



CITY OF FORT LAUDERDALE

**VIRTUAL EDUCATION ADVISORY BOARD MEETING
CITY HALL
8TH FLOOR CONFERENCE ROOM
100 NORTH ANDREWS AVENUE
FORT LAUDERDALE, FL 33301
THURSDAY, MAY 20, 2021 6:30-8:30 PM**

Members	Attendance	July 2020 – May 2021	
		Present	Absent
Dr. Allen Zeman, Chair	P	11	0
Ruchel Coetzee	P	10	1
Lisa May	A	5	6
Amy Ellowitz, Vice Chair	A	10	1
Heather Brinkworth	P	6	0
April Jeff	A	2	9
Dr. Heather Munns	P	9	2
Tina Jaramillo	P	11	0
Colleen Lockwood	P	11	0
Chad Klitzman (arrived at 6:44 p.m.)	P	2	0
Vickie Melus	A	4	7
Christopher Relyea	P	11	0
Lillian Small	P	5	6
Rory Sponsler	P	10	1
Betty Shelley	A	8	3
Dr. Michele Verdi-Knapp	A	10	1
Yolanda B. Francis	P	6	5
Tomislav Lukic	P	11	0
Dr. Jean-Jacques Rajter	P	5	1
Leah Polhemus Hopkins	A	2	2

Staff/Guests

Zoie Saunders, Chief Education Officer, City of Fort Lauderdale
Mark Strauss, Cadre Director
Angel Gomez
Enrique Sanchez
Danielle Smith, Principal of Bennett Elementary
Sue Gallagher, Children’s Services Council
Crysta Parkinson, Prototype, Inc.

o **Welcome**

This meeting was called to order at 6:30 p.m.

- **Attendance and Roll Call, 13 appointed members; 10 needed for quorum**

As of this date, May 20, 2021, 13 of the 20 appointed members were present, which constituted a quorum.

Chair's Minute

Chair Dr. Zeman advised that Sue Gallagher and Michelle Hagues with the Children's Services Council, who put the Board through training on May 6, 2021, have agreed to facilitate a follow up session on implicit bias. There will be a significant effort on Joint Use Parks and feedback will be provided after a huge effort on behalf of Broward County Schools and the City, led by Ms. Saunders and her colleagues from Broward County Schools. There will also be quick updates on Bennett Elementary School and the Early Learning Initiative. They will end with new business regarding Stranahan High School and the most recent School Board meeting where action was taken.

Chair Dr. Zeman indicated that the Board's job is primarily to pay attention to anything related to education effecting 20,000 students in Fort Lauderdale. For years they have identified Equities in Education where there are clearly allocations of quality, resources, facilities, the ability to recruit and retain teachers, depending on someone's residential zip code in Fort Lauderdale. If everyone is comfortable with that, this initiative can be dropped and the Board could move onto something else; however, the City is not comfortable with the fact that educational outcomes and quality are based on zip codes. The Board has studied this, gone to training and talked to people about it, and this was the right issue at the time, and it is the type of thing a Board like this was formed to do. He believes the Board will be busier over the next year or two as they will be working toward mitigating or erasing inequities that currently exist based on zip code and education in Fort Lauderdale. The greatest joy in this project is the resounding support they have received from the Broward County School Board colleagues. He thanked them for trying to mitigate or eliminate inequality and asked how the Board could help. The elected leaders have challenged the Board to make progress, not just to do briefings and bend the curve in the right direction. He reminded everyone that the Board is doing this for the right reason; they want every person who shows up at one of their schools to have no gap between their potential educational achievement and their actual education achievement.

Ms. Gallagher stated that Ms. Hagues was unable to attend the meeting due to a family matter.

Equity in Education (Primary meeting focus)

- **Discussion facilitated by Sue Gallagher and Michelle Hagues of Children's Services Council**

Sue Gallagher with the Children's Services Council facilitated the Equity in Education discussion.

Chair Dr. Zeman mentioned the May 6, 2021, training. He liked the centering of the topic on their City to describe why things have been and are the way they are. It made a clear and compelling case about bias, not just racial bias, but bias for any feature that is unrelated to people's merit for their character. Ever since the training he has challenged himself to try to eliminate, to the extent that he physically can, any conceptions of people based on who they are until he gets to know their character and merit.

Ms. Gallagher thanked the Board for their service and participation during the May 6, 2021 Workshop. She questioned the reactions and thoughts of members who attended the Workshop and what they might like to know more about and how the Workshop helped inform some of the work they are doing with the Education Advisory Board.

Mr. Lukic advised that he found the Workshop highly informative. What resonated with him was the whole approach to the issue. He took away that everyone has a different way of processing or thinking about an issue and that it is not a one size fits all approach. Everyone, even if they are coming from a good place, need instruction or to be reached out to in a different way because not everyone thinks the same or has the same questions.

Ms. Gallagher indicated the curriculum does not cover the local history of how the systems were set up and what those inequities are. At the Children's Service Council, they are on a continuous learning journey to close gaps in education so there is a shared definition and understanding.

Ms. May thought the Workshop was outstanding. She learned a lot and it made her think about some issues, which compelled her to share the presentation with an organization she is involved with.

Ms. Gallagher advised that elements in the Workshop are keys to creating solutions together; some pieces are laid out that can be brought into this work. Many people have been researching where implicit bias shows up in education, like what is happening with teacher or administrator decision making and peer-to-peer decision making. The question is if that knowledge can be brought into the schools. There is a bias around the dulcification of black girls; that they are not given the latitude to be young kids. She questioned if there are conversations that help to see how behaviors and attitudes might change. One way that can happen is using data, not in a punitive fashion, but to find disparities and to ask what is going on and to identify strategies. Some things to try are getting to know people in a different way or being aware of a particular perception when a misbehavior is exhibited so the first thought is not to say punishment; perhaps the first thought would be to say, "What happened to you today?" This needs to be done in the community; this is not a solo flight to say someone figured it out and read the research and now they are not bias; it is a collective and communal process.

For policymakers and infrastructure builders, being anti-racist, building equity, and addressing bias takes time, resources, and money. If business is done the way it always has been, they are not developing the capacity to do this anti-racism work. It is good to have conversations, but questions must ask how teachers and administrators are given time to process this information, to look at the data, and to come up with strategies and building that in, not just the usual routine of do more; it is an important self-reflection point. The Children's Services Council has put racial equity on agenda items so they either do a brief learning module or have space for conversation; they talk about new strategies. It has helped to normalize that doing racial equity work is the work and that the time and resources put into it is the work. It might be something for this group to consider.

Chair Dr. Zeman requested Ms. Gallagher give an example of adding racial equity to an item and how it played out.

Ms. Gallagher stated at all staff and monthly meetings they might watch a video clip or share an article, but they are modeling that they are always on a journey of understanding how bias and racism is showing up because it is a never ending journey and it creates a space where people from different departments can look at information and ask how that might change what they think is happening in program services or in research. It is a stimulus for identifying pilots, prototypes, or ways to do things differently. They are often in systems that value efficiency and effectiveness. There is a value and importance to that, but they also need to experience equity, which feels different than just being efficient and effective. Equity feels like taking time to get to know people, equity feels like there is not a hierarchy between I am a professional and you are just a community member, but that each acknowledge their expertise and bring that into the process. The CDC has identified strategies to begin to experience what equity feels like and one way they have done that is through community participatory action research where young people who were in the Juvenile Justice System, or the Child Welfare System were brought in as co-researchers with system professionals. It was a mutual journey of learning, co-creating knowledge, and solutions together. For her, that was a very transformative experience of equity because as a lifelong researcher, it gave her pause to honor those ways of building knowledge but in relationship with people in a new way.

Mr. Relyea mentioned that he has taught for many years and when talking about government and policy decision there is a tradeoff between efficiency and fairness, which he thinks is a big issue. He does not think they understand there is a tradeoff between efficiency and effectiveness; the rebranding of what they are trying to do kind of resets the tone or the culture. If they are aiming for the wrong target and hit it, it is not a good thing. The vocabulary, culture, and target need to be reset; the target is not efficiency.

Ms. Gallagher stated that involves shifting expectations that they will always hit the number versus they are going to make time to build relationships to overcome segregation that has been in the community for generations. She questioned how many have a relationship of a year or more with some of the students and families in the schools. Many

do not, but many are making decisions without being in a relationship with people and understanding the wholeness of their experience and often reverting to the blame position without understanding situations. She questioned how they begin to balance. In her mind there is not an either or, there is always going to be a roll for efficiency and effectiveness, they do not want to fund things that are not effective, so they need to be able to speak to that. In the end they also want to build relationships and enhance community involvement in some of the policy-making and decision-making spaces.

Ms. Coetzee agreed. Too often it is the easy route to make decisions without finding out the background of each child and their situation. She mentioned a cartoon where the child was late every day because the child was pushing the mother's wheelchair to work. We do not understand the situation of the families and a little more time and not the easy route would be the correct situation. Perhaps a policy could be instituted, and she would be on board with whatever could be done to help.

Mr. Relyea stated that he saw it as an XY axis where there was efficiency and effectiveness; there is a curve and a tradeoff, so instead of defining what measures something as a good policy on one axis needs to be measured on two; it is not to be determined by one axis or the other, it is the yield of the two and it needs to be part of the objective of a policy, which is to recognize both.

Ms. Gallagher commented that she would go three dimensional. The third dimension is how to involve community and how relationships of trust, understanding, mutual capacity, and accountability have been built. It is like a business triple bottom line; improvements are being seen, but relationships are also being built and structures and policies are being looked at. She thought one way to think about equity was to bring a triple line.

Chair Dr. Zeman thought it was important to be mindful about false choices. We can be efficient and effective and involve the community as well as create a much better system over time. Their system is the education system where in a short period of time there are clear tradeoffs between things, but in the long run, everyone is better off if people who go to public education get great education. Everyone is better off if the gap between realized achievement and potential achievement is zero.

Ms. Gallagher mentioned the idea of a shared fate and noted that they are all interconnected; what happens to someone has implications and repercussions for her. This will not be her last visit and she thinks they are building a nice relationship around some of this work.

Ms. Saunders commented that the Board is focused on data driven decision making. She asked if Ms. Gallagher could speak to the role of implicit bias as they look at setting data outcomes and evaluating data and how they should approach the overall process to evaluate and close the gap in achievement. She also requested if Ms. Gallagher could

touch on the pilot projects that will be participating as a based community development for the benefit of the Board members.

Ms. Gallagher advised that one thing important regarding data was when a racial disparity with white students performing better than black students is seen. As they are working with that data it is important to be aware of the narrative in their heads around the data. She questioned if the narrative was saying black children cannot achieve the same way, it is their fault they are not successful, and what the narrative is they are speaking about when looking at, analyzing, and utilizing the data. They are learning it is important to contextualize, to speak to the generations being underserved, underutilized, underfunded, or having some of these school to prison pipeline kinds of policies in effect. She recommended that as the Board is disaggregating the data, to be mindful how they are talking about it. Is individual blame and behavior being reinforced or is this being understood as part of a structural, contextual, and historical dynamic of which structural solutions and strategies are offered in addition to individual support. The important consideration is what the data reflects. It also brings in the research and as patterns are seen how they are connected to the research on bias and decision making. That will then inform some of the solutions. Thirdly, she questioned if having community involvement and input around what the data says, looks, and sounds like from community members and parent perspectives and when appropriate, youth perspectives. A fuller context around that will be seen. Those are her three recommendations around data.

Ms. Gallagher shared that the Children's Services Council passed two pilot projects on the framework of asset-based community development in April. One will be in the City of Lauderdale and the other will be in the City of Fort Lauderdale with Education Advisory Board members and members of the community. The idea is to experience this framework developed in the Midwest out of Canada where it is starting with assets and strengths rather than community needs and where the deficits are. Beginning in June, they are bringing consultants in from the Fern Collective, local community organizers, who will work with the group to go through this process. For the Children's Services Council, it is a learning experience of understanding how they better engage the community and what it means for them as an institution and organization to start in a different place with how they work with the community. They are excited to be in a partnership with the City of Fort Lauderdale. More details will follow as they become available.

Old Business

- Strategic Initiatives: Updates
 - Bennett Elementary School

Chair Dr. Zeman acknowledged Principal Smith and her attendance at 13 consecutive meetings.

- Joint Use Parks (Secondary meeting focus)

Ms. Saunders introduced Enrique Sanchez, Deputy Director of Parks and Recreation, who has been a critical player in this project, and she acknowledged Dr. Strauss, who was on the line.

Ms. Saunders provided a brief presentation as follows:

This has been a sustained effort on part of the City and in partnership with Broward County Public Schools.

The Project Scope Review Phases were highlighted:

- Parks Bond Project List
- EAB & PRBA's Project Principles
- Joint Use Working Group
- Public Input Meetings
- EAB Proposal Review
- PRBA Proposal Review
- Public Notice
- Commission Approval

Ms. Saunders reported they are at the public phase input meeting phase. Tentative timelines were shown as to when they expect to accomplish their next steps. They are looking to bring the full proposal to the Board, looking at all the school sites. The fall timeframe would be a meeting with the Parks Board, public notice would be in the late fall, and Commission approval would be early winter. She is aware of a request and desire to expedite this process, which they will do to the extent possible, but it would depend on when they can have meetings with the Advisory Boards. She reflected on the guiding principles this group established, which was fully signed off by the Parks Board. The vision was to make sure there was a joint-use park wherever viable across the City. Two objectives were to build the community, leverage spaces for the community and school benefit, and demonstrate smart government. This is an opportunity for the City of Fort Lauderdale and Broward County Schools to come together as two government entities and work in a way that would maximize resources for the benefit of who they serve together.

The approach was outlined as follows:

- Making decisions so all Parks and Recreational resources are aligned to build communities.
- Citywide plan rather than looking school by school.
- Geographic equity.
- Transparent, well-informed process.

- Speed of execution.

There has been a lot of intensive focus through this collaborative meeting to show the level of input, of multiple parties over the process, and a concerted focus in revealing each potential school site and evaluating its impact. Criteria has been shown in the past, so it was reviewed quickly:

- Come up with an approach that was objective and that they could quantify so they were fair and equitable with the distribution of funds.
- They are looking at community need: Does a busy street impede access?
- Feasibility for access.
- Score for each school, which will be finalized while going through the public input process. This will come to the Board in the summer timeframe to provide the objective view.
- Because a lot of public input has been done, there is a lot of qualitative data to contextualize the scores.

Ms. Saunders stated when the initial Parks Bond was put forward to the voters, a project list was included, which was based on the 2016 Parks Master Plan. A lot has changed since that timeframe, which has given the Board a directive to look at. She shared the screen with budget parameters within which they are operating, and based on the evaluation and methodology, they will be proposing some adjustments to project scope to achieve those guiding principles that have been established of equity. She also showed the current active Joint Use sites and possible new Joint Use sites. There were comparisons between those, which included the initial Parks Bond project list and those the Working Group has identified. There is a lot of similarity, but they are looking to identify several more schools as part of the process and in addition, new parcels for those that are active Joint Use sites.

Ms. Saunders indicated there are seven active Joint Use sites on School Board properties and several City parks that are Joint Use. They are recommending 15 Joint Use Parks for Parks Bond funding as part of this initiative, which would represent a net increase or eight new Joint Use Parks across the City. As part of the proposal, they will show what the initial list was based on in the 2016 Master Plan and what the recommended list is based on the Joint Use Working Group and what adjusted scope may be recommended. It is believed they will ultimately serve the desire of the City and having equitable investment and expanding the number of parks across the City would benefit the schools and community. The next steps are following up with Neighborhood Associations and PTA meetings, which are ongoing this month. There will be a final review of the scoring, which will be brought back in the summer timeframe for the Education Advisory Board's input.

Mr. Sanchez advised that Parks had their meeting with the Budget Advisory Board for their operating budget and their asks for next year. One request was security to help with

monitoring, opening, and closing gates as the eight new sites are added. Currently, Rangers perform those duties, but there are 110 City parks, and they are spread thin. As they expand their needs, there is an impact to the operating accounts.

Chair Dr. Zeman stated when looking at \$200 million worth of park investments there is a long-term operations and maintenance cost. The City of Fort Lauderdale does a good job in its budget process in trying to accommodate those kinds of things. He noted they were starting to get indications from the Joint Use Working Group that there were opportunities to do things differently than what was presented to voters five years ago. There has been a turnover on the Commission and an adjustment in the agenda in terms of what the City is trying to achieve, so it makes sense to have an alternate set of projects. As a Board, this is something they have to deal with; this is one of those opportunities where the Education Advisory Board needs to do some homework and do the best they can advising the City Commission as to whether it makes sense to adjust from the original list shown to voters prior to approving the Bond and what the argument would be, so the impression is that it was not a bait and switch, but it was five years of time gone by and in some cases, projects do not make sense anymore. Other changes have winners and losers, this is a case where Mr. Relyea's point about efficiency and effectiveness will come into play and where Ms. Gallagher's points about equity would come into play because there are some investments that could be made in west Fort Lauderdale that are different than those on the list.

Mr. Relyea mentioned that the Board officially discussed equity and then turned the page and now they are talking about Joint Use Parks; he thinks they are one in the same and they are talking about moving a target. If they did not do a good job making equity a part of the conversation five years ago, then it needs to be acknowledged now and if it is a tie breaker or factor that has not been quantified properly, they need to make it a point when it comes to tough decisions and choices where arguments are made that equity is a player at the table.

In response to Chair Dr. Zeman, Mr. Sanchez indicated that the Parks Board meets in June and August.

Chair Dr. Zeman questioned if the Board could do their work by the July Education Advisory Board meeting so everyone could be briefed in August.

Ms. Saunders thought that would work.

Chair Dr. Zeman commented that the Board had remarkable attendance. He announced that this is their last remote meeting; the next meeting will be a summer live meeting, so they need to think about their strategy. They could take a pause in June, which they have never done. Currently, the June meeting is scheduled for June 17, 2021, which is the first week after school lets out, so perhaps they want to move the meeting to June 24, 2021, or even postpone the meeting. He thought the July 15, 2021, meeting would be a

fundamental meeting. One obligation was to look at the Joint Use list and come up with a recommendation to the City Commission and to the Parks Board as to whether Option A is the original Master Plan List from 2016 or Option B is the result of a significant amount of analytic work and one that works toward a more equitable solution. There might be Options C, D, and E; Option C could be that the Master List is the one that is politically appropriate, but the additional projects go on a fund as monies become available and are left over from the \$200 million Bond. There are several projects on their list that no longer make sense and there are probably some other projects that would come from the other \$190 million that also would not make sense. He thought they might like to reserve the bulk of time on July 15, 2021, and then turn it over to Parks and Recreation.

Mr. Relyea questioned if anything meaningful needed to be done as a Board prior to the July 15, 2021 meeting. If not, his vote would be not to have the meeting in June.

Ms. Coetzee agreed with Mr. Relyea.

Dr. Rajter thought there should be more frequent, shorter meetings. He noted when meetings go beyond one hour, the productivity of those meetings go way down. He stated he would be available in June.

Chair Dr. Zeman advised that would require a Charter change, but it could be discussed with the City Commission.

Ms. Lockwood preferred no meeting in June.

Chair Dr. Zeman stated there was a consensus to cancel the June meeting. He requested everyone keep the July 15, 2021, on their schedule. He acknowledged Ms. Saunders for the hundreds of hours of work that was optional. He is anxious to hear Options C, D, E, and F, and what the Board would recommend to Parks and Recreation and to the City Commission.

NON-AGENDA – Summer Programs

Chair Dr. Zeman mentioned the summer programs and advised that Broward County is going to receive \$863 million of additional funding for the next three years to overcome the effect of the pandemic.

Ms. Saunders shared an update on the model being implemented and with the funding they are applying different ways. One is routing academic enrichment to Parks and Recreation full day camps; they are looking to serve about 500 students. Enrollment has increased since Covid guidelines have lessened. They are moving forward with a curriculum in Alien Math, which is evidence based and will provide some assessments on growth along with measures around students' confidence and interests in learning. Additionally, a lot of hands-on enrichment opportunities are being brought in across a

variety of content areas, which will allow students to build projects and design things of that nature to be able to enrich and engage. At the end of the program students will have a portfolio of their work and accomplishments throughout the summer. A big focus is about making learning fun and tying it into social emotional learning and relating to peers, etc. Interviews for an Enrichment Director are still being finalized.

As it relates to the second program model, which is aftercare, an extension of the Broward County Public School's morning program is being provided in the afternoon, Monday through Thursday, and a full day Friday. They are partnering with the Boys and Girls Club and the YMCA; through those partnerships they will be able to serve another approximately 200 students. With this approach every elementary school will have, between the City of Fort Lauderdale and Children's Services Council, an aftercare program available onsite and with the additional Boys and Girls Club offsite at three different locations.

Thirdly, they are working with Bridge 2 Life Local College Access Network, to bring in college and career readiness training for high schoolers, helping them complete their FAFSA, preparing college applications, and exploring different career opportunities. Through that program they are finalizing the approach looking to serve another 500 students, which would extend summer into the fall.

Chair Dr. Zeman commented that this is the \$500,000 the Board recommended, and he is glad things are being organized in a way that makes sense.

- Early Learning Initiative

No discussion.

New Business

- Stranahan High School SMART Bond Update

Chair Dr. Zeman asked Ms. Brinkworth to provide an update regarding the decision by the School Board.

Ms. Brinkworth thanked the City Commission for their resolution and to Commissioner Sorenson and members of the community for coming out and voicing community concerns, which was the reason for the 5-4 vote. The Board was split on how to move forward, but essentially, direction was given to staff to review options for the cafeteria. She is hopeful they can look for an opportunity that is possibly a smaller footprint of a building at a different location. There was a lot of conversation about cost and the gap between what it currently costs to add the addition to the current building located next to the courtyard or the cost of building a new building. As reported by staff, the difference was \$6 million to \$8 million depending on cost estimates, and the renovation and/or

addition versus a new freestanding building. It is believed there is some work the community needs to do around what options are available to help with funding if the Board finds they do not have funding to move forward; perhaps a public/private partnership or donations from the community. The end goal is about equity for Stranahan High School and because that is the focus of the Education Advisory Board, she thinks it is important to pay attention to the conversation, be engaged in the conversation and if appropriate, lead the conversation.

Chair Dr. Zeman questioned if Ms. Brinkworth could help the Board understand other options at the July meeting. They will be focused on the \$11 million Bond for Joint Use Parks, but other things mentioned are all innovative and he thinks many Board members would be well served to learn more about them, whether it is fundraising, a public/private partnership, or maybe City funding of some things. He did not think there would be a decision from the School Board by July, but it makes great sense to be prepared so if they decide not to do the extra \$6 million to \$8 million, they can figure out the options and how, as a Board, they can get the City Commission to move.

Ms. Brinkworth agreed and thought Ms. Saunders might have better insight to when the Workshop might be; it typically takes a while before something comes back to the School Board at a Workshop for discussion. She has a sense they were looking for it to be sooner than later because the project has been delayed so long already. She would be happy to explore some of those options and talk with the Board about what they might look like. She thinks those options could very easily become action items for the community based on the conversation the School Board will have at the Workshop. She stated she would work with Ms. Saunders to formulate some thoughts about what plans might look like as far as what is doable from the City's perspective as well.

Chair Dr. Zeman requested details on the Enrichment Coordinator and questioned what they are looking for.

Ms. Saunders explained the Enrichment Coordinator is a critical position for the summer program. The person would serve on the leadership team for implementation of the summer program and would be responsible for training and ongoing coaching of teachers to evaluate the implementation of the curriculum and the evaluation of the program. They would also be a support to identify creative ways to engage students and continue to make learning fun throughout the summer. They are looking for a certified teacher with experience training other teachers, experienced with curriculum design, and someone with experience in a camp setting or outside of an academic setting; someone who can take academic content and make it enriching in a way that would be fully engaging and immersive in the camp experience. The start date would be June 7, 2021; the idea would be for them to at least be able to start part-time before onboarding with teachers, which would be June 14, 2021.

In response to Mr. Relyea, Ms. Saunders clarified the position expires the end of the summer.

Ms. Saunders stated the job is fun with an opportunity to have a broad impact in a community-driven model. There are 14 different camps, and this is an opportunity to build relationships with camp directors. She requested anyone with referrals contact her by Tuesday.

Approval of Last Meeting Minutes: April 22, 2021

Motion by Ms. Brinkworth, seconded by Ms. Coetzee, to approve the April 22, 2021 minutes. **Motion** passed unanimously. (13-0)

- **Closing**

Chair Dr. Zeman reiterated that the Board would take the month of June off. He asked that everyone be prepared to come to the July 15, 2021 meeting and to start thinking about options and best ideas. He reminded everyone that every month it takes to get to a decision point is another month the money is not spent on a playground or a facility is not built. There is a real press to make a decision at the end of the July meeting and get Parks and Recreation to make their decision at the August meeting, so the money could be spent.

Ms. Lockwood advised that her students sent their apologies. They have been busy; they presented to Dr. Osgood, as well as to a statewide group of History teachers, and Chad had a one-on-one interview with Board member, Rory Sponsler. She shared the latest sizzle reel; they have updated their recommendations. She suggested continuing discussion about how to engage students and youth in work going forward, especially in equity.

The next meeting will be held July 15, 2021 at 6:30 p.m.

Hearing no further business, the meeting adjourned at 7:53 p.m.

[Minutes transcribed by C. Guifarro, Prototype, Inc.]