



**Lauren Q. Griffin**

- 1. Please provide 3 words that capture your candidacy.

clarity, cohesion, curriculum

- 2. Why are you running for the BOE? Is there a particular issue that motivates you to serve on the Board of Education.

The MPS curriculum is not organized and does not meet the needs of all of its learners. A best practice intervention is being offered after school in an enrichment setting, instead of during the school day. English language learners, severely challenged students, and academically gifted students are being sidelined and our curriculum is teaching to the middle only and is using dated methods. Too much emphasis has been placed on our buildings and we are forgetting what is supposed to go on inside of them. I want to help strengthen the quality and the rigor of our academics.

- 3. Please rate your work/life experience in

Lauren Q. Griffin's Self-Rating



Note: Scale of 1 (least experience) to 10 (most experience)

Please feel free to elaborate on any of the above self-rating.

- 4. In what school district or community activities/organizations have you been involved?

Northeast PTA, Northeast SATP, Immaculate Conception parish volunteer, MAM member

- 5. If elected, what are your top 2-3 priorities for the BOE? Specifically, what do you think the BOE should prioritize in the next year and what should be prioritized in a longer-term plan?

\*post-pandemic or not, update/adjust the curriculum to meet the needs of all learners; re-evaluate necessity and timing of standardized tests; pursue best practices in education; \*streamline



communications to be clear and concise --solicit input from faculty/staff! ; \*update all school buildings to meet safety standards and to have equitable technological access

6. In your opinion, what would be an "ideal/well" functioning BOE? How can the BOE be more accessible and more communicative with the community?

Every BOE meeting should have an agenda generated by concerned individuals and questions should be addressed per agenda item; meetings should not include reading of lengthy memos or handbooks and should be capped at 45 minutes; the BOE website can manage all supplemental information and links to access it should be clear; members of the BOE would reflect our community: parents, educators, special interest groups, operations managers, financial managers

7. Recognizing that relationships are a foundation of our school community, what specific steps would you take to improve the relationships between the BOE and the district administrators, the various unions, and parents/caregivers?

The BOE doesn't seem to value the role of its employees: teachers and administrators often aren't aware of changes or information ahead of parents; a union rep should be present at each BOE meeting to bring most pressing concerns to the table; a member of the Board should be the communications secretary and should create an online forum for fielding and filtering questions from the community

8. What should MPSD do differently? Please be specific – academic programs, sports, civic programs, extra curriculars, etc.

update tired curricula specifically ELA; add social studies and science! real programs with hands on experiences and practical applications; Re-evaluate homework protocol; stipend for teacher spending; infuse curriculum with service opportunities and requirements that don't fall on parents; create more social opportunities among schools: i.e. spelling bee, athletic challenges, ; provide ample and varied professional development opportunities for educators; after school reading intervention should be happen during the day, with an on site reading specialist, and teacher should decide who qualifies

9. What are your thoughts on school district's programs for special education students? How can the BOE better serve the special education students, and what would you do as a board member to ensure our special education students' needs are being addressed?

Our Special Ed faculty needs to be increased as the population it serves increases; more Orton Gillingham training so the dyslexic population can be served in each school;

10. How can the BOE address the opportunity/achievement gap in our district? What are your specific ideas and plans for addressing the achievement gap and educational equity? In your opinion, what is the role of BOE in this area?

Montclair needs to add Reading Specialists to every building with a K-2 population. This person needs to be part of regular staffing and provide support so that all children receive a 3:1 ratio for a part of ELA instruction daily. The BOE needs to fund it and to staff it and to make sure that schedules allow for uninterrupted literacy blocks so there is meaningful instruction time;

11. How should the BOE balance the need to provide a quality education with the need to manage the local taxpayer burden? What should the district's capital spend priorities be? Would you consider budget cuts, if so – what specific areas would you cut?

NO BUDGET CUTS; spending priorities should be making MHS safe and staffing and curriculum;



12. Montclair is known for its magnet schools, which are supported by a unique school ranking and placement process and a “courtesy busing” program. What changes, if any, would you consider with respect to the magnet system, the school ranking and placement process, and/or the courtesy busing policy?

I do not know the formula for placing students in schools, but it seems that the zones of town are not equally represented in the K-5 schools; the busing and magnets are great in theory, but we need to make sure all neighborhoods are equally represented in all schools.