

 Email

From: Ehren Jarrett
To: Linda Lumpkin ; Lori Hoadley
Subject: Fwd: Guest teacher assignment

Sent: 3/22/2015 10:24:36 AM



FYI ...

Ehren Jarrett

Begin forwarded message:

From: ricky naylor <[redacted]>
Date: March 22, 2015 at 9:57:34 AM CDT
To: "jan.johnson@rps205.com" <jan.johnson@rps205.com>
Cc: "ehren.jarrett@rps205.com" <ehren.jarrett@rps205.com>
Subject: Guest teacher assignment

Hello Jan,

Pursuant to section 105 ILCS 5/10-21.4a I am going to include superintendent Dr. Jarrett in this email chain.

As you know I was assigned to your school building for a P.E assignment for three consecutive days last week. You had concerns about my job performance and decided to request another quest teacher for the remainder of the assignment and I fully get this. However, it would have been more respectful and professional if you would have spoken to me directly also. This is what guest teachers are required to do when we need to get out of an assignment. No less should be expected of school administrators.

This would have saved me the trouble of wasting time and gas coming back to your school.

Since this matter took the direction it did, I am going to speak on my experience at your school. For starters, there were no lesson plans. There were no warnings about which students may present what problems, no list of students who might be helpful, etc.

You didn't send anyone down to the gym to make sure that I had everything I needed nor did you come down until you got the report of a student choking another student.

From a customer service standpoint, it would be nice to have someone, at a minimal, greet the guest teachers and show them where the teachers' workroom is and where the staff restrooms are located.

I would also suggest having morning staff meetings when possible to discuss absent staff and see if other staff may check-in with guest teachers throughout the day.

Ricky Naylor

Ask a question, share a comment or make a suggestion on Let's Talk!

 Email

From: Ehren Jarrett
To: Angel Contreras
Subject: Fwd: School Closings

Sent: 5/8/2014 9:03:05 PM



FYI

Ehren Jarrett

Begin forwarded message:

From: ricky naylor
Date: May 8, 2014 at 6:08:45 PM CDT
To: "ehren.jarrett@rps205.com" <ehren.jarrett@rps205.com>
Subject: School Closings

Good Evening Dr. Jarrett,

As you know there is much concern in the minority community concerning the proposed school closings in this community.

Before I touch briefly on this issue, I would like to say that I find it odd and disrespectful that I can secure job interviews for HR positions in other companies, but I can't get an interview with the district even though I work for the district. I even got an interview with the department of Justice. I think Angel should stop using the term "good fit" as it could be taken as, "not the right kind of African-American."


Those African-American and Latino employees who work for the district office are either viewed as negative or neutral to those constituencies in the minority communities. The feeling is that these folks don't speak for them and they don't care as they have gotten to a place where keeping their jobs is more important than social engineering.

Because of this "good fit" mentality, you have not been getting the necessary feedback from your staff because your staff refuses to even consider hiring anyone who has opposed the district's policies.

You and I both know that this city can't stomach another round of litigation over the practices of the district whether it be in the hiring or the providing of quality education for all students. This district has already been found guilty of discrimination against African-American students

These proposed closings are anything but clear-cut and obviously needed. There are going to have to be multiple trade-offs in this process. There are far-reaching consequences and hidden risk at play here.

At no time have that these students have a constitutional right to equal access to a quality education. This is not a mere suggestion. It is a right. This is what needs to be told to people who say your plan lacks clarity. These are demanding this district's leadership to make comm

 Email

From: Ehren Jarrett
To: ricky naylor
CC: Angel Contreras
Subject: RE: Job Networking

Sent: 10/25/2013 8:06:01 AM



Ricky,

I appreciate your efforts to reach out for management opportunities.

I will forward your email to Mr. Contreras, our Chief Human Resources Officer, so he and the team are aware of your interest.

Ehren

From: ricky naylor [mailto:ricky.naylor@delldata.com]
Sent: Thursday, October 24, 2013 4:13 PM
To: Ehren Jarrett
Subject: Job Networking

Mr. Ehren Jarrett,

I am currently a "guest teacher" for the district and looking for more suitable work that requires or appreciates a masters degree in business.

Not that I believe this, but the perception is that minorities face an uphill battle in trying to secure gainful management positions with the district.

I think it has more to do with who you know and that's why I am sending this email to you. I have attempted to apply for positions by filling out job requests. This hasn't worked for me.


I hear the district is sincere about putting extra resources in those places where failure is the norm. I would like to be one of those resources. I was impressed.

I have met with Bob Guirl at UTAS while I was job networking and he talked about some of the things his folks were doing with the district's high schools.

I have some cutting edge ideas and you currently don't have any openings so maybe I can join your team as a consultant and go from there.

Let's get together and see where things go.

Ricky Naylor

 Email

From: Angel Contreras
To: Ehren Jarrett ; ricky naylor
Subject: RE: Job Networking

Sent: 10/25/2013 8:14:14 AM



Attachments may contain viruses that are harmful to your computer. Attachments may not display correctly.

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Hi Ricky,

Would be glad to meet with you to talk about what positions you would be looking at...let me know what days/times work for you next week. Also, if you can email me your current resume that would be great.

Best,

Angel Contreras
Chief Human Resources Officer
815-966-3145
815-972-3460 - Fax



Like us on  - Follow us on 

From: Ehren Jarrett
Sent: Friday, October 25, 2013 8:06 AM
To: ricky naylor
Cc: Angel Contreras
Subject: RE: Job Networking

Ricky,

I appreciate your efforts to reach out for management opportunities.
I will forward your email to Mr. Contreras, our Chief Human Resources Officer, so he and the team are aware of your interest.

Ehren

From: ricky naylor [<mailto:ricky.naylor@rockford.k12.il.us>]
Sent: Thursday, October 24, 2013 4:13 PM
To: Ehren Jarrett
Subject: Job Networking

Mr. Ehren Jarrett,

I am currently a "guest teacher" for the district and looking for more suitable work that requires or appreciates a masters degree in business.

Not that I believe this, but the perception is that minorities face an uphill battle in trying to secure gainful management positions with the district.

I think it has more to do with who you know and that's why I am sending this email to you. I have attempted to apply for positions by filling out job requests. This hasn't worked for me.


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Let's get together and see where things go.

Ricky Naylor

 Email

From: [Ehren Jarrett](#)
To: [ricky naylor](#)
Subject: RE: Let's Get Busy

Sent: 1/15/2014 8:32:56 AM



Ricky,

I wanted you to know that I read your letter.

Thank you for taking the time to share your perspective on improving the District.

Ehren

Dr. Ehren R. Jarrett
Superintendent
Rockford Public Schools
815-966-3101

From: ricky naylor [mailto:[ricky.naylor@rockford.k12.il.us](#)]
Sent: Tuesday, January 14, 2014 8:06 PM
To: Ehren Jarrett
Cc: Angel Contreras; Deetra Sallis
Subject: Let's Get Busy

Hello District 205 leadership,

Please read with an open mind and heart.

Ricky Naylor

PLAN FOR A 21st CENTRY ROCKFORD DISTRICT 205

After spending over \$250 million in a protracted lawsuit with the legal caption of “People Who Care v. Rockford Board of Education,” how much as really gotten better in District 205?

I took the time to read the current article in the “Voice” regarding the relationship with the business community and Rockford Public Schools. With all due respect, I fully agree with the truth that district 205 has a history of failed program initiatives and a lack of committed leadership. However, I think the current leadership is not asking the right questions to do anything better than the previous administrations.

While working in the district as a “guest teacher” my eyes became wide open to the issues confronted this district on many levels. But for now, I just want to focus on the pitiful educational results of minority students at the end of the supply chain. The leadership of this district should be asking itself, “Why doesn’t this school system work for the majority of these students?”

A lawyer, among all professionals said, “As a lawyer my wealthy clients and corporations call me because I make the legal system work for them.” He also donates a lot of his time and money to inner-city schools. And he too has concerns that many schools simply don’t work for minority students. Who can these students call when district 205 doesn’t work for them?

Collaboration can only take you so far. At some point this district is going to have to take the position like Thurgood Marshall took in the fight with “Separate but Equal Schools.” He said, “We can’t worry about who is sitting on the Supreme Court, we have to worry about what we have to do.”

Image being a minority student in one of the district’s schools and all you see is older minorities working mostly as the kitchen, security, janitorial and other support staff, would you be inspired to reach greater heights?

This district will say, “These folks need endorsements and certificates that the jobs really don’t even need. When was the last time someone from the leadership

team asked a question like, “What do some of these people in these so called certified positions really do?” Does the job description actually reflect what they do? Or is the job description really just an artificial barrier to prevent otherwise qualified minorities from gaining meaningful employment in jobs they can actually do?

The district has a goal of 20 in math and reading on the ACT. How do you get to 20 when much of the work that students are given is one to two grades lower than their current academic level? And by raising the academic standard, you are going to create a situation where more students are left behind. This essentially puts teachers in an untenable position.

Yes, my background is in business and the first thing I would ask my finance team is how much money has this district lost over the last five years due to the high dropout rate. 300 dropouts would easily cost \$1.5 to \$2.0 million a year, but the district is unwilling to hire staff to help in the retention of these students. What business would just allow customers to walk out the door? And also, how many customers (kids) are being pulled from the district because their parents don't believe their kids are getting a quality education?

I think I speak for a lot of guest teachers when I say that not many schools make sure that a staff member from that school's leadership team visits the classroom where the guest teacher is assigned for the day to make sure that this teacher has everything they need to do the job they are being paid to do.

I had to admit to my friend of many years that I was being a coward by not speaking up earlier because I didn't want to further hurt my chances of getting a real job with the district. I thought about the small kids in the district that treat me like a “rock star” every time I visit their school and their little faces light up. This is not about me, but about their future! And it is past time that this district is held accountable for not working for all of its customers (students) and minority job applicants too!

I have played this game a long time and there is no reason to reinvent myself. This district is in a perpetual crisis mode and it has to do things that it normally doesn't

do if it wants to get real results. The word “talent” means that you can and will get results. Having endorsements don’t mean that a person will get results or even do the job.

We would not have come out of the recent recession had the government not done things fiscally like never before. At the end of the day, it essentially “nationalized” several banks.

Look for some places where we have common ground and let’s go from there.

Sincerely,

Ricky W. Naylor

 Email

From: [Kenneth Scrivano - Public](#)
To: [Ehren Jarrett](#)
Subject: FW: District leadership

Sent: 6/10/2014 9:28:37 AM



Ehren –
Sharing this email and my response with you.

Ken

From: Scrivano, Kenneth J
Sent: Tuesday, June 10, 2014 9:28 AM
To: 'ricky naylor'
Subject: RE: District leadership

Mr. Naylor –

Thank you for your email and for sharing your concerns. I will follow up and please know that the Board works towards making continuous improvements in our Administrative 's teams efforts to achieve the best outcome for all students.

Ken Scrivano
RPS 205 Board

From: ricky naylor [<mailto:ricky.naylor@rps205.com>]
Sent: Tuesday, June 10, 2014 8:45 AM
To: kenneth.scrivano@rps205.com
Subject: District leadership

Good morning Kenneth,

I worked in the district as a "guest teacher" up to yesterday because I have been unsuccessful in getting full-time a position with the district because of the hiring practices. This is another issue for another day. Right now my concern is with level of education that many minority students are receiving and the leadership of the district to confront this issue with complete candor.

I am not an "angry" black man. I am just not going to sit back and see so many students fail with limited opportunities in their futures. As I have expressed to Dr. Jarrett on more than one occasion this is not sustainable. A report done by staff at Harvard estimated that one bad teacher in a class costs those students about \$250,000 in lifetime earnings. Think about what going through 13 years of under-performing schools with cost these kids later in life.

Dr. Jarrett finds time to do many photo ops around the district but refuses to make time to listen to new ideas from people outside his circle. This is not leadership. This is leading by avoidance. I read the district report and its mission and at least on paper, we are saying the same things but when it comes to bringing people like me onboard, we all told that there are many more qualified applicants than us.


To just be clear with you, many of us know how to file administrative complaints and lawsuits but have chosen instead to try and work with the current district leaders in making equal educational and employment opportunities a reality without protracted litigation. For starters, this business of relying on "word of mouth" hiring has no place in the district. I got it on good authority that this is exactly what's going on.

Sincerely,

Ricky Naylor

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 Email

From: [Ehren Jarrett](#)
To: [ricky_naylor](#)
Subject: RE: Alternative Provisional

Sent: 7/31/2014 9:20:07 AM



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 [image001.png \(2Kb\)](#)  [image002.png \(2Kb\)](#)

Ricky,

I am happy to hear that you are working with Ankhe and Pilar.

I would suggest working with the regional office of education (ROE).
The number is 815-636-3040.
The ROE is best equipped to advise on certification requirements.

Ehren

Dr. Ehren R. Jarrett
Superintendent
Rockford Public Schools
815-966-3101

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[Read our blog at rrstar.com](#)

From: ricky naylor [mailto:]
Sent: Wednesday, July 30, 2014 7:41 PM
To: Ehren Jarrett
Subject: Alternative Provisional

Hello Mr. Jarrett,

First off, I want to apologize to you for being less than professional with you at the beginning of this process. I was just frustrated and tire of doors being shut without the opportunity to prove that I can bring value to this organization. That's the past and I am looking forward to other possible opportunitites with the district.

I am currently working with Anhke and Pilar on some things for the future and assisting them with getting some minority teachers in the pipeline.

I am looking into obtaining the alternative provisional for superintendent to futher prepare myself for an assistant superintendent's job in the future. Is there anyone on your staff that can assist me with this?

Sincerely,

Ricky W. Naylor

 Email

From: david seigel
To: Ehren Jarrett
CC: Lori Hoadley ; Matthew Zediker
Subject: Fwd: Disparate impact claim

Sent: 7/2/2018 11:57:07 AM



Good afternoon,

Yesterday I received the following text from Ricky Naylor. I did briefly respond to him, and my responses are in italics.

Begin forwarded message:

From: David Seigel <jdavid.seigel
Date: July 2, 2018 at 11:27:17 AM CDT
To: david.seigel
Subject: Disparate impact claim

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender.

Good morning David. You probably have noticed that I have submitted multiple FOIA requests! I have submitted a complaint with the EEOC but have not filed a formal complaint for a disparate impact claim against the school district. Before we go down in a "rabbit hole" I am giving the district's insurance carrier the opportunity to settle my claims against the school district. They can estimate spend millions defending my claims unlike the \$100,000 and counting in the defense against Roy Ford. Speak with your fellow board members and insurance carrier and have your legal representatives get back with me. Once I sign the complaint I won't be able to pull it back!

Good morning Ricky. I did notice. What exactly is your claim, and for what are you asking?

Discrimination due to bias hiring practices that white employees and applicants have an extinct advantage over applicants of color and I will be seeking compensation since things were not addressed when the opportunity was there. These numbers are horrible even in the lower paid teacher's aide positions! You really think it's just happenstance that out of 99 officials, administrators, and or managers only two of them are black and male? If your insurance carrier wants to litigate against these numbers on a business necessity defense when you have only 26 of 8th grade students passing Algebra? This shows that these degrees and certifications don't correlate to academic success so they are unnecessary barriers that prevent more staff of color to be hired!

Did you work for 205?


Yes from 2012 until about 2015. The last stop. David I am communicating this to you as a courtesy and to avoid a huge litigation tab plus a huge settlement! Under the theory of disparate impact I don't even have to prove the district intentionally discriminated but they it used employment practices that benefitted whites of people of color when other employment practices would have made both hiring and promotional opportunities more fair. This is your moment to stave off a legal war. Good luck!

So what is your specific settlement ask?

Let's see if the decision makers want to have settlement talks!

The Board is only going to hear the details of your claim once it has been presented to Legal and the administration. They will then present the option of settling to the Board. Nevertheless I will share this with the rest of the Board, General Counsel, the Superintendent, and Human Resources which is my duty to respond to community member concerns.

And I will sign and complete release of any claims I have or could have. In addition I will sign an agreed upon Non disclosure Agreement (NDA). I will also return all documents that are in my possession. If no settlement is reached, we will wait for a determination or right to sue letter from the EEOC. This could have all been avoided. Life goes on buddy. Enjoy your holiday with your family!

 Email

From: [Matthew Zediker](#)
To: [ricky naylor](#)
CC: [Ehren Jarrett](#)
Subject: RE: Title VI

Sent: 11/28/2017 8:24:54 AM



Mr. Naylor-

Thank you for your interest in the school district.

Matt Zediker
Interim CHRO
Rockford Public Schools
815-966-3221
zedikem@rps205.com

"I am not a product of my circumstances. I am a product of my decisions." – Stephen Covey

From: ricky naylor [mailto:r...]
Sent: Friday, November 24, 2017 1:51 PM
To: Matthew Zediker <zedikem@rps205.com>
Cc: Ehren Jarrett <ehren.jarrett@rps205.com>
Subject: Title VI

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender.

Hello Gentlemen,

I think it's time for us to put the past behind us and start working together to make this school district better for the students and this community.

You have a few spots you can plug me in as a high value team member and leader.

As a recipient of federal funds , you know that it is illegal to discriminate against anyone receiving services from the school district. I can be the school district point person in defusing a complaint being filed with the OCR while remedies are put in place.


I don't see the need to address this issue before the board next week.

Sincerely,

Ricky W. Naylor

Sent from my iPhone

Ask a question, share a comment or make a suggestion on [Let's Talk!](#)

 Email

From: david seigel
To: mconnor@rps205.com ; jdavid
Subject: Fwd: "Turn around team"

Sent: 11/13/2017 4:10:53 PM



Sent from my iPad

Begin forwarded message:

From: David Seigel <david.seigel@rps205.com>
Date: November 13, 2017 at 2:06:08 PM CST
To: "Mconnor@rps205.com" <Mconnor@rps205.com>
Subject: Fwd: "Turn around team"

Hi Mike. I know this email starts out with mentioning Ricky Naylor, but I would ask that you read it thoughtfully. There is an idea there that I think, with some polish, could really help in closing the achievement gap. After you have read this I will share the other feedback I've received. I've been surprised by the feedback.

Thanks,
David

Sent from my iPad

Begin forwarded message:

From: <david.seigel@rps205.com>
Date: November 12, 2017 at 10:59:23 AM CST
To: <trollins@rps205.com>, <michael.connor@rps205.com>, <judemakulec@rps205.com>, <jude.makulec@rps205.com>, <jaime.escobedo@rps205.com>, <aadixon@rps205.com>, <kenneth.scrivano@rps205.com>
Subject: "Turn around team"

Hello everybody:

Saturday night I met with Rick Naylor to discuss some ideas he has to involve community members in helping elevate achievement of those classrooms that are struggling the most. Without defining why those particular classrooms would be struggling; be it teacher performance, hungry and distracted kids, behavior issues, language barriers, and the like, it's clear that there are many classrooms in the district that struggle for one or more of the above reasons and many more we discussed besides. We did move the discussion from the problems to solutions, and Mr. Naylor brought up one idea that I think deserves more consideration. I will layout the idea and then I would ask for you to reply to me, individually of course to adhere to OMA, with your thoughts, any additional ideas or explanations that might make the idea feasible or not.

Mr Naylor suggested that many classrooms could benefit from what he termed a "Turn Around Team. Without laboring over the name of the group, here is who would comprise the team. The team could be anywhere from 3-5 people and their roles would be to act as very hands on resources for the most struggling students. One member on the team would be a "supervisor" who would coordinate with the principal and those classroom teachers they would serve. The supervisor would organize the responsibilities of the team members. The supervisor would also communicate to the teacher and principal issues students may have that might fall outside of the scope of services offered by the turnaround team.

The team would have one or more members on it who would represent the racial make-up of the classroom. The racial identity would serve to make a strong connection between the students and the team. The team members would, as adults, offer not only extra attention to give to students, but they would also act as role models or mentors. The point being, as Mr. Naylor put it, is they would become somebody for the student to disappoint. Mr. Naylor suggests that there are a good many students who may need, above all else, someone who they would fear disappointing.

Putting the focus on those classrooms which need the most help will serve to elevate the achievement of all classrooms. The less administration needs to address those most struggling classrooms the more they can devote to all other classrooms and their initiatives. Whether it's time, discipline, behavior intervention, or dollars, the more evenly all classrooms perform the more evenly any resource may be distributed.

Who specifically will comprise this team, and what costs would be associated with building this team? Here is where I need input from each of you. As I see it this team could be made up from one or more various groups. The most economical approach would be to make up such teams with volunteers. As part of the strategic plan the administration wishes to bulk up volunteerism in the schools. Partnering with the communications department and the curriculum team, I see opportunities to organize a team or set of teams to serve the neediest classrooms. For a higher level of coordination and likely experience, we could turn to substitute teachers. While there has been difficulty filling certain positions with subs, I would wager that a sub who knows there would be coordination with other teachers in the most difficult classrooms would raise the willingness of a sub to serve. Subs would give us a qualified and certified pool to draw from, and perhaps a different pay level reflective of the much smaller groups they

would have to work with could be established, which may provide a somewhat economical way to bring more predictably qualified people into these challenged classrooms.

Another idea Mr. Naylor raised was to simply create the team positions, hire dedicated employees that specifically fit well defined roles, and pay them accordingly. While we threw around some hypothetical wages, neither of us is a Human Resources expert, so we'll leave that sort of discussion to the professionals.

What I would like from each of you, beyond the extraordinary patience you have exhibited in reading this massive email, is to educate me on similar efforts that may already be underway. Are there already volunteers participating? Are there funds such as Title 1 dollars that could go to such teams now that the 45% penalty has been removed? Are there restrictions on the use of substitute teachers that would prevent them from being part of a "turnaround team"? Is the Board willing to insist that more dollars be budgeted for teams that will focus on those classrooms that need the most help in closing the achievement gap?

This board has unanimously determined that closing the achievement gap is its top priority. Mr. Naylor has provided the seeds of an idea that I think deserve some nourishment. Can you please respond, again individually, with your thoughts on the efficacy of this idea or with ways this idea might be refined. If you think the idea simply isn't feasible, could you please let me know that as well and why?

Thank you all for taking the time to read this email, and I look forward to your responses. Enjoy the rest of your weekend.

David