I don't have the level of detail that I'm used to that we don't have specific answers of how the test is run.

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22 minutes, 42 seconds

Just broader question especially at the high school level. um is there is we're getting alignment with teachers and special ed curriculum and and the

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22 minutes, 50 seconds

students themselves hopefully would they find motivation do they see that these supports can help them and it's very broad question though I understand yeah I mean I think it depends right

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22 minutes, 58 seconds

like I think to me I always feel that um students want to be successful I don't think anyone wants to come to school and

23:06

23 minutes, 6 seconds

be unsuccessful but I think sometimes there might be past history where they never didn't feel welcome or didn't feel comfortable or didn't feel ever feel

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23 minutes, 13 seconds

success so I I think it's the adult's job to try to make welcoming, warm environments for students and try to get to know the students and what their strengths are and what and not just

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23 minutes, 21 seconds

focus on areas of weakness, but also focus on strengths and then how do we boost up those strengths while also saying, "Hey, how can we strengthen

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23 minutes, 28 seconds

these areas as well?" I think we have some phenomenal teachers um in our school district. And I think we just want to I see the students nodding,

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23 minutes, 35 seconds

which is great to see. Um but I think we always want to do better and like it's time. It's it's how do we find the time?

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23 minutes, 41 seconds

because once students get to high school, it's hard to catch up, right?

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23 minutes, 45 seconds

So, if you're already behind in math or you're just acquiring the English language, right, you don't have as much time to get everything mastered. Um, so

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23 minutes, 54 seconds

that's the balance that we're trying to strike.

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23 minutes, 58 seconds

Vocational programs, is that ever I'm going off kind of on a tangent. Yeah, I mean I definitely think vocational programs I'm a huge advocate for them

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24 minutes, 6 seconds

because I think especially in the age of AI and you know job security and all of those things that the trades are something that have been lost. Um I

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24 minutes, 14 seconds

think you know we have a county vocational program. I would love to see more innovative electives at our high school as well though to meet different kids needs. We had a little bit of a

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24 minutes, 21 seconds

conversation today at the high school about that and to be continued. I know Dr. Lassus is very passionate about that. Um, so vocational and is what I

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24 minutes, 30 seconds

would say is like how do we get kids who want to come to school and feel success across the day. If every class is academic and maybe that's not your

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24 minutes, 38 seconds

thing, it can be very demoralizing, right? And so how do we get kids to want to come to school and be successful and develop relationships with their peers and adults?

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24 minutes, 50 seconds

All right, anyone else? All right, we'll see you next month.

24:54

24 minutes, 54 seconds

November. November. All right. Thank you, Kim. That is it for my report. All right. Thanks very much. Good stuff.

Chapter 4: First public comment session

25:02

25 minutes, 2 seconds

Um so first up is our first public comment. Um and on the signup sheet we have Michelle Ponder.

25:29

25 minutes, 29 seconds

Good evening. I'm Michelle Tuck Ponder. I live on Laurel Circle.

25:35

25 minutes, 35 seconds

I'm here tonight to talk about um I'll start by talking about reparations.

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25 minutes, 42 seconds

And I wanted to start my comments with reparations because in many many people believe that it's really a cash grab

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25 minutes, 51 seconds

that the impacts of slavery and racism in America

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25 minutes, 58 seconds

uh are not legitimate and don't really have an impact on um cultural or or

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26 minutes, 7 seconds

generational trauma. Um my view is somewhat different. Uh, I think that reparations is really about healing.

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26 minutes, 14 seconds

It's really about healing the harm that has been inflicted upon um, particularly black people. So, I am the co-president

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26 minutes, 24 seconds

of PBBC, Princeton Parents for Black Children, and I'm here tonight to actually talk about the 2017 2018 equity

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26 minutes, 33 seconds

audit. Um, some of you may remember, I think some of you were probably around, was a a tremendous effort led by our

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26 minutes, 40 seconds

then superintendent, Steve Cochran, and it included data and interviews, analysis, recommendations, community

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input, and and was really a promising and important document, which has disappeared from the district's uh

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26 minutes, 57 seconds

website. But of course, there are a number of people in the community who have a copy and who remember the promise

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27 minutes, 3 seconds

and potential of that audit. This summer, Not in Our Town and Princeton Parents for Black Children came together

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and conducted an assessment of the district's progress on fulfilling the recommendations of that report.

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27 minutes, 20 seconds

And what we are going to present to you tonight um are our findings.

27:26

27 minutes, 26 seconds

And um they are in the form of an equity report card for the district.

27:31

27 minutes, 31 seconds

Can we do so? I'm sorry. There's some beeping. Do you know what it is? Oh, I'm sorry. Okay, thank you. Good. Okay.

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27 minutes, 40 seconds

So, not in our town and PBBC have examined as much publicly available or

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27 minutes, 46 seconds

accessible data um that we were able to access in reaching our conclusions.

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27 minutes, 53 seconds

And we're preventing presenting this equity report card not to bash the district but to initiate a conversation

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28 minutes, 1 second

about how we can work together to get these grades up because quite frankly as

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Mrs. Dr. 2 just presented we continue to struggle this we we could have played a

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tape from 1997 and we would have had the same results as we've had tonight.

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28 minutes, 23 seconds

We're not suggesting that progress hasn't been made in some areas, but we know that so much more progress needs to

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28 minutes, 32 seconds

be done. So, we are presenting you with a report card. There is an executive summary. There is all kinds of

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background and history. and not in our town and Princeton parents for black children are committed to working with

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28 minutes, 48 seconds

Princeton public schools so that we can all be accountable and get out of this cycle

28:56

28 minutes, 56 seconds

of failing to meet expectations and failing to be accountable to the black children who live in this town.

29:07

29 minutes, 7 seconds

Thank you.

29:12

29 minutes, 12 seconds

Good evening. My name is Linda Oppenheim. I live on South Harrison Street in Princeton and I represent not

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29 minutes, 20 seconds

in our town Princeton, a local anti-racism organization.

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29 minutes, 25 seconds

And as somebody who regularly attends at least one board of education committee student achievement, I want to

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acknowledge the untold hours that the administrators, the staff, and the board

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have devoted to making Princeton a high achievement district. At the same time,

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our organization along with others, as you've heard tonight from Michelle Tuck Ponder, have lobbied for years for

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29 minutes, 53 seconds

racial equity and know from the district's own statistics, again, even seen at the at the report tonight,

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that more needs to be done to reach that goal.

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I believe the report card that is presented tonight is another instrument that the district can use to communicate

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the progress it is making towards achieving racial equity or not.

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where there has been progress as the recently reported additions of racial literacy elements to a variety of the

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high school courses and the addition of the AP African-American history course at the high school.

We applaud and

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support you in other areas where progress has been slow. We will continue to lobby and that is the purpose of the

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report card. We're standing tonight with Princeton Parents for Black Children to ask the question, have the historical

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30 minutes, 53 seconds

and systemic racial disparities identified in the 2017 2018 equity audit actually improved nearly 10 years later.

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The racial gaps in achievement, representation, discipline, etc. have existed in Princeton schools since 1948 when the schools were desegregated.

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I honor teachers, administrators, parents, and community members who for years have spoken out and worked to

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31 minutes, 24 seconds

bring racial equity to the system. No one knows better the effect of racial bias and low expectations than black

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31 minutes, 33 seconds

parents and other African-American community leaders. Those are the voices that are critical to hear and we

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31 minutes, 41 seconds

encourage the administration to involve them in decision making. Thank you for your work and I hope you receive our

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31 minutes, 49 seconds

recommendation in the constructive spirit in which it is intended. Thank you. Thank you, Linda.

32:00

32 minutes

One last thing, you know how to get in touch with us. So, if you have any questions about the report card, please feel free to contact either Linda or

32:08

32 minutes, 8 seconds

myself. Or any questions about the data or the methodology, please. We're here to work with you, not against you. We're Princeton. We can do better.

32:19

32 minutes, 19 seconds

Thank you, Michelle. Thank you, Linda.

32:21

32 minutes, 21 seconds

Anyone else for public comment right now?

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32 minutes, 24 seconds

No. Okay. Uh, so moving on. Um, we have the superintendent contract hearing, so I will need a motion to enter into that.

Chapter 5: Superintendent contract hearing

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32 minutes, 32 seconds

Second, Mara. Uh, all in favor? Is that everybody? All right, everyone.

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32 minutes, 39 seconds

Okay. Um, so we have an agenda tonight. Um, it's not uh it's an extension because New

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Jersey limits um contracts to five years, but um the board has been um

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you know blown away by uh the superintendent and his um stewardship of the district over this past year. So um

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we would like to extend uh the contract by another year which you agreed to do.

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33 minutes, 10 seconds

Uh so that is what is on the um agenda right now. Does anyone have any comments?

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33 minutes, 18 seconds

Just for clarity and assessment because people have been asking me why because people don't follow everything and just my own personal opinion. I voted yes

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33 minutes, 25 seconds

because um I think it's a strong financial investment in you uh and a clear vote of confidence. Not

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you're going to be perfect but I think we you show leadership the five elements of leadership I feel you show and and you've done it before and now you're

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33 minutes, 41 seconds

here doing it here and I feel that the um it gives us much lead leadership

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33 minutes, 48 seconds

stability which we've not had. So I hope things can stay for five, you know, and you continue the course of five years as

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33 minutes, 55 seconds

you tackle a marriage of complex systemic problems. I mean, not some aren't always problems, but like the budget and which does need a steady hand

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and continuity, which I think is very important. Thank you, Adam. Anyone else?

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34 minutes, 10 seconds

All right. Uh, so Susan, before we go to public comment, Susan Caner could not be here tonight because of a death in the family, but she asked me to say, "Sorry,

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34 minutes, 19 seconds

can I'm sorry I could not attend tonight's board meeting. Uh I just want to express my full support for all changes in Dr.

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34 minutes, 27 seconds

Lassus's contract and could not be happier with the clause that extends his tenure an additional year. His leadership, enthusiasm, and focus on our

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34 minutes, 34 seconds

students success are among many reasons why I wanted to uh add my voice even though I cannot officially vote this evening.

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34 minutes, 42 seconds

All right. Anyone else on the board? Anything?

34:51

34 minutes, 51 seconds

Well, I think blown away was a little bit of an exaggeration, but I just want to state how um Don't speak for me.

34:58

34 minutes, 58 seconds

How grateful I am, how grateful I am to the board of education and the people I get to work with every day. Uh as well

35:05

35 minutes, 5 seconds

as so many of the community members and staff in particular who've been so kind to me in the past year and a half. Um, I

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35 minutes, 12 seconds

didn't anticipate necessarily wanting to extend my career at this point in the in the game given the number of years I've worked and how old I am. But, um, this

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35 minutes, 21 seconds

community has been so, uh, embracing and energizing and and warm and welcoming to me that, uh, I love being here and I'm

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35 minutes, 30 seconds

going to keep on trying to do my best on behalf of the students and the school district as a whole. So, thank you.

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35 minutes, 38 seconds

I'd just like to say I think we're really lucky to have a leader who has so much capacity for understanding the wide

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35 minutes, 48 seconds

and thorny variety of problems that we're dealing with and also so much energy for them.

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35 minutes, 58 seconds

I am glad that we can get Dr. I think it's very much in the benefit.

36:06

36 minutes, 6 seconds

Thank you.

36:08

36 minutes, 8 seconds

I'm not prone to hyperbole, but blown away is absolutely the right term. Your your skill set has been unbelievable. Uh the balance between the fiscal

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36 minutes, 17 seconds

responsibility and being able to see the macro issues and balancing it with the the needs of our school district and the empathetic side is just it's

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36 minutes, 24 seconds

unparalleled and we're thrilled to have you for another year. Bye.

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36 minutes, 31 seconds

But one more I just want to say in my experience in the private sector many years 20 years

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36 minutes, 38 seconds

in the private sector and the public sector I've never come across a leader who is as effective and um just uh I'm

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36 minutes, 46 seconds

just I'm I'm blown away by your ability to lead and um this work is very difficult and you never know what's

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36 minutes, 54 seconds

going to happen but even the basics of just keeping the district running in this day and age with the fiscal constraints that we have from the state and all the different pro problems that

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37 minutes, 1 second

are coming at us. We are so lucky to have you at the helm and I'm just grateful that I can continue to work with you and I really appreciate that we have another five years and I'll enjoy

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37 minutes, 10 seconds

you going after one one problem after the next and not not looking away, not flinching but thinking about it rationally and deciding what our options are and moving forward. So, thank you.

37:21

37 minutes, 21 seconds

Okay. Well, if you said something I don't think it was nice. Um, is there anyone for public comment right now? Oh, forgot what your name is.

37:37

37 minutes, 37 seconds

Uh, good evening. It's good to be back in this room. I'm Brian McDonald from Journeys and Lane, speaking as a former

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37 minutes, 44 seconds

Board of Education member and parent of three proud graduates of Princeton Public Schools. I'm not speaking as a council member.

37:55

37 minutes, 55 seconds

When Dr. LaSusa Mike was hired last January. He was one of New Jerseys longest serving superintendent, 13 years

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in the Chadams, one district when the average tenure is three years. He is now in his 15th year and is either the

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longest serving superintendent in the state of New Jersey or one of the longest serving superintendent.

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He was and is the most accomplished, highly respected, and high achieving superintendent in the state. And while

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New Jersey pays superintendence reasonably well, that's never enough. Uh we need to step up and do what's right

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38 minutes, 36 seconds

for our our our superintendent, our administrators, our teachers, and our staff. This is an opportunity to keep Mike here for one more year until 2031.

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38 minutes, 48 seconds

six years instead of five. This is also a time when New Jersey public schools are under tremendous financial stress

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38 minutes, 56 seconds

and many districts, including peer districts, have been forced to lay off dozens and dozens of employees,

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39 minutes, 3 seconds

including teachers uh including teachers and staff. And they are cutting back on the arts,

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39 minutes, 10 seconds

athletics, clubs, and afterchool programming of all sorts.

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39 minutes, 19 seconds

This is a time when strong, experienced leaders are not a nice to have, they are a must-have. And I believe that Mike is

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39 minutes, 27 seconds

the best superintendent currently serving in the state of New Jersey. He is deeply committed to public education, to New Jersey, and to us, Princeton.

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39 minutes, 38 seconds

His presence is a gift and a blessing to our students and our staff and our teachers. and I strongly urge

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39 minutes, 45 seconds

you to approve this employment agreement. Thank you. Thank you. And thank you for your service.

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39 minutes, 54 seconds

Thank you. Anyone else for public comment?

40:01

40 minutes, 1 second

We're done. Okay. Um, we just have to vote. So, roll call, please.

40:07

40 minutes, 7 seconds

I need a motion to accept. Oh, can I get a resolution to approve the superintendent's contract? Beth, second,

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40 minutes, 17 seconds

great. A lot of motions here. I don't remember doing it this way, but I'm sure it's the right way. We'll start with Daff McKendle.

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40 minutes, 25 seconds

Yes. Beth Bon. Yes. Adam Beerman.

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40 minutes, 29 seconds

I want to add nine times out of 10, I would say no to extending someone's contract if up to one year, but I say yes here.

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40 minutes, 37 seconds

Mara Francheski, yes. Elellanar Hubard, yes.

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Katherine Lara, yes.

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40 minutes, 42 seconds

Ari Myel, yes.

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40 minutes, 44 seconds

Christopher Centarpio, yes.

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40 minutes, 47 seconds

Erica Snider, yes.

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40 minutes, 48 seconds

Motion carries unanimously. See, that's what you Thank you all very

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40 minutes, 54 seconds

[applause]

40:56

40 minutes, 56 seconds

um I think Brian said it best. You are a gift and we are lucky to have you. All right, moving on. We have the harassment, intimidation, and bullying

41:04

41 minutes, 4 seconds

report. And now we're going to the board committee reports. And we're going to start with Zach and Alex. Yeah, we gave you notice. Don't look surprised.

Chapter 6: Student liaison report

41:14

41 minutes, 14 seconds

And and whatever. This is your time to, you know, share your thoughts, hopes, dreams, anything with us.

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41 minutes, 27 seconds

Why don't you just tell us a little what are you are you both seniors? Okay. Um, what elementary school did you go to?

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41 minutes, 36 seconds

I'm actually from Hopewell. Okay.

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41 minutes, 39 seconds

So, I went to Hope Elementary School and then I transferred here in the middle of my eighth grade year. How did How was it?

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41 minutes, 47 seconds

It was something. Yeah.

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41 minutes, 51 seconds

I shouldn't I shouldn't ask questions I don't know the answer to. Um, I was still able to make the switch.

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41 minutes, 56 seconds

like it was it was tough but with my personality I was able to make it work.

42:01

42 minutes, 1 second

I mean you are smiling so yeah.

42:04

42 minutes, 4 seconds

Okay. And Alex um well this is my 13th and final year at Princeton public schools. I went to

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42 minutes, 11 seconds

community park and then to Princeton Middle School and now I'm high school.

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42 minutes, 15 seconds

Um and you know I'm super excited to be here. Excited to meet all of you.

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42 minutes, 21 seconds

All right. Well if you don't have anything today you do. Yeah. Okay. All right.

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42 minutes, 26 seconds

Yeah. Um we just well we just wanted to report on a couple things that are happening in the high school right now.

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42 minutes, 33 seconds

Um okay. So this week is our first spirit week. Um today we had pajama day.

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42 minutes, 44 seconds

Tomorrow is Adam Sandler day.

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42 minutes, 47 seconds

I don't um I think most students would just wear baggy clothes.

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42 minutes, 51 seconds

I know. I already know what my outfit is gonna be. Um so um on Thursday it'll be blackout and for Friday which is our pep

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42 minutes, 59 seconds

rally we'll just have the students wear school colors school apparel.

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43 minutes, 6 seconds

I'll continue to talk I'll continue to talk out to homecoming. Um so on Saturday that's our homecoming football game. It really starts at 11:00 a.m.

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43 minutes, 16 seconds

because that's when our volleyball team has a home game against I don't know the Highlands, I think.

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43 minutes, 25 seconds

And then, uh, the football game is against Euing at 3M. After that, there will be some spikeball tournament at 6 p.m.

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43 minutes, 35 seconds

Yeah. And then on the upper grass field at the high school, there will be a viewing of Spider-Man Homecoming for the students to sit down, get some dirty sodas, I think.

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43 minutes, 46 seconds

Oh, nice.

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43 minutes, 47 seconds

And you can bring a blanket, sit with your friends, watch a movie.

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43 minutes, 52 seconds

Um, and then some announcements from the arts. Um, the play was just announced as The Curious Incident of the Dog in the

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43 minutes, 59 seconds

Nighttime. So, they are starting up rehearsals for that. And then last week, our spring musical was announced as Singing in the Rain.

44:09

44 minutes, 9 seconds

Oh, wow. Yeah.

44:12

44 minutes, 12 seconds

And I think that is all we have for you today. All right. Great. Dr. Lassus is going to meet with you um on the board.

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44 minutes, 20 seconds

your um like your mentors are Mara and Eleanor. So, they'll be reaching out just to connect if you have any

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44 minutes, 27 seconds

questions or anything. They'll help guide you along. But we hope to have a lot of fun this year

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44 minutes, 35 seconds

and we want to hear what's on your mind and the students mind. Anything?

44:42

44 minutes, 42 seconds

You did a great job for your first time with so little preparation. And I was a teacher at Northern Highlands in the

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44 minutes, 48 seconds

year 2000 2001. So I hope that Princeton crushes them uh Saturday.

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44 minutes, 57 seconds

That's a new piece of information of which I was unaware. So hey, see we learn new things every day.

45:02

45 minutes, 2 seconds

But welcome. Uh now long-term planning and operations with Beth. Okay. Thank you.

Chapter 7: Committee reports

45:09

45 minutes, 9 seconds

You can pause in the middle if you want, but you don't have to. It's just me all the time.

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45 minutes, 13 seconds

Okay. Uh long-term planning met on September 11th to discuss forward planning, including budget modeling to project the impact of budget drivers

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45 minutes, 20 seconds

such as health care costs and charter school tuition, which are largely outside the district's control.

We meet again on October 9th operations.

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45 minutes, 30 seconds

Um since operations is scheduled to meet this Friday, uh co-chair Susan Caner and I met briefly this morning with Andrew Harris to review the operations items on

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45 minutes, 38 seconds

tonight's agenda. We have nothing significant to call out and note that on referendum projects, the agenda includes one project closeout and several payment

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45 minutes, 46 seconds

applications for work done so far. We appreciate the administration's efforts to ensure all technology purchases are being centralized and reflected on board

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45 minutes, 55 seconds

agendas. See the sole source items um ensuring better alignment with curriculum and cost control.

There is a

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46 minutes, 2 seconds

one-time transfer from maintenance reserved tonight for boiler repairs at PHS, which are necessary to nurse the existing outdated boiler through one

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46 minutes, 11 seconds

more winter before it will be replaced by the new HVAC systems approved by taxpayers in the 2025 referendum.

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Friday's operating operation meeting will be dedicated to learning more about current employee benefits landscape, which is a source of significant budget

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46 minutes, 26 seconds

pressure for PPS like other school districts and municipalities in New Jersey and beyond.

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46 minutes, 32 seconds

Thank you. We'll be back to you in a minute. Uh now we're going to personnel with Mark.

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46 minutes, 38 seconds

The personnel committee met on Tuesday, September 8th. We discussed a variety of personnel topics including the roll out of Genesis as an evaluation model and

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46 minutes, 46 seconds

and also the successful orientation of our new hires. They are apparently in newest incoming class is very energetic, enthusiastic, and we extend a big

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46 minutes, 55 seconds

welcome to them. Our next meeting will be October 6th. Thank you, Mara. That's for policy.

47:02

47 minutes, 2 seconds

Me again. Policy. The policy committee met on September 9th. We discussed the ongoing review to update the field trips policies. The policies on the agenda

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47 minutes, 11 seconds

tonight and noted that voting will be moved from Little Brook School this year to We don't have a two yet.

47:19

47 minutes, 19 seconds

You didn't get a card. I'm sorry. No, not yet.

47:22

47 minutes, 22 seconds

Okay. Um because Riverside is going to charter school this year, which is new. Weird. I got a card in the mail. Um should go there.

47:31

47 minutes, 31 seconds

The Little Brook school voting will be moved because of the construction. Um we also discussed ongoing advocacy effort efforts to address school funding and healthcare challenges at the state

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47 minutes, 40 seconds

level. Um the Garden State Coalition of Schools held an informative panel on Wednesday on the current New Jersey public employees healthcare crisis. I

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47 minutes, 48 seconds

encourage board members to review the minutes were circulated yesterday. Um PPS does not participate in the state employee benefits plan uh with with the

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47 minutes, 57 seconds

plan had rates that increased over 30% last year.

48:00

48 minutes

which is in a death spiral with the committee that sets the rates repeatedly deadlocked. But legislation has been proposed and Trenton to force all districts back into the state plan.

48:09

48 minutes, 9 seconds

Unfortunately, without addressing the higher costs for districts like Princeton and without additional governance changes necessary to make the plan sustainable. Our next policy

48:19

48 minutes, 19 seconds

meeting will be on October 7th at 1:30 p.m.

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48 minutes, 21 seconds

I just want you to know Angela like almost got with you said that. So, well, that was last year.

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48 minutes, 29 seconds

Yeah. All right. Well, we'll stay tuned.

48:31

48 minutes, 31 seconds

Hopefully, stay tuned. This is a big issue that's going on and it's going to affect everyone in the states.

48:36

48 minutes, 36 seconds

Okay. Thank you, Beth. Uh, student achievement now with Y. Um, so met on September 10th and the

48:44

48 minutes, 44 seconds

main item on our agenda was the humanities review. Um, that's a different parts of the curriculum get

48:51

48 minutes, 51 seconds

reviewed periodically. The humanities um centered on English and social studies um sixth through 12th grades and uh it

49:00

49 minutes

found that while there's a lot of strengths in the program there's also work to be done uh and the five priorities that emerge from the review

49:09

49 minutes, 9 seconds

are uh working on the coherence of the curriculum um working on consistency in

49:16

49 minutes, 16 seconds

assessment and expectations and grading strengthening rigor and um and creating more advanced opportunities

49:24

49 minutes, 24 seconds

um but not exclusively uh through having AP classes although AP research STEM will be offered uh next year I believe

49:33

49 minutes, 33 seconds

and also um creating professional learning for teachers and improving communications.

49:40

49 minutes, 40 seconds

Um so there's a guess there's a lot of work to be done. There's a multi-year um plan for how these um these priorities

49:48

49 minutes, 48 seconds

are going to be put into practice. Uh we also uh looked at a survey um that's

49:56

49 minutes, 56 seconds

approved that that's on the agenda uh for approval tonight and um a research study through ETSS that's going to bring

50:05

50 minutes, 5 seconds

I think um like \$50,000 to the science department. Um our next um our next meeting is October 8.

50:14

50 minutes, 14 seconds

All right. Thank you, Eleanor. All right. Um now we're moving on to the consent and action items. So I'll try to go through quickly, but please just

Chapter 8: Consent and action items

50:22

50 minutes, 22 seconds

shout if you want to to or have any questions. So, um the first thing is uh

50:27

50 minutes, 27 seconds

policy. Um the next is personnel and um personnel one is retirements. I just

50:34

50 minutes, 34 seconds

wanted to take a moment uh to thank Eric CC for his I believe uh 32 years

50:42

50 minutes, 42 seconds

let me see 32 years of service to the district. Uh he'll be retiring effective January 1st of 27. uh he was also

50:49

50 minutes, 49 seconds

co-president uh of the administrative uh aids and uh service union press and so

50:57

50 minutes, 57 seconds

we want to thank him for his leadership there and we want to wish him a very long and healthy retirement. So best wishes to Eric. Uh then we have

51:05

51 minutes, 5 seconds

resignation, appointments, transfer, reassignment, reappoint revision, personnel items, non-athletic EPS

51:13

51 minutes, 13 seconds

stipens, aid stipens, substitute, student placement, leave of absence, six period

51:20

51 minutes, 20 seconds

compensation, student services, curriculum and instruction, athletics, job descriptions, abolishment of job description. Then we have um moving to

51:29

51 minutes, 29 seconds

curriculum and instruction, the research project um that Eleanor mentioned and the research study. Uh then we have contract approval from special services

51:38

51 minutes, 38 seconds

uh behavior therapy associates and out of district tuitions. Uh moving on to business. Uh we have financial reports.

51:45

51 minutes, 45 seconds

Can I get a motion please? Ari second. Erica.

51:53

51 minutes, 53 seconds

Yes. Adam Berman. Yes. Marta Franchesci. Yes. Elanar Hubard. Yes. Katherine Larra.

52:01

52 minutes, 1 second

Yes. Ari Meiselle. Yes. Christopher Centarpio. Yes. Erica Snder. Yes. D Kendall. Motion carries.

52:09

52 minutes, 9 seconds

Thank you, Mr. Harris. Um then we're going on to construction payments that Beth mentioned. Um change orders. Uh

52:16

52 minutes, 16 seconds

approval for sale and disposable surplus property. We're selling a bus and two vans. Um fire and evacuation drills.

52:24

52 minutes, 24 seconds

Funds transfer. uh registration and travel agenda. Um then we have soul source uh edimentum software uh

52:33

52 minutes, 33 seconds

discovery education notable power school. Um then we have chapter 192 193

52:42

52 minutes, 42 seconds

agreement addendum approval 2728 budget development calendar uh 2627 district calendar and 2728 district calendar that

52:51

52 minutes, 51 seconds

Dr. Lusa mentioned. We have authorizing contract award for boiler repairs that Beth mentioned.

Authorizing contract award for HVAC and middle school uh

53:00

53 minutes

survey to engineers. We have Angel Transportation Renewal One. And now we're moving on to our second public

Chapter 9: Closing and adjournment

53:07

53 minutes, 7 seconds

comment. Is there anyone for public comment? No. Seeing no one for public comment, can I please get a

53:14

53 minutes, 14 seconds

motion for the consent agenda? Ari second. Chris.

53:22

53 minutes, 22 seconds

Beth Bram, yes.

53:23

53 minutes, 23 seconds

Adam Beerman, yes.

53:25

53 minutes, 25 seconds

Mara Franceski, yes.

53:26

53 minutes, 26 seconds

Ellen Hubert, yes.

53:28

53 minutes, 28 seconds

Katherine Lara, yes.

53:30

53 minutes, 30 seconds

Ari Meiselle, yes.

53:31

53 minutes, 31 seconds

Chris Sanpio, yes.

53:33

53 minutes, 33 seconds

Erica Snder, yes.

53:35

53 minutes, 35 seconds

D Kendall, yes. Motion carries.

53:37

53 minutes, 37 seconds

All right. Um, so our next meeting will be October 27th.

53:45

53 minutes, 45 seconds

Yes.

53:46

53 minutes, 46 seconds

Hey. All right. We've moved it around a little bit. Um, and Dr. LaSusa is having um I guess come see what convocation looks like on October 6th.

53:57

53 minutes, 57 seconds

Yes, everyone is invited to October 6th, 700 p.m. at the, uh, performing arts center at the high school.

54:02

54 minutes, 2 seconds

Okay, fabulous. Um, I was at convocation. Don't you don't want to miss it. So, uh, that should be interesting. Uh, and with that, can I

54:09

54 minutes, 9 seconds

get a motion to adjourn? Mara second, Chris. All in favor? All right. Have a good night, everyone. Thank you.