WEBVTT

1
00:00:15.290 --> 00:00:17.119
Aida Aguilar: Battle here, I love it.

2
00:00:18.890 --> 00:00:19.680
Aida Aguilar: Alright, man.

3
00:00:19.870 --> 00:00:23.699
Aida Aguilar: 3, 4… It is so tricky.

4
00:00:24.640 --> 00:00:29.860
Aida Aguilar: of you, in huge chograph of the, investors.

5
00:00:30.710 --> 00:00:31.920
Aida Aguilar: We're not gonna play together today.

6
00:00:32.759 --> 00:00:37.709
Aida Aguilar: I actually was on the AFB meeting in

7
00:00:38.190 --> 00:00:41.680
Aida Aguilar: a year ago, it's been about 4 years, at Amazon.

8
00:00:41.870 --> 00:00:47.710
Aida Aguilar: Prior to Amazon, school jurors, science at that school leader.

9
00:00:48.410 --> 00:00:49.660
Aida Aguilar: The reserve for a while.

10
00:00:49.840 --> 00:00:55.650
Aida Aguilar: I'm now head of strategic partnerships over at Playlab, and one of our partners is Amazon, so my little cleaning.

11
00:00:58.250 --> 00:01:01.060
Aida Aguilar: So, we're gonna dive into this.

12
00:01:03.110 --> 00:01:06.250
Aida Aguilar: are in your AI journey.

13
00:01:06.720 --> 00:01:08.970
Aida Aguilar: Are you a 1?

14

00:01:12.240 --> 00:01:20.259
Aida Aguilar: 9 or 5… Okay, great, Megan, love it, you're a 1.5s and 30s.

15
00:01:21.040 --> 00:01:23.470
Aida Aguilar: Ms. Debbie, can you hear me?

16
00:01:25.100 --> 00:01:26.220
Aida Aguilar: Wow.

17
00:01:26.350 --> 00:01:29.440
Aida Aguilar: If you can, you're muted. I can't hear you.

18
00:01:29.600 --> 00:01:30.370
Aida Aguilar: Okay.

19
00:01:30.370 --> 00:01:32.130
Debbie Dahman: Yes, I can hear you.

20
00:01:32.840 --> 00:01:33.760
Aida Aguilar: Okay.

21
00:01:33.760 --> 00:01:35.689
Debbie Dahman: Turn my camera on, I guess.

22
00:01:36.920 --> 00:01:49.129
Aida Aguilar: Cool. Do not provide the people beginners, like, agents, because it's got time to educate agents.

23
00:01:50.190 --> 00:01:53.889
Aida Aguilar: Can you hear me?

24
00:01:53.890 --> 00:01:55.459
Debbie Dahman: Yes, I can hear you.

25
00:01:55.460 --> 00:01:55.970
Aida Aguilar: Okay.

26
00:01:56.060 --> 00:01:57.750
Debbie Dahman: You can hear me?

27
00:01:57.750 --> 00:02:02.319
Aida Aguilar: Yeah, my headphones are not working, and Mr. Egler's also on a conference call.

28

00:02:02.500 --> 00:02:05.349
Aida Aguilar: I'm trying to… I'm trying to get onto my…

29
00:02:08.660 --> 00:02:25.300
Aida Aguilar: I don't want the speakers, microphone… So, for those of you that aren't familiar, I am joined me from Playbob. PlayLab is a tech nonprofit. Can you say something, Ms. Debbie?

30
00:02:26.080 --> 00:02:27.120
Debbie Dahman: Don't miss Ida.

31
00:02:27.130 --> 00:02:29.039
Aida Aguilar: Say it again?

32
00:02:29.040 --> 00:02:30.389
Debbie Dahman: Hello, Miss Ida.

33
00:02:30.390 --> 00:02:33.979
Aida Aguilar: Okay, now I'm on… now I'm on here. Okay.

34
00:02:41.240 --> 00:02:51.950
Aida Aguilar: I think there are a few core beliefs we have. All of these, if you attend one of our…

35
00:02:51.950 --> 00:02:53.349
Debbie Dahman: Where are you at?

36
00:02:53.450 --> 00:02:57.620
Aida Aguilar: I'm at home. Not magic. It is math.

37
00:02:57.950 --> 00:03:09.990
Aida Aguilar: We believe that all teachers and students should know what we knew. We're just a few minutes early, so I'm gonna turn off my… I'm gonna mute my audio and my video for right now. I'm gonna get something to drink, because I'm a little dizzy.

38
00:03:09.990 --> 00:03:11.330
Debbie Dahman: Sure, I get ya.

39
00:03:11.330 --> 00:03:11.720
Aida Aguilar: Okay.

40
00:03:11.720 --> 00:03:13.559
Debbie Dahman: Okay, I'm gonna turn my audio off, too.

41
00:03:13.920 --> 00:03:14.660
Debbie Dahman: Okay.

42
00:06:22.560 --> 00:06:25.349
Aida Aguilar: different ways. Yes, Debbie.

43
00:06:27.020 --> 00:06:30.650
Aida Aguilar: Please explain later. You're muted.

44
00:06:32.390 --> 00:06:33.300
Aida Aguilar: That's awful.

45
00:06:34.070 --> 00:06:38.510
Aida Aguilar: You have to turn your microphone back on.

46
00:06:38.860 --> 00:06:39.540
Aida Aguilar: Mike?

47
00:06:39.850 --> 00:06:42.600
Aida Aguilar: I want to check for random acts.

48
00:06:43.850 --> 00:06:50.730
Aida Aguilar: No, I was just gonna say, you can turn your camera off until we get on here, since it's being recorded.

49
00:06:50.730 --> 00:06:51.070
Debbie Dahman: Okay.

50
00:06:51.070 --> 00:06:53.110
Aida Aguilar: Since no one's on here yet.

51
00:06:53.110 --> 00:06:54.020
Debbie Dahman: Okay.

52
00:06:54.090 --> 00:07:00.510
Aida Aguilar: All right? Just… yeah, just watch for it, and then once you see more people get in, then you can get in.

53
00:07:14.950 --> 00:07:16.230
Aida Aguilar: Yeah, it's been so awesome.

54
00:07:16.680 --> 00:07:17.830
Aida Aguilar: They're able to win.

55
00:07:18.910 --> 00:07:22.420

Aida Aguilar: No, it's me. Yes, ma'am.

56
00:07:31.890 --> 00:07:40.029
Aida Aguilar: Oh, yeah, I will. I'm getting ready to get on the board meeting. As soon as I'm done with that, then I will… I'll check for you.

57
00:07:41.350 --> 00:07:43.990
Aida Aguilar: Yes, ma'am. All right, Noah,

58
00:07:48.460 --> 00:07:55.859
Aida Aguilar: Mmm, yes, I got… I got bamboozled into that. I'll make some for you.

59
00:07:58.010 --> 00:07:59.520
Aida Aguilar: Yes, ma'am.

60
00:08:02.230 --> 00:08:07.540
Aida Aguilar: If I didn't have what? Oh, no, we're doing it at the school. You can come.

61
00:08:07.990 --> 00:08:14.710
Aida Aguilar: Oh yeah, I'm not bringing everybody here. She wants me to teach them.

62
00:08:15.140 --> 00:08:18.470
Aida Aguilar: Yeah, she went, no, no, we said the school.

63
00:08:19.280 --> 00:08:22.320
Aida Aguilar: So, yeah. No, no worries.

64
00:08:52.590 --> 00:08:54.680
Aida Aguilar: Hey, Mr. Simi, can you hear me?

65
00:09:01.370 --> 00:09:03.940
Aida Aguilar: Use the link in the chat, or straight from your phone.

66
00:15:20.990 --> 00:15:23.379
TROY GARDNER's iPhone: Hey, Ms. Ida, good mor… good evening.

67
00:15:24.860 --> 00:15:26.539
Aida Aguilar: Good evening, Mr. Gardner.

68
00:15:27.620 --> 00:15:34.840
Sukai Durosimi: Hello, Mr. Gardner. Hey, we're trying to patch Miss, Sandy in, so just, if you guys can just give me a quick minute.

69

00:15:34.840 --> 00:15:36.600
TROY GARDNER’s iPhone: Absolutely. Take your time.

70
00:15:36.840 --> 00:15:39.970
TROY GARDNER’s iPhone: I'm at work, so I'll be moving around, but you're fine, go ahead.

71
00:15:40.450 --> 00:15:42.119
Sukai Durosimi: Okay, thank you.

72
00:15:42.160 --> 00:15:43.849
Aida Aguilar: for actually deployment without that.

73
00:15:44.700 --> 00:15:45.919
Aida Aguilar: It's in their community.

74
00:16:57.610 --> 00:16:59.969
Sandy Joyce: Yeah, there we go. Okay.

75
00:17:03.720 --> 00:17:05.269
Sandy Joyce: Would you have some water?

76
00:17:05.780 --> 00:17:10.700
Sandy Joyce: Mmm, I'm good right now. I start hollering. I can't hear shit, though.

77
00:17:11.740 --> 00:17:14.109
Sandy Joyce: Leo went out, okay.

78
00:17:15.310 --> 00:17:17.119
Sandy Joyce: Audio keeps cutting up.

79
00:17:17.599 --> 00:17:18.799
TROY GARDNER’s iPhone: Hi, Sandy, hot mic.

80
00:17:18.800 --> 00:17:19.349
Sandy Joyce: Okay.

81
00:17:19.589 --> 00:17:23.100
Sandy Joyce: There you are. Now, my audio kept cutting out.

82
00:17:23.109 --> 00:17:25.789
TROY GARDNER’s iPhone: You got a hot mic now, we hear you, we heard everything.

83
00:17:26.859 --> 00:17:30.089

Sandy Joyce: You're lucky I didn't tell them all the stuff.

84
00:17:30.090 --> 00:17:30.660
TROY GARDNER's iPhone: Ugh.

85
00:17:32.310 --> 00:17:34.630
Aida Aguilar: No.

86
00:17:35.080 --> 00:17:36.189
Aida Aguilar: I would say this is…

87
00:17:45.030 --> 00:17:47.120
TROY GARDNER's iPhone: Do we have Dr. Webb on the call?

88
00:17:51.420 --> 00:17:52.820
TROY GARDNER's iPhone: No, not yet.

89
00:17:52.820 --> 00:17:57.239
Aida Aguilar: live in the ecosystem, and we've talked to Amazon a lot about this.

90
00:17:57.400 --> 00:18:00.519
Aida Aguilar: Because we support students in the United States.

91
00:18:00.740 --> 00:18:03.090
Aida Aguilar: You're muted, Mr. Osimi.

92
00:18:03.490 --> 00:18:08.210
Aida Aguilar: And if this is something that you are interested in, we want.

93
00:18:17.440 --> 00:18:20.849
TROY GARDNER's iPhone: I wasn't for sure if she was talking to us or talking to someone else.

94
00:18:21.300 --> 00:18:25.620
Sukai Durosimi: No, I think Ms. Ida has some background noise going on.

95
00:18:27.080 --> 00:18:33.480
TROY GARDNER's iPhone: Gotcha. Okay, so… We are weighing on Dr. Webb, is that correct?

96
00:18:38.380 --> 00:18:42.459
Sukai Durosimi: Yes, we're waiting for Dr. Webb. I'm texting her to see…

97
00:18:45.350 --> 00:18:50.190
TROY GARDNER's iPhone: While… while she's waiting, do we have… we don't have any public comments, is

that correct?

98
00:18:50.650 --> 00:18:52.030
Sukai Durosimi: No, we do not.

99
00:18:52.030 --> 00:18:53.600
TROY GARDNER's iPhone: No public comments.

100
00:18:54.050 --> 00:18:58.689
TROY GARDNER's iPhone: And… We have some recognitions.

101
00:18:59.380 --> 00:19:01.640
TROY GARDNER's iPhone: From, Mr. Germaine?

102
00:19:02.490 --> 00:19:09.950
Sukai Durosimi: No, it's from the board, so the last time the board wanted to, recognize

103
00:19:10.070 --> 00:19:21.159
Sukai Durosimi: Miss Amy for her contributions to STAR assessment and the designation for ILAR on STAR. There she is, there's Miss,

104
00:19:21.160 --> 00:19:35.269
Sukai Durosimi: Webb, we all… the board also wanted to recognize Ms. Jofei for her commitment to move academics, and also we wanted to recognize Ms,

105
00:19:35.390 --> 00:19:49.580
Sukai Durosimi: Ida for her commitment to the campus and for the things that she does to make sure facilities and child nutrition is running smoothly. So we do have the certificates ready for them.

106
00:19:49.580 --> 00:19:55.730
Sukai Durosimi: We just need to put it in a nice envelope so we can give it to them to distribute.

107
00:19:56.100 --> 00:19:58.750
TROY GARDNER's iPhone: Perfect, and I've signed those already, is that correct?

108
00:19:59.140 --> 00:20:06.020
Sukai Durosimi: Yes. Well, no. We… I made a mistake on one of them, so we had to reprint.

109
00:20:06.500 --> 00:20:12.289
TROY GARDNER's iPhone: Okay, but we did, I think at the last meeting, is that… are those the ones that I… that we… that I signed?

110
00:20:12.690 --> 00:20:15.120
TROY GARDNER's iPhone: And… Maybe not.

111
00:20:15.380 --> 00:20:16.430
Sukai Durosimi: No, -

112
00:20:16.430 --> 00:20:18.379
TROY GARDNER’s iPhone: Okay, okay, that's fine.

113
00:20:18.490 --> 00:20:20.100
TROY GARDNER’s iPhone: Congratulations.

114
00:20:20.330 --> 00:20:23.579
TROY GARDNER’s iPhone: To each of you all, thank you all for your contributions.

115
00:20:23.940 --> 00:20:27.679
TROY GARDNER’s iPhone: And what you continue to do, We know it's hard.

116
00:20:28.300 --> 00:20:29.890
TROY GARDNER’s iPhone: But keep up the good work.

117
00:20:30.070 --> 00:20:32.430
TROY GARDNER’s iPhone: It is worth it, trust me, it is worth it.

118
00:20:34.410 --> 00:20:36.979
TROY GARDNER’s iPhone: Alrighty, do we have…

119
00:20:37.470 --> 00:20:42.850
TROY GARDNER’s iPhone: The minutes from the September 13 meeting is posted to Google Classroom, is that correct?

120
00:20:43.060 --> 00:20:46.959
Sukai Durosimi: Yes, and let me go ahead and start sharing my screen.

121
00:20:58.950 --> 00:21:01.010
Sukai Durosimi: Correct ones, I'm not sure.

122
00:21:06.040 --> 00:21:06.920
Sukai Durosimi: All right.

123
00:21:07.440 --> 00:21:11.700
Sukai Durosimi: Yes, that is posted to the Google Classroom.

124
00:21:11.830 --> 00:21:18.070
TROY GARDNER’s iPhone: Perfect. Can I get a motion to… are there any amendments to the amendments?

If not, can I get a motion to approve?

125
00:21:18.920 --> 00:21:20.629
Dr. Zandra A. Webb: Motion to approve.

126
00:21:20.810 --> 00:21:22.210
TROY GARDNER's iPhone: Alright, can I get a second?

127
00:21:26.740 --> 00:21:28.280
Sandy Joyce: Okay, I second.

128
00:21:29.380 --> 00:21:34.329
TROY GARDNER's iPhone: Thank you, Miss Sandy. Finally. All right, that's been moved and probably second.

129
00:21:34.510 --> 00:21:38.770
TROY GARDNER's iPhone: That is unanimous, based on our… board.

130
00:21:39.300 --> 00:21:46.139
TROY GARDNER's iPhone: Alrighty, thank you. Now, consider approval of the, organization chart.

131
00:21:47.090 --> 00:21:52.570
Sukai Durosimi: Yes, and the organization chart is just showing one half of it for some reason.

132
00:21:52.610 --> 00:22:07.610
Sukai Durosimi: So, I'm just going to talk from it. We made just a couple of changes so that we can show the reality of what is going on on campus. We have the board of directors, then myself.

133
00:22:07.610 --> 00:22:14.190
Sukai Durosimi: And then it looks better than what it's showing right now. Then we have, Miss…

134
00:22:14.420 --> 00:22:20.529
Sukai Durosimi: I'm the Director of District Operations, Child Nutrition, Finance Data Clerk.

135
00:22:20.600 --> 00:22:37.540
Sukai Durosimi: And Ms. Ida supervides… supervises the kitchen support. We do need a child nutrition manager. We're still looking for one, but right now, even if we found one, I'm not quite sure if the budget can carry it.

136
00:22:37.720 --> 00:22:55.220
Sukai Durosimi: On the other side, you have myself, I have the PEMS coordinator, I work closely with Ms. Keisha, and then recruiting and marketing, which is Ms. Tovar. She also doubles up as subbing as well when needed.

137
00:22:56.210 --> 00:23:07.410

Sukai Durosimi: And then on the other side, you have Ms. Jofei as the CAO and the principal. Because we don't have instructional coaches, one of the,

138
00:23:08.090 --> 00:23:18.529
Sukai Durosimi: extended, columns that I have was… I have Region 11 that's coming in to support. They're not boots on ground, of course.

139
00:23:18.530 --> 00:23:38.360
Sukai Durosimi: But they come in at least maybe once a month, and that's for English language arts and for math. They work very closely with Ms. Jofei. They definitely hail, how much they love working with her and the things that she's doing, so that was great news to hear.

140
00:23:40.000 --> 00:23:59.450
Sukai Durosimi: And then she has, like, the ESL coordinator, SPED teacher, the teachers, the teacher assistants, and the, computer, the support staff under her. So the right side that you can't see, those are all the people that fall under Ms. Jofei.

141
00:24:00.820 --> 00:24:04.360
Sukai Durosimi: Maybe… I wonder if I close it and I start it all over again, if you'll…

142
00:24:05.730 --> 00:24:08.770
Sukai Durosimi: If it will come up better. Nope.

143
00:24:10.510 --> 00:24:11.600
Sukai Durosimi: So, yeah.

144
00:24:12.110 --> 00:24:15.040
TROY GARDNER's iPhone: But it's in the Google Classroom, is that correct?

145
00:24:15.040 --> 00:24:22.689
Sukai Durosimi: Yes, it is in the Google Classroom. If you open it up, I believe, on Word, you should be able to see the extension of the,

146
00:24:22.900 --> 00:24:24.420
Sukai Durosimi: Of the org chart.

147
00:24:24.610 --> 00:24:27.749
Sukai Durosimi: I'm not sure why it's coming up like this right now.

148
00:24:30.550 --> 00:24:32.810
TROY GARDNER's iPhone: Yeah, I could… I could see it, let me…

149
00:24:33.850 --> 00:24:37.399
TROY GARDNER's iPhone: For the Child Nutrition Coordinator, we have,

150
00:24:37.760 --> 00:24:43.249
TROY GARDNER’s iPhone: Have you kind of sectioned out the duties, among the people, the staff that you have?

151
00:24:43.670 --> 00:24:46.949
TROY GARDNER’s iPhone: How are you, how are you taking care of those responsibilities?

152
00:24:47.580 --> 00:25:07.050
Sukai Durosimi: So, we can't… I can't really say we can section it out, because there's already a lot on everybody else's plate. Ms. Ida is truly the functioning person for child nutrition, so she does the orders, submits all the information.

153
00:25:07.050 --> 00:25:19.680
Sukai Durosimi: She does everything that a manager will do, and some, and then Ms. Lee is the one doing the cooking, the prepping, and all of those things, receiving of orders and things like that.

154
00:25:20.770 --> 00:25:26.740
TROY GARDNER’s iPhone: Got it. Okay, you have to put it in print layout in order to see the entire chart. That's why.

155
00:25:27.260 --> 00:25:34.290
TROY GARDNER’s iPhone: That's what I have to… Okay, I can see all of the people under… Miss Joe Pay.

156
00:25:34.630 --> 00:25:37.299
TROY GARDNER’s iPhone: Academic… academic officer.

157
00:25:37.780 --> 00:25:43.610
TROY GARDNER’s iPhone: So, 5th grade, pre-K, self-contained, TA, So, on to pre-K, okay.

158
00:25:43.900 --> 00:25:46.700
TROY GARDNER’s iPhone: Any questions from the board about the organization chart?

159
00:25:48.720 --> 00:25:50.369
Dr. Zandra A. Webb: Not at this time.

160
00:25:52.380 --> 00:25:56.159
TROY GARDNER’s iPhone: Alrighty, if so, if not, can I get an approval?

161
00:25:56.850 --> 00:25:59.040
TROY GARDNER’s iPhone: A motion to approve the org chart.

162
00:25:59.940 --> 00:26:01.959
Dr. Zandra A. Webb: Motion to approve the org chart.

163
00:26:02.360 --> 00:26:03.850
TROY GARDNER’s iPhone: Awesome, can I get a second?

164
00:26:03.850 --> 00:26:04.969
Sandy Joyce: I second.

165
00:26:05.340 --> 00:26:08.679
TROY GARDNER’s iPhone: Thank you, Ms. Sandy. It has been moved and properly seconded.

166
00:26:09.080 --> 00:26:14.559
TROY GARDNER’s iPhone: Alrighty, let me get back to… I'm navigating on my phone here, so bear with me.

167
00:26:15.340 --> 00:26:18.489
TROY GARDNER’s iPhone: I can work this phone pretty good. This is really neat.

168
00:26:18.690 --> 00:26:20.690
TROY GARDNER’s iPhone: Alrighty, so…

169
00:26:25.440 --> 00:26:27.589
TROY GARDNER’s iPhone: Wait a second, am I, you know what?

170
00:26:28.210 --> 00:26:29.990
TROY GARDNER’s iPhone: It's cause I'm on the wrong meeting.

171
00:26:30.840 --> 00:26:32.700
Sukai Durosimi: The next one is GT.

172
00:26:32.700 --> 00:26:36.920
TROY GARDNER’s iPhone: Thank you, gifted and talented. Are we down to presenters now?

173
00:26:37.110 --> 00:26:40.780
TROY GARDNER’s iPhone: I've lost my agenda for some reason.

174
00:26:40.780 --> 00:26:49.770
Sukai Durosimi: Let me… let me bring it up for you. So, we've done the org chart, so we're going to consider approval of gifted and talented, yeah.

175
00:26:49.770 --> 00:26:53.759
TROY GARDNER’s iPhone: Gotcha, and that's by Miss, Ms. Joe Fay, or…

176
00:26:53.760 --> 00:27:09.060
Sukai Durosimi: So, Ms. Debbie, so she's designated Miss Debbie, who's going to be doing the presentation. Ms. Debbie, do you know which one you want me to click on first? Is it the GTN SPED board presentation? Is

that the one you want me to click on?

177
00:27:11.110 --> 00:27:12.280
Sukai Durosimi: You're muted.

178
00:27:16.480 --> 00:27:18.360
TROY GARDNER’s iPhone: Hey, Miss Debbie, you're muted.

179
00:27:19.350 --> 00:27:21.060
TROY GARDNER’s iPhone: You just talking away.

180
00:27:24.100 --> 00:27:26.600
Sukai Durosimi: I think you're still muted. There you go.

181
00:27:26.600 --> 00:27:38.809
Debbie Dahman: Sorry, I was staying. Anyway, now the handbook, if you point that up, I mean, I'm just going to give some highlights, because nothing has changed in the handbook.

182
00:27:39.120 --> 00:27:39.480
TROY GARDNER’s iPhone: Okay.

183
00:27:39.480 --> 00:27:45.259
Debbie Dahman: Just gonna go over what the… what the definition is.

184
00:27:45.370 --> 00:27:48.440
Debbie Dahman: Of a gifted and talented, student.

185
00:27:50.050 --> 00:28:02.629
Debbie Dahman: It's a student who performs at or shows the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience, or environment.

186
00:28:02.970 --> 00:28:13.769
Debbie Dahman: In addition, students who exhibit high performance capability possess an unusual capacity for leadership and excels in a special field.

187
00:28:14.000 --> 00:28:22.319
Debbie Dahman: Now, there's nothing, like I said, that has changed in here. We do have a process that we go through.

188
00:28:23.370 --> 00:28:30.120
Debbie Dahman: And that's on… kind of scrolls on down here, what the process is here at EFWMA.

189
00:28:30.260 --> 00:28:34.550
Debbie Dahman: There's a, there's a, there's a screening that goes on.

190
00:28:34.650 --> 00:28:44.949
Debbie Dahman: All kindergarten students are screened in January, and then all new students that come in are done the first 30 days of enrollment.

191
00:28:45.060 --> 00:28:47.500
Debbie Dahman: And then there's the screening process.

192
00:28:47.730 --> 00:28:54.310
Debbie Dahman: Which, there's an abilities assessment given, work samples, and of course, the teacher, input.

193
00:28:54.570 --> 00:29:07.610
Debbie Dahman: And then there's the parent notification of, of a decision. And that's where the GT coordinator goes with, you know, with the dis… with… discuss with the teachers what the results are.

194
00:29:07.660 --> 00:29:18.979
Debbie Dahman: It could be the top 15% continue evaluation process, and then the parent can choose to also nominate a student, too.

195
00:29:19.710 --> 00:29:37.090
Debbie Dahman: And then, after that comes the GT nomination, the parent nomination, the teacher or staff nomination, the peer, a peers can nominate, a self can nominate, and then, kindergarten or new students are, of course, there's screening results.

196
00:29:37.330 --> 00:29:40.409
Debbie Dahman: Then next goes the evaluation process.

197
00:29:40.710 --> 00:29:51.640
Debbie Dahman: Where there's academic assessment, ability assessment, work samples, parent inventory, teacher inventories, and then other information if needed.

198
00:29:51.900 --> 00:30:02.860
Debbie Dahman: Then the next goes to the… the committee meeting that will be with the, with the GT, certified teachers and the staff members, the administrator, and the coordinator.

199
00:30:03.100 --> 00:30:07.060
Debbie Dahman: And then the parents get notified of the decision.

200
00:30:07.390 --> 00:30:12.960
Debbie Dahman: The possibility of the placement in the program.

201
00:30:13.260 --> 00:30:25.350
Debbie Dahman: And, and if it's not appropriate for the MFS at this time. And then the parents have a, you know, a decision whether to accept the placement or not.

202
00:30:26.680 --> 00:30:36.060
Debbie Dahman: And then, the services that are given to our students here at EFWMA,

203
00:30:38.090 --> 00:30:44.769
Debbie Dahman: Okay, for K through through 2nd grade, there's the SEL,

204
00:30:45.240 --> 00:30:54.559
Debbie Dahman: which is our social-emotional learning. The enrichment, the differentiation, renewed focus on Montessori in pre-K and kindergarten.

205
00:30:54.930 --> 00:31:13.089
Debbie Dahman: And then in third grade, it's enrichment, student exploration of interest, differentiation, and projects. And then with the fourth and fifth, there's more… there's enrichment, differentiation, leadership, and community service opportunities, and projects.

206
00:31:13.260 --> 00:31:16.719
Debbie Dahman: So that's just kind of a… summary of,

207
00:31:17.640 --> 00:31:20.679
Debbie Dahman: Of what goes on with the… with the gifted and talented.

208
00:31:25.390 --> 00:31:28.609
Debbie Dahman: There's also a flow chart, the flowchart I just went over.

209
00:31:32.850 --> 00:31:45.189
Debbie Dahman: It shows you how the process is. The screening, screening process, the parent notification, the decision, the nomination, evaluation process, the committee meeting.

210
00:31:45.480 --> 00:31:50.469
Debbie Dahman: The parent notification, and then whether the parent decides regarding the placement.

211
00:31:55.550 --> 00:31:59.879
Debbie Dahman: And then I think there's another sheet that probably shows some of the things that we do.

212
00:32:00.600 --> 00:32:03.700
Debbie Dahman: There's one more.

213
00:32:04.600 --> 00:32:11.919
Debbie Dahman: here, this, you know, the Gift and Tower Program, the enrichment, Classroom, what, you know…

214
00:32:13.060 --> 00:32:19.339
Debbie Dahman: The referrals, and then the enrichment for all students, what… what's going on with each

grade level.

215
00:32:21.410 --> 00:32:24.519
Debbie Dahman: The differentiation in projects.

216
00:32:24.650 --> 00:32:26.180
Debbie Dahman: the upper grades.

217
00:32:33.050 --> 00:32:34.130
TROY GARDNER’s iPhone: So…

218
00:32:36.060 --> 00:32:40.489
Debbie Dahman: That pretty much… Like I said, there's no changes to the manual.

219
00:32:43.910 --> 00:32:49.230
TROY GARDNER’s iPhone: Awesome. Thank you, Ms. Debbie. Board members, do you all have any questions?

220
00:32:49.940 --> 00:32:51.600
TROY GARDNER’s iPhone: I'm gifted and talented.

221
00:32:51.710 --> 00:32:54.430
TROY GARDNER’s iPhone: Presentation, procedures.

222
00:32:55.390 --> 00:33:00.570
Dr. Zandra A. Webb: No, I really like it, actually, so… I like that everyone gets screened right away.

223
00:33:01.840 --> 00:33:02.740
TROY GARDNER’s iPhone: I agree.

224
00:33:02.870 --> 00:33:05.659
TROY GARDNER’s iPhone: And then you have students that can nominate as well.

225
00:33:15.820 --> 00:33:17.740
Sukai Durosimi: Mr. Garner, you're muted.

226
00:33:17.740 --> 00:33:25.219
TROY GARDNER’s iPhone: I'm sorry, we haven't had any issues in the past, have we, with the GT? It's been a pretty good process, pretty stable.

227
00:33:25.290 --> 00:33:26.270
Debbie Dahman: Yeah. Yes.

228

00:33:26.600 --> 00:33:29.659
TROY GARDNER’s iPhone: Awesome. Alright, can I get a motion to approve?

229
00:33:34.410 --> 00:33:38.240
Sandy Joyce: Okay, I move to approve the gifted and talented day.

230
00:33:38.590 --> 00:33:39.590
TROY GARDNER’s iPhone: It's joyous.

231
00:33:39.590 --> 00:33:40.660
Sandy Joyce: You're welcome.

232
00:33:40.840 --> 00:33:42.530
TROY GARDNER’s iPhone: Alright, can I get a second?

233
00:33:42.530 --> 00:33:43.710
Dr. Zandra A. Webb: A second.

234
00:33:43.920 --> 00:33:54.189
TROY GARDNER’s iPhone: Awesome, Dr. Webb, it has been moved and properly seconded, and it is unanimous. Alrighty, let's move on to the SPED.

235
00:33:55.230 --> 00:33:56.820
TROY GARDNER’s iPhone: Are we ready?

236
00:33:58.680 --> 00:33:59.980
TROY GARDNER’s iPhone: Miss Elizabeth?

237
00:34:02.000 --> 00:34:11.019
Ringnolda Tremain: So, I'm gonna be presenting for her tonight. She's, at a special event tonight, so I'm stepping in for her.

238
00:34:11.730 --> 00:34:15.289
TROY GARDNER’s iPhone: Also, I'm just all over the place, I'm getting all these names wrong.

239
00:34:15.290 --> 00:34:17.080
Ringnolda Tremain: No, you were good!

240
00:34:17.380 --> 00:34:18.360
Ringnolda Tremain: Okay.

241
00:34:18.360 --> 00:34:18.960
TROY GARDNER’s iPhone: Okay.

242
00:34:19.159 --> 00:34:26.519
Ringnolda Tremain: She was originally scheduled to, to do it, but she has a special arrangement, commitment tonight, so I'm going to step in for her. Do the very best I can.

243
00:34:27.540 --> 00:34:30.189
TROY GARDNER's iPhone: We know you'll do a good job. I work.

244
00:34:30.300 --> 00:34:35.579
Ringnolda Tremain: There we go. Mr. Asimi, would you mind moving it up just a little bit?

245
00:34:36.330 --> 00:34:56.249
Ringnolda Tremain: That works right there. So, on our campus, we have a… in our Student Services Department, we have it broken up between Ms. Dahlman's department, and then we have Special Ed. And these are our students who are receiving specialized instruction, specifically designed to meet their needs. We call them unique needs.

246
00:34:56.250 --> 00:35:03.730
Ringnolda Tremain: We have two ways in which our students are identified, either through Child Find and or through our MTSS process.

247
00:35:03.730 --> 00:35:12.440
Ringnolda Tremain: And then you can even add on, if a student transfers in, already identified, needing a support. We provide push-in and pull-out

248
00:35:12.440 --> 00:35:20.939
Ringnolda Tremain: currently on our campus, but we also have support from a Moxie group that provides the other services on our campus. We have,

249
00:35:20.940 --> 00:35:37.639
Ringnolda Tremain: The two forms that you see there are hyperlinks to the forms that we use. We have a transfer student records process that we use, so that's how we go about receiving the information that we need for any students who are coming in.

250
00:35:37.640 --> 00:35:38.880
Ringnolda Tremain: Transferred in.

251
00:35:39.400 --> 00:36:02.320
Ringnolda Tremain: If we have a student who is either referred through our MTSS process, or if a parent requests, we have a process that we follow through, and that process requires a couple of checks and balances. So, we have a checklist, I actually have it with me, but it's a checklist that we follow to make sure that everything that we need to submit, as far as

252
00:36:02.320 --> 00:36:09.280
Ringnolda Tremain: I call it demographics. All of the parent contact information, home language, survey.

253

00:36:09.280 --> 00:36:14.720
Ringnolda Tremain: Any past records, their data, all of this is about,

254
00:36:14.820 --> 00:36:25.230
Ringnolda Tremain: about 16 things on the checklist, and we highlight, make sure all that, is completed. It comes to me from Ms. Keisha's office.

255
00:36:25.580 --> 00:36:50.540
Ringnolda Tremain: And I double-check all of that. Then I scan that and send all of that to Ms. Elizabeth. Ms. Elizabeth will double-check behind me, I double-check behind her one more time, and then we submit that via the links that you see there, and it goes to a Moxie. We follow up with an email that everything has been submitted. We also have added on the extra piece of making sure that the parent contact information is also connected

256
00:36:50.540 --> 00:36:54.219
Ringnolda Tremain: So there isn't a lag in parents being contacted.

257
00:36:54.220 --> 00:36:56.829
Ringnolda Tremain: And then, in the process of all of that.

258
00:36:56.830 --> 00:37:14.099
Ringnolda Tremain: Before we submit, Ms. Elizabeth's pieces of, gathering teacher input and doing an observation of the student is also involved in this, and then I help on the other end by making sure all the other documents are gathered up.

259
00:37:14.250 --> 00:37:32.740
Ringnolda Tremain: And then once everything is submitted, Ms. Elizabeth and Moxie work together to make sure that the meetings are scheduled, and then we go from there. So that's really the process that we follow. We're really big on not waiting until… what's the best way to explain it? Typically, in the past.

260
00:37:32.770 --> 00:37:42.299
Ringnolda Tremain: Sometimes you will wait a little bit on submitting students, for special education, and what we are working towards is

261
00:37:42.400 --> 00:37:55.250
Ringnolda Tremain: If we see a need, and we have the data to say there's a need, go ahead and submit. It's sort of like that process of, if you see a need, don't wait for somebody else to.

262
00:37:55.250 --> 00:38:06.760
Ringnolda Tremain: report it, you go ahead and report it, and let them come back and tell you, whether or not there really is a need for the student. So that's… that's our mindset with special ed. We see a need, we're going to ask.

263
00:38:07.010 --> 00:38:23.990
Ringnolda Tremain: our Moxie group to look into it for us through assessments and stuff, and then they'll come back to let us know if we really do have a true need for the student to receive a specialized support. And if not, then the student will come back and continue to be serviced through MTSS. And so that's our

process.

264
00:38:24.400 --> 00:38:30.049
Ringnolda Tremain: For special ed. Mr. Seaman, do you mind moving it to make sure I have hit everything there?

265
00:38:31.670 --> 00:38:34.979
Ringnolda Tremain: So it was a very… I think that's… that's pretty much…

266
00:38:35.130 --> 00:38:54.910
Ringnolda Tremain: I think that's it. So that's… it's a pretty straightforward process, so it's the same process that we had in place last year. It's the same process that we're using this year for Special Ed. Nothing has changed. The only other thing that has added on on our end is the additional checks and balances that have been put in place to ensure that, we're not dropping,

267
00:38:54.920 --> 00:39:13.989
Ringnolda Tremain: any students, we're not losing any students between the cracks. So between that and our MTSS process that has already begun on our campus, we feel we have a pretty good handle on making sure that we're monitoring the students, that are in need of support, whether through Ms. Dahman, through Ms. Liz, or through, the general education teacher.

268
00:39:14.630 --> 00:39:15.810
Ringnolda Tremain: And that is it.

269
00:39:16.280 --> 00:39:20.410
TROY GARDNER's iPhone: Nice, good job. I like the process. Any questions from the board?

270
00:39:22.760 --> 00:39:24.369
Dr. Zandra A. Webb: Not at all.

271
00:39:24.530 --> 00:39:27.410
TROY GARDNER's iPhone: Awesome. Can I get a motion to approve?

272
00:39:28.150 --> 00:39:30.169
Dr. Zandra A. Webb: Motion to approve.

273
00:39:30.170 --> 00:39:31.780
TROY GARDNER's iPhone: Awesome, can I get a second?

274
00:39:32.800 --> 00:39:33.730
Sandy Joyce: Second.

275
00:39:34.280 --> 00:39:41.740
TROY GARDNER's iPhone: Thank you, thank you. That has been moved and properly seconded. It is unanimous. And now we have…

276
00:39:42.550 --> 00:39:44.880
TROY GARDNER’s iPhone: We're gonna do spare it,

277
00:39:45.160 --> 00:39:49.329
TROY GARDNER’s iPhone: Ms. I, do you want to talk about the Child Nutrition Program?

278
00:39:49.770 --> 00:39:52.420
TROY GARDNER’s iPhone: And a cooperative interlocal agreement?

279
00:39:54.650 --> 00:39:56.859
Aida Aguilar: Yes, sir, I can.

280
00:39:59.790 --> 00:40:00.779
TROY GARDNER’s iPhone: It's red for you.

281
00:40:01.000 --> 00:40:17.619
Aida Aguilar: All right, so what this is, it's pretty straightforward. It's the, Region 10 cooperative that allows for us to buy from the vetted vendors, so we don't have to go out for RFPs or bids. Traditionally, it's Labatt.

282
00:40:17.770 --> 00:40:22.940
Aida Aguilar: Farmer's market, and dairy Oak Farms for us.

283
00:40:23.020 --> 00:40:37.309
Aida Aguilar: We really don't purchase from any others, but we're allowed to should we need to, if there's any shortages or anything like that. So they do all the bidding, the paperwork, everything that needs to be done to go through the proper processes and documentation.

284
00:40:37.390 --> 00:40:43.359
Aida Aguilar: And we just review and go ahead. So this is for the 26-27 school year already.

285
00:40:45.020 --> 00:40:46.080
TROY GARDNER’s iPhone: Okay, awesome.

286
00:40:46.080 --> 00:40:52.080
Aida Aguilar: So, I just need y'all's approval if, to continue with the co-op.

287
00:40:53.500 --> 00:40:55.890
TROY GARDNER’s iPhone: Awesome. Any questions from the board?

288
00:40:57.690 --> 00:41:00.450
Dr. Zandra A. Webb: Hmm. No, not at this time.

289

00:41:01.200 --> 00:41:04.970
TROY GARDNER's iPhone: Awesome. Alrighty, so.

290
00:41:05.120 --> 00:41:08.729
Aida Aguilar: Can I get a motion to approve the Child Nutrition.

291
00:41:08.810 --> 00:41:09.670
TROY GARDNER's iPhone: Right?

292
00:41:09.840 --> 00:41:10.860
TROY GARDNER's iPhone: program agreement.

293
00:41:11.170 --> 00:41:13.780
Sandy Joyce: We approve that program to go forward.

294
00:41:14.350 --> 00:41:15.310
TROY GARDNER's iPhone: Awesome.

295
00:41:16.220 --> 00:41:17.900
TROY GARDNER's iPhone: And can I get a second?

296
00:41:18.110 --> 00:41:19.379
Dr. Zandra A. Webb: I second it.

297
00:41:19.760 --> 00:41:22.219
TROY GARDNER's iPhone: Awesome, that has been moved and properly second.

298
00:41:22.940 --> 00:41:30.110
TROY GARDNER's iPhone: That is good. So, that concludes the consent and action items on the agenda.

299
00:41:30.230 --> 00:41:36.120
TROY GARDNER's iPhone: I know Ms. Duracean mentioned that we are going to

300
00:41:37.710 --> 00:41:43.790
TROY GARDNER's iPhone: pass on the, finance report. Ms. Babe, we need to go back and make some corrections, is that correct?

301
00:41:44.240 --> 00:41:44.980
Sukai Durosimi: Yes.

302
00:41:45.040 --> 00:41:52.840
Sukai Durosimi: We met with Ms. Bay yesterday, to go over some information, especially on the cash flow.

303

00:41:52.840 --> 00:42:07.590
Sukai Durosimi: And there's some questions she had for Miss Samantha. Unfortunately, Ms. Samantha is at a training all week, so we can't meet with her till Friday. So once we get the information

304
00:42:07.590 --> 00:42:17.089
Sukai Durosimi: back to Ms. Bay, we would have, corrected cash flow, and then we would request Ms. Bay to present.

305
00:42:17.100 --> 00:42:33.470
Sukai Durosimi: in November, November 11th, at the next board meeting. Part of the reason we wanted to make sure that Ms. Samantha makes some corrections is because I was able to meet with Wells Fargo, and we're looking to,

306
00:42:33.990 --> 00:42:37.740
Sukai Durosimi: Make a change on our,

307
00:42:37.800 --> 00:42:49.049
Sukai Durosimi: mortgage payments. So when we met with Ms. Bay, one of the discussion items was, is there a way Wells Fargo could decrease

308
00:42:49.050 --> 00:43:12.330
Sukai Durosimi: the mortgage payment, because the mortgage that we're carrying… payment that we're carrying right now was when the school was sitting at 400, 500 students. Since we've, decreased enrollment throughout the years, then the mortgage payment could probably match that amount. So we met with, Wells… no, not Wells Fargo, self-help.

309
00:43:12.360 --> 00:43:15.760
Sukai Durosimi: And we spoke to Self Help about,

310
00:43:16.700 --> 00:43:21.590
Sukai Durosimi: Adjusting the mortgage payments, and then what we can

311
00:43:21.830 --> 00:43:40.920
Sukai Durosimi: feasibly carry, and then, what can we really do about the CARA account? Right now, we have $115 or so, $120 seating… $120,000 sitting in a money market account.

312
00:43:41.060 --> 00:43:43.430
Sukai Durosimi: For, self-help.

313
00:43:43.460 --> 00:43:59.219
Sukai Durosimi: But they will not allow us to use that money to even fund a mortgage, and it's because that account is meant for facility, facility and operations. So, for example, say we have a roof leak.

314
00:43:59.220 --> 00:44:10.640
Sukai Durosimi: We send them 3 quotes, and we choose someone. They're willing to say, okay, yes, we'll send you the money for that. But they were very much not willing for us to use that,

315
00:44:10.640 --> 00:44:17.489
Sukai Durosimi: amount to pay for the mortgage. So, the decision was, okay, well, let's come back to the table.

316
00:44:17.490 --> 00:44:35.980
Sukai Durosimi: We're going to see what we can feasibly carry, and we'll show you our cash flow. They will take it to their top management, and we're hoping that they will say yes, and hopefully in November, we can have a new amount, which will greatly help our,

317
00:44:35.980 --> 00:44:38.220
Sukai Durosimi: Which will greatly help our budget.

318
00:44:38.220 --> 00:44:51.619
Sukai Durosimi: We also were able to do… to open, an account, a fundraising account with Bank of America. So currently, I think we have about 12,000. The goal is

319
00:44:51.680 --> 00:44:59.469
Sukai Durosimi: Since we, we, made a credit from our, CD,

320
00:44:59.470 --> 00:45:22.350
Sukai Durosimi: to carry some of the budget earlier on last school year. We want to make sure that we're adding some funding back to the reserves, so we're making sure that the 420 operational funds and the fundraising funds in… at Bank of America, those will not be operational funds. Those are funds we're trying to build up

321
00:45:22.350 --> 00:45:25.410
Sukai Durosimi: To show that we have some reserves.

322
00:45:25.490 --> 00:45:29.080
Sukai Durosimi: So, for the most part, our,

323
00:45:30.150 --> 00:45:35.000
Sukai Durosimi: Our ADA has not changed, I believe it's at 110.

324
00:45:35.000 --> 00:45:52.779
Sukai Durosimi: We will see the new ADA during the next 6 weeks, so hopefully, I think I should be able to have an idea at the next board meeting, because we have brought in some few kids, and we're also taking some half-day pre-K students.

325
00:45:52.780 --> 00:45:55.939
Sukai Durosimi: We have a kindergarten, I think a two kindergarten.

326
00:45:55.940 --> 00:46:06.890
Sukai Durosimi: about maybe 5 or 6 kids, new students that we have at the school, and about 3 or 4 part-

time pre-K students.

327
00:46:06.890 --> 00:46:07.470
TROY GARDNER’s iPhone: That's cool.

328
00:46:07.470 --> 00:46:21.650
Sukai Durosimi: They come in part-time in the morning, parents either pick them up, or we have a partnership with Our Life Child Care, and so then they pick them up for the rest of the afternoon. So we're hoping that between that.

329
00:46:21.650 --> 00:46:42.339
Sukai Durosimi: making sure our students are coded correctly, capturing all our, services before snapshot at the end of October. That should help show TEA that not only have we made some, resolved some of our budget planning and budget deficits.

330
00:46:42.340 --> 00:47:00.699
Sukai Durosimi: But also, it would increase some of the allocations that we receive during the next 6 weeks. So hopefully, after Ms. Samantha makes some changes, Ms. Bay will be able to correct the cash flow. Not to say that we're not in a deficit, but at least the numbers look a little better.

331
00:47:04.900 --> 00:47:10.590
TROY GARDNER’s iPhone: Awesome, that is good news. It's always good to see an increase.

332
00:47:11.500 --> 00:47:13.320
TROY GARDNER’s iPhone: A slight increase in enrollment.

333
00:47:13.700 --> 00:47:15.630
Sukai Durosimi: Yes, a slice.

334
00:47:15.630 --> 00:47:18.799
TROY GARDNER’s iPhone: That's good. I'll take anything. I'll take one.

335
00:47:19.610 --> 00:47:20.260
TROY GARDNER’s iPhone: One is I.

336
00:47:20.260 --> 00:47:20.649
Sukai Durosimi: Yes, ma'.

337
00:47:20.650 --> 00:47:21.410
TROY GARDNER’s iPhone: Zero.

338
00:47:21.810 --> 00:47:23.420
Sukai Durosimi: Yes, it is.

339

00:47:23.520 --> 00:47:25.639
TROY GARDNER’s iPhone: We are excited, too.

340
00:47:25.910 --> 00:47:28.210
Sukai Durosimi: Okay.

341
00:47:28.540 --> 00:47:30.250
TROY GARDNER’s iPhone: Any questions from the board?

342
00:47:32.950 --> 00:47:35.690
Dr. Zandra A. Webb: No, I'm just glad to see we're fighting back.

343
00:47:36.160 --> 00:47:37.300
TROY GARDNER’s iPhone: Awesome.

344
00:47:37.900 --> 00:47:43.230
TROY GARDNER’s iPhone: Awesome. And it looks like we have a very short meeting today.

345
00:47:43.340 --> 00:47:50.299
TROY GARDNER’s iPhone: So, we have… The presentation on the long-range Facilities Plan.

346
00:47:58.930 --> 00:47:59.660
Aida Aguilar: Hmm.

347
00:47:59.880 --> 00:48:06.500
Aida Aguilar: So what I did in, considering our time, I highlighted in yellow

348
00:48:06.710 --> 00:48:21.809
Aida Aguilar: what's been brought up to date as far as the long-range facilities. Obviously, this is a five-year plan, and we're continuing to do the updates, you know, maintenance, whatever is needed, as we stated in our original plan.

349
00:48:21.990 --> 00:48:40.290
Aida Aguilar: Basically, as far as inspections, our primary concerns, inspections have been made to the infrastructure after the finalization of construction, after our flood. So thankfully, everything was brought up to code. So I guess, good or bad, the flood, had us

350
00:48:40.300 --> 00:48:44.050
Aida Aguilar: Bring that, 1977 building up to code.

351
00:48:44.420 --> 00:48:55.420
Aida Aguilar: Currently, our operations are being monitored by myself, the Director of Operations, and Mr. Osimi, just due to budgetary reduction of contractors right now.

352

00:48:55.500 --> 00:49:06.300
Aida Aguilar: Facilities continues to be monitored basically weekly, month, I'm sorry, daily, weekly, and monthly, and yearly, as we are needed on inspections.

353
00:49:06.830 --> 00:49:11.519
Aida Aguilar: Capital improvements, most of those were made during the construction.

354
00:49:11.850 --> 00:49:19.300
Aida Aguilar: Including the building, the contents, new LED lighting, new,

355
00:49:19.660 --> 00:49:26.890
Aida Aguilar: commercial flooring, data ports, electrical ports. We even have backup data ports that were put in.

356
00:49:26.960 --> 00:49:43.099
Aida Aguilar: insulation, fire systems, plumbing, for the most part, and, you know, including what was inside the building as well, server room upgrades, TV installations, and a new roof replacing during that time for the upper wing section of the building.

357
00:49:43.720 --> 00:49:45.980
Aida Aguilar: If you can move up a little bit, Mr. Ursingh.

358
00:49:54.030 --> 00:50:12.900
Aida Aguilar: So, during that time, we also did some, improvements on the outdoor lighting with some of our safety grants to make sure that the… we improved the parking areas, the outside areas, including the new gates, fences, repairs of any, repairs that needed to be done.

359
00:50:13.070 --> 00:50:26.299
Aida Aguilar: Currently, we just don't have a landscape vendor. We've been trying to get, reasonable costs, lawn care. Right now, we have some volunteer parents that are helping us to do some minor landscaping.

360
00:50:26.340 --> 00:50:35.419
Aida Aguilar: We've had a garden day, and for the most part, we use our writing lawnmower. Our playground is getting a refresh in mulch.

361
00:50:35.770 --> 00:50:45.890
Aida Aguilar: And, again, any volunteers come in to help us to maintain. Ms. Jofei today streamed live, and we had a cleanup outside, which was exciting.

362
00:50:45.950 --> 00:50:59.789
Aida Aguilar: And so, hopefully that brings some new Facebook people to our, to our campus, and maybe bring some more, students to our campus. So, congratulations on that, Ms. Ms. Joe Fay, I saw that today.

363
00:51:01.800 --> 00:51:18.799
Aida Aguilar: So, after the flood, also, as well, some of the capital improvements that we made, were to the windows and the doors in the main building. Most have been maintained. Those glass doors are pretty

heavy, so we've tried, we've replaced screws, we've replaced anything that we can.

364
00:51:18.830 --> 00:51:23.289
Aida Aguilar: Thankfully, we've only had a couple of doors breakage.

365
00:51:23.420 --> 00:51:29.999
Aida Aguilar: And those have been replaced. We do now have, the bullet-resistant film.

366
00:51:30.400 --> 00:51:37.429
Aida Aguilar: On all of our windows, our doors, anything that has glass, basically, has the bullet resistant.

367
00:51:37.600 --> 00:51:53.899
Aida Aguilar: And when any of those doors, have a crack or get exchanged, then we do go back and do the, the film once again on them. So, we are doing some updates to some of the doors, and making them a little bit more,

368
00:51:54.530 --> 00:52:11.629
Aida Aguilar: some of the middle of the doors, and some improvement on the doors as well, because even though it's been only a, what, two years since the flood, there's always maintenance on doors, just because of the usage of going in and out. So, we're working on those.

369
00:52:11.630 --> 00:52:19.199
Aida Aguilar: Thankfully, on the roofing, we were able to not have to use that money, that was in self-help.

370
00:52:19.250 --> 00:52:37.829
Aida Aguilar: We were able to go back to our original contractor that we used before, Tarrant Roofing, and we were able to repair that roof at a more reasonable cost. We were looking at $50,000, and it turned out to be 3 grand. I got him to do it for 3 grand, so that was a major…

371
00:52:37.980 --> 00:52:43.469
Aida Aguilar: A major thing off of money and dorsimi's plate of how do we keep our money in reserves?

372
00:52:43.860 --> 00:52:45.560
Aida Aguilar: So,

373
00:52:46.620 --> 00:53:02.519
Aida Aguilar: Let's see… all our HVAC units were also replaced after that. Mr. Asimi had got a grant that allowed for us to do that with the HVAC system. Not only did we replace the HVAC systems, but we also replaced the inside.

374
00:53:02.520 --> 00:53:09.209
Aida Aguilar: The units, that go through the corridors inside on top of us in the classrooms.

375
00:53:09.350 --> 00:53:18.429
Aida Aguilar: So, there was only a couple of units that were still maintained, and those are looking to be

replaced by the end of this school year as well.

376
00:53:18.610 --> 00:53:27.380
Aida Aguilar: So hopefully we should have all HVAC units, well within the time to last us at least within 15 to 20 years.

377
00:53:28.090 --> 00:53:29.860
Aida Aguilar: So, moving forward.

378
00:53:30.670 --> 00:53:37.339
Aida Aguilar: Classrooms, also over the summer, we were able to do some summer repairs, painting.

379
00:53:37.430 --> 00:53:40.439
Aida Aguilar: Really putting some,

380
00:53:40.470 --> 00:53:53.789
Aida Aguilar: wainscoting, I guess it's called, or the chair rail, to help us really maintain those classrooms as the kids move around, and we make the classrooms more, mobile environment, making it so that

381
00:53:53.790 --> 00:54:01.560
Aida Aguilar: you know, students can be how they want to be in the classrooms. We also install smart Nest thermostats now.

382
00:54:01.980 --> 00:54:09.169
Aida Aguilar: And so that will help us with our electrical as well, and maintain those, and make sure that,

383
00:54:09.310 --> 00:54:19.430
Aida Aguilar: It's sensing the temperatures of the classrooms, and we're keeping them, hopefully at good temperatures where we're still… where it's comfortable for the classroom and the students, but we're also saving money.

384
00:54:19.750 --> 00:54:21.959
Aida Aguilar: And making it a better environment for them.

385
00:54:22.080 --> 00:54:27.700
Aida Aguilar: All electrical ports were fixed, so everything was kind of refreshed, this summer as well.

386
00:54:28.060 --> 00:54:30.070
Aida Aguilar: To maintain the long-range plan.

387
00:54:31.570 --> 00:54:47.189
Aida Aguilar: Okay. We still continue to have the fire system panel in the front. All extinguishers were just recently renewed as well. Kitchen hoods, everything that has to do with safety, including the ones that are in our classrooms. So we have the small fire extinguishers, I think we…

388
00:54:47.350 --> 00:55:03.469
Aida Aguilar: mentioned that during the first time. Not only are they for the classrooms for safety, during a fire, but they can also be used as objects to help during a shooting, which hopefully should never happen, but can be used for that as well. So we've got some other additional things there.

389
00:55:03.470 --> 00:55:11.690
Aida Aguilar: Fire panels and strobes are also updated, as well. So, and the only thing is, some exit signs need a couple of maintenance.

390
00:55:12.480 --> 00:55:13.649
Aida Aguilar: Wear and tear.

391
00:55:19.850 --> 00:55:31.640
Aida Aguilar: As far as expansions or renovations, we don't have any right now on hold due to our ADA, but we always look and talk about what is needed. Mr. Simi gives us a vision of what we need as far as

392
00:55:31.660 --> 00:55:42.379
Aida Aguilar: future forward, so hopefully we can increase our ADA, and we can help with that, and put some other things in place, is our hope, obviously, and our prayer.

393
00:55:42.400 --> 00:55:52.129
Aida Aguilar: As far as the technology infrastructure, there's been a lot of, cameras. We're now up to 73 cameras, indoor and outdoor.

394
00:55:52.270 --> 00:56:04.810
Aida Aguilar: Every section of our campus can be seen, every side. Basically, entrance, exit. We have added new APs as well.

395
00:56:05.060 --> 00:56:08.420
Aida Aguilar: That can handle up to 200.

396
00:56:08.540 --> 00:56:09.950
Aida Aguilar: Devices?

397
00:56:10.260 --> 00:56:20.389
Aida Aguilar: For our Wi-Fi, new data ports and cabling also. One of the things that I always, when they come in, I ask them to do CAT6 or greater.

398
00:56:20.450 --> 00:56:33.879
Aida Aguilar: Because we don't want to be left behind with Cat 5 cabling. That can cause slowdown and things like that. So, one of the things that we look at is what is the best cabling for future forward for the next 5 years, and Cat6 seems to be the best.

399
00:56:33.960 --> 00:56:50.890
Aida Aguilar: So that should still take us pretty much into the future for that. We've done some… we

continue to have our software for student safety, our drills, all that, our alarm system that allows, for remote mobile devices as well, and on the phones.

400
00:56:51.000 --> 00:56:55.099
Aida Aguilar: And to be able to check if anybody's coming in or out.

401
00:56:55.290 --> 00:56:59.569
Aida Aguilar: We've also added our new, overhead alert system.

402
00:56:59.890 --> 00:57:04.620
Aida Aguilar: For each classroom, bathroom, office.

403
00:57:04.880 --> 00:57:17.430
Aida Aguilar: Outside as well, you will see them. They're white and they're very big, but it's basically an emergency system that, should something happen and we have to voice over, you can be heard from everywhere.

404
00:57:17.840 --> 00:57:33.489
Aida Aguilar: So, we are just waiting on the training. We had a little bit of a hiccup with the installation with the gentleman on the software side, but I've already sent them IP addresses, and we're working to get that resolved and everybody trained. So, that should be online, hopefully within the next two weeks.

405
00:57:34.930 --> 00:57:42.039
Aida Aguilar: So, the other thing I kind of wanted to add to technology… I made some notes.

406
00:57:42.790 --> 00:57:47.780
Aida Aguilar: Where's my notes?

407
00:57:48.680 --> 00:57:53.770
Aida Aguilar: So, in accordance with, like, technology and what the…

408
00:57:53.770 --> 00:58:09.780
Aida Aguilar: teachers are requesting and having some issues. I did a connectivity test today, where I went into every classroom and, every area, and looked to see where our speed was, where our connectivity, if it dropped.

409
00:58:09.980 --> 00:58:13.889
Aida Aguilar: If the students were able to stay on their, devices.

410
00:58:14.120 --> 00:58:23.800
Aida Aguilar: Just to verify and check to make sure, from the, feedback that we've gotten from our teachers is that they were having issues.

411
00:58:23.800 --> 00:58:34.650
Aida Aguilar: And unable, or the children weren't able to connect. So, what I found is that the range for that

is between 100 and 300. We have over 100, gigabytes.

412
00:58:34.940 --> 00:58:36.600
Aida Aguilar: We are fiber.

413
00:58:36.910 --> 00:58:42.899
Aida Aguilar: Which is basically the best that's out in the market right now. We work through Region 11.

414
00:58:43.220 --> 00:58:55.329
Aida Aguilar: And, I have sent them the information that I did today in my testing. What I overall found is that the connectivity is good, the additional APs have helped.

415
00:58:55.460 --> 00:59:03.879
Aida Aguilar: And, we're… I'm gonna have them do another review of what I tested today, and have them come out. We've requested for them to come out.

416
00:59:03.980 --> 00:59:07.930
Aida Aguilar: And make sure that if there are any boosts that we can add.

417
00:59:08.020 --> 00:59:21.409
Aida Aguilar: To help the connectivity or to make it any faster, I will make sure to follow up with them and see, how we can do that and work with Mr. Asimi to make sure that we get that implemented and installed.

418
00:59:21.460 --> 00:59:30.079
Aida Aguilar: Most of the classrooms, the low end was $140, the high end was $280, and again, multiple devices, networks, requiring

419
00:59:30.170 --> 00:59:36.130
Aida Aguilar: A good fastener vet can be between 100 and a 300, so we were well within those ranges.

420
00:59:36.690 --> 00:59:49.950
Aida Aguilar: We are working on… Mr. Aguilar will be working on the E-rate, anything that we can use to update our systems or get that, we will work on that as well to get that implemented for the next school year as well.

421
00:59:51.210 --> 00:59:51.900
Aida Aguilar: Okay.

422
00:59:52.300 --> 00:59:54.139
Aida Aguilar: And I believe that is it.

423
00:59:54.600 --> 00:59:58.370
TROY GARDNER's iPhone: Good job, very detailed. Any questions from the board?

424

01:00:00.470 --> 01:00:01.990
Sandy Joyce: No questions. None.

425
01:00:02.520 --> 01:00:03.350
TROY GARDNER’s iPhone: Questions?

426
01:00:04.300 --> 01:00:10.109
TROY GARDNER’s iPhone: Lot of updates. Alrighty, I think that's all. Did I miss anything, Mr. Simi?

427
01:00:10.110 --> 01:00:10.850
Aida Aguilar: Yeah.

428
01:00:11.210 --> 01:00:17.380
Sukai Durosimi: Ms. Jofei is going to do a presentation on academics.

429
01:00:17.380 --> 01:00:18.130
Aida Aguilar: Welcome to the weakness.

430
01:00:18.410 --> 01:00:20.749
Sukai Durosimi: And then, after that, that'll be all.

431
01:00:21.040 --> 01:00:21.810
TROY GARDNER’s iPhone: Okay.

432
01:00:24.300 --> 01:00:27.490
TROY GARDNER’s iPhone: Alrighty, Ms. Joe Pay, you're ready?

433
01:00:28.400 --> 01:00:37.850
Ringnolda Tremain: Yes, sir, I am ready. Mr. Simi, if you wouldn't mind, just go ahead and keep scrolling until you see,

434
01:00:38.060 --> 01:00:41.809
Ringnolda Tremain: You can stop on the next one, but keep going until you see

435
01:00:42.120 --> 01:00:46.120
Ringnolda Tremain: The celebrations, barriers, trends, opportunities. We can just start there.

436
01:00:46.530 --> 01:01:03.260
Ringnolda Tremain: Okay, so, as you guys already know, we were able to celebrate that our overall score, was an 81%, which is a big jump from the year before, and so what you see on the screen is actually a comparison, which is what…

437
01:01:03.260 --> 01:01:10.250
Ringnolda Tremain: the leadership team and I worked on this summer, and then when we met with the staff

in August, and we've continued the conversation.

438
01:01:10.250 --> 01:01:34.570
Ringnolda Tremain: So we looked back at the past, and now we're looking, current, and then we're already looking ahead to determine, what steps we need to put in place. So, the next few slides are actually just a summary of our CLI data from last year. We're in the process right now of… we've already finished up CLI, so we're in the process of crunching all of that data right now. So when we come back in November.

439
01:01:34.570 --> 01:01:42.460
Ringnolda Tremain: we'll be able to share the CLI data for the 25-26 school year where we are right now. So, Ms. Erstein, if you wouldn't mind scrolling just,

440
01:01:42.550 --> 01:02:01.449
Ringnolda Tremain: So you can see, when you get a moment, it's in the, Google Classroom. The way I set it up, you have teacher number one, teacher number two. So, like, Class 1, is teacher number one, and then Class 2 is teacher number two. So you can see the comparison between the two classrooms. And what I chose to do was pull out

441
01:02:01.450 --> 01:02:06.110
Ringnolda Tremain: four categories, vocabulary, math concepts.

442
01:02:06.110 --> 01:02:28.680
Ringnolda Tremain: phonological awareness and letter sounds, and… because those are key things that you need to be able to have foundational skills on. And then the next… so that's pre-K, and then you have your K, where I'm looking at vocabulary, letter sounds, decoding, I'm looking at math, and I chose to start tracking science, since science is one of our lowest areas.

443
01:02:29.380 --> 01:02:39.110
Ringnolda Tremain: So, if you see anything in red, that means they were below. Yellow is a monitoring stage, green means above and, on and above.

444
01:02:39.110 --> 01:02:55.999
Ringnolda Tremain: So that's how I'm tracking. So what I'm going to currently do is take our current CLI and create the same type of, chart so we can start to see if our students are making any foundational growth, which will help as they're moving into first, second, and beyond.

445
01:02:56.090 --> 01:03:12.490
Ringnolda Tremain: Mr. Simi, you can go ahead and keep scrolling so they kind of have an idea, and I'll… since we have just one class right now, it'll just be the one class, but, but it's set up the two teachers that I… I was comparing and contrasting the two classrooms.

446
01:03:12.860 --> 01:03:30.429
Ringnolda Tremain: and those… the students who are still currently on our campus that were part of that data from last year, they will, also be tracked as well, accordingly, so we can make sure that we're… we're watching the students. The next set of slides is actually our beginning of the year data, so,

447
01:03:30.580 --> 01:03:37.119

Ringnolda Tremain: if you scroll to the BOI math one, Mr. Osimi, so you can go ahead and go up.

448
01:03:37.390 --> 01:03:56.740
Ringnolda Tremain: With the yellow… That one right there. Thank you so much. So, what you're looking at on the screen is our beginning of the year math data, and currently, according to our, NWA data, we have approximately 36 students who are on and above grade level in math.

449
01:03:56.850 --> 01:04:21.709
Ringnolda Tremain: Which leaves us a chunk of students that we're watching. And so, those kids who are right on the edge, we call it the bubble kids, or yellow, some of those kids are actually counted in, on and above, because they're so close. And then you have a group of kids who still need a little support, and of course, your students who are in red and orange, you have to discern how close they are to really just needing

450
01:04:21.710 --> 01:04:22.630
Ringnolda Tremain: a few.

451
01:04:22.670 --> 01:04:31.000
Ringnolda Tremain: a few days of support versus needing every day. So that is how the teachers were able to discern to break down their groups.

452
01:04:31.090 --> 01:04:37.649
Ringnolda Tremain: So that is beginning of the year math. If you can move to the next one for me, Mr. Osimi, we'll go ahead and look at reading.

453
01:04:38.290 --> 01:04:45.549
Ringnolda Tremain: Beginning of the year reading, we're sitting at about 45 students who are on and above grade level already.

454
01:04:45.930 --> 01:04:50.099
Ringnolda Tremain: And then if you move to science for me.

455
01:04:50.480 --> 01:04:56.699
Ringnolda Tremain: We are looking at about 30 students who are already on or above in science.

456
01:04:57.450 --> 01:05:05.829
Ringnolda Tremain: We are actually internally, really watching closely our students who are on grade level and above.

457
01:05:06.020 --> 01:05:25.579
Ringnolda Tremain: Because our goal is to achieve more students who are meeting standard on STAR and above. So, yes, approaches means passing, but approaches also doesn't mean at the wrong grade level. So we're really pushing hard for that. The way we're going about that is,

458
01:05:26.000 --> 01:05:29.149
Ringnolda Tremain: My… you can go ahead and go to my goal… well…

459
01:05:29.210 --> 01:05:41.010
Ringnolda Tremain: You can scroll up to the monthly plan for me, and I'll come back to the goals. Thank you so much, right there. So, what we have in place right now is, we started with a beginning of the year testing.

460
01:05:41.010 --> 01:05:56.960
Ringnolda Tremain: We started intervention, actually, August the 18th, our first day of school was August the 12th. August 18th, we began, Eureka and HMH and STEM scopes. We also started intervention using our EOI data.

461
01:05:57.110 --> 01:06:21.970
Ringnolda Tremain: And then on September the 15th, we began beginning of the year intervention using our beginning of the year data, and we're already on our cycle. So every 10 days, our teachers are assessing where students are and moving students every 11th day, celebrating with their kids, and then we start our new cycle. So every, every 10 days, the teachers are required to go in, what we call it

462
01:06:21.970 --> 01:06:44.849
Ringnolda Tremain: updating our humanizing data, so they go in and update their data, and we're looking for trends, and there are reflective questions that our teachers look at every, 10 days to determine how and when to move our students and what to move them in. And the goal, of course, is for the students to be able to master those skills. Our intervention is used to build up foundational skills

463
01:06:44.850 --> 01:06:53.509
Ringnolda Tremain: And then during instructional time, when they're pulling small group, that's where they are tackling, right now, needs. We call that our exit tickets.

464
01:06:53.870 --> 01:07:18.400
Ringnolda Tremain: And our teachers this year, a new piece that was added on for tracking, they're required to, submit summaries of exit tickets at the end of the week. So on Fridays, they go in and they click some buttons, takes them 5 minutes to fill it out, and they are reflecting on where students are for the week, so that way they can see ahead of time whether or not students are really mastering

465
01:07:18.400 --> 01:07:24.930
Ringnolda Tremain: skills, and not waiting until report cards come out to determine whether or not The grade the student received.

466
01:07:24.930 --> 01:07:30.979
Ringnolda Tremain: is, not accurate, because one of the questions that I posed to the staff this year

467
01:07:30.980 --> 01:07:53.820
Ringnolda Tremain: is how sure are we that the grades that we are putting in are accurate performance of where our students are? Because if a student is at 90-something percent in your class, but they're still not passing, there's a conflict there. And for parents, when they read the report card, that is the summary of the work, and we need to make sure every day

468
01:07:53.890 --> 01:08:04.929
Ringnolda Tremain: It all aligns, so when they receive that report at the 9 weeks, they know exactly where

their students are, so there's no more surprises when their students do not pass STAR.

469
01:08:05.170 --> 01:08:19.200
Ringnolda Tremain: Because that's unacceptable. STAR is the summary of the learning, and STAR should never be anything that we're afraid of. It should be a part of the history of the students' journey, but the teachers need to have more

470
01:08:19.200 --> 01:08:25.869
Ringnolda Tremain: control over where students are academically. So that has been my number one stance that I've been on.

471
01:08:25.950 --> 01:08:38.360
Ringnolda Tremain: And, and so right now, I will tell you, for our end of our 9 weeks, a process that I put in place, and we just actually did it, and we're gonna do it every 9 weeks, we have this, it's kind of…

472
01:08:38.359 --> 01:09:02.249
Ringnolda Tremain: It's right here on my screen, but it's a document where teachers have 3 students that I specifically have them following, just so they get in this mindset of watching everything that they're doing, and they're having to analyze their writing assessment, and we do one 3 times a year, their classroom performance, which is their grade for the 9 weeks, intervention, that is the total summary of how kids did an intervention.

473
01:09:02.250 --> 01:09:21.990
Ringnolda Tremain: and then the exit ticket trends, they're supposed to cross-check to see the performance of the student. Do you see any trends? Is everything accurate? And that was a powerful conversation for us to have in PLCs this Friday, and I'm actually in the process of doing the same thing across the board, because I'm nosy, and I just want to see what it looks like across the board.

474
01:09:22.170 --> 01:09:42.339
Ringnolda Tremain: So I'm working on that for my own… for my own thing. We, so we have our dashboard that teachers, use constantly. The teachers have set goals already for t-tests. I started coaching with teachers September 4th. Well, actually, I started in August, and then I kicked it off with t-tests, in September.

475
01:09:42.340 --> 01:09:50.799
Ringnolda Tremain: And every other week, I'm actually in coaching sessions with teachers, I'm hands-on in the classroom with teachers, doing, hands-on

476
01:09:50.800 --> 01:10:03.289
Ringnolda Tremain: training with them. We've had over, now, over 75% of our parent compacts return, which was a celebration on our campus. That means my teachers have met with over 75% of parents

477
01:10:03.290 --> 01:10:16.129
Ringnolda Tremain: regarding beginning of the year goals, and the goals we're setting academics on. We have partnered with Region 11. They've sent us wonderful coaches, and those coaches come in. They're scheduled to come in,

478

01:10:16.150 --> 01:10:27.159
Ringnolda Tremain: a couple times a month, but sometimes they just pop in to help support, so it's been beautiful. We have data binders going, I already talked about the coaching sessions, we've got,

479
01:10:27.730 --> 01:10:45.110
Ringnolda Tremain: We have… we do 2 days of reading, 2 days of math, and on Fridays, we have our writing, vocabulary, and then on the… of course, on the 10th day, we do progress monitoring. IXL is there, not to replace the teaching, but to help reinforce some skills. And, we're using,

480
01:10:45.110 --> 01:10:55.110
Ringnolda Tremain: Research-based instructional strategies for math and for reading. MTSS has already started, so we're actually… we're planning our third meetings for MTSS already.

481
01:10:55.290 --> 01:11:05.750
Ringnolda Tremain: So we've got a lot of stuff happening. You had the two staff members of the month on the screen. Ms. Debbie and Ms. Amy were voted in as two staff members of the month for the month of September.

482
01:11:05.800 --> 01:11:26.369
Ringnolda Tremain: Which was amazing, so we've actually implemented, those type of awards. We have Student Lighthouse teams going. We decided to have four groups of student lighthouse, so we have more kids involved having a voice, which was part of our Leader in Me goals. So our first group of kids, you just saw what they did today, they're the ones who implemented the campus cleanup.

483
01:11:26.660 --> 01:11:50.460
Ringnolda Tremain: And, they're gonna be a part of… they are actually the ones who put together the Red Ribbon Week for us for next week, so our kids are on fire. I have a kid who wrote a letter to propose to, start up a business on our campus. I've got other kids writing me letters. That's all Ms. Amy's fault. She's taught all these kids how to write, so everybody's trying to write me letters now, right? But it's been a lot of fun,

484
01:11:50.460 --> 01:12:04.030
Ringnolda Tremain: I spend a lot of time in classrooms between pre-K all the way up to 5th grade. The teachers are very welcoming. I go in, I sit down, they're doing the work, and I get the pleasure of just providing them feedback.

485
01:12:04.030 --> 01:12:09.969
Ringnolda Tremain: And I provide them feedback all the time. We have something now that we call instructional focus.

486
01:12:09.970 --> 01:12:27.520
Ringnolda Tremain: And that instructional focus for the first 6, first nine weeks was about getting all of us aligned. Do we all have everything the way we're supposed to have it, seeing it the same way? And we haven't been… we haven't been 100% in a lot of our areas, but that's why my job is to spot check to make sure we get aligned.

487
01:12:27.560 --> 01:12:39.350
Ringnolda Tremain: And, and they get that feedback from me. We call it Instructional Excellence, is the

email that they get from me, every week, and then every other week, they get instructional,

488
01:12:39.400 --> 01:13:04.360
Ringnolda Tremain: things from me as well, and I meet with them personally. So, we got a lot of things we got juggling in the air, on top of… we kept our houses. So, we got a lot of stuff happening, but I think they're all great things that are happening, and powerful things are happening, PLCs. Ms. Reza has already led PLCs for us as well. We have service learning activities going on. Curriculum Night is October the 24th, where we're introducing South

489
01:13:04.360 --> 01:13:15.689
Ringnolda Tremain: America and Math Games, and we have our first parent session that we're doing, and then I implemented something called Dove Connection, where it is a newsletter that goes out to parents mid-month.

490
01:13:15.770 --> 01:13:21.889
Ringnolda Tremain: And then, gosh, we have House Bill going on with students receiving support and intervention.

491
01:13:21.980 --> 01:13:27.090
Ringnolda Tremain: And then my goals that I'm working on, number one is to close the math and science gaps.

492
01:13:27.350 --> 01:13:38.459
Ringnolda Tremain: Number two is to foster collaborative leadership, and that's where the teachers are being empowered, through our innovation lab that I've already started. I forgot about that. I implemented,

493
01:13:38.580 --> 01:13:42.840
Ringnolda Tremain: Wednesday Labs already, and then, we're using our book study.

494
01:13:42.840 --> 01:14:03.760
Ringnolda Tremain: And then we are enhancing Tier 1 instruction. We spend a lot of time in Tier 1 instruction in our PLCs. I'm following attendance to the T. Every week, we announce the top attendance class, and we're in our Leader in Me rally next Friday, we're going to announce the 9 weeks winner for attendance, so the staff's pretty excited about that.

495
01:14:03.790 --> 01:14:18.429
Ringnolda Tremain: And then we're also… I'm working on improving, ESL and SPED support as well. So across the board, for us, all means all. We want to make sure all of our kids are making progress, and all of our kids can, master skills.

496
01:14:18.430 --> 01:14:31.720
Ringnolda Tremain: And, and that's it. And while the students are working on mastering skills, we're working on making sure the staff is mastering their craft as well. So that is a quick academic summary of what we've been doing since.

497
01:14:31.800 --> 01:14:33.269
Ringnolda Tremain: This… since August.

498
01:14:35.400 --> 01:14:36.180
TROY GARDNER’s iPhone: Wow.

499
01:14:37.050 --> 01:14:40.960
TROY GARDNER’s iPhone: Nice. I wouldn't say it was quick, but that was very nice.

500
01:14:41.560 --> 01:14:43.810
TROY GARDNER’s iPhone: Good job, Ms. Jofei, good job.

501
01:14:43.810 --> 01:14:45.670
Ringnolda Tremain: Thank you.

502
01:14:45.670 --> 01:14:47.469
TROY GARDNER’s iPhone: Any questions from the board?

503
01:14:48.900 --> 01:14:53.350
Dr. Zandra A. Webb: No, it's good to see the life going on on campus.

504
01:14:53.590 --> 01:14:56.299
Dr. Zandra A. Webb: That's… that's… it's lively.

505
01:14:56.650 --> 01:15:00.090
TROY GARDNER’s iPhone: Very positive. I love the energy. Love the energy.

506
01:15:00.620 --> 01:15:07.319
TROY GARDNER’s iPhone: Alright, so I think that's all we have. Our next board meeting is… On the agenda…

507
01:15:07.460 --> 01:15:16.900
TROY GARDNER’s iPhone: Let's see, we have it set for… November… Let's see here…

508
01:15:16.900 --> 01:15:21.609
Sukai Durosimi: I believe it's November 11th, let me scroll, yeah, November 11th.

509
01:15:23.050 --> 01:15:28.400
TROY GARDNER’s iPhone: Alright, so that's all we have, and if I can get a motion to adjourn.

510
01:15:29.930 --> 01:15:31.679
Dr. Zandra A. Webb: Motion to adjourn.

511
01:15:32.760 --> 01:15:33.759
TROY GARDNER’s iPhone: Can I get a second?

512
01:15:33.760 --> 01:15:34.879
Sandy Joyce: You got it.

513
01:15:35.200 --> 01:15:41.149
TROY GARDNER’s iPhone: Thank you. It is now 6.58. We will adjourn this meeting.

514
01:15:41.340 --> 01:15:43.240
TROY GARDNER’s iPhone: Y'all have a great rest of the day.

515
01:15:43.240 --> 01:15:44.250
Sandy Joyce: You too.

516
01:15:44.250 --> 01:15:44.910
Dr. Zandra A. Webb: You as well.

517
01:15:44.910 --> 01:15:45.700
Aida Aguilar: Thank you.

518
01:15:46.050 --> 01:15:47.440
Sandy Joyce: Bye, everybody.

519
01:15:47.650 --> 01:15:49.309
Dr. Zandra A. Webb: Bye. Good night.