**Maynard Jackson High School**

**Date: March 3, 2021**

**Time: 5:00pm- 7:00pm**

**Location: Zoom**

**Meeting Key Takeaways**- MJHS budget was unanimously approved by the board. The working budget increased from from $13,353,247 to $13,555,146, an increase of $201,899, which was due to the release of Title 1 funds. MJHS also received its school-based Cares Act Fund Allocation ($406,871). Key changes/updates from the draft budget presented at the February meeting include: 1) a 5th Professional School Counselor bringing caseloads below 300; 2) Additional Graduation Coach, allowing one to focus on 9th-10th grade studentsand one to focus on 11th-12th grade students; 3) Media Center Paraprofessional; and 4) Instructional Paraprofessional (classroom support). The CARES Act Funds will be used to provide 1) Credit Recovery Lab Teacher (SY 21-22 and SY 22-23); 2) Math Support Teacher (SY 21-22 and SY 22-23); and 3) Hourly Credit Recovery Lab Teacher with Afterschool and Saturday focus.

|  |  |  |
| --- | --- | --- |
| **ROLE CALL** |  |  |
| **Role** | **Name** *(or Vacant)* | **Present or Absent** |
| **Principal** | Adam Danser | Present |
| **Parent/Guardian** | Rene Esler | Present |
| **Parent/Guardian** | Kim Grimes Solomon | Present |
| **Parent/Guardian** | Kamau Bobb | Present |
| **Instructional Staff** | Jandi Harris | Present |
| **Instructional Staff** | David Eberhart | Present |
| **Instructional Staff** | Anthony DeCosta | Present |
| **Community Member** | Garry Long | Present |
| **Community Member** | Virgil Murray | Present |
| **Swing Seat** | Allison Whitaker Brown | Present |
| **Student** *(High Schools)* | Chase Dawkins | Present |

**Guests Present:** Sadira Bobb (vice-chair- No Place for Hate), Shoshana Caldes (chair- No Place for Hate)

**Quorum Established:** Yes.

**Public Comment**- “No Place for Hate”, a district-wide initiative that led by students and faculty to pursue equity for students and make sure that students feel supported, offered their findings from a recent school survey about student perceptions of the process for selecting academic pathways. The survey results indicate that a disproportionate number of King Middle School students feel they were placed in incorrect academic pathways. Additionally, many students felt that they did not have access to the course pathway sheets or guidance on how to change their academic pathways before the window for changes closed. The survey yielded 239 responses of which 100 were current freshmen. The group recommends that MJHS review and revise the current pathways selection process and work to ensure that all students, but in particular Kimg Middle students, have adequate time, counseling and support to select the pathway that will allow them to be most successful in school and life. Recommended steps include informing students earlier about pathway choices and selection protocols, and extending the two week cutoff for the students to make changes at the start of the school year.

1. **Action Items** 
   1. **Approval of Agenda:** Motion made by: Kamau Bobb Seconded by: Anthony DeCosta

Members Approving: Unanimously approved

Members Opposing: none

Members Abstaining: none

**Motion- Passes**

* 1. **Approval of Previous Minutes:** Motion made by: David Eberhart; Seconded by: Garry Long

Members Approving: Unanimously approved

Members Opposing: none

Members Abstaining: none

**Motion- Passes**

1. **Discussion Items** 
   1. **FY 2022 Budget:** APS received CARES Act funding, which allows MJHS greater lattitude in making its final funding decisions for the 2021/2022 academic year.. The CARES Act funding ($400K+) is not confirmed for the following (2022/2023) school year, so it is not clear that the level of funding is supports for schools is sustainable. One of the structural impacts of COVID is kids missing credits, and MJHS credit recovery needs will last beyond a year. MJHS also plans to address the emotional/social needs of the students. The biggest budget additions are:
      1. **5th counselor-** The American School Counsellor Association recommends a 1:250 ratio- we currently run about 1:300 or 1:400. Besides reducing the caseload, adding a 5th counselor will also allow the counselors to develop relationships that will allow us to push all children toward the right programs that will help them achieve their goals.
         1. **Question-** what will the new ratio be?
         2. **Answer-** about 1:300.
         3. **Question**- will we completely change our model of allocating students to counsellors.
         4. **Answer:** Yes, it will change. We will come together as a team to create the new model. It will look a little different.
      2. **Graduation Coach-** It is a four- year scope to work with students from 9th grade through 12th grade. In reality, the graduation coach spends most of the time addressing the 12th grade needs. We know the deficits, so the new model would allow one graduation coach take the 9th/10th graders and a second coach would take 11th/12th graders to help student academically and also support teachers. They will be critical to help the kids get their credits, as well as help them raise their GPAs, identify scholarship opportunities. It’s providing layers of support at a more intimate level with better relationships overall.
      3. **Math Support-** will focus on helping kids be more successful in maths studies.
      4. **Hourly Teacher to run the afterschool credit recovery lab-** would be in the media center to help students use the 5th period option to help kids as much as we can based on the gaps we see. We know the kids that need this support and there are more than there were prior to the pandemic.
      5. **Transportation-** we used to run two routes of buses after school and with the credit recovery program enhancements, we will have to increase the transportation available.
         1. **Q:** Can we provide any incentives to move kids along in credit recovery?
         2. **A:** Yes, but with limitations. Gift cards are not an option. But there are funds in the budget for incentives. We are asking for flexibility at the district level to allow us to re-imagine the incentives
         3. **Q:** How many students are we talking about when we talk about credit recovery?
         4. **A:** We have about 40% of the class of 2022 that are off track and are enrolled in credit recovery or offsite courses to catch up, and about 100 in every other grade. Right now, in terms of overall failure, we are at about 14%. The issue is engagement. If the kids are engaged, they are generally passing. If they aren’t engaged, they generally aren’t passing. We are seeing this in greatest number in our 9th graders. We had about a 20% failure rate in math and a 20% failure rate in science. We will have a summer program throughout the district, but it won’t work for all kids.

**Q:** Do we know why the kids aren’t engaged?

**A:** It’s a good question. We are about to send out the required wellness survey. The kids who we need to reach and respond are the ones unlikely to be reached or respond. It doesn’t appear to be an issue with technology. It’s also important to remember that the difference between 8th and 9th grade is big. It’s a big jump, and it takes a bit of counseling and support to get them to absorb the responsibility of doing the work. The transition program (that helps the 8th graders to prepare for 9th grade) really helps. Not having the bridge program for the current 9th graders probably had some affect. Not being in person is taking away a lot of the personal interactions and discussions that build relationships and encourage inquiry.

**Additional information**: About 2% of the SSF is not allocated. Rather it is held back until final enrollment numbers are recognized. But the funds do become available if our enrollment is at or above the predicted number. Budget dollars are also being allocated toward classroom furniture, macbooks and boxlights.

Question- Are there any funds available to add a therapist or part-time psychologist given the likelihood that many returning children will be exhibiting signs of depression, PTSD, trauma, or other behavioral/mental health concerns?

Answer- Unfortunately, no. Wrap-around services are still in place but the paperwork can be challenging. There are therapists that come right to school, but MJHS clinical caseworkers can’t provide direct services. From a teacher perspective, counsellors are the first line of support. The 5th counsellor will provide more time for counsellors to be able to listen to the children and assess their needs and support required. APS is aware of the profound behavioral health needs that are brought on by the pandemic and are looking at ways to address is at the broader system level.

1. **Approval of the budget**- Motion made by Eberhart, Seconded by – Rene Esler

Members Approving: Unanimously approved

Members Opposing: none

Members Abstaining: none

1. **Information Items** 
   1. **Principal’s Report-** Indivual student conferences are beginning- their purpose are to ensure students can directly engage in discussion about their path in school. Students have returned to school. Max attendence to date has been 185 students. Expect to be at the level at least through Q4. Surveillance testing continues at the school, and COVID procedures are in place for any students/staff member who received confimatory tests.

**Announcements-** Opening declarations for the 2021 elections- if existing board members would like to continue, they must declare. Also, reminder all GO-team members must go through a budget planning training.

1. **Adjournment**

Motion made by: Allison Whitake Brown ; Seconded by: Anthony DeCosta

Members Approving: Unanimous

Members Opposing: None

Members Abstaining: None

**Motion** Passes

**ADJOURNED AT** 7:12pm

-----------------------------------------------------------------------------------------------------------------------------

**Minutes Taken By:** Rene Esler

**Position:** Go-team Secretary

**Date Approved:**