

Meeting 02/16/21

Mr. DiGiacinto: Mrs. Atkinson asked me if I would be involved in a Title One committee. And she said it was just the two of us. I recommended that there be three on the committee from the Board. And I haven't heard back from her. She said she didn't think that was a problem. I just wanted to see if you have an update on that.

Dr. Woodard: Uh, no, I do not.

Mr. DiGiacinto: Francisco, are you aware of that effort?

Mr. Lopez: To the chair. Um, I just want to make a point of clarification. The Title One is required to have, a mechanism to acquire input from all stakeholders. And in the past it has been the School Advisory Committee. The School Advisory Committee was removed last year.

So as a part of that we had to create another system. So we created a committee to the parent liaison, which is Ms. Crystal Atkinson. Mrs. Crystal Atkinson has stated their first meeting is in January. There will be a meeting held in February for the parents and all the stakeholders.

It will be called the Parent Liaison committee. We're going to utilize that platform in order to acquire input from all stakeholders and meet our Title One requirements. And actually I have some clarification to do right now regarding that, because this meeting is going to be very important.

If some of our Board Members can join that meeting, because we need to do a comprehensive needs assessments and it has to be done before March 5th. We want to make sure that we're in compliance with that. So that that meeting is going to serve as stakeholders informing them. The Board represents all our stakeholders.

So that, that would be a great opportunity just to provide input and fulfill that requirement for title one. So, Mr. DiGiacinto, Ms. Atkinson is great that they joined us, but if we can have another four representing other areas of all the stakeholders, that will be great.

Dr. Woodard: And when is the meeting?

Mr. Lopez: The meeting is scheduled for Thursday, the 25th at 6:00 PM. I believe at 6:30 PM.

Mr. DiGiacinto: That's my recollection also.

Mr. Lopez: Yeah, six thirty. I will confirm as soon as I. Okay.

Mr. Woodard: Is there a board member available? And in addition to the ones that we already have, that would be willing to be a part of that.

Mrs. Martens: I'm sorry, I'm unavailable on that evening.

Dr. Woodard: Okay. What about you, Mr. Williams? Oh, he left. He must hit the wrong button.

Mr. Williams: Did you call my name?

Dr. Woodard: I apologize, but yeah, there's a meeting on the, what you said the 25<sup>th</sup> at 6:30. A Title One meeting. You heard that didn't you? Um, Mr. Williams?

Mr. Williams: I did. I heard it. I heard the subject. I didn't hear a wind and weather and the platform.

Dr. Woodard: Okay. Could you tell us again, Mr. Lopez?

Mr. Lopez: Yes, uh, the meeting is going to be, uh, February 25th at 6:30 PM. And it's got, it's going to be through Google meets. So the same platform that we use. In the past, I know Ms. Martins was able to attend that meeting last year and she gave us some great input. Uh, so that's the input that we utilize in order to do our strategic plan and our, um, you know, school-wide plan.

Mr. Williams: Good. Yes. I'll be able to attend.

Dr. Woodard: Fantastic. Good. Thank you. All right. That should be good. Anything else from any of the board members? If not, we'll go right to Dr. Banks. Oh, and let me also say, uh, I did talk with the office of the superintendent. Uh, he does have the, uh, questions that we put together and, and I didn't speak to him directly, but his secretary tells me that, uh, as soon as he presents it to whomever he's meeting with and they look at it, then he'll reach out and give me some feedback. And once I get it, then I can share it with you guys. So hopefully that'll be in the very near future. All right. Dr. Banks.

Dr. Banks: Okay. I'm sorry I was late, I need to add two items to my area, A meeting with the City Manager on Thursday at 10 30, and the Youth Empowerment Luncheon on the 20th with the Urban League. Add that and I'll go over it. Okay. Um, for me, not much is happening. Um, besides just communicating with the District on trying to talk to the Board Members, the see our point, the point of view that I was trying to present to them.

Comingling and they treat us the same as they treat South Tech. But having an opportunity to talk to the Principal. I called the talk to the CEO, but she wasn't available. So I did talk to the principal and she informed me, she said, the only thing they did for them was to fix the Career classrooms.

The academics classes, the roof was leaking. They had to have people to come in and paint. It was a lot of problems and they still going through a lot of problems according to the principal. So she just said, wish me, good luck on whatever is going to be happening. So anyway, I just wanted to share that with you at least have a meeting on the 26th of this month to go and take a tour of the facility in South Tech.

So if anybody wants to, well, the bottom line is we can take only one board member. If anybody want to go in there and see what South, it looked like our, you can go on your own and go down there and look, but not as a group of Board Members.

Mr. DiGaicinto: What time of day is that, uh, what time is that?

Dr. Banks: Oh, I think it's at nine. They changed it. Yeah. I never did respond to them. Well, because he was, if this school is in such bad shape, I'm trying to figure out what do we need to look at?

Mr. DiGiacinto: I haven't been down there maybe a couple of times, 10 years ago, six, seven years ago. So I'll try to get there just to see what, uh, what it looks like now.

You talked to them about it. Odyssey. I'm talking about going to South Tech because where are they now? Dr. Banks: They went into Odyssey Middle school But the athletic building's empty, right where they put South Tech intensive at risk school there.

Mr. DiCiacinto: Okay. Is that where you want us to go look at.

Dr. Banks: No, they want us to go look at South Tech new facility. And that's what I was addressing that the new facility, according to the principal, the career program, they fixed those up. But the academic side, they did not. And she would just say it has leaked in there. They would have the outside families paint the building so they can use it. So that's why I was extended an invitation to one of you and others. If you want to go and you go on your own, you know, so we don't have a break in the Sunshine State Law.

Mr. DiCiacinto: If no one else wants to go. I'll try to get to that nine o'clock on a Thursday morning on the 26th. Should I, uh, are you going Dr. Banks?

Dr. Banks: We'll send you the information, everything okay though. Isn't it? It's on Friday the 26th at 1230, 1230.

Mr. DiCiacinto: Okay. And you'll send me the address. Okay. Thank you. So after that, we will come back and give you our reports. And I'll take some pictures.

Dr. Banks: So my concern as I was addressing the Superintendent, Assistant Superintendent, of choice programs, you know, if there's is not a latest state of the art you know, why would we be looking at that? I asked Mr. Lopez, and he did and he can address that, to send out testing for all students and parents if they want to be tested for COVID right across the street from us at Wells Recreation Center. It is free, but the parents have to be there with them.

And the reason I was asking for that is because we've had another member of my staff with the virus. So I just want to make sure that everybody is taken every we're taking every precaution that we possibly can to ensure safety. But as I said, you can, when they leave school, you know, you can't guarantee their safety and who they will be around or whatever.

But myself, try to go every three weeks to get my test. I had my first shot and my arm, just a little sore. Then I had my second shot Saturday. And just for about. 30 minutes I had a headache, it was a different kind of headache and it went away and I haven't had any, uh, after effects. Okay. Since, so I've been doing good.

So I encourage everybody who is 65 years of age each to please go over to with gym because the City Manager asked me to please help get the word out. The first day you had to have an appointment, then I guess they had, he told me they had 124 more left. And he said, if you know of anybody, please get them to come over.

So actually what I do, I just try to encourage, and we have had some students, I think a couple of students who've had the virus. And as I said, earlier, I'm just trying to take all precautions and. If a parent have a problem, you know, I'm going to be willing to explain to them why we're doing it.

And we tried, we had bought face shields for all the kids, but they don't want to wear them. I gone in some of the classroom. I don't see them with them, but they do have their masks on. Okay. So I just want you to know that.

The eighth grade skipping program, we've discussed. I guess, Mr. Lopez was discussing it yesterday with the faculty, but I had already made in my mind, I had put it on the agenda to discuss. I think next year; we're going to have a problem with the eighth graders because we don't have an assessment for them unless they take the diagnostic.

We use that. Mr. Lopez will go into it a little further. If we don't have those skippers. It's really going to put a damper on our program because ninth grade is the most. A lot of our ninth graders are skippers and, it's going to be a serious problem and I don't want to give up our skipper's program.

And as a matter of fact, we had until March 5th, if we wanted to add a new grade level to our program. And, uh, I just decided, you know, get into middle school then they come with certification and all of that. And I had to go through the whole challenge again. So since Mr. Henry, sends his kids over here and when they leave eighth grade.

Mr. DiGiacinto: So I think I only had one that came as a skipper this year. And I think one, I didn't think was I was. Very reluctant for her to come over. I think I mentioned that to your Francisco because we didn't think she was ready for eighth grade. Let alone the ninth. I don't know if she, I can't recall if she went or not.

Dr. Banks: Yeah. You have eighth graders to. Eighth graders when they leave your grade that you channel them. Continue to channel them into Inlet Grove. And a good idea would be to give the parents, a tour of the school and see what the programs that's available.

Because certainly what I do is I parents that I meet up with and talk with, I tell them about if they don't have elementary school, I tell them about Bright Futures. You know,

Mr. DiGiacinto: We didn't have it last year, but we have a, a high school orientation day. And, and you guys used to come over and, uh, have some of your students come and present to our students.

And, uh, that was very effective. And I think we should probably figure out how to do that, uh, on a zoom meeting, Hmm. To, to have, uh, Francisco and some of his kids, uh, talk to our kids. Our kids are used to going, going to meetings now. You can do it, then we can have, uh, the eighth grade hookup sometime during the day.

I can work that out with Mr. Sims and Francisco. Okay.

Banks: Well, I go to the free market on Saturdays and sometime on Sundays and I was shocked. Well, yeah, I was a little shocked to know that a lot of the parents I knew which mostly are Spanish, they didn't know about Inlet Grove so I give him some brochures about it.

And hopefully some of what I do, I have talked to several of the students and they say, well, my friend goes there. So I say, well, if your friend, what about you come, you know, I try to make, but let them know we're a high-performance school I've been doing it. So what I'm going to start doing is what I asked.

I started taking names of some of the students. And to follow up at the end of the school year to call, to find out if they really, and I do get a chance to talk to the parents and everything so that, so hopefully everything will work in our favor because if we don't have the document to, establish the criteria, well, we already have a criteria, but since that criteria will not be met in this school year, then we have to go to some other measures. The school profile needs to be sent that to Mr. Boggess, and I just wanted to get your permission before I sent it. Should I send it or should I not?

He wants to put a profile on me and everything, and I'm just, I'm just kind of weary, but anyway, whatever you are directing me to do, that's what I do. Should I stay in it or should I not?

Dr. Woodard: So what would be the downside to a share in the profile with them?

Dr. Banks: I don't see a downside right now. I don't know. I don't know what his view. I guess when they start advertising for the school they're going to add the profile in. That's just my thought about it because I asked and I didn't get a good answer. You just wanted to show what our school was about from my understanding.

And I did talk to like the school personnel there. And as she was saying to me, a lot of things we can say that they can't say the, they have to agree. They don't have no choice if they want to work in the district. To put it down on record or something, she said he can't do it.

Ms. Barnes: I don't know. I don't know if you all read the, um, chat. I did speak to Dr. Schuller, try calling her again, and she had a doctor's appointment and it's pouring down raining, but as soon as she gets home, it's going to get on.

Dr. Woodard: Okay. Okay. All right. Okay, what do you think about sharing a profile? Do you have a problem with it?

Dr. Banks: No problem. So I'll get that to him, but I just didn't see, I didn't want to, I'm a little leery about sharing anything with them, unless I get you all off approval. They can tell you one thing and do something else, and that is what I was informed by counterpart. I just want to be and make sure I'm in compliance.

The update for teacher Salary, I put this on there. I think we should put on here this was an error, but the teacher salary, I think the money came in and Mr. Ridgeway can address when he gives his report. The meeting for Thursday is to be with the city manager, Mr. Evans. And he wanted to show me what the City has in store or planned for a high school here. I'm not going to make no decision. I'm just going to get information from him and also how he can partner with us. And, Chief Williams, you know, Mr. Fred V right. That's trying to build this 40, huge hotel over on Singer Island.

He was, I think they are almost coming to a deal with the city, from my understanding that they're just waiting on some kind of paper he has to do, but anyway, I had mentioned it to you all before that he wants to partner with us with our culinary arts program at this hotel. He wanted the kids to be able to use it as a work site for them.

They want to offer a program for them to work in that form. So if there's going to be a while before the hotel is built but I just wanted to bring it, and keep it alive. So if the District ever asked for documentation it's in our minutes that it has been discussed with you or as well that he wanted to partner with us.

Mr. Williams: Dr. Banks in your discussions with Mr. Vollara, you know, from my perspective, getting me to go bigger than just culinary, you know, the whole hospitality industry.

Okay. That's from, that's from management.

Dr. Banks: They have a hospitality program at North Tech, and it was very successful. We were tied in with all the hotel industry people. I was all the way down to Fort Lauderdale. Hilton played a big part with us and the Marriott, it wasn't a Marriott. It was another hotel. Oh., The Breakers Hotel We had a very successful hospitality program at North Tech. And what happened was when we got a new principal. Because he didn't want to, he had other ideas, but when people are helping you have to work with them.

And also I'm working with Mr. Schumacher, again, trying to talk to him. To took us up with the automotive industry, the Buick so these kids can submit designs to them. So I I've only talked to him once concerning that. Not him his assistant. So I'm just waiting on a call for that.

So other than that, the youth empowerment, which is going to be on the 25th, it's going to be a zoom meeting with the Urban League. So every year we always buy 10 tickets for the kids. This year will be different. The fee is \$25 instead of \$150. So if any of you all would like to be a part of the let me know, so that I can submit your name. The last thing I have to discuss, Mr. Lopez, and Mrs. Latson and really Mrs. Latson should be on to discuss about the 74 students we have for ESE. We have more students than we have to take care of this.

Mr. Lopez asked me about the ESL teacher who resigned and, uh, we haven't filled that position. Mrs. Latson has been doing this assignment along with another teacher. So what I asked Mr. Ridgeway to do was to look at budget and see how much money we had left over from her salary. And then we can bring somebody in. I guess, I don't know if it's part-time or for the rest of the year, because with ESC that's a, a major component of our curriculum because you made one little wrong move and you can get in trouble for life. So, I'm going to let Mr. Lopez pursue the issue of hiring this person that he interviewed. Mr. Ridgeway gave me the amount of money was left yesterday, but I needed the total package, including benefits because you're not going to get somebody to come to work and don't offer benefits.

So I need to know, and I know that varies, but that's something he can do a guesstimation on. So other than that Ms. Lynn and I, have sent out over a thousand letters asking for contribution. So we seal on our campaign, you know, and I hope somebody having the heart, give us some money to get a building, you know?

Mrs. Martens will like this. this. I'm trying to get an appointment in Palm beach to attend the city council meeting. I'll be trying to get on the agenda so I can ask some of those companies to please be a partner with us. So that concludes what I have to say.

Mr. Williams: Dr. Banks, did I miss my teacher, my hero.

Dr. Banks: Oh, no, you didn't miss it. We are still waiting on BBT to give me some money. Last week I think we were received \$7,000. So we're getting money, going into the foundation and also we were doing pretty good.

Mr. Williams: And you said you had not heard from BB and T?

Dr. Banks: Oh, no. Tara asked me to send some only information and we sent it and that's all the time we had sent it. I sent it again the same day. She told me to send it. So one of the things I'm asking is for all the administrators sell a table.

It benefits all of us because when we give scholarships, we don't say it's from Emma Banks. We say it's from Inlet Grove. And our Board, I'm going to call Billy Aaron this weekend. Since Hank is the one who encouraged me to continue this; we can give a scholarship in his name, and I'll try and get the Sport Commission to get involved.

Mr. Williams: You think she'll let you name your event after him?

Dr. Banks: No, because she has a lot they're doing in Atlanta. She'll be down here, and I'm going to ask her if I can get permission from her in writing to do this?

Mr. Williams: Who who's our special guest?

Dr. Banks: Hopefully Anthony Anderson. I sent a text to Tyler Perry and asked him. I sent him the profile that Mr. Lopez put together for us.

So since all of these celebrities want to help kids now, I'm sending them information, letting them know we are 503(c) organization. I also let them know the number of scholarships given.

Mr. Williams: So Dr. Bank's two board members have electronic versions of the solicitation package.

Dr. Banks: I will have Ms. Barnes send it to you.

Dr. Banks: I'm asking our Board members to please participate. Some of you have already. And I appreciate it. And yesterday was my birthday and I told them if anybody want to give me money to give it to the Foundation.

Dr. Woodard: All right. Okay. Lynn you had your hand up. What were you going to say?

Ms. Barnes: There was a question when Dr. Banks was speaking about ESE, I asked Mrs. Latson to join so that she could expound more on ESE projects.

Mrs. Latson: Good afternoon Board members. I'm Mrs. Latson and I'm currently acting as the ESE coordinator. And right now, our ESE numbers we have 74 ESE students and 59, 504 students. Out of those 74 ESE students, we have 48 that need to receive support facilitation, weekly and ELA and math. And then we also have another 26 that are there, service through speech and language.

Our needs right now, we do have Ms. Pawlin that's able to do the support facilitation for English, but we are truly in need and we have a lot of challenges with support facilitation in regards to math right now, this is where we are and it's our status of the ESE department.

All right.

Dr. Banks: I was just saying Mr. Lopez could probably expound on that a little bit more as to what, when he does his presentation. I wanted the Board to have an opportunity to meet you, to let them know you're doing besides your other duty you've taken on this stance of making sure we in compliance with ESE.

Mrs. Latson: Absolutely.

Dr. Woodard: Thank you very much Mrs. Latson.

Mrs. Latson: You guys are so very welcome. I'll exit if you don't need any me anymore.

Dr. Woodard: That's fine. Thank you. Mr. Lopez. No, I think we go with, uh, Mr. Ridgeway, then we'd go to you, Mr. Lopez, Mr. Ridgeway.

Mr. Ridgeway: Good afternoon everyone. Ms. Atkins and I briefly met and went over the financials and she told me that she would not be in attendance. And I told her I'd be able to present there for her. So I'm going to be able to present the financials on the phone for the two months, November and December rolled into one.

I tried to do January as well, but the outside firm that does the actual reconciliation and things like that. Towards the end of the month I have not gotten to that part yet or finished that as of yet. So I'm doing November and December. I'm going to highlight the appropriate areas that we need, but if there's any questions as I go through and highlight each one of the reports that I have to present I will be more than willing to entertain in-depth questions at that time. I just want to make sure that you all have all of the financial statements that I sent out. It should be the financial report, activity, the report, financial position report as well as the budget versus actual report.

Mr. Ridgeway present the financials to the Board.

Dr. Woodard: If there are no questions, we can entertain a motion to approve the financial report.

Mr. DiGiacinto: I move that we approve the financial report.

Mrs. Martens: Second

Dr. Woodard: It's been moved and properly seconded that we approve the financial report as given by Mr. Ridgeway, are we ready to vote? Question? All in favor, let it be known by saying aye. Aye. Uh, if proposed St. The motion carried. The financial report is approved. Thank you very much.

Dr. Woodard: Okay, Mr. Lopez.

Mr. Lopez: Good afternoon Governing Board. I just want to keep it very brief, I shared with you a copy of what we do every Monday. Every Monday, I meet with all my administrators, all their faculty and the staff, and we go over 10 topics in order to maintain. This is just a summary.

I just want to highlight a couple of things that I'm going to need your guidance. And I also, I just want you to be aware. First thing I want to tell you and this is not in my report. I had a meeting with the title one specialist and the good news is right now Inlet Grove is, is now currently we're at tier two for funding next year.

We're going to be in tier one. So that means that we're going to receive a lot more money for title one. Uh, we are at 90.3% of free and reduced lunch. And I believe that is due to the pandemic. A lot of the people lost the jobs. So most of our students are on free and reduced lunch, 90%. So that's a big part.

That means that we're going to have a larger allocation and out of a 90%, 628 students are going to be eligible for free and reduced lunch. So we expecting an increase for, I will say at least \$50,000 or more. In our title one allocation. So that is going to have really a tremendous help to deal with the challenges ahead.

As far as other good news, I keep saying that our graduation rate is fantastic. It's 98.4%. And that is going to be the starting point of our recruitment. I think we need to focus on that in order to get the recruitment, but, I do want to alert you just like Dr. Banks stated at the beginning we're going to have to reinvent ourselves on how we approach that skipper program, because there is a lot of hesitation from parents to promote the students. There are some parents that want to keep the students at grade level, because they feel like they they lost a lot of their education during the pandemic. So that's going to be very challenging for us. We're going to have a meeting on how to create a marketing strategy that is going to help us recruit those students. But more importantly, we want to make sure that the students that we accept that ready to be in high school.

And we don't want to promote somebody that is not going to benefit from that. Dr. Banks has stated about utilizing the diagnostics. So we're going to identify those data points in order to, identify it. So students who are going to be able to skip the seventh grade for my recommendation to voice, to focus our efforts and regular eighth graders, because the skippers are not going to be the majority of our ninth, upcoming ninth graders. Ms. Martins, I know you have a hand up.

Mrs. Martens: My question was if we currently require the skippers to have a guidance counselor give an opinion about their suitability for the skipper program or do we take it simply off their scores?

Mr. Lopez: I believe I'm open to it. I definitely think that's something that we can consider. There's one thing that you have to understand that most of our skippers come from district operated schools and they don't like to lose their best, the brightest because You know. I'm sure Mr. DiGicanto will agree with me if I take one of your best and brightest it's going to affect your school grade as a middle school. So they are most likely going to say no. We want to do what's best for the student. Right now we're considering taking their PSAT scores; which I think that's a data that we can really use.

We are considering to use obviously the academic scores and also, see if we can take some other diagnostics. The other concern that I have is we don't have any baseline data from last year. The only baseline data that we have is from 2018, and 2019. Right now we have to do a comprehensive needs

assessment and that's what we do in order to create a strategic plan which is the plan to help us achieve that eight rating status.

So because of that challenge, we're going to be forced to do a diagnostic test. Something that we don't do and done before. Diagnostic is not the same. So we're going to start doing that next week, in order to test all our ninth and 10th graders, and we're going to utilize their SAT scores.

From the current Juniors and Seniors in order to gage where they are, and, and academically, obviously taking into consideration their academic progress here in school or the challenges. Great. I just want to let you know the challenge is great. We're still in the process of being creative and try to create some good data points that can help us to create a strategic plan and lead us to a successful school year.

The other thing that I wanted to stress as Dr. Banks mentioned, 74 of the students are ESE students and, his year 56 of them, which is way more than we have experienced require support facilitation. That means that a teacher needs to go there and providing some extra support for English and for math.

And that's a requirement by law and. At this point, we're doing the best we can to fulfill that requirement. We lost our ESE teacher ESE contact. She didn't return after a break and Ms. Latson, English teacher, Ms. Paulin have been very creative. I have to give kudos for Ms. Latson because she took that job and she's making it work and we're in compliance. We're in compliance. I can tell you right now, we're in compliance. We're stretching ourselves very thin. We utilize one English teacher. We remove one of the, their period they need to teach. And now she's providing support facilitation to the students.

So I believe we have it under control and ELA for the math support our English teacher cannot give support facilitation. We're mad with fidelity if that's not their subject. So. My solution is I will because. And the other thing is we've been advertising for ESE teachers, but we cannot get anybody.

We cannot get anybody. Only one person interviewed and she did not move because he got another job. So yesterday we were lucky to interview a math teacher. He was really good; he has all the credentials that we need. He doesn't have the ESC credentials, but I think he can help us. Provide support facilitation for those 56 students. Our math classes are really large. So if by acquiring that math teacher can help us fulfill that requirement. Mrs. Pawlin because she's ESE certified. She will fulfill that ESC requirement that we need to have a ESE contact.

She's doing the support facilitation and by high end, that math teacher to do that support facilitation for math, then we'll be in compliance. More importantly, we'll be able to serve our students as they deserve to be served. My request for guidance is if there is any way that we can just utilize the reminding of that balance for that ESE contact because we're not going to get anybody this year and utilize that in order to hire this math teacher and be able to see if we can get, provide support facilitation for, our students. Uh,

so that was our main question. That's what Dr. Banks, wanted to make sure I that led you on that. Yes. Uh, Ms. Martin.

Mrs. Martens: Well, as you may remember, Mr. Lopez, you and I met when I was the ESC coordinator at the school, Are you sure that you can have a non ESE certified person serving as the support in the classroom?

Dr. Banks: No.

Mr. Lopez: What we're doing right now is the ESE support facilitation on record is Ms. Pawlin. She's an ESE teacher,.

Mrs. Martens: Right? But if they asked you who is actually working with those children

Mr. Lopez: It will be Ms. Pawlin.

Mrs. Martens: But that's not factually correct. I mean, factually it's the teacher that's in the classroom. I mean having been in that position, I understand the difficulty, but it would seem to me that the answer is not to hire a non ESE certified person, but rather to hire an ESE certified person, then you're cover.

Mr. Lopez: Yes, I completely understand. But yeah. Well, we have right now is we have our support facilitation teacher, which is an ESE teacher, which is Ms. Paulin, and that covers us under that umbrella, because it doesn't have to be a math certified teacher. It has to be an ESE teacher.

Mrs. Martens: But she's not teaching. If I understand she's, she's administering that the support services are given, but she's not actually doing the teaching. Right.

Mr. Lopez: She's doing the teaching. She's teaching English and she' going and giving the support facilitation to those 56 students, either, whether it's an English and a math, but she needs help to do math, or you can provide a support facilitation if it's on there, the ESE teacher with a tutor, as long as you're providing services, but if you're not providing services, then it will be an hour.

In a worst case. Scenario is a really bad situation. So we're providing services to them.

And that, and the problem is that we will, we would love to hire an ESE teacher. That's what we're looking for. Well, we haven't, it's February right now. And we started advertisers in December and we cannot get anybody in, along with math it's even worse.

Mrs. Martens: But you could do it like part on a part-time basis. I'll try to put the word out too.

Mr. Lopez: I mean, yeah. If we can hire somebody. Yes, absolutely. For right now my fear is those students are not being served.

Mrs. Martens: Are they in person or are they, are they still in the hybrid model?

Mr. Lopez: They're in a hybrid model. Some of the struggling students, we have about 276 with, we asked the parents to come to brick and mortar and our numbers increased.

Right now we're averaging out about 153 students, but still those ESE students some of them choose to come to brick and mortar, but some don't because the parents are still very concerned about the pandemic. Um, so we just tried to create a solution with what the situation that we are in is not ideal.

Um, but we are in compliance because we have that ESE teacher that is providing for facilitation, but the math support facilitation is, not being applied with fidelity because we have an English teacher, ESE teacher trying to do math support facilitation and it's not ideal.

And that is my fear that those kids are going to fall behind more, more behind, because we can't get anybody certified.

Mrs. Martens: And I'm sorry, because I'm just, maybe I'm just missing that. So Mrs. Latson is the serving as the ESC coordinator and she is an ESE licensed per individual. The person teaching the students in the ELA

Is that an ESE certified person?

Mr. Lopez: Yes.

Mrs. Martens: Okay. So why wouldn't you want the math person to also be ESE certified?

Mr. Lopez: We want that. We can't get anybody.

Mrs. Martens: It seems to me to be a mistake to hire someone on full-time that doesn't have that credential, because if someone comes along, I think you need to be able to respond and take that. I mean, to me, I think it'd be a priority to get someone ESE certified and instead of hiring someone who's not.

Mr. Lopez: So you understand the entire situation right now, Ms. Latson. We have an ESE teacher. The ESE contact person is no longer anymore.

So we had Ms. Latson cover for that person that's duties. Right? Okay. But the duties are so great that she also had to do support facilitation. So what we did is we utilize one of the English teachers who is also ESE teacher. I know their classes. And now that teacher is helping Mrs. Latson on this to do the support facilitation and become the teacher of record.

Mrs. Martens: Right. I understand. Do you have same thing for math? I mean, that's sounds to me,

Mr. Lopez: We're in complaints in paper. We are in compliance on paper.

Mrs. Martens: But not in reality.

Mr. DiGiacinto: And I think I understand that, but, but the reality is they're getting math work. If they didn't have a math teacher there, they wouldn't. What you're saying, Francisco is that the English teacher isn't capable in math and to help the kids as a math teacher is so technically it may not be as he qualified, but he can certainly help the kids with the math and you can get help with that.

Then hopefully he can get himself certified. And there aren't any teachers out there. If you're looking for teachers.

Dr. Banks: Henry, let me tell you. I'm going to accept responsibility for that because the HR person is not on. You've got to start reaching out to other principals and asking them. You know, you got to call other principals. Cause I know sometimes we call other principals. Just to give you an example with one of

your schools. Carolyn needed some information on a teacher. We sent her the resumes we had. So I'm just saying, you know, I try to have a joint, good communication with the other principals.

If they have ESE teachers who've applied and they didn't get the job. You know, they are sharing the information or they had someone else in mind and that's something I told my HR person, she needed to do so. I don't know if she did it or not. So that's why Mr. Lopez, we're moving on. But we really need to check back with these principals there will be information.

Mr. DiGicianto: An ESE math teachers, like an ESC science teacher. There aren't aren't any, and, they're very hard to find the knee se and the. With that, with that kind of a load is a challenge.

And I think Francisco, that you would be doing the best for the kids, having a math guy there or math teacher there who work with the ESC people to get them the math knowledge they need. So I applaud that, but if you can help him get certified, that would be another thing he could do for himself. The teacher, the hire it's trying to shaping get ESE certified.

Mr. Lopez: Yeah. and that's the goal. It just, so for the Board that the ESE would talking to my special education students and the special education students have specific requirements that we need to fulfill by the law, by IDEA and 504. Sow are providing them services right now.

We are providing services because we have an ESE teacher. There is certified ESE teacher providing support facilitation. Um, and we have an ESE contact that it has the ESE certification. But again, my fear is that the math support facilitation is now going to be, it's not going to be given to the best possibility because we don't have an expert in that field.

And unfortunately, ESE is a teacher shortage area around the entire nation, absolutely the world, uh, especially in math. No. So you can, you can Google, if you find a Math ESE teacher you hire them right on the spot, because they are really, really, really difficult to find. And they're pricey.

So the competitiveness. For example, an IT, person right now. It is almost impossible to find with the money that we're offering, because they have such a high demand and the jobs are paying so much more than we cannot attract the people that we need. So I'm, I just mentioned this to you because the challenges are so great and we're trying to be very creative or how, see how we solve them.

Dr. Banks: And if there's a need, another suggestion. I know we used to do that and Dr. Shuler's online, she can attest as being a superintendent herself. We used to and also Lonnie, if there was a shortage on teachers we will go to the college or the university and talk to the guidance counselors and the university staff and tell them where there's a need. and how often do you find a certified ESE math teacher? That's hard. They'll get certified in ESE. Now you got you looking at, you had to certify you, Mr. McDermott is certified in ESE.

We got a teacher. Cause you know, you have to let, let the parents know that they're not certified and they go home and say that they're not certified. Then you've got a problem too.

Mr. Lopez: Yeah. And you're, you're absolutely right. Look to bring. The challenge is really great. We have a shortage of certified teachers all in English and math, and science. Unfortunately, we cannot

attract suitable candidates because the incentives the we have been not as competitive as the other ones.

What is it that we're trying to do with their support facilitation?

Mrs. Latson: Mr. Lopez, I'm currently the ESC coordinator, Ms. Moore, who was ESC coordinator. And she was also support facilitation. I took over the ESD coordinator position and Ms. Pawlin was relieved of one period of her reading class because she's ESE certified.

And so am I. So I am the acting coordinator. Ms. Pawlin is the acting support facilitator, but Ms. Pawlin does have some challenges when it comes to higher level math and she even admitted it to herself and myself. So with that being said, math has become a challenge when it comes to support facilitation for our students, she is supporting them as much as she can, but if someone were there to support her, it will just benefit all.

That's kind of where we are, you know, the status of where we are in the ESE department right now.

Mr. Lopez: Thank you Ms. Latson. And just so you know, we're trying to prepare for this year and also for next year, because our math numbers, the people, the students who are in our math process a lot larger now. So having an extra math teacher with ESE certification, it was just make us more resilient and make us serve our students better.

Um, because now we'll be able to reduce the amount of students are in those math classes and also create that support facilitation for as soon they needed the most, the alarming thing is that our ESE and our ELL students are the ones that are going to be left behind during this pandemic.

And I'm saying this because I'm worried, I'm very worried because we're going to have to do summer credit recovery. We already had the dates, but the summer is gonna be three weeks. Uh, and, and hopefully, and I believe that we'll be able to qualify for a grant to pay for that summer credit recovery, because this year, that grant, we're not able to qualify because we didn't have the in person instruction during that time for this year.

If we plan accordingly, we'll have that face-to-face instruction during the summer. And if we have that math teacher and that English teacher, now, at least we can make a dent on how we can support those students who are struggling, which, uh, that's 237 students right now that we have identified due to attendance and two grades.

And it could be more, yes.

Mrs. Latson: It will be difficult to locate an ESE person with Math also, that may be dual language, but we were blessed enough to find a gentleman the other day with Mr. Lopez and myself and the other team members interviewed a gentleman that is bilingual, who can also assist our ELL students, which is another situation because we don't want those students to fall behind. And that's right now, the challenge that we have currently.

Mr. DiGiacinto: Oh, great. He's speak Spanish or Creole

Mrs. Latson: Spanish. Our Spanish population is growing tremendously.

Mr. Lopez: Yeah, we're at 20%. So the reason what me sharing that, this is just, I just want you to know that we are working really hard and we're very creative with our solutions.

But I, we agree with you completely. We need an ESE teacher certified E SE teacher. If we can find them, we'll hire him or her. Um, but so right now we can find anything. .

Mr. DiGicanto: We lucked out on that. Francisco, we have a young woman who who's perfectly suited, who was moving from New York and somebody up there heard about us and told her to call us.

And that's, she's now working at bright futures. In a great job all the way from New York. She's moving down here because there aren't any around. We've been looking, this is our third this year. Yeah, yeah, yeah, no, that's hard. Very hard to find.

Mr. Lopez: The other thing that I'm, I may want some guidance, um, uh, Oh, just to give you some good news, because I really want to, uh, Highlight all the things that we do here.

Um, Mr. Lumbas I'm preoccupied picture and pre engineer and Mr. Martinez, who is our web design career coordinator actually were awarded a cybersecurity grant. For \$10,000 and which is great news because it's with Lockheed Martin and we were going to try to implement a cyber-security as one of the programs that we're going to try to bring to the new school.

And this is going to be a great start in order to start creating that path. So those are great news and we're very excited about it, um, uh, My, my other, I mean, I'm concerned, or maybe I just need some guidance from the governing board is, uh, due to COVID-19. We have a lot of, staff who was absent, uh, due to many different reasons due to childcare, or maybe they, they have some symptoms.

So having substitutes and having, uh, The entire staff here in order to run the school has been a big challenge for us. We dealt with dealt with the teachers because they could work remotely and then we can try to get that coverage. But now it's affecting our non-instructional staff and some of them are requesting to maybe come in a little later because nowadays the child have to return to school and they don't have a childcare to open up a specific time. Um, I just, I don't have a problem because I know that the, the job, the job, responsibilities are going to get done, but I do want a guidance from the Governing Board of how to treat non instructional staff when they have those challenges due to COVID-19 or, or to, to childcare.

Uh, is there a policy that we can follow or is it up to the supervisor? I just kind of want some clarification on it.

Mrs. Martens: Well, I mean, we had a COVID policy that we talked about it, you know, and specifically about what do you do when people have symptoms, teachers stay home. And I mean, why, why isn't that exactly applicable to staff?

Mr. Lopez: So that policy is perfectly applicable to stop when they have COVID-19. But when the deal with childcare, we never really addressed that because COVID-19 affected them.

Now because the kids are going back to brick and mortar. So the things are not changed in this school. Doesn't open the specific time, or maybe sometimes they, they, uh, they have to take the day off

because they, they, um, they had to go in and take care of the children or the children are sick and they have to stay home due to COVID. I don't think we addressed that in that policy.

Dr. Banks: I'm sorry, what was the question? I had a phone call.

Mr. Lopez: The question is how to deal with non-instructional staff regarding, the modification on times, due to childcare, due to COVID-19 because I was not as specified in the policy. I mean, I just, I know it's up to the supervisor.

Dr. Woodard: So it sounds like basically you're saying, just follow through with the current policy that you already have in place. If they're absentees. Yeah.

Mr. Lopez: So the, the policy that we have is deal with teachers and they say it's up to the supervisor to approve some, uh, uh, let's say remote learner, remote working, you know, uh, so the supervisor will be me and Dr.

Banks or Dr. Banks. Uh, but that policy cannot apply for the non-instructional staff. That's just my clarification.

Mr. DiGicianto: I think basically, uh, you just have to be sure that the, that the necessary daily staff functions are being done. Uh, and the only person that can really tell you that for sure is the supervisor of the staff persons and, and would I rely on their common sense and how there would be help them get to the work when they needed to be there and get the work done and where they need to be somewhere else to have somebody cover for them not getting, I know that's a big challenge right now.

If you're keeping track of the hours, it could be an even bigger challenge.

Dr. Banks: Well I feel like if you have a husband and a wife. And you know, and you have some of the staff member tell you, well, I can't take off because, I meant my husband can't take off cause his job won't let him well, what makes you think your job will let you take off?

You know, it should be an equal thing. That's the way I look at it.

Mr. DiGiacinto: I would agree totally with you, Dr. Banks, but many of our children don't have two parents. They have one, one with two, I'm talking about two parents. I know that whatever that's all I'm talking about. I guess probably half our kids are in single family, single member, families, even grant grandmother's watching not many grandfathers grandmothers and, uh, yeah, the kids, uh, the kids, we don't have a big staff, so it's not a real challenge to us.

So myself and Mr. Sims and a couple of other people on this. Non-teaching staff, are almost daily stepping into other positions and helping out when you have a much bigger challenge.

Dr. Woodard: It appears that from the way, I'm just saying what you're saying. The COVID policy does not apply with non-instructional staff. So the policy that you have in place on Covid, absenteeism, I think should be from.

Mr. Lopez: Yes, Dr. Where the way that we have the language right now is not including non-instructional on the staff. And that's, that's why, um, I just want some clarification. I believe that just like Mr. DiGicianto said is the supervisor's role in know to have that common sense is that the job duties

have been fulfilled. So if they, if the supervisor approved that specific changing times, Or that it will be up to the supervisor, but I just want to make sure that I have the authority to do that with no instruction on staff.

Dr. Banks: Okay. Here's my concern. You would put it in policy. It has to be across the board with everybody. You can't, if one morning you can't say yes and then for someone else won't you can't say no. You must be consistent.

Mr. Lopez: That's why I'm asking for clarification.

Mr. DiGicianto: Is this a sort of related to that? Or these non-instructional staff. Are they on hourly wages or on salaries down salary?

Mr. Lopez: They are on salary.

Mr. DiGicianto: Okay, so that if they're off a bit, their salaries aren't impacted. So if they can late, they come in at nine instead of eight, stay a little later.

Dr. Banks: I may have to make him up, but this is in another caveat. You got to have a supervisor who's going to stay here. They cannot be on the premise by themselves. A supervisor has because if something happens, they'll get in trouble.

Dr. Woodard: So there is a policy pretty much in place governing that. And all I'm saying, just continue to follow it.

Dr. Banks: Yes, we do need something for the support staff.

Mr. Lopez: Yeah. Again, I have no problem with taking the responsibility of making sure that they support the non-instructional staff, fulfill their job duties with the modification of time. But I, when I, again, I want to be clear and is that, do I have the authority or now, or do the board want to create a policy to clarify that.

Mr. DiGicianto: I think that should be your, that should be under your, uh, you should be under the administration call. Yeah. I don't think the board should get involved in that.

Dr. Woodard: Okay. I agree. I totally agree. Yeah.

Mr. Lopez: All right. Thank you for clarifying that. All right. And, um, and again, if you look at my report, I went over all the implementation, the grants I checked with miss, uh, Mr. Ridgeway, every Monday to make sure they have been implemented and so far, uh, We're in good standing.

Dr. Woodard: Thank you, sir. I appreciate that. Any old business? Any new business?

If not he next governing board meeting is scheduled for March 16th, 2021. And as I mentioned earlier, I'll keep you updated. If I get any word from the superintendent in regard to those questions we submitted.

Okay. If not, thank you everyone and stay safe. Continually.

Dr. Banks: Dr. Shuler had to leave a little early because she's just coming from the doctor.

Dr. Woodard: Okay. All right.

Dr. Banks: Okay. All right. See you next time. Thanks again. Bye-bye all right.

Meeting Adjourned: 1:33pm

<u>Charles W. Woodard, Ph.D.</u>	<u>2/26/2021</u>
Governing Board Chairperson	Date