



Palisades Charter High School

Special Board Meeting

Date and Time

Friday June 24, 2022 at 9:00 AM PDT

Location

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://palihigh-org.zoom.us/j/88226154644>

Or One tap mobile:

+16699009128,,88226154644# US (San Jose)

+12532158782,,88226154644# US (Tacoma)

Or join by phone:

Dial (for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592

Webinar ID: 882 2615 4644

International numbers available: <https://palihigh-org.zoom.us/u/kf62vZs73>

The Palisades Charter High School Board of Trustees Meeting for Friday, June 24, 2022, at 9:00a.m. will move to a virtual/teleconferencing environment.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <https://www.palihigh.org/>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
Opening Items			
A.	Call the Meeting to Order	Dara Williams	
B.	Record Attendance and Guests		2 m
C.	Public Comment		30 m

General Public Comment via Zoom is available to all audience members who wish to speak on any *non-agenda* item at the beginning of the meeting, which is limited to 30 minutes. Public Comment may also be made on any *agenda* item when that item is addressed. To make a Public Comment via Zoom using a computer or cell phone, please use the “raise hand” function during the public comment section and the Chair will unmute you when it is your turn to speak. If you are using a Chromebook, please join the meeting from your browser. If you are dialing into the meeting, dial *9 to raise your hand and you will be prompted to unmute when it is your turn. Your Zoom username will be visible on screen during the meeting.

A Google form is available 24 hours prior to meeting for Public Comment if you are unable to join via Zoom. Please refer to the Dewey Dolphin email or copy/paste this link <https://forms.gle/xfsnzwRJJJosyyY37>. Your comment will be read aloud by the Board Chair. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who

	Purpose	Presenter	Time
requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).			
II. Survey Committee Update			9:32 AM
A. 2021-22 PCHS Parent and Staff Surveys	FYI	Survey Committee	30 m
III. Governance			10:02 AM
A. Consideration of Eighth Amendment to Contract for Employment of Executive Director/Principal	Vote	Dara Williams	5 m
"Motion to approve the employment contract amendment for the Executive Director/Principal"			
IV. New Business / Announcements			10:07 AM
A. Announcements / New Business	FYI	Dara Williams	1 m
<ul style="list-style-type: none"> • Governance Training: Saturday, July 16, 2022 at 10:00am • Date of the next Board Meeting: Tuesday, August 23, 2022 at 5:00pm 			
B. Announce items for closed session, if any.	FYI	Dara Williams	1 m
V. Closed Session			10:09 AM
A. Potential Litigation	FYI	Mark Bresee	5 m
<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 (One Potential Case) 			
B. Conference with Legal Counsel	Vote		10 m
<ul style="list-style-type: none"> • (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 			
C. Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Patti Jaffe	5 m

Purpose	Presenter	Time
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- (Govt. Code section 54957) (Education Code section 44929.21)

VI.	Open Session		10:29 AM
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|-----------|--|-----|---------------|-----|
| A. | Return to Open Session | FYI | Dara Williams | 1 m |
| B. | Report Out on Action Taken In Closed Session,
If Any. | FYI | Dara Williams | 1 m |

VII.	Closing Items		10:31 AM
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|-----------|-----------------|-----|---------------|-----|
| A. | Adjourn Meeting | FYI | Dara Williams | 1 m |
|-----------|-----------------|-----|---------------|-----|

Coversheet

2021-22 PCHS Parent and Staff Surveys

Section: II. Survey Committee Update
Item: A. 2021-22 PCHS Parent and Staff Surveys
Purpose: FYI
Submitted by:
Related Material: PCHS Staff Survey 2021-22 - Google Forms.pdf
PCHS Parent Survey 21-22 - Google Forms.pdf



PCHS Staff Survey 2021-22

Questions Responses 71 Settings

71 responses



Not accepting responses

Message for respondents

This form is no longer accepting responses.

Summary

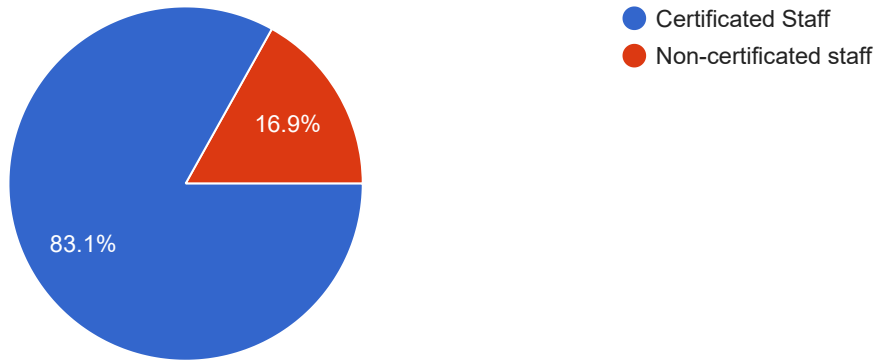
Question

Individual

Please indicate whether you are:



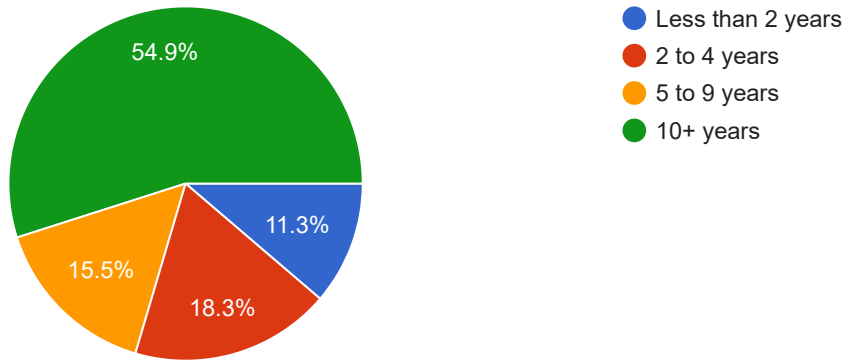
71 responses



How long have you worked at Palisades Charter High School?



71 responses

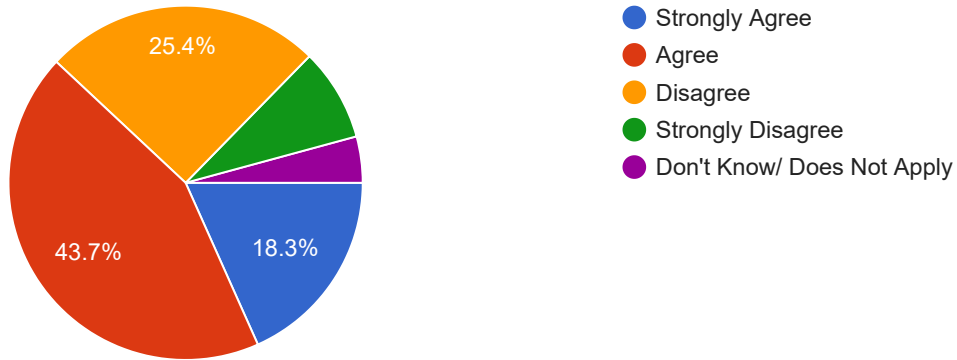


School Culture

The school community is aware of and united in the PCHS mission as a charter school.



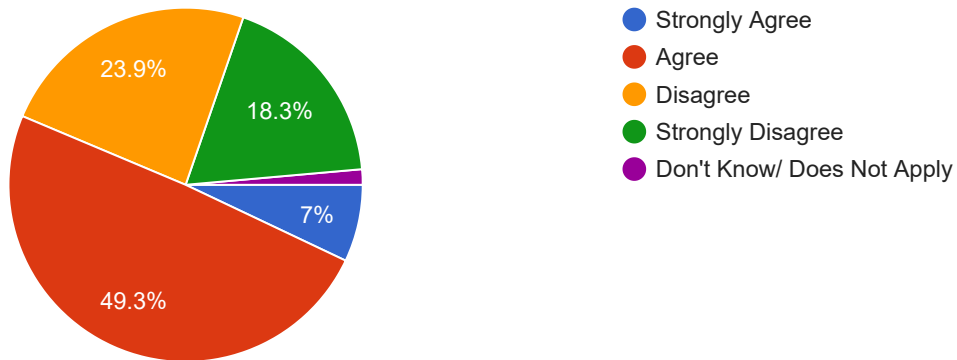
71 responses



Most of the students follow the discipline policies at this school.



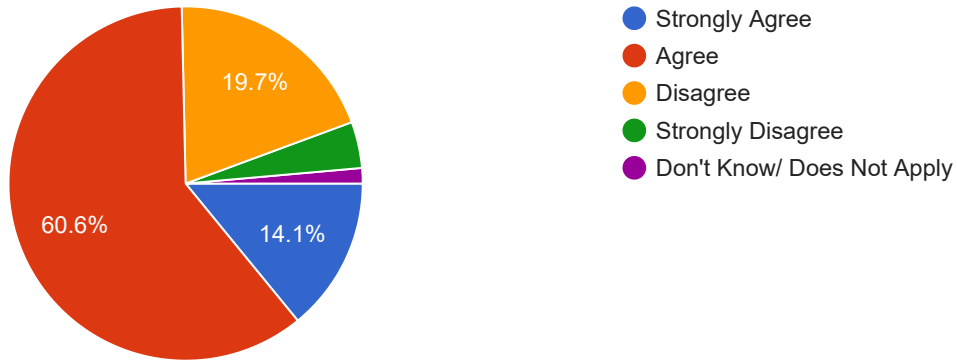
71 responses



School staff works together with parents to help students do well in school.



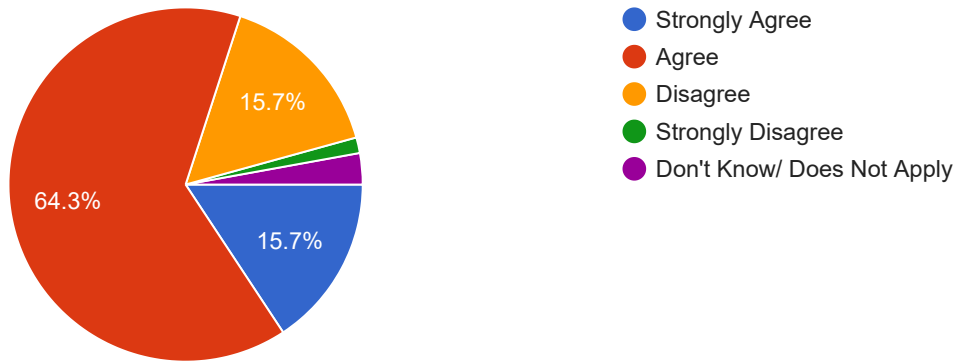
71 responses



PCHS celebrates important individual and school-wide accomplishments.



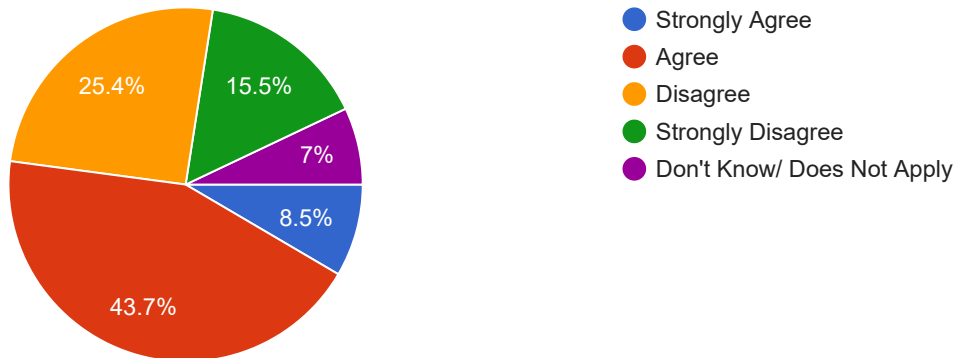
70 responses



Problems and conflicts are dealt with in a fair and constructive manner.



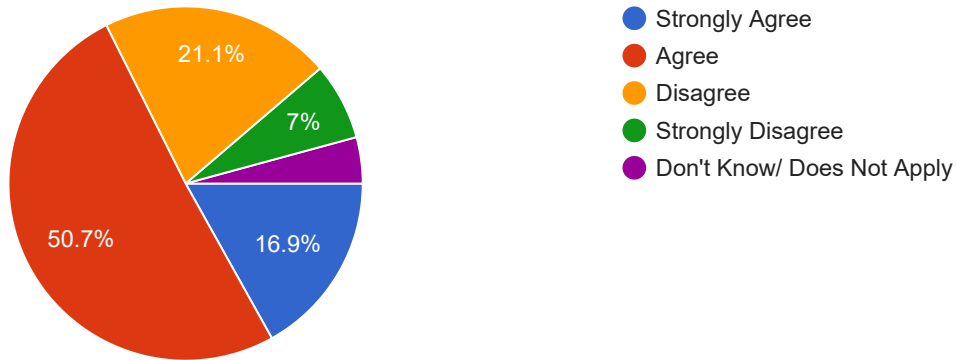
71 responses



My colleagues have high expectations of all of their students.



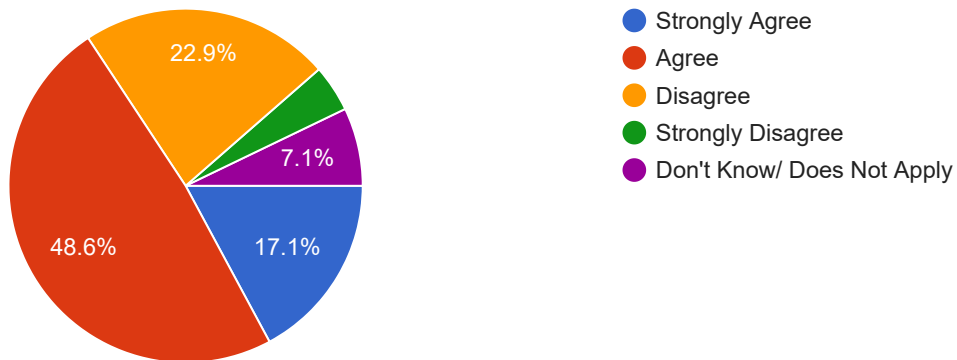
71 responses



I feel I have the proper training/support to work with students who have a variety of needs.



70 responses

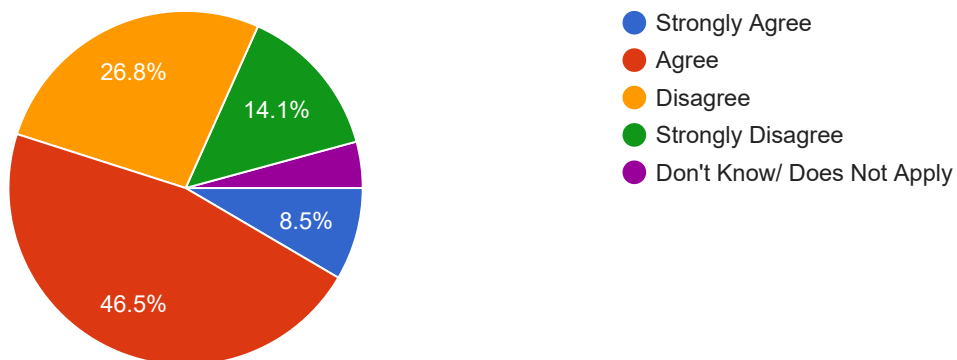


Working Conditions and Performance

I have an opportunity to help shape decisions about the school's policies and practices.



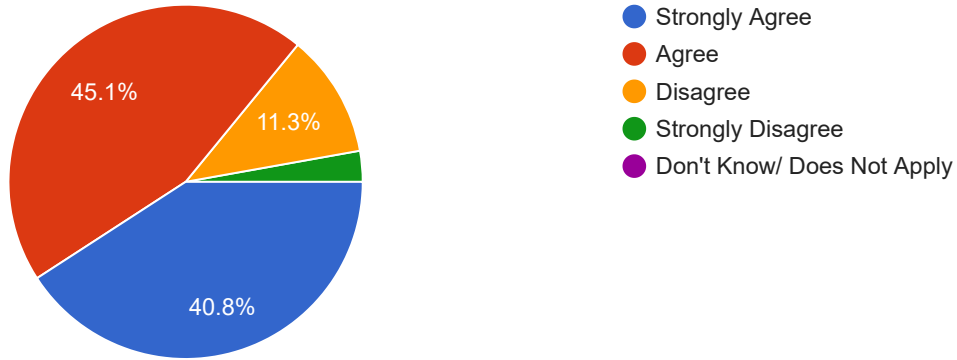
71 responses



I have a clear understanding of my job responsibilities.



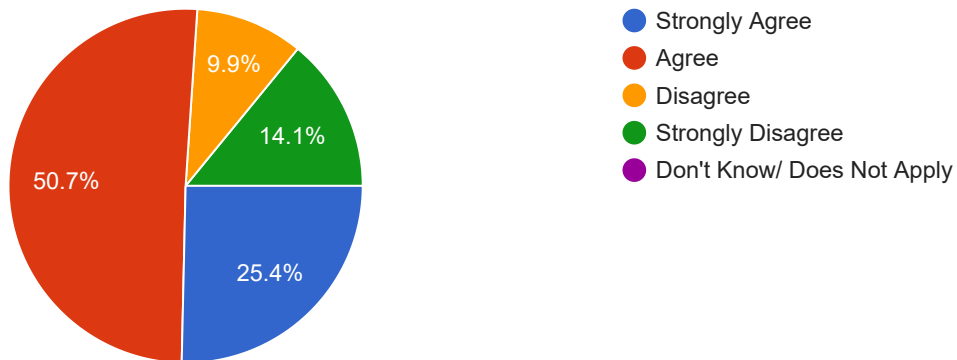
71 responses



The administration is approachable and accessible when I have comments or concerns.



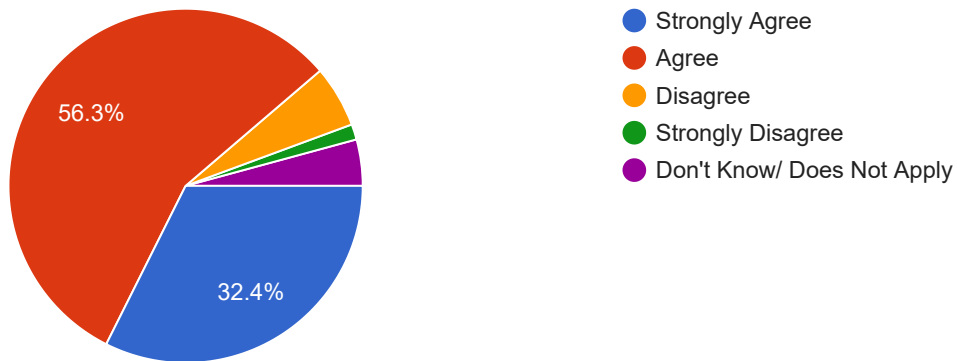
71 responses



My school emphasizes respect for all students' cultural beliefs and practices.



71 responses

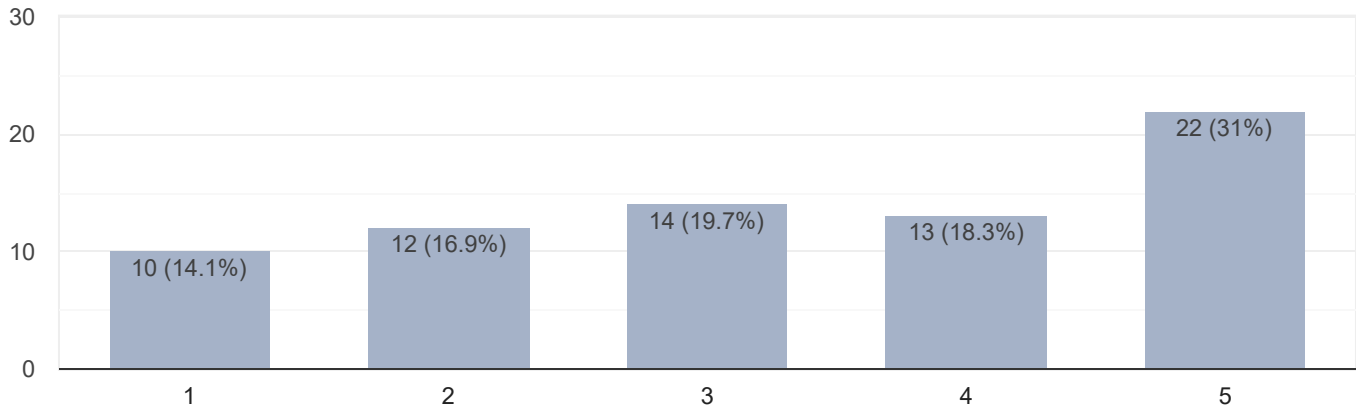


Faculty Workload

Do you think the workload distribution in your department is equitable?



71 responses



If not, what do you suggest to create a more equitable situation?

22 responses

get rid of favoritism and just because a teacher has had a certain assignment (such as a coaching position or virtual class etc) doesn't mean they should get it each year.

Actually holding teachers accountable for the bare minimum of their job descriptions and extra duties. Some teachers skipping whole performance cycles for extra-duties, and still collecting full stipends. Some teachers are constantly here after-school working with students, and a handful aren't even here through the end of 7th period. More accountability is needed to create a more equitable workplace.

Students with services need to be more fairly distributed among the sections. Some teachers only have virtual classes or support classes, which increased the workload for their colleagues. Out of classroom positions are another factor that affects the master schedule.

Hold everyone accountable to the same degree

Making sure that everyone pulls their weight and honors their responsibilities. Also, make sure stipends are fair and equitable.

The workload is equitable, however, the efficiency and completion of the work varies from colleague to colleague. Time spent, efficiency, ability to adapt quickly to change, etc. Especially with new technology and the move to online systems in this post-COVID environment.

More support, or patience from others.

Compensation for people with 3 or more preps

Counselors need to know that a 504/IEP doesn't mean that they're no longer a students counselor

Department inclusion of all student abilities and the Built-In "Grid" showing planning time to do so.

The department shouldn't rely so heavily on teachers teaching auxiliaries and virtual academy classes.

Rotate teaching assignments every few years. Less emphasis on AP classes. All kids matter not just the high achievers.

More transparency in teaching assignments, duties, and responsibilities

lighten every single person's workload

More communication

Hire more staff

More similar class sizes

Balance class size

People purposely trying to do less, to be held accountable to do more

we don't have aligned grading policies (some people just give check marks and do not read student work)

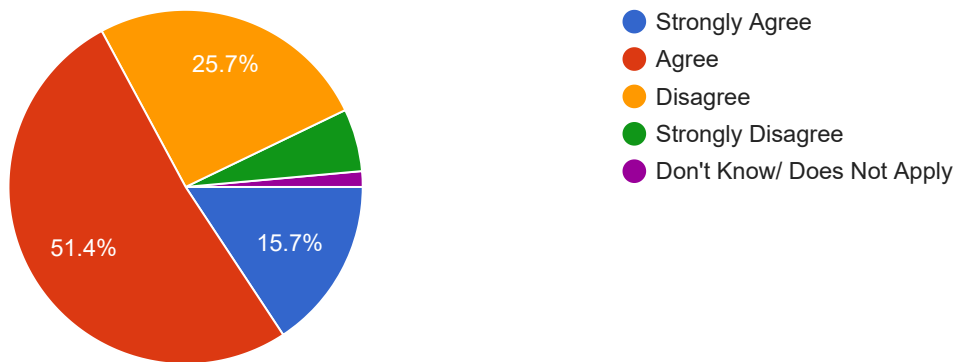
All English teachers need to teach in person classes and need more prep time to manage the workload. Grading essays with meaningful feedback and comments requires lots of time. English teachers need more prep time built in to the school day to manage this.

More staff, fairness among work, same work expectations.

School personnel collaborate well with each other.



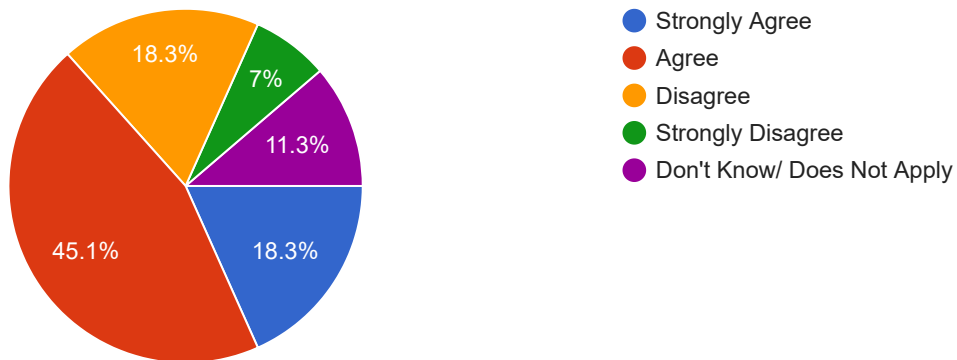
70 responses



The performance evaluation process is transparent and fair.



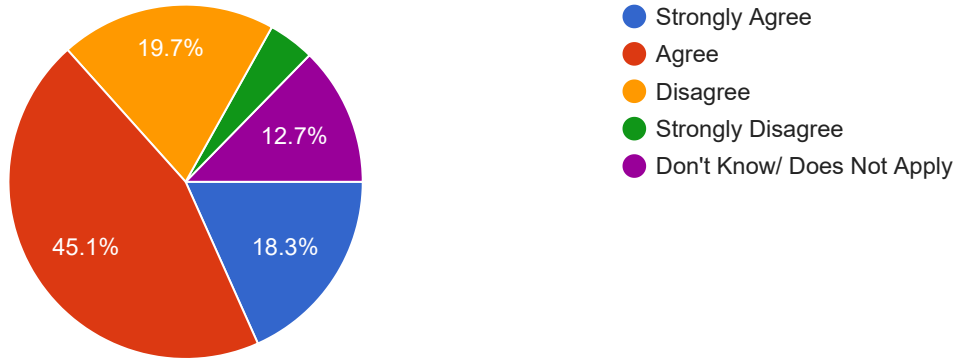
71 responses



I participate in and take advantage of multiple professional development opportunities that help improve my job performance.



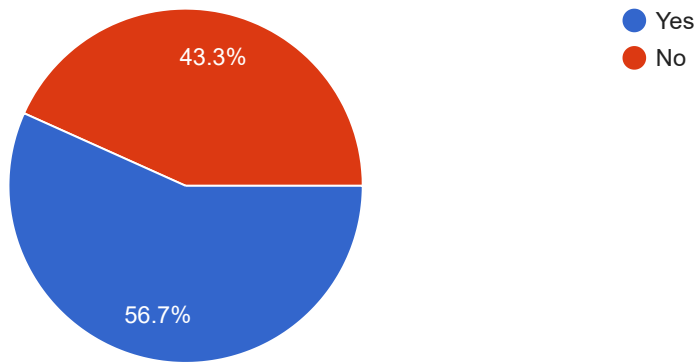
71 responses



Do you have all the resources you need to be an effective teacher?



67 responses



Charging station for lap tops. Smart Board

Updated textbooks, interactive whiteboards, 1-1 devices, enough office supplies

Additional therapist and counselors for students.

training

Access to functional technical equipment that is current and streamlined

I'd like two screens computer/laptop and mounted projectors.

Subscriptions to curricular resources, smaller classes, consistent and firm consequences for kids that don't come to school, come late, or cheat.

I'm not a teacher

more tech for teachers and students needed - not everyone has high quality stuff

N/A

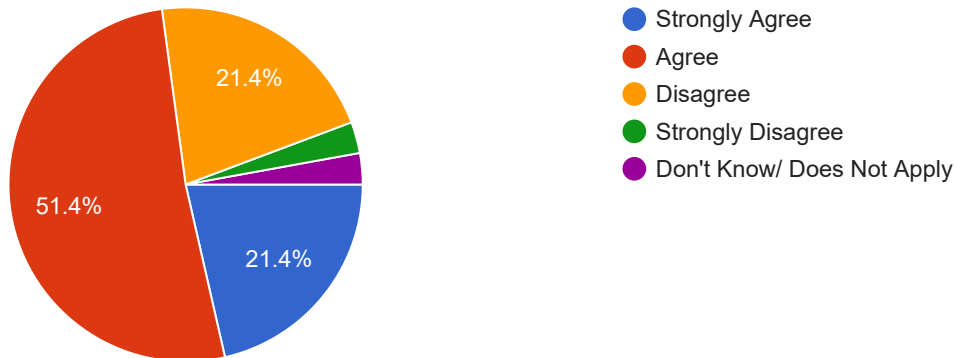
more relevant professional development

Content specific PD, modern technology, and reduced classroom size to name just a few areas that Pali is subpar in.

PCHS is a good place to work.



70 responses

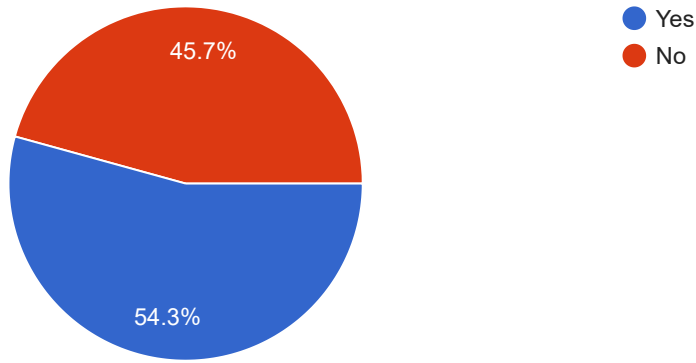


Stressors

Do you feel you have enough support to complete your job duties?



70 responses



Please explain what additional supports would be helpful?

34 responses

more counselors, equitable pay for the hours we work

time. Stop creating more work for teachers. For example, administering the CAST was a ton of extra work/time. My job is to teach chemistry. Someone else's job is to coordinate state testing. It should NOT be my job to figure out CAST times, tech issues etc.

I need my colleagues to be held accountable for not doing their jobs, and if they do not want to fulfill their obligations and duties, they need to be removed. We need a finance department that is actually present during school hours, and can fulfill PO's and Blueys in under 48 hours. The number of missing items, orders, and late payments is flat out unacceptable. If ANY teacher did their job to the same quality the finance department does theirs, we would be let go in an instant. Several programs have incurred MORE costs when forced to pay for expedited shipping to get the needed materials here on time, due to the finance office taking over 2 weeks to fulfill orders.

I have a few students that are not developmentally ready to work independently, so additional one-on-one resource aides would be a big help.

More support for the number of students with needs as well as students who need mental health supports. There is no real attendance policy, making it difficult for teachers to hold students accountable. Some students are manipulating the NC credit policy so they can take online classes, which are less academically demanding. We need an administrator in counseling who can say no and who can adjust class rosters, so that a handful of teachers are not continually asked to teach the most challenging students.

We desperately need the return of norms. An effective attendance policy, doing away with NC grades, and a return to a Drop/ Fail policy after a reasonable amount of time at the beginning of the semester. The student bathrooms must be patrolled to prevent students from vaping.

I find as a teacher I am responsible for checking on absent students. I would like more support with this. It is hard to make numerous daily phone calls/emails/schoology messages for the chronically absent students. I think that the attendance office should help with this. When a student is chronically absent, I am asked what I have done to rectify the situation. I think the office should take a more proactive role.

When issues arise, they aren't dealt with. An email is sent out to pacify and no change occurs

An administrator that is proactive not reactive.

Deans office should see how other schools implement school policies and dress code

Following through on discussions once needs and problems are stated.

the past two years, the Attendance Office duties has been multiply because the missing person

On site child care, and a fully functioning staff cafeteria would help tremendously. As a working parent to young children, I can no longer prep meals the way I used to. It would be nice to not have to think about what I am going to have for lunch. It would also be nice to bring my kids to work with me and have them be taken care of on site, and visit them.

more security, classroom management PD's, list of policys for teachers.

Administration needs to get to work to support teachers and stop wilting in front of litigious parents. Put education first. Stop abusing children by letting them do whatever they want. Kids need guidance. Back your teachers, especially veterans. The administration is afraid of its own shadow.

Support enforcing mask mandates and appropriate class behavior.

More Special Education support not just at IEP times

Staff for running/proctoring tests, filing support

Give the leadership to decide and contribute to department meetings; faculty presentation; collaborating with staff versus being told when and how to facilitate classroom procedure.

I put yes because I don't really know what support is available. There really isn't much support, but I don't know what could be provided.

The people controlling the funds at this school have no idea what's really going on in classrooms.

more staffing

Time, smaller class size, less administrative tasks

For policies and rules to be enforced by the attendance office. For students to have consequences for lack of attendance. For students to stop receiving NC grades.

less expectations and more paid time

A break room that is comfortable and clean. The lack of community is isolating. There should be a central location that offers a bathroom, an aesthetic beauty and basic coffee, water, utensils, napkins, maybe even snacks for days you need a lil pick me up.

Smaller classes, more accountability for kids and parents. I would like to be able to get in and out of my work places more easily. (Keys/locked doors.) A stricter policy on cheating and unnecessary absences. Currently, everything needs to be handled at the classroom level. Nothing is taken off our plates. In terms of salary, I would like to not have to be worried about money all the time.

Hire more staff

My computer has been having issues for a while and since there "is no money," they try to fix whatever they can but it is completely inadequate.

human interaction with admin not just meetings on zoom

Current changes happening within the dept. and work conditions are only do-able at the time.

some departments carry more of a burden of grading (looking at the work on math problems/grading essays & adding comments); these depts./teachers should have a smaller student load

More time to prep and grade.

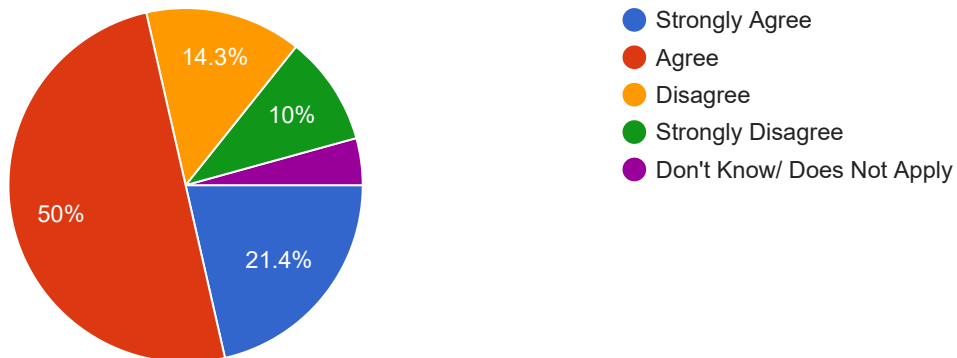
Equal expectations

School Administration

The school administration advocates for the needs of its diverse student body.



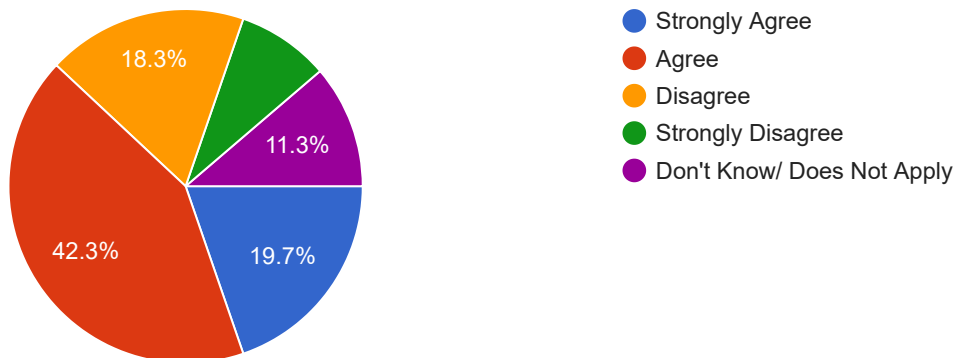
70 responses



The school administration has regular contact with the PCHS Community.



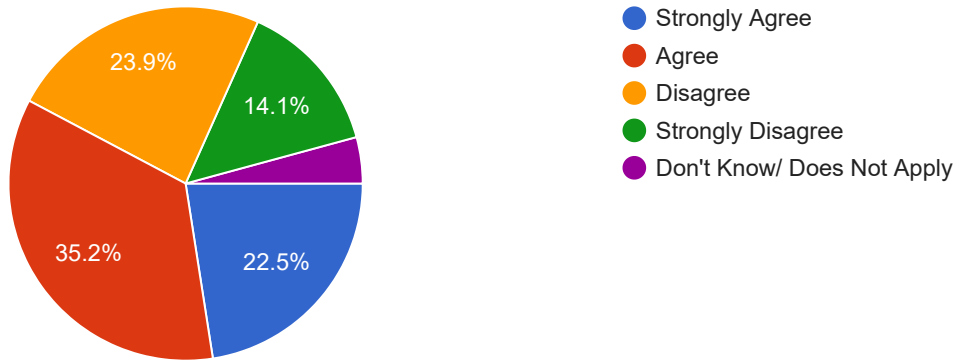
71 responses



The school administration deals with student discipline in a timely manner.



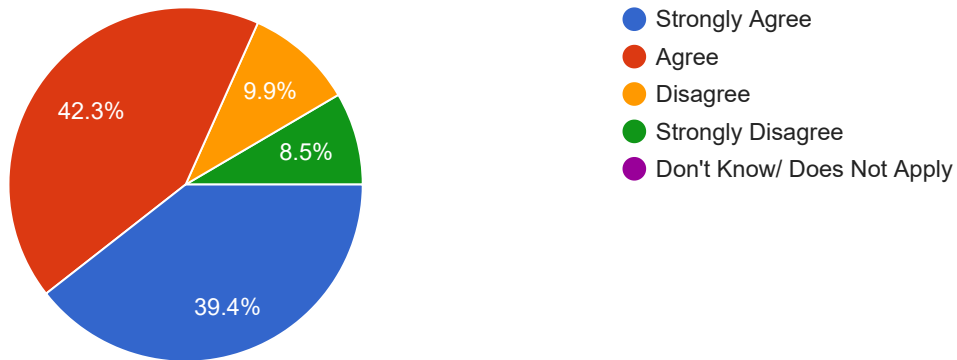
71 responses



I have at least one school administrator I can turn to for support.



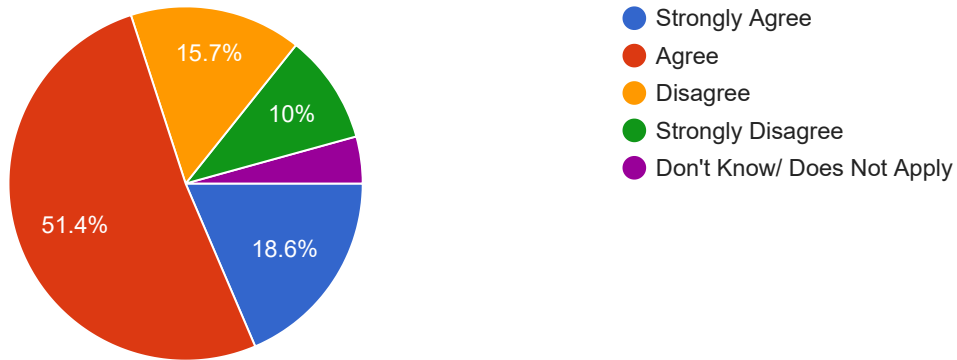
71 responses



The school administration advocates for the needs of diverse students.



70 responses

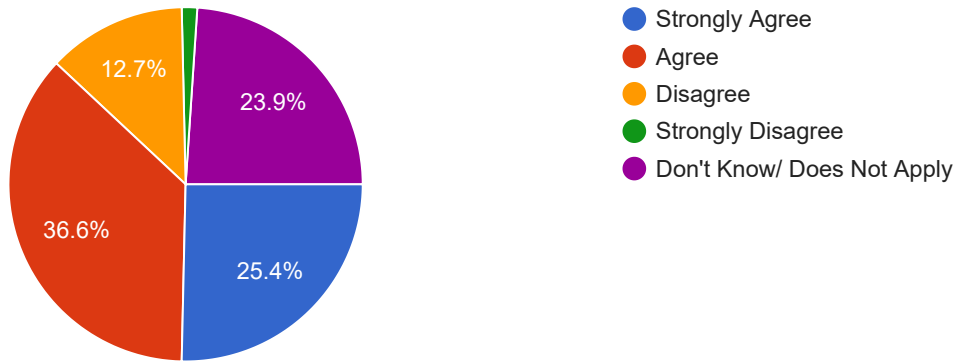


Academic Program

I regularly use student achievement data to make decisions about teaching.



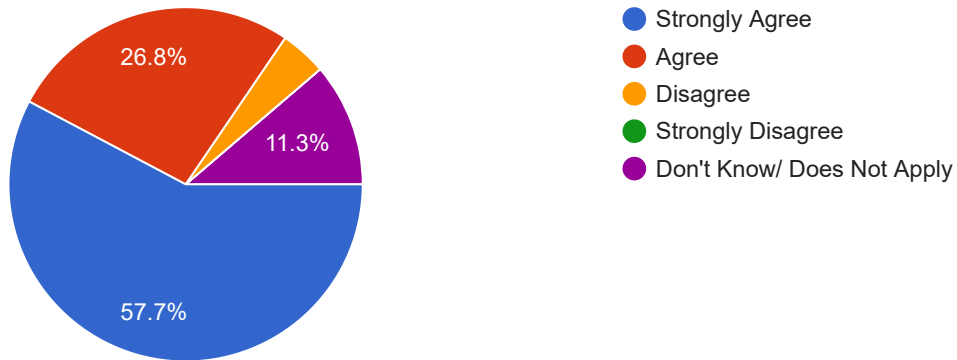
71 responses



I feel comfortable posting information consistently on Schoology.



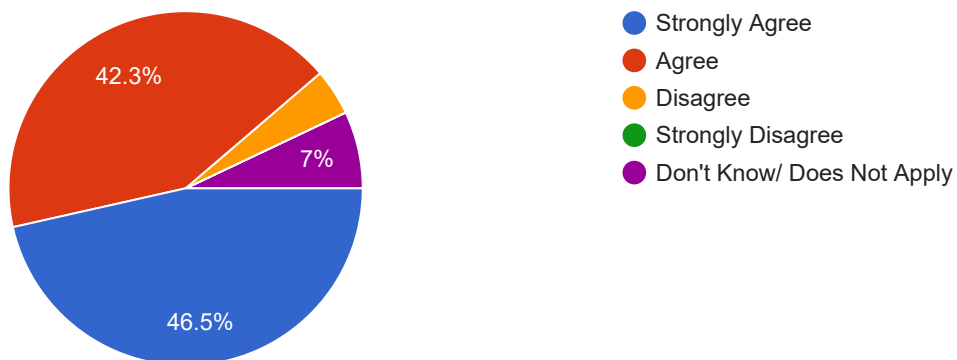
71 responses



Classified office staff are helpful when I need assistance.



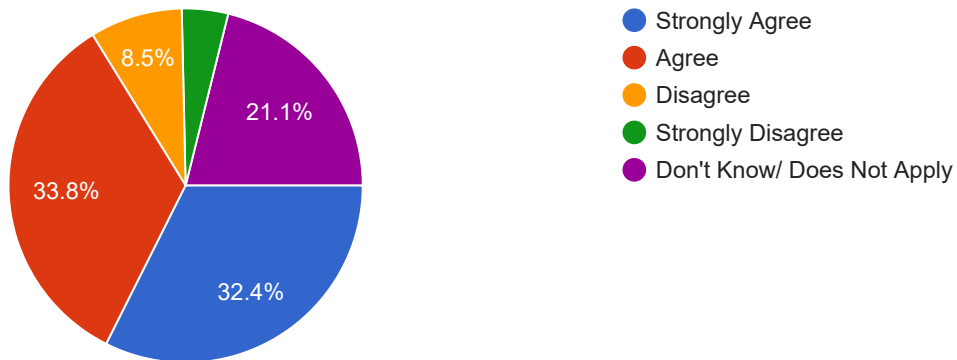
71 responses



My PLC collaborates effectively.



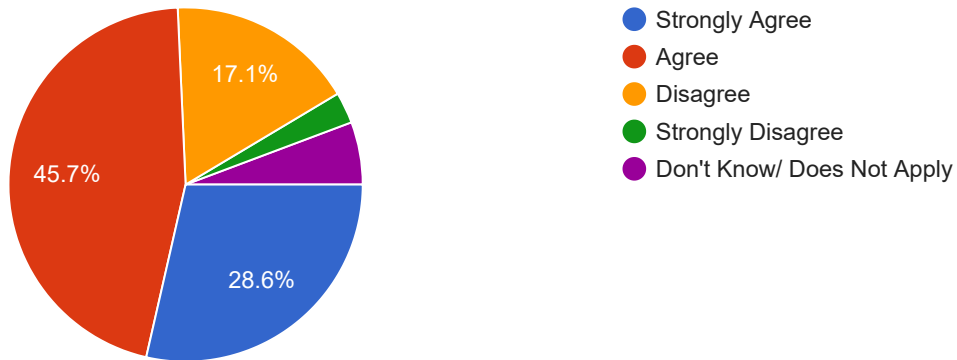
71 responses



Safety training and protocols have helped me feel prepared in case of emergency.



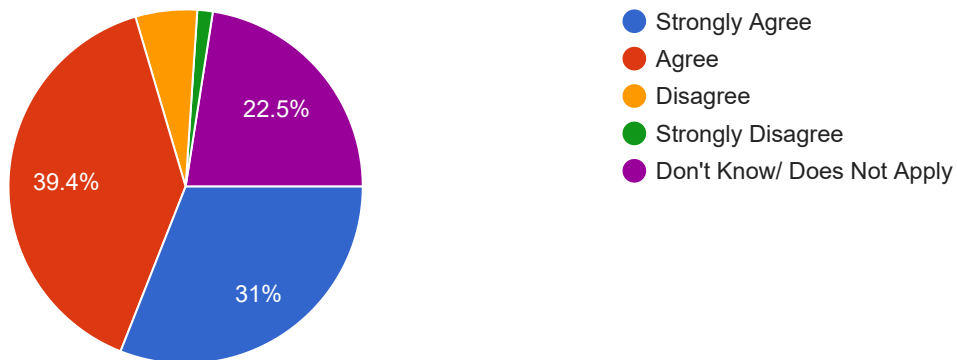
70 responses



I feel comfortable in differentiating instruction.



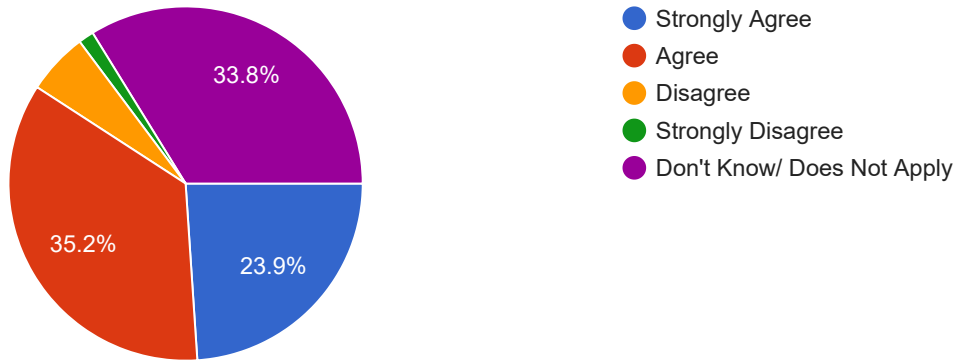
71 responses



I use similar summative assessments as other teachers in the same PLC and/or subject.



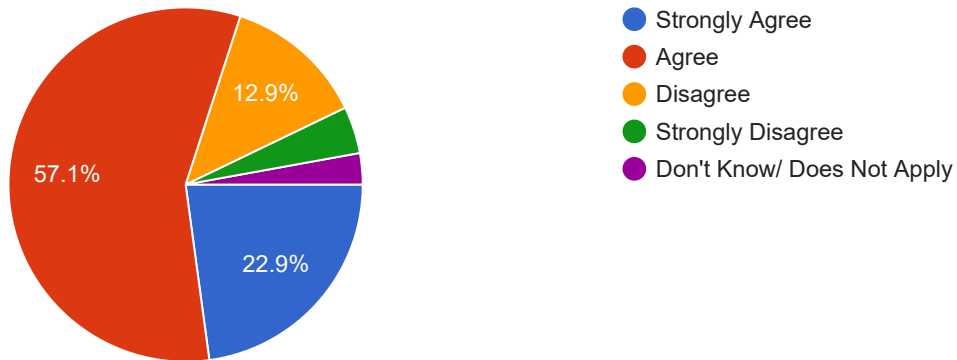
71 responses



PCHS encourages positive interactions among diverse student populations.



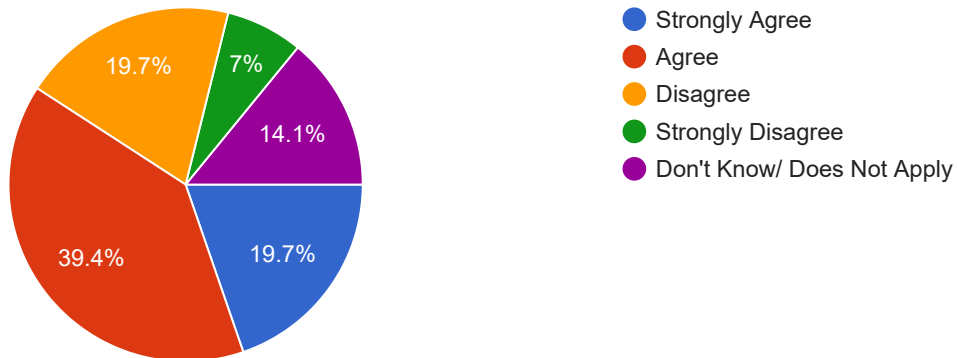
70 responses



Students take advantage of my office hours.



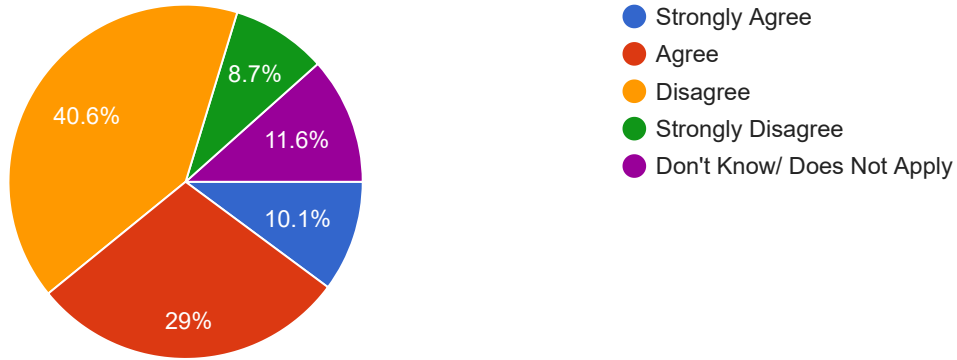
71 responses



The school's academic support infrastructure meets the needs of low-performing students.



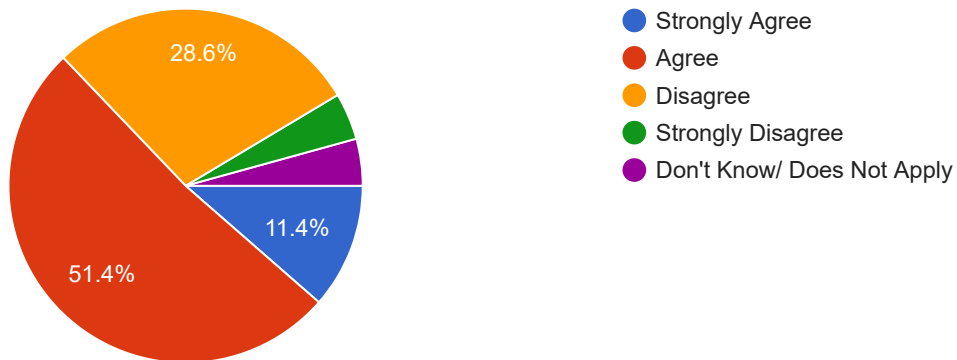
69 responses



I would rate the Academic Program at my school as very effective.



70 responses

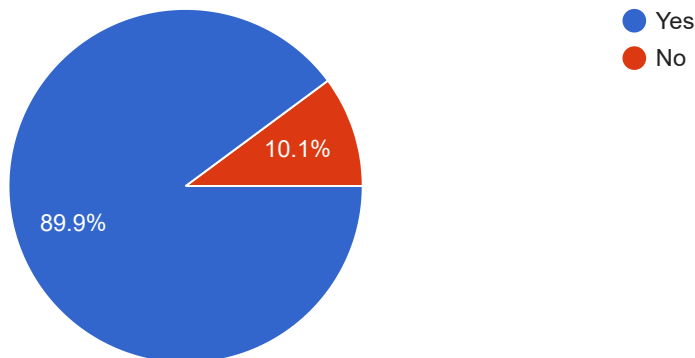


Special Ed

Do you understand how to handle accommodations?



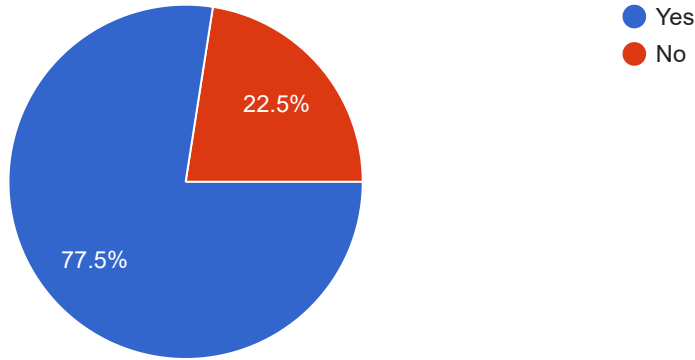
69 responses



Do you fully understand the IEP process?



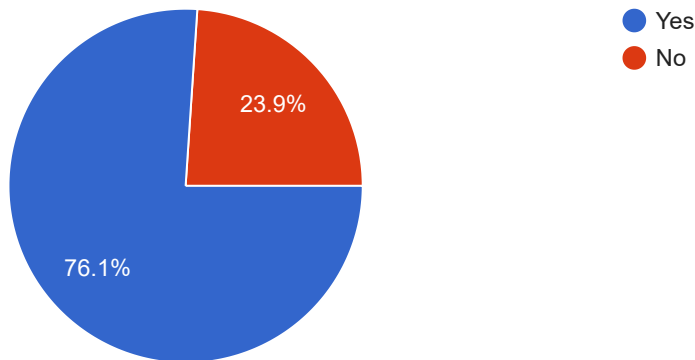
71 responses



Do you fully understand the 504 process?



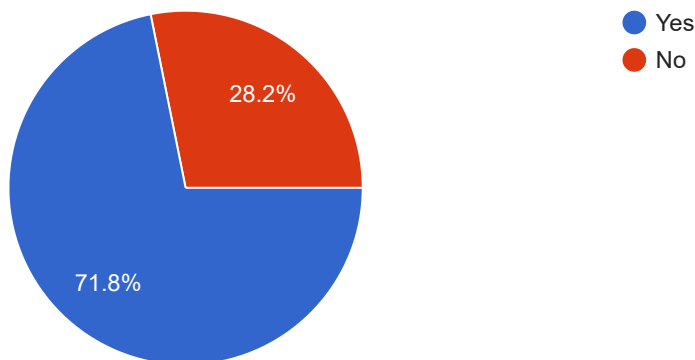
71 responses



Do you fully understand the SST process?



71 responses



If you have answered no to any of the above questions, what supports would help?

24 responses

Counselors need training in being admin designees...we are all nervous about being in that role

Don't know what SST stands for.

N/A

The SST process should be strengthened. It appears as though there is a direct route to a special education referral that skips the intervention process, or at least shortens the process.

I follow what I believe to be procedures for that student, then told not to release student for 504 help. It's confusing

I am not faculty, so I am not involved with IEP or 504 process

Special ed teachers need to learn their jobs. They need to be educated in ed. code. They pose as student advocates when really they're hurting students and don't know it. It's horrifying to watch the newbie sped teachers kill student motivation and prevent students from achieving their fullest and prevent students from entering the gen. ed population.

Training with Special Education teachers about the IEP's and accommodations and introduction to the students that they service. So we better understand the students needs

Training

I answered yes for all of these because I understand the process. That is not to say that the process is effective or support student learning and growth.

It would be helpful to have some training on these support processes.

Why decisions are made without a comprehensive team discussion and consensus

I understand the steps necessary to receive a 504, but I would not know how to guide a parent or instruct a parent about what to do if they feel an IEP is necessary for their child.

Teachers need to have a clear understanding of the SST process and follow-up with students who are referred. A strenuous intervention program needs to be put in place and counselors need to meet with students one-on-one.

annual paid training

I would like to be able to send my student in order to get extra help when needed, this is especially true in math. Many of my students struggle with math, but have to take the bus home and cannot stay after-school. The math-

lab and all other student help should be available, before school, during school and after school to accommodate the needs of our diverse students. I see that they are the ones suffering with lack of support.

I would like have the students supported so that they're ready to come to my class ready to learn.

I'm not a teacher and have limited interaction with students

More education opportunities

Clear reference summaries always easy to find online, whether Schoology, IC or Website

It is unclear how decisions are made about me and what I will do without my agreement ("student will receive a copy of the teacher's notes"!)

I understand the processes mentioned, but the following would be helpful in general:
More case workers to be the administrative designee for IEPs, some case workers schedule meetings without asking if the admin designee is available, someone to assist the 504 plan coordinator because he has many, many meetings (providing him with an assistant again would be helpful), teachers to attend SST meetings more consistently, especially if the student is failing/not earning credits in that teacher's class. (The majority of teachers come, but some do not and do not send a report to share with the parents).

A PD meeting on SST.

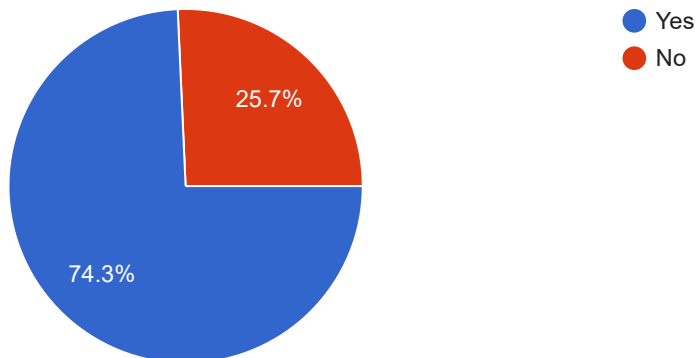
More information and clarification on the process of how these work, who gets accommodations, etc.

Standardized Testing

Do you understand how to administer Standardized tests?



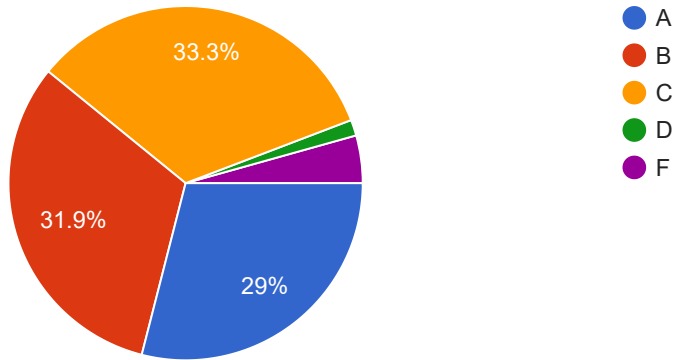
70 responses



What grade would you give the school?



69 responses





PARENT SURVEY 21-22

Questions **Responses** 415 Settings

415 responses



Not accepting responses

Message for respondents

This form is no longer accepting responses.

Summary

Question

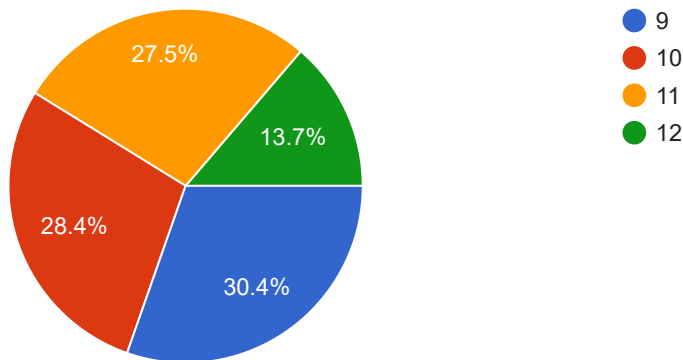
Individual

Demographic Questions

My child is in grade...



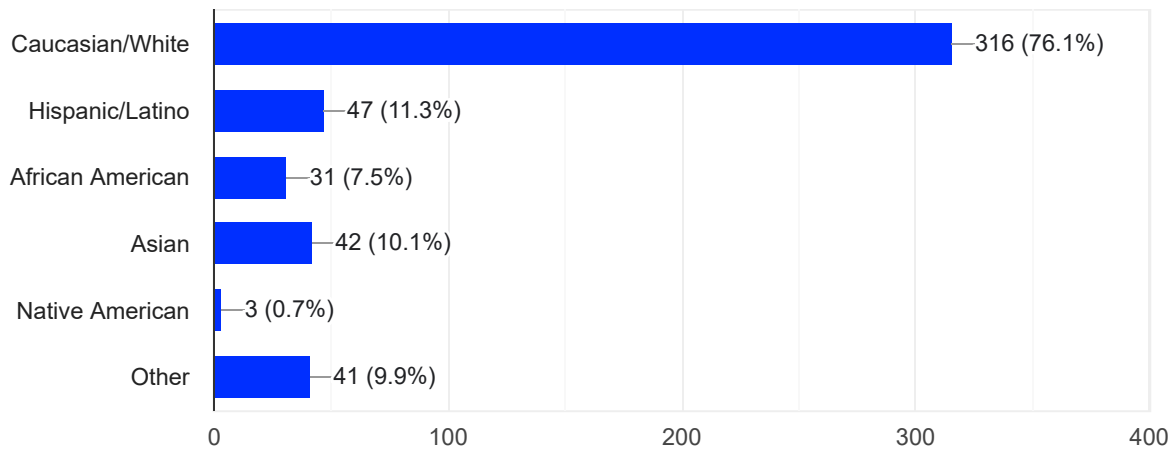
415 responses



My child's ethnicity is... (Please check all that applies)



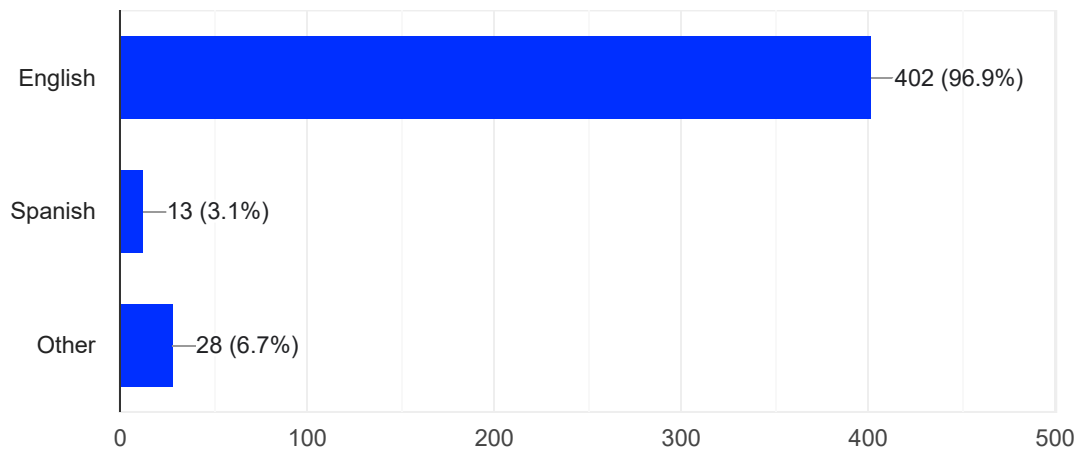
415 responses



What language(s) do you speak at home?



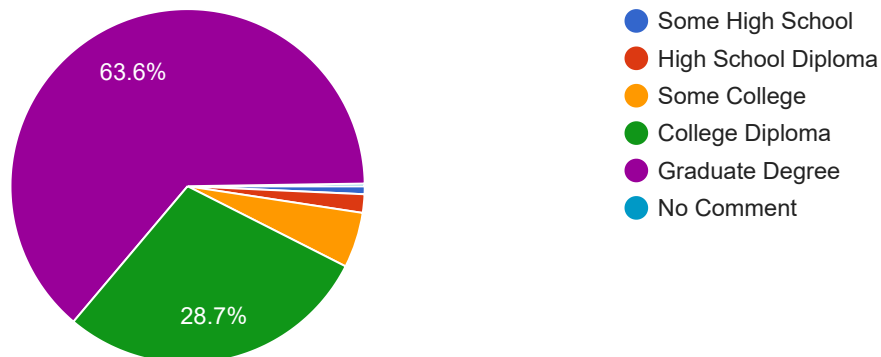
415 responses



Please check the highest level of education that any parent/guardian in your home has completed.



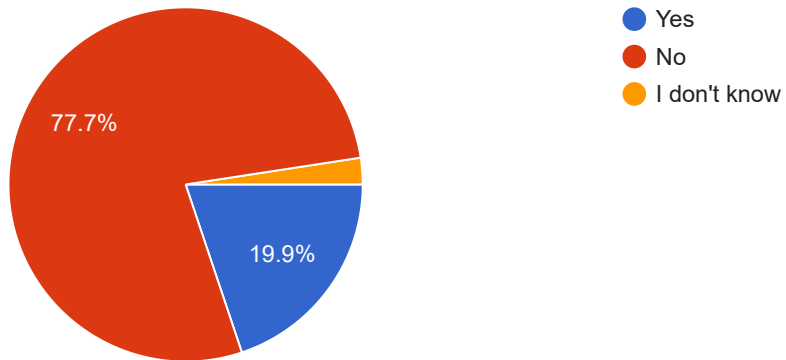
415 responses



My child has a 504 Plan



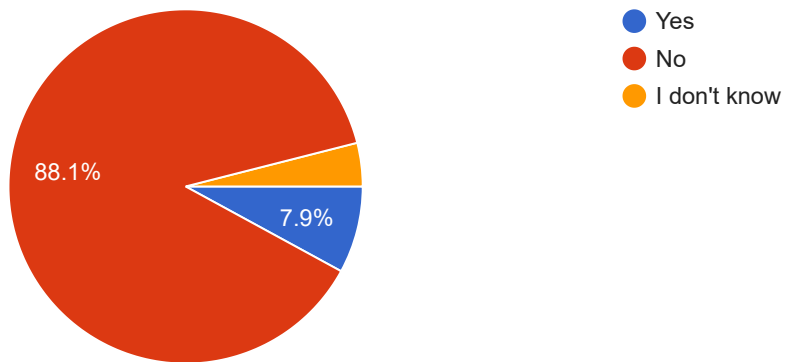
413 responses



My child has an IEP



403 responses

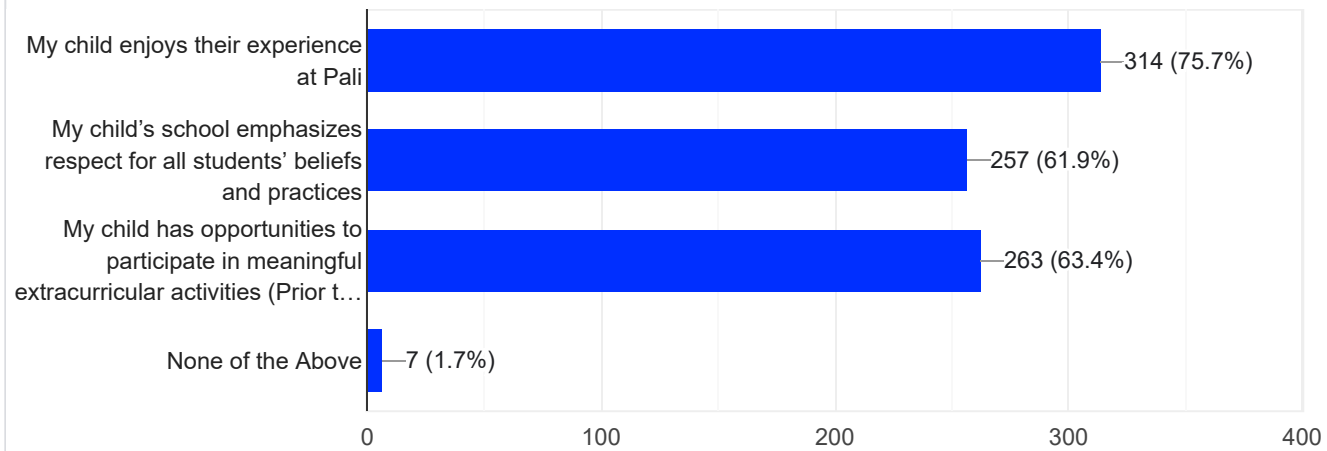


School Environment, School Culture, and School Safety

I feel that... (Check all that apply)



415 responses

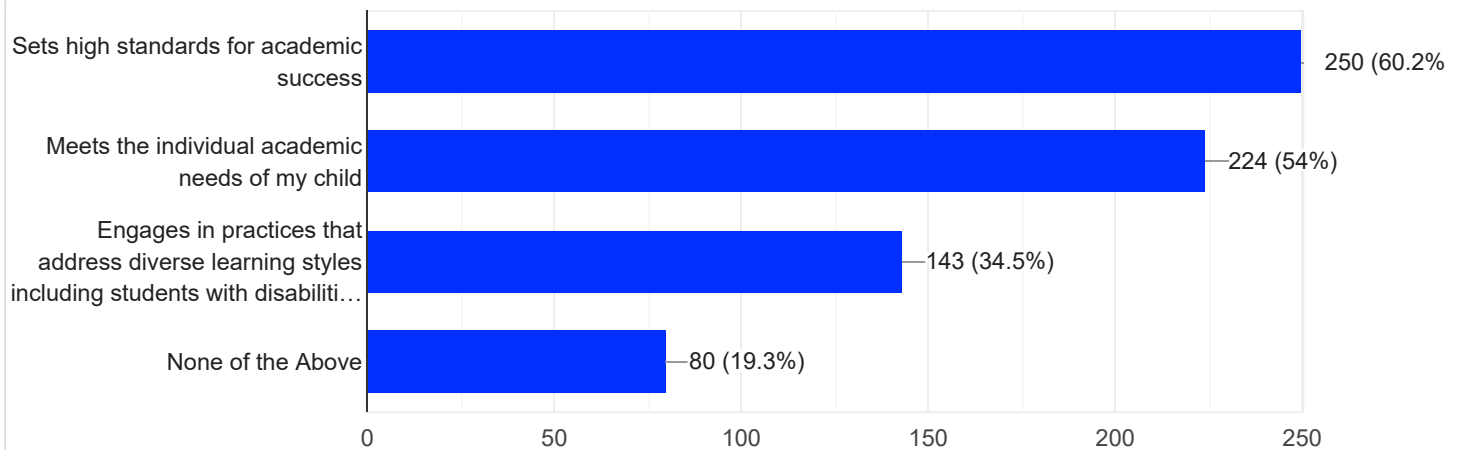


Academic Program

I feel that my child's school... (Check all that apply)



415 responses

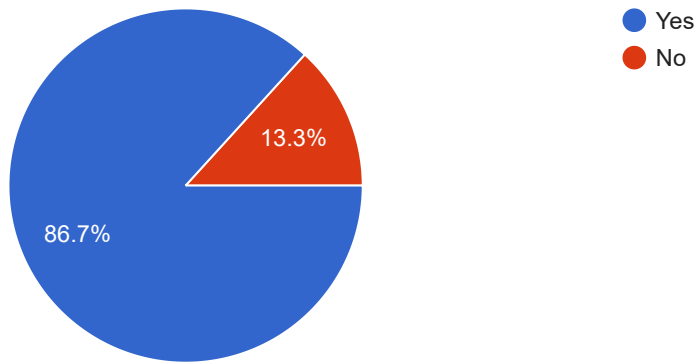


School Support Services

Are you aware of the support services on campus (academic, emotional, etc)



415 responses

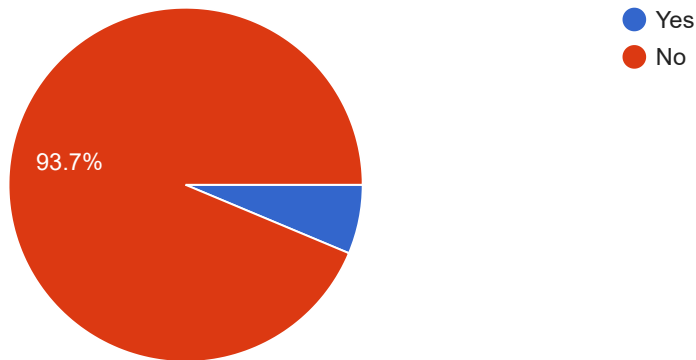


Virtual Academy

Is your student enrolled in Virtual Academy at PCHS?



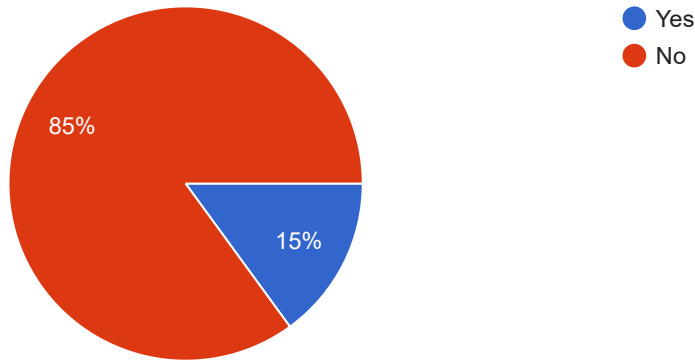
412 responses



Do you want your student to continue in Virtual Academy for the 2022-23 school year?



187 responses

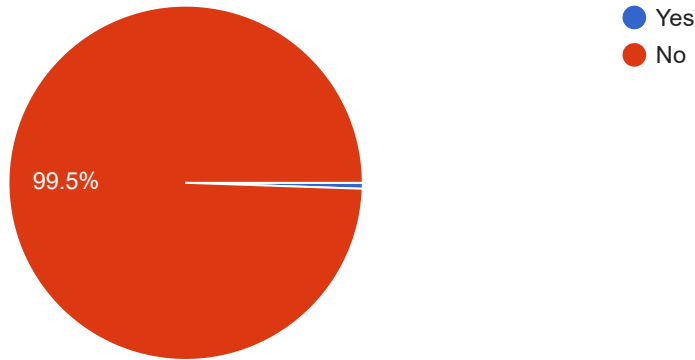


Pali Academy

Is your student enrolled in Pali Academy, small learning community?



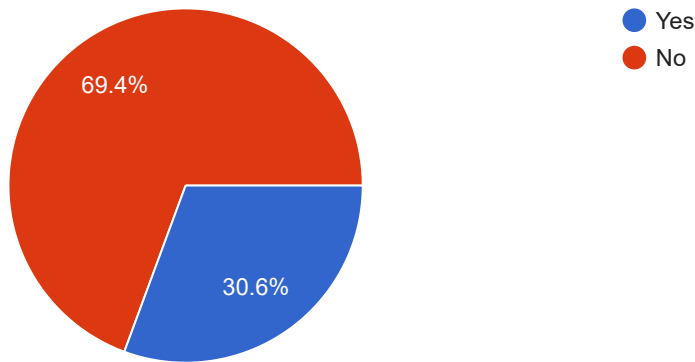
374 responses



Do you want your student to continue in Pali Academy for the 2022-23 School year?



160 responses

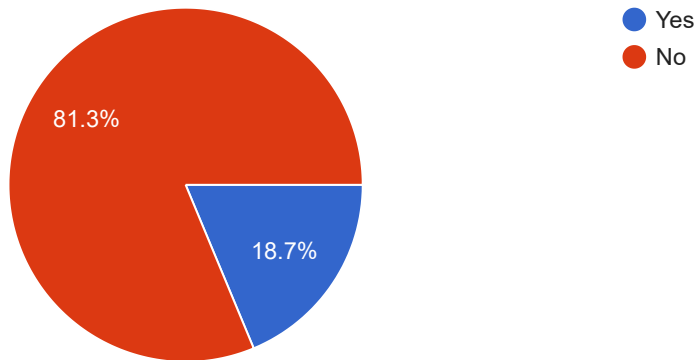


Special Education

Does your student receive any special accommodations at school?



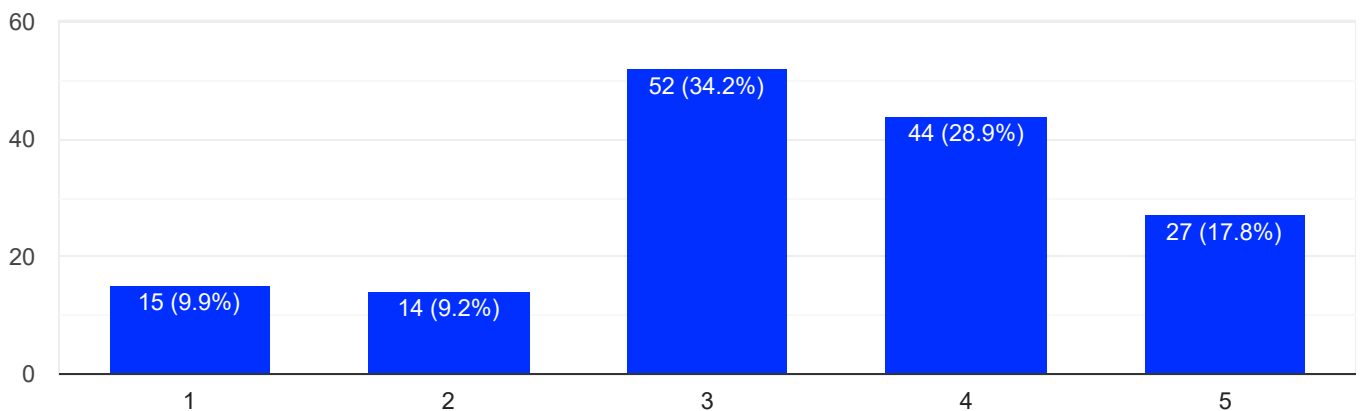
390 responses



How would you rate the effectiveness of these supports?



152 responses



Pali does not encourage Special Ed students who are capable to reach for the stars, take challenging classes or attend universities. The assumption is that they cannot. While that is true for some, other kids can be placed on a path to college.

More academic planning follow up support!

She could use testing to see if she has undiagnosed learning issues

More individual attention

communication with the teachers and myself so she is getting the support needed in classes.

class selection choices

better coordination and accountability of supports, as each teacher manages differently and makes it difficult for student and parent to manage. maybe a case manager or semester meeting with teachers for student and parent

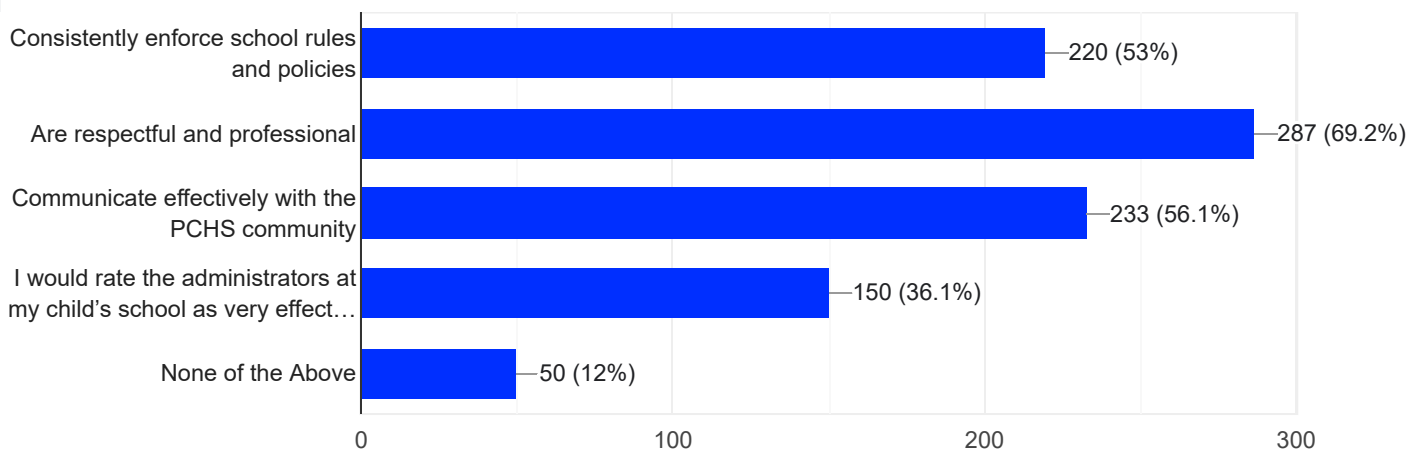
More Black faculty and staff.

Administration

The administration (Executive Director/Principal and Assistant Principals) at my child's school... (Check all that apply)



415 responses

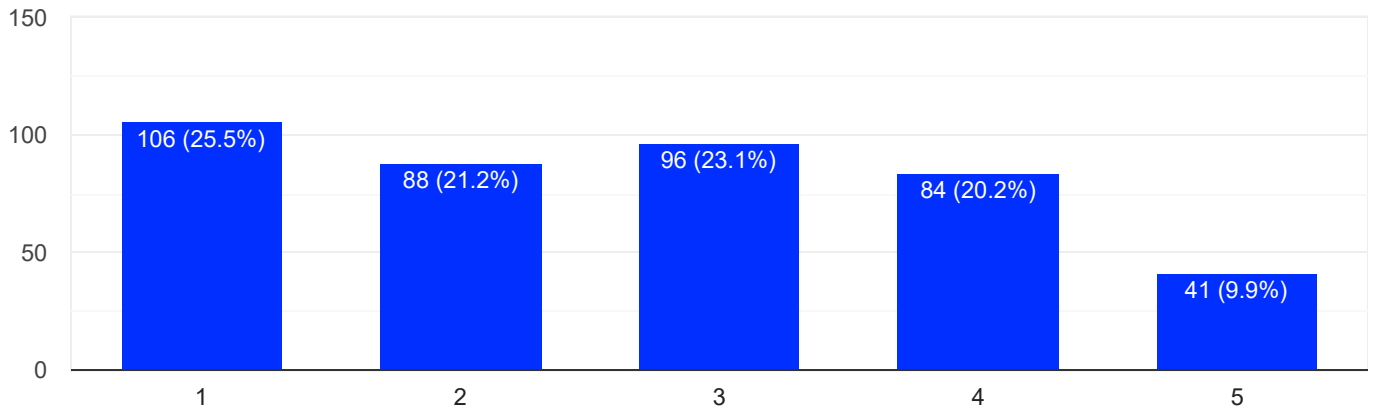


Please indicate whether you Strongly Agree (1), Somewhat agree (2), Neither agree nor disagree (3), Somewhat disagree (4), or Strongly disagree (5)

The school's Main Office is responsive



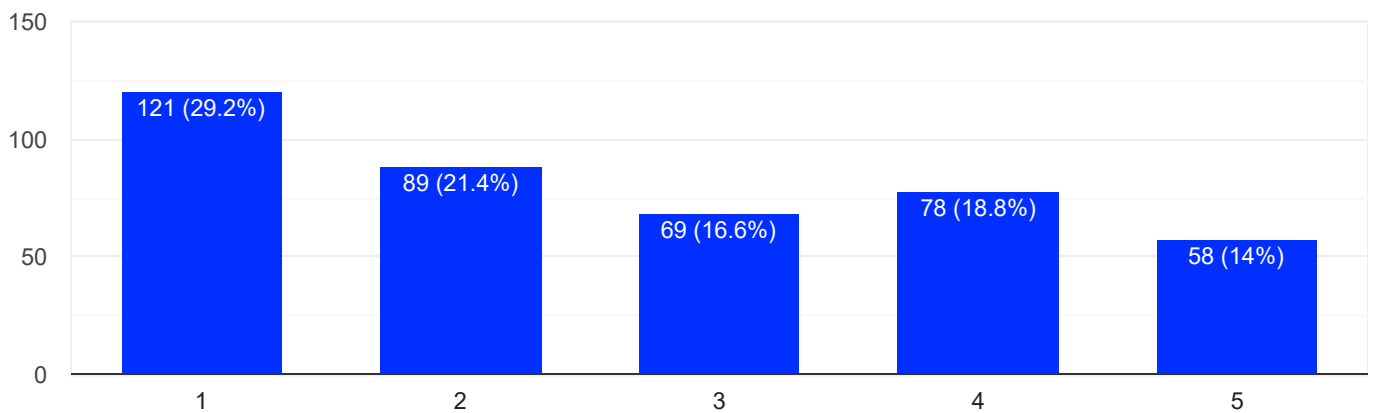
415 responses



The school's Attendance Office is responsive



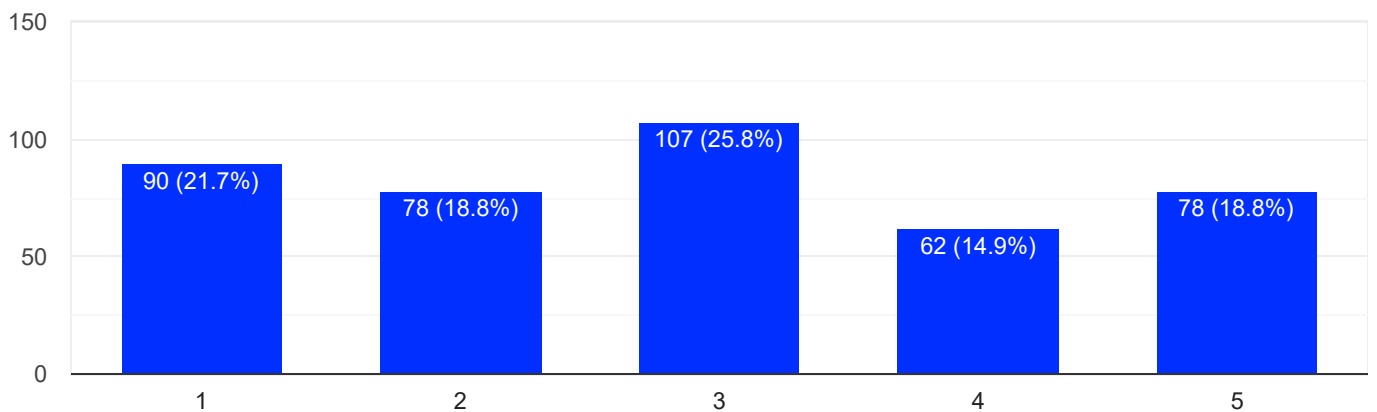
415 responses



The school's Academic Counseling office is responsive



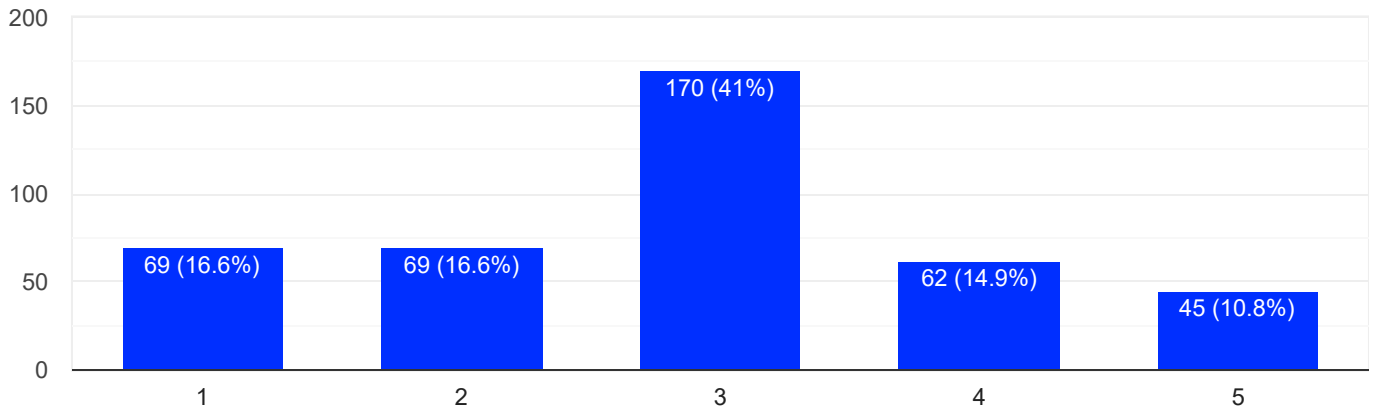
415 responses



The school's Dean's Office is responsive



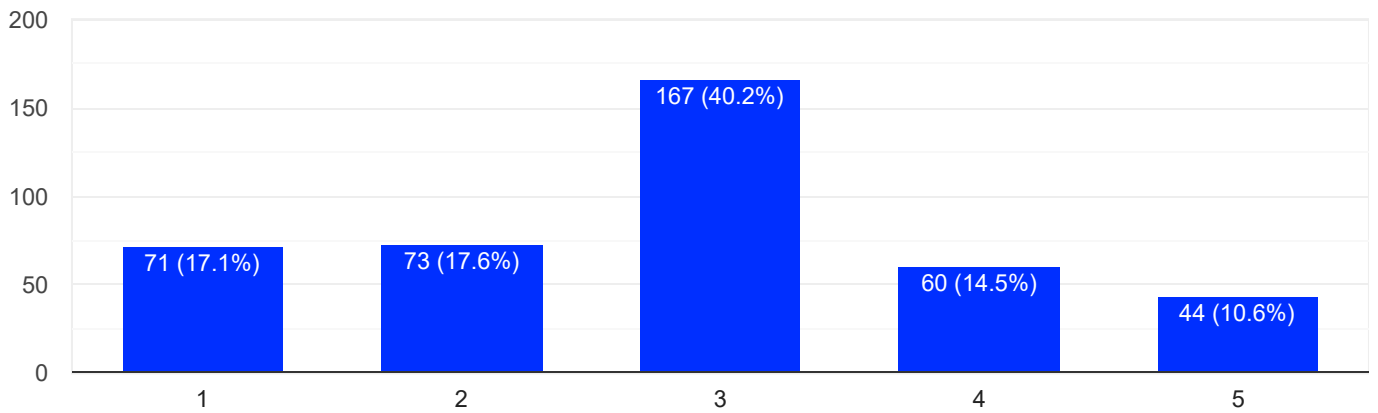
415 responses



The school's College Center is responsive



415 responses

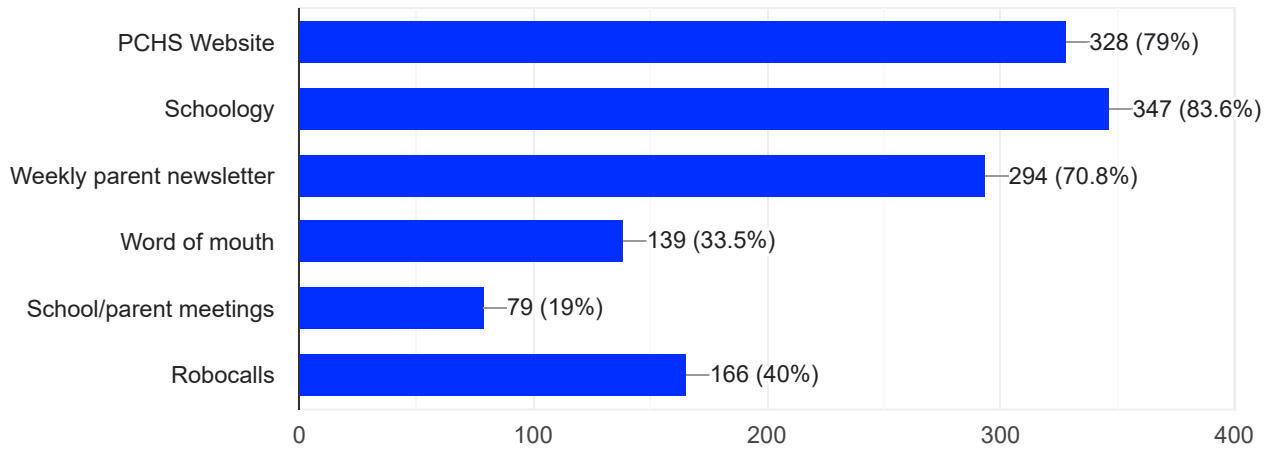


Teachers and Communication

Which of the following forms of communication do you access to gain information about PCHS? (Check all that apply)



415 responses

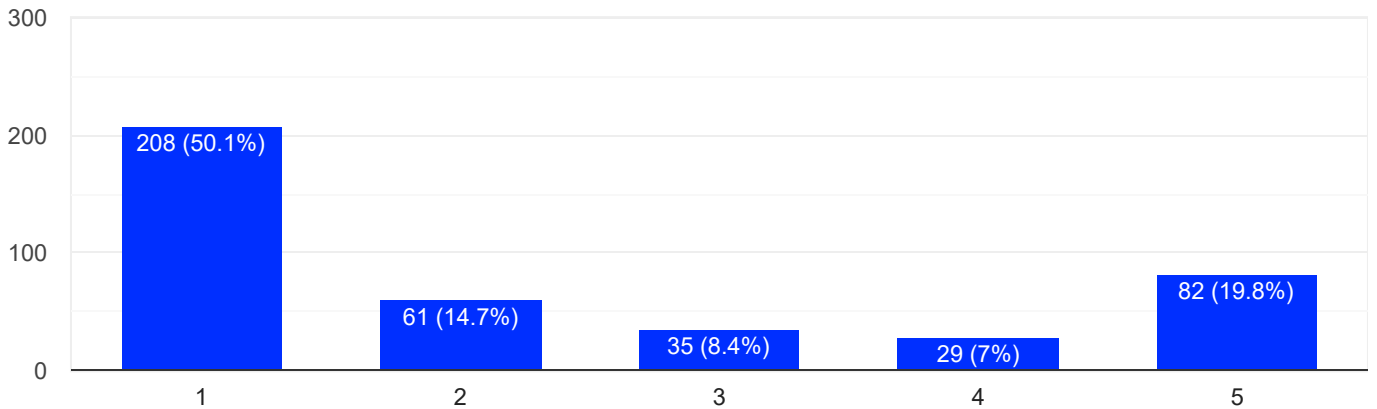


Please indicate whether you Strongly Agree (1), Somewhat agree (2), Neither agree nor disagree (3), Somewhat disagree (4), or Strongly disagree (5)

I know how to access information about my child's grades and assignments on Schoology



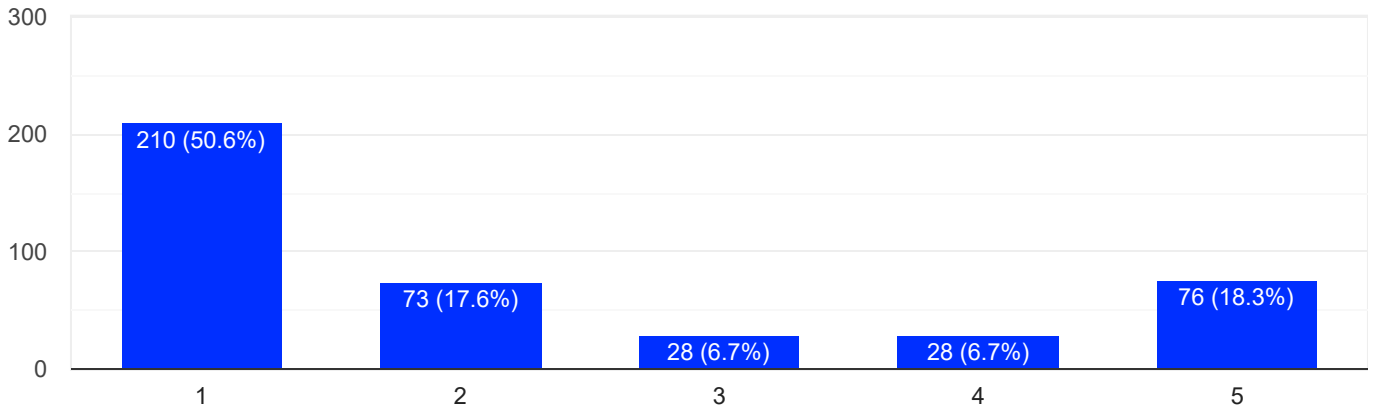
415 responses



I know how to access information about my child's grades and attendance on Infinite Campus



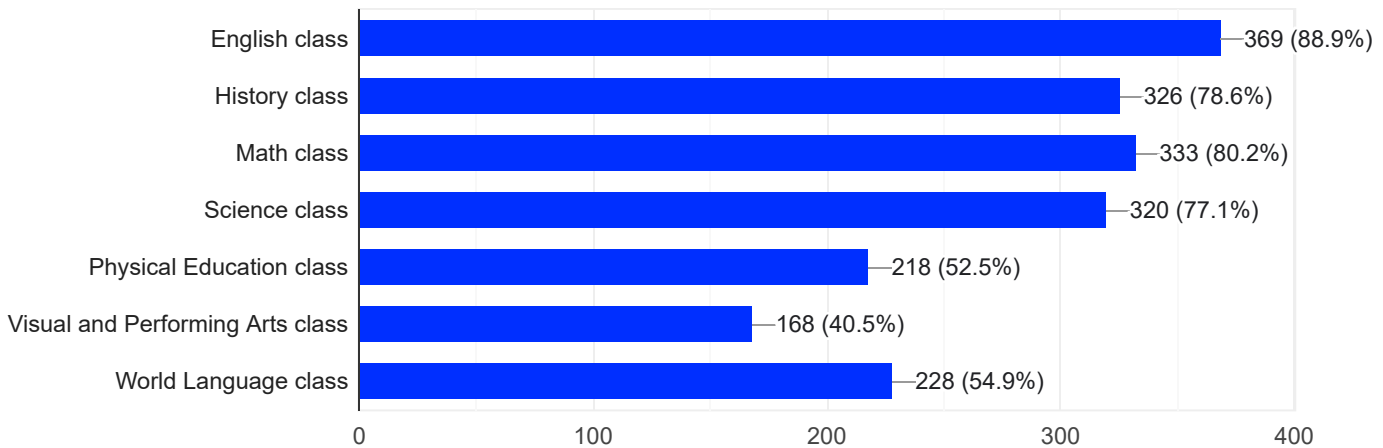
415 responses



Timely information about my child's progress is available through Schoology, Infinite Campus, or other means for my child's: (Check all that apply)



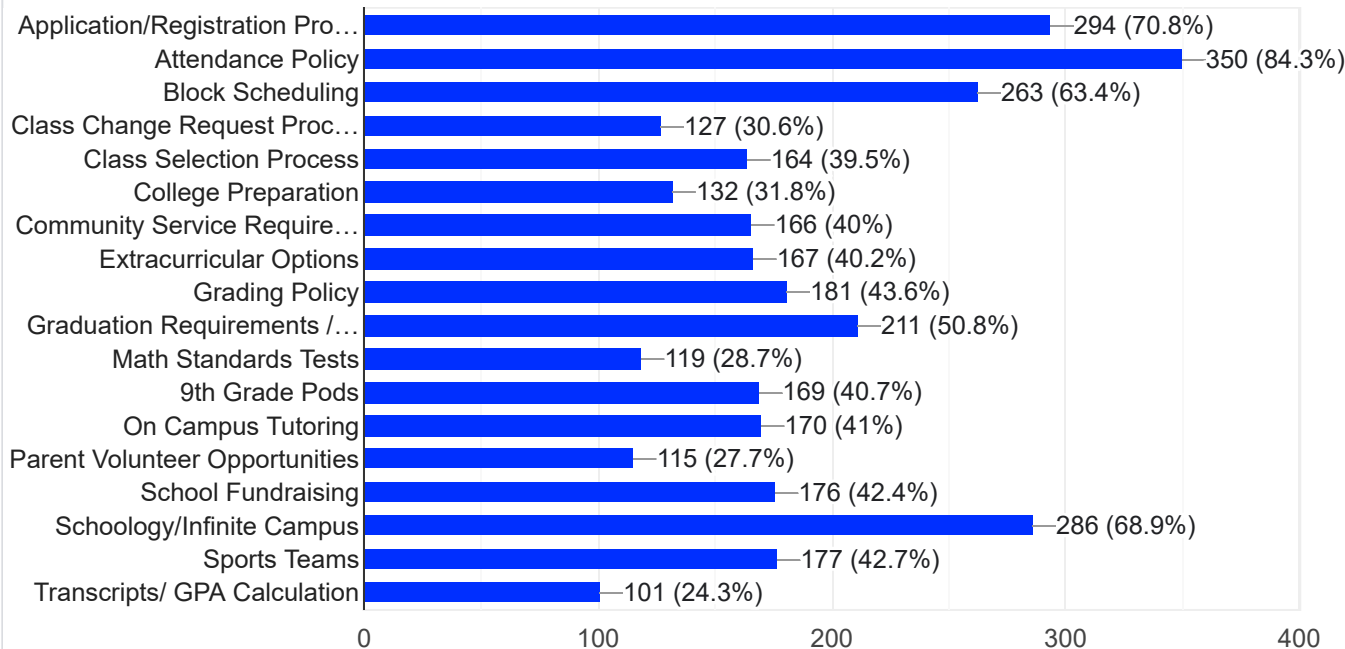
415 responses



I have a good understanding of the following: (Check all that apply)



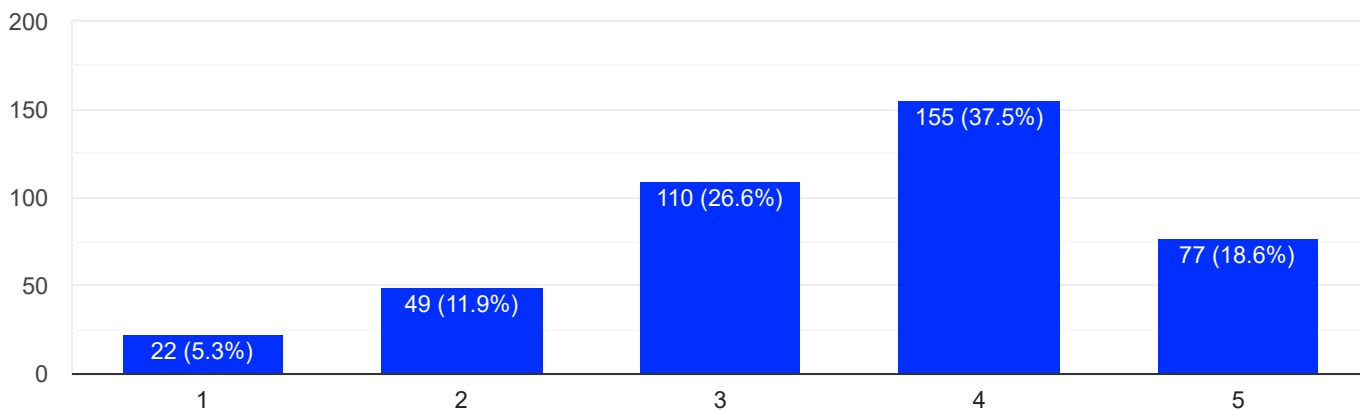
415 responses



How would you rate the effectiveness of instruction at PCHS?



413 responses

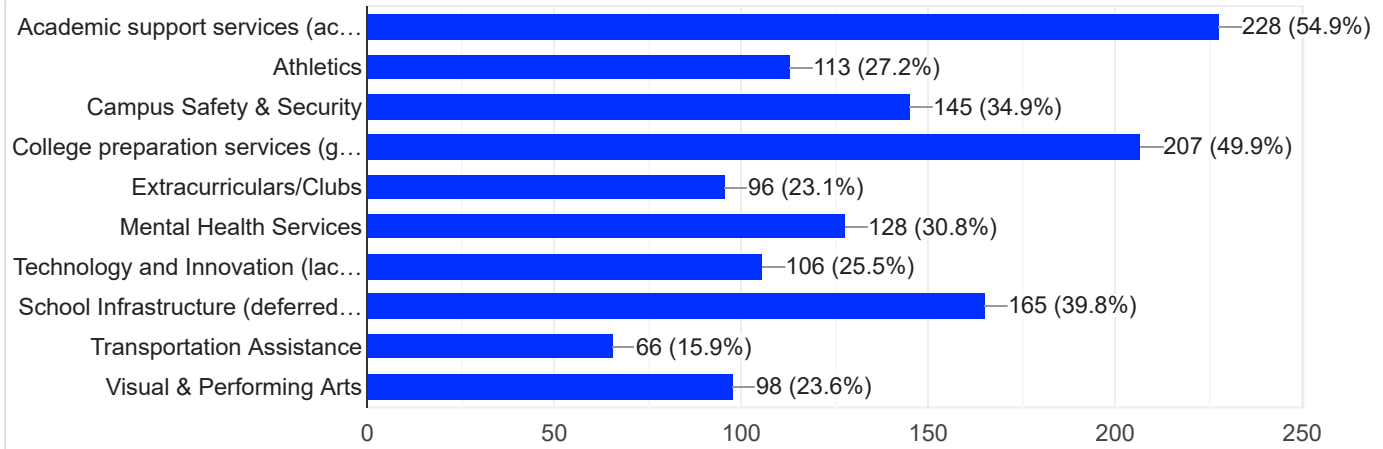


Fundraising Priorities

Identify those areas you feel are most in need of fundraising support (Check all that apply)



415 responses



Coversheet

Consideration of Eighth Amendment to Contract for Employment of Executive Director/Principal

Section: III. Governance
Item: A. Consideration of Eighth Amendment to Contract for Employment of
Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: EIGHTH AMENDMENT.pdf



EIGHTH AMENDMENT

**TO CONTRACT FOR EMPLOYMENT OF EXECUTIVE
DIRECTOR/PRINCIPAL BETWEEN PALISADES CHARTER HIGH
SCHOOL AND DR. PAMELA A. MAGEE**

This AMENDMENT is made and entered into this **21st day of June, 2022**, by and between the Board of Trustees of Palisades Charter High School ("Board") and Dr. Pamela A.

Magee ("Dr. Magee").

WHEREAS, the Board and Dr. Magee entered into a Contract for employment of Principal & Chief Administrative Officer ("Contract") on June 12, 2011; and

WHEREAS, the Board and Dr. Magee amended the Contract on January 20, 2015 reflecting a four-year term of employment, commencing July 1, 2014 through June 30, 2018; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 28, 2016 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2018 through June 30, 2019; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 19, 2017 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2019 through June 30, 2020; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 19, 2018 reflecting an additional one-year term of employment, commencing July 1, 2020 through June 30, 2021; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 18, 2019 reflecting an additional one-year term of employment, commencing July 1, 2021 through June 30, 2022; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 23, 2020 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2022 through June 30, 2023; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 22, 2021 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2022 through June 30, 2024; and

WHEREAS, the Contract provides that the Board may extend the contract for an additional year upon Dr. Magee receiving a satisfactory performance evaluation by the Board; and

WHEREAS, for the 2021-22 school year, Dr. Magee received an evaluation of "Satisfactory" or "Outstanding" from the Board; and

WHEREAS, the Board wishes to exercise its discretion to extend the Contract for a period of one year for this current evaluation.



NOW THEREFORE it is hereby agreed as follows:

1. All of the foregoing recitals are true and correct.
2. Section 2 of the Contract, entitled Term of Employment, is modified to reflect an additional year through June 30, 2025.
3. All other provisions of the June 12, 2011 Contract, the January 20, 2015 Amendment, the June 28, 2016 Amendment, the June 19, 2017 Amendment, the June 19, 2018 Amendment, the June 18, 2019 Amendment, and the June 23, 2020 Amendment shall remain in full force and effect.

IN WITNESS WHEREOF, we affix our signatures to this Amendment to the Contract for Employment of the Executive Director/Principal, effective June 21, 2022.

FOR THE BOARD OF TRUSTEES OF PALISADES CHARTER HIGH SCHOOL Dara Williams, Chair

Chair _____ 6/ __/22 Dr. Pamela A. Magee _____ 6/ __/22
Evaluation Committee